

**Updated**  
**Jan. 17, 2025**



**VALLEY**  
**HIGH SCHOOL**  
**VALLEY SOUTHWOODS**  
**FRESHMAN HIGH SCHOOL**



**2025-26 Course Catalog**

**Academics**

**Activities**

**Arts**

**Athletics**



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## **Valley High School Administrators**

515-633-4000

### **Principal**

- David Maxwell

### **Associate Principals**

- Shannon Campbell (A-Go)
- Josh Griffith (Gp-N)
- Chris Novak (O-Z)
- Megan Thomsen (Special Education Coordinator)

### **Athletics and Activities Office**

- Director TBD
- Mike Egbert, Assistant Director

## **Valley High School Counselors**

515-644-4130

Morgan Binder (A-Cl) | 515-633-4127

Eric Traynor (Cm-Go) | 515-633-4346

Karla Hardy (Gp-K) | 515-633-4128

Tony Wieland (L-N) | 515-633-4126

Becky Sinram (O-Sta) | 515-633-4123

Counselor TBD (Stb-Z) | 515-633-4125

## **Valley Southwoods Freshman High School Administrators**

515-633-4500

### **Principal**

- Mindy Euken

### **Associate Principal**

- Haley Hockensmith

## **Valley Southwoods Freshman High School Counselors**

TJ Cox (L-Z) | 515-633-4643

Tess Young (A-K) | 515-633-4524

## Introduction to Students and Parents

This course catalog is designed to help Valley Southwoods Freshman High School and Valley High School students and their families plan a course of study for the student. Because of the wide variety of courses, it is essential that decisions be made carefully in the light of personal objectives and future goals. Pre-registration for the next school year will take place in January and February. It is very important that good course selections be made during the spring because the number of seats in any given course is determined by the original count.

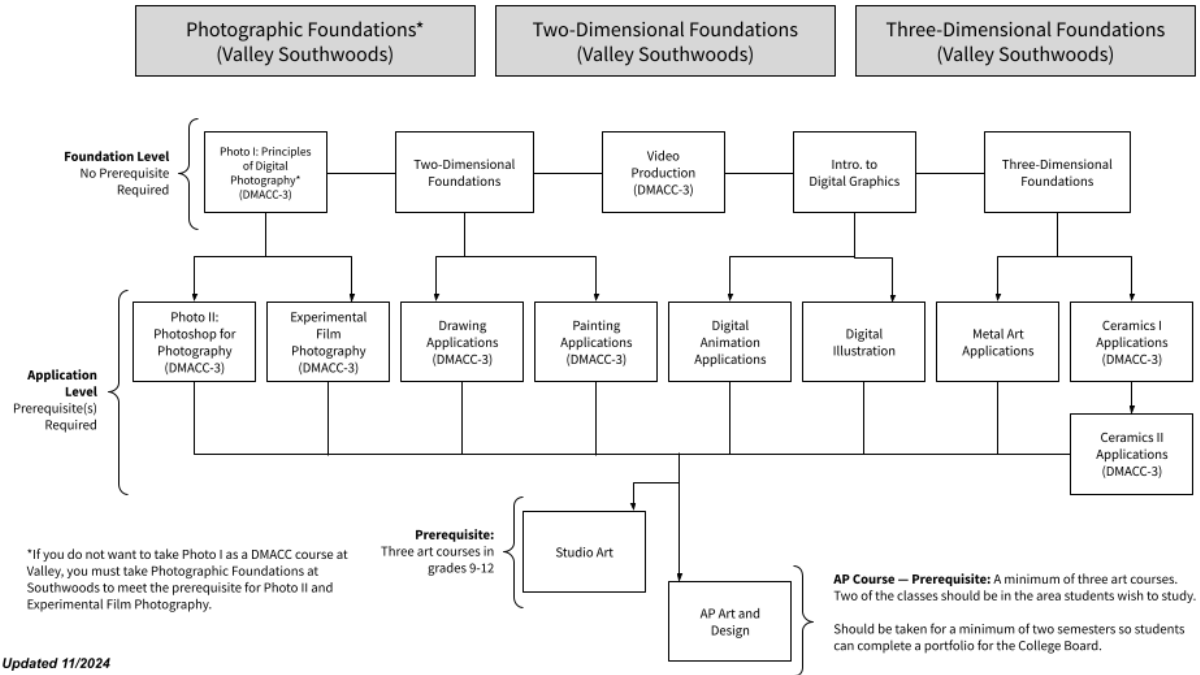
As you consider coursework for next year and complete course registration, please keep the following in mind:

- Every course at Valley and Valley Southwoods is open and available to all students on an equal opportunity basis.
- All students are required to schedule a minimum of 5.5 credits per semester. Seniors in good standing may take a reduction in credits with administrative approval. Seniors must be enrolled in no fewer than four credits.
- Required courses at Valley Southwoods:
  - Physical Science
  - Global Geography and Culture
  - Language and Literature
  - Physical Education
  - One of the following math courses: Algebra I or Advanced Geometry.
    - Eligible students may take advanced courses in one or more core areas to meet the course requirements. See the Advanced Options section.
    - Students need to enroll in at least one elective course each semester. If you wish, you may take up to three electives each semester. You will be placed in a study hall for each period you are not in an elective class.
- Minimal recommendations for college preparation:
  - English: 4 years, including literature and one year of composition
  - Mathematics: 3 years, including algebra, geometry, and algebra II
  - Natural Science: 3 years, including Physical science, biology, and chemistry or physics
  - Social Studies: 3 years, including U.S. History, government and economics
  - Foreign Language: 2-4 years of a single language

Counselors will meet with each student to assist in making appropriate choices for the complete educational program. Teachers are also good resources; they are familiar with individual students' strengths. Parents, please contact us; we want to help in any way possible.

# Art Department

## Art Department Flowchart



## Art Department Table

Course Title	9	10	11	12	Semesters	Credit	Prerequisite Required
<b>FOUNDATION-LEVEL COURSES</b>							
Introduction to Digital Graphics		X	X	X	1	1	No
Photographic Foundations	X				1	1	No
Photo I: Principles of Digital Photography (DMACC)		X	X	X	1	1	No
Three-Dimensional Foundations	X	X	X	X	1	1	No
Two-Dimensional Foundations	X	X	X	X	1	1	No
Video Production (DMACC)		X	X	X	1	1	No
<b>APPLICATION-LEVEL COURSES</b>							
Ceramics Applications I (DMACC)		X	X	X	1	1	Yes
Ceramics Applications II (DMACC)		X	X	X	1	1	Yes
Digital Animation Applications		X	X	X	1	1	Yes
Digital Illustration		X	X	X	1	1	Yes
Drawing Applications (DMACC)		X	X	X	1	1	Yes
Experimental Film Photography (DMACC)		X	X	X	1	1	Yes
Metal Art Applications		X	X	X	1	1	Yes
Painting Applications (DMACC)		X	X	X	1	1	Yes
Photo II: Photoshop for Photography (DMACC)		X	X	X	1	1	Yes
Studio Art		X	X	X	1 or 2	1 or 2	Yes
<b>ADVANCED PLACEMENT</b>							
AP Art and Design			X	X	2	2	Yes

## **Scholar of Fine Arts—Visual Arts**

1. Must take at least four years (8 credits) in an applied area of visual arts in grades 9-12 at Valley/Valley Southwoods.
2. Complete the Advanced Placement Art and Design course offered at Valley.
3. Have an overall GPA of at least 3.5.
4. Have a GPA of 4.0 in all visual arts courses.
5. Must take all semester exams in the scholarly field without Pass/No Pass.
6. Must take the AP exam for the Art and Design course.
7. Must exhibit a “Capstone” experience.

The Capstone experience for each Scholar will be a project that exhibits a deep level of understanding of their area of interest. This Capstone will be the synthesis of the important content, knowledge, or skills that are of vital significance and importance in the Scholar’s area of focus. The Capstone will be evaluated through the lenses of three standards: a) Construction of Knowledge, b) Elaborate Written Communication, and c) Connections to the Student’s Life. Students will develop a Capstone proposal based on the following criteria:

### *Standard 1: Construction of Knowledge*

The task asks students to interpret, analyze, synthesize, or evaluate information in writing about a topic, rather than merely reproduce information. To score high, the task should require interpretation, analysis, synthesis, or evaluation of information that goes deeper than simple familiarity with the information.

### *Standard 2: Elaborated Written Communication\**

The task asks students to draw conclusions or make generalizations or arguments and support them through extended writing. There is an explicit call for generalization AND support. The task asks students to draw conclusions or to make generalizations or arguments using narrative or expository writing, AND to substantiate them with examples, summaries, illustrations, details, or reasons.

\*Elaborated communication may be most often evident in essays or research papers, but may take other forms.

### *Standard 3: Connections to Students’ Lives*

The task asks students to connect the topic to their lives. The task asks students to connect the topic to experiences, observations, feelings, or situations significant in their lives using narrative or expository writing.

The individual Capstone proposal must be approved in May of the junior year. A presentation of the Capstone experience will be adjudicated prior to May 15 of the senior year by a jury of three composed of their Capstone adviser, a Valley administrator, and a teaching and learning administrator (as available). The Capstone adviser will meet with their team of assigned scholars. A topical agenda with timeline will guide the process. This will be explained to all participants during the September large group meeting.

## Course Descriptions and Course Numbers

Each of the courses offered by the Art Department will satisfy the fine arts requirement for graduation.

### Course Competency Exam Policy

Students transferring in from outside of the West Des Moines School District will have to submit a portfolio, with samples of their art work, to the instructor of the course they wish to test out of. They will also be subject to any skill/safety exams that the instructor chooses. Approval in both of these areas will allow the student to test out of the course. If the above guidelines are not met, the student will start in an entry level art course.

### FOUNDATION-LEVEL COURSES

#### Introduction to Digital Graphics

ART207 or ART208 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Introduction to Digital Graphics is a foundation-level course, which requires no previous art experience. This course will investigate artistic skills as they are applied to the digital medium. This course will provide a foundation for further study in application-level art courses, such as Animation Applications.

#### Photographic Foundations

ART105 or ART106 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Photographic Foundations is an introductory-level course and requires no previous photography experience. Topics will include basic Digital SLR camera operation, composition, and computer tips and tricks, as well as shooting tips and tricks. This course will provide a foundation for further study in Applications-level art courses at Valley High School. No camera is required.

#### Photo I: Principles of Digital Photography (DMACC)

ART201 or ART202 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Photo I: Principles of Digital Photography is a one-semester course where students will learn the basic principles of digital photography.

Topics will include basic camera operation, composition, metering, computer tips and tricks as well as shooting tips and tricks. A digital SLR camera in conjunction with the computer will become instruments to explore visual communication effectively. The training will provide the student with entry level skills to meet current photographic industry standards. No camera is required. This course must be taken for DMACC credit.

#### Three-Dimensional Foundations

ART205 or ART206 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Three-Dimensional Foundations is an introductory level course and requires no previous art experience. The course will investigate ceramics, sculpture, metal skills, and art history, including wheel throwing and metal fabricating. This course will provide a foundation for further study in application-level art courses.

#### Two-Dimensional Foundations

ART203 or ART 204 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Two-Dimensional Foundations is an introductory level course and requires no previous art experience. The course will investigate the creative process of drawing and painting skills. This course will provide a foundation for further study in application-level art courses.

### **Video Production (DMACC)**

ART303 or ART304 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This class is designed for the student who would like to explore video production. Students will learn proper use of cameras, lighting, sound, and technology to create a variety of videos incorporating multiple shots and digital video clips. Students will also learn the fundamentals of video editing using professional-grade software.

This course must be taken for DMACC credit.

### **APPLICATION-LEVEL COURSES**

#### **Ceramics Applications I (DMACC)**

ART311 or ART312 | First OR Second Semester

Prerequisite: Three-Dimensional Foundations

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course is designed to build upon the ceramic skills established in Three-Dimensional Foundations. It is a comprehensive 'hands-on' experience working with clay. The discovery "process" of finding one's unique sense of touch is stressed. Fundamental techniques demonstrated in hand-building, wheel-throwing, mold making, glazing and firing methods. Concepts in ceramic art discussed, connecting cultures, artists and contemporary objects and functional art.

This course must be taken for DMACC credit.

#### **Ceramics Applications II (DMACC)**

ART411 or ART412 | First OR Second Semester

Prerequisite: Three-Dimensional Foundations and Ceramic Applications I

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course was designed for students who want to build upon the skills developed and learned in Three-Dimensional Foundations and Ceramics Applications I. Personal voice and independent working practices will be explored. Advanced wheel throwing, hand

building methods, slop casting, model making, glaze formulation, alternative firing methods will be explored. Interested students may take this course multiple times to expand their ceramic skills.

This course must be taken for DMACC credit.

#### **Digital Animation Applications**

ART503 or ART504 | First OR Second Semester

Prerequisite: Introduction to Digital Graphics

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course was designed for students who have taken Introduction to Digital Graphics. The Digital Animation class explores and builds upon previous learned skills. Students will explore techniques using storyboards and character design. They will create a group project that will allow them to work collaboratively, much like an animation production studio.

#### **Digital Illustration**

ART209 or ART210 | First OR Second Semester

Prerequisite: Introduction to Digital Graphics

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This one-semester course, Digital art experience, is essential to landing your dream job in the art industry. In this course, you will take your digital skills to the next level. You will create the type of digital art used in movie design, book illustration, advertisement posters, comics/graphic novels. Learn cutting edge techniques to create digital illustrations using Adobe Photoshop, Adobe Illustrator as well as other digital mediums. This is a second level Digital Illustration course with a prerequisite of Intro to Digital Graphics. Through independent working practice you will discover your unique artistic voice.

### Drawing Applications (DMACC)

ART307 or ART308 | First OR Second Semester

Prerequisite: Two-Dimensional Foundations

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course is a broad approach to drawing techniques for both the beginning and the advanced student. Students will explore various methods and mediums to develop skills through form, content, and techniques. Mediums include pencil, chalk, pastel, and ink. Drawings will be done in both black and white and color. A portfolio will be developed at the end of the class.

This course must be taken for DMACC credit.

### Experimental Film Photography (DMACC)

ART211 or ART212 | First OR Second Semester

Prerequisite: Photo I - Principles of Digital Photography or Photographic Foundations (VSW)

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Experimental Film Photography is a course where students will learn principles of 35mm film photography as well as experimenting with photographic darkroom techniques. Topics will include 35mm film camera operation, film developing, darkroom photo printing, and special effects. No camera required. This is a college-level and college credit course (3.00 DMACC credit hours, 1.00 Valley Art credit). All students taking this course are required to take the final. There is no additional cost for the DMACC credit and a DMACC representative will complete the registration in class. This course must be taken for DMACC credit.

### Metal Art Applications

ART313 or ART314 | First OR Second Semester

Prerequisite: Three-Dimensional Foundations

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course will help students develop skills and techniques needed to work with metals and various other materials. The students will explore innovative approaches to

problem-solving in the creation of sculpture and/or wearable art. Areas covered will include cold construction, casting, soldering, stone setting, and coloring techniques.

### Painting Applications (DMACC)

ART305 or ART306 | First OR Second Semester

Prerequisite: Two-Dimensional Foundations

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course will provide students with an intensive study in painting techniques. Students will explore various methods and mediums to develop their skills through form, content, and technique. Mediums will include watercolor, acrylic, and oil. A portfolio will be developed at the end of the class.

This course must be taken for DMACC credit.

### Photo II: Photoshop for Photography (DMACC)

ART301 or ART302 | First OR Second Semester

Prerequisite: Photographic Foundations or Photo I: Principles of Digital Photography

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Photo II: Photoshop for Photography is a one-semester course where students will learn advanced techniques in digital photography and photo editing. This course teaches students how to work with Adobe Photoshop, and Adobe Lightroom, the industry-standard photo image software programs. This class is an in-depth look at the technical aspects of color management, light and dark adjustments, and other techniques for preparing the image for output to print or be used on the internet by using the digital darkroom. No camera is required. This course must be taken for DMACC credit.

## Studio Art

ART401 and/or ART402 | First AND/OR Second Semester

Prerequisite: Three art courses in grades 9-12

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Studio Art will introduce and expand on various student-chosen media, content, and techniques. Students will develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. This course was designed for students who would like to work independently and with instructors guidance, to develop a portfolio for college admittance, scholarships, or personal reasons, without being constrained by the AP Art and Design portfolio requirements. Studio Art can be taken for one or two semesters.

## ADVANCED PLACEMENT

### AP Art and Design

ART501 and ART502 | Full-Year Course—Can be taken more than once.

Prerequisite: A minimum of three art classes.

Two of the classes should be in the area students wish to study.

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

The AP Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection.

Taking the Advanced Placement exam (submitting a portfolio) is the culmination of the AP course curriculum. Taking the exam, is

required for a weighted grade at Valley and consideration for credit at the college or university of your choice. The course can be repeated if you choose to create a different portfolio.

Portfolios:

- AP 2D Art and Design
- AP 3D Art and Design
- AP Drawing

Each portfolio will consist of the following:

1. Sustained Investigation: 60%—Fifteen examples of finished art pieces and process photos from your sketchbook, investigating one topic. Written reflections.
2. Selected Works: 40%—Five of your best art pieces. Written reflections.

Other requirements in this course include:

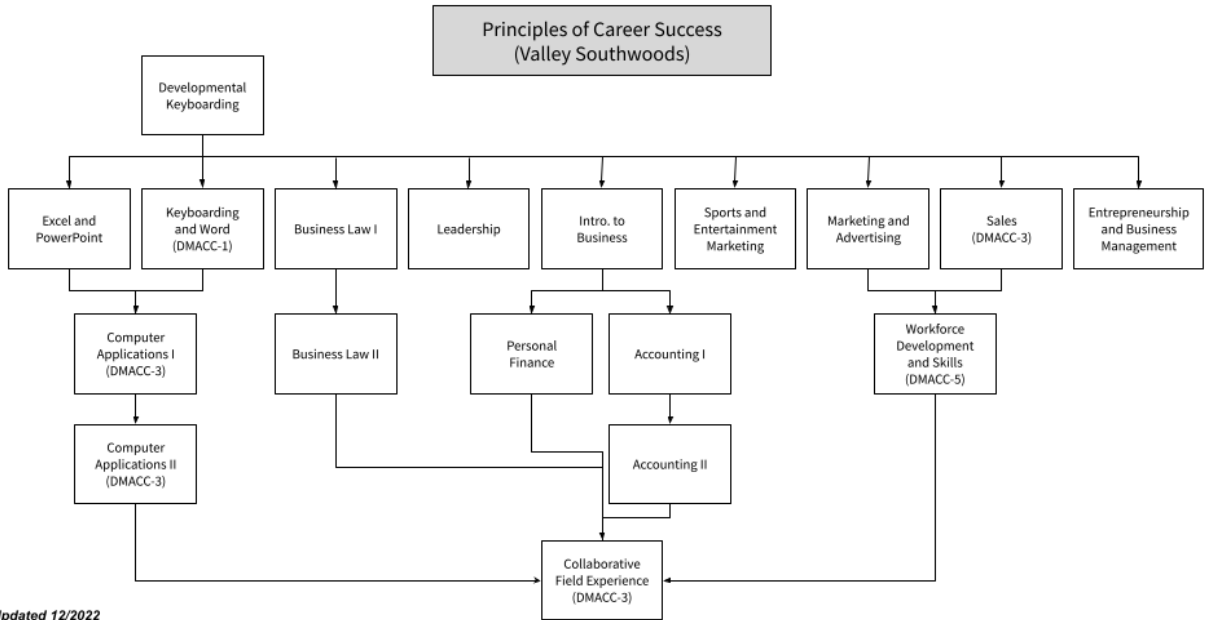
- Pre-AP summer sketchbook assignments (Students will meet in the spring for details.)
- Independent art exhibit at Valley or in the community
- Development of a digital portfolio
- Final collaborative AP Art and Design exhibit

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

# Business Education

## Business Education Flowchart



Updated 12/2022

## Business Education Table

Course Title	9	10	11	12	Semesters	Credit	Prerequisite Required
Accounting I		X	X	X	2	2	No
Accounting II			X	X	2	2	Yes
Business Law I			X	X	1	1	No
Business Law II			X	X	1	1	Yes
Computer Applications I		X	X	X	2	1	No
Computer Applications II		X	X	X	1	1	Yes
Developmental Keyboarding		X	X	X	1	1	No
Entrepreneurship and Business Management			X	X	1	1	No
Introduction to Business		X	X	X	1	1	No
Introduction to Computer Applications: Keyboarding and Word		X	X	X	1	1	No
Introduction to Computer Applications: Excel and PowerPoint		X	X	X	1	1	No
Leadership		X	X	X	1	1	No
Marketing and Advertising			X	X	1	1	No
Personal Finance			X	X	1	1	No
Principles of Career Success	X				1	1	No
Sales			X	X	1	1	No
Sports and Entertainment Marketing		X	X	X	1	1	No
Valley Internship Program			X	X	1	1	No
Workforce Development and Skills			X	X	2	2	Yes

## Scholar of Technology and Applied Arts

Marketing	Accounting	Computer Software & Media
Foundations of Business (1 credit) OR Introduction to Business (1 credit)		
Leadership (1 credit)		
Business Law I (1 credit)		Computer Applications I <b>and</b> II (1 credit each) <b>OR</b> Introduction to Computer Applications: Keyboarding and Word and Excel <b>and</b> PowerPoint (1 credit each)
Sports and Entertainment Marketing (1 credit)	Accounting I (1 credit)	Web Page Design I (1 credit)
Marketing (1 credit)	Personal Finance (1 credit)	Web Page Design II (1 credit)
Sales (1 credit)	<b>Pick two credits from list of approved options:</b>  Valley Internship Program <b>OR</b> Work Development Marketing <b>OR</b> Sports Entertainments and Marketing Computer Applications I Sales Foundations of Business (1 credit) <b>OR</b> Introduction to Business (1 credit)	<b>Pick two credits from list of approved options:</b>  Valley Internship Program <b>OR</b> Work Development Marketing <b>OR</b> Sports Entertainments and Marketing Business Law I Sales Foundations of Business (1 credit) <b>OR</b> Introduction to Business (1 credit)
Entrepreneurship (1 credit)		
<b>Pick one credit from list of approved options:</b>  Valley Internship Program <b>OR</b> Work Development Accounting I Computer Applications I Foundations of Business (1 credit) <b>OR</b> Introduction to Business (1 credit)		

1. Must take at least 8 credits of courses from the Business/Marketing Education Department.
2. Must complete one of the articulated Business career and technology strands offered at Valley High School—Marketing, Accounting, or Computer Software and Media Applications. Have an overall GPA of at least 3.5.
3. Have a GPA of 4.0 in the courses listed above.
4. Actively participate for at least one year in the Business Department Career and Technical Student Organization—DECA.
5. Must take the semester exams in all scholar track courses without Pass/No Pass.
6. Must exhibit a “Capstone” experience.

The Capstone experience for each Scholar will be a project that exhibits a deep level of understanding of their area of interest. This Capstone will be the synthesis of the important content, skills, or

knowledge that are of vital significance and importance in the Scholar's area of focus. The Capstone will be evaluated through the lenses of three standards: a) Construction of Knowledge, b) Elaborate Written Communication, and c) Connections to the Student's Life.

Students will develop a Capstone proposal based on the following criteria:

*Standard 1: Construction of Knowledge*

The task asks students to interpret, analyze, synthesize, or evaluate information in writing about a topic, rather than merely reproduce information. To score high, the task should require interpretation, analysis, syntheses, or evaluation of information that goes deeper than simple familiarity with the information.

*Standard 2: Elaborated Written Communication\**

The task asks students to draw conclusions or make generalizations or arguments and support them through extended writing. There is an explicit call for generalization AND support. The task asks students to draw conclusions or to make generalizations or arguments using narrative or expository writing, AND to substantiate them with examples, summaries, illustrations, details, or reasons.

\*Elaborated communication may be most often evident in essays or research papers, but may take other forms.

*Standard 3: Connections to Students' Lives*

The task asks students to connect the topic to their lives. The task asks students to connect the topic to experience, observations, feelings, or situations significant in their lives using narrative or expository writing.

The individual Capstone proposal must be approved in May of the junior year. A presentation of the Capstone experience will be adjudicated prior to May 15 of the senior year by a jury of three composed of their Capstone adviser, a Valley administrator, and a teaching and learning administrator (as available).

The Capstone adviser will meet with their team of assigned scholars. A topical agenda with timeline will guide the process. This will be explained to all participants during the September large group meeting.

**Items of Note**

1. Scholar designation could be earned in multiple strands.
2. Scholar's track would require participation in DECA, the Career and Technical Student Organization tied to the Business Department.
3. Foundations of Business and Intro to Business are OR options. Foundations of Business is only offered at Valley Southwoods so if it is missed at Southwoods, there would be no way to complete the Scholars track at Valley alone.
4. Scholar tracks are aligned with State DOE designations.

## Course Descriptions and Course Numbers

Valley High School has entered into Concurrent Credit and Articulation Agreements with Des Moines Area Community College (DMACC). Students using the articulation agreement may seek advanced standing in DMACC's business programs.

### Accounting I

BUS205 and BUS206 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Accounting is “the language of business.” Warren Buffet says that anyone with an interest in business should learn as much about accounting as possible. Here's your chance! This two-semester course covers the complete accounting cycle for proprietorships, partnerships, and corporations. Accounting provides the background for a student seeking an entry-level accounting job, as well as for college-bound students who plan to enter the field of business.

### Accounting II

BUS301 and BUS302 | Full-Year Course

Prerequisite: Accounting I

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

A two-semester course that reviews accounting principles and procedures studied in the first year of accounting; covers partnership, corporation, cost, and management accounting; emphasizes duties of specialized accounting clerks; shows the relationship between an accounting department and an automated data processing center; introduces the accounting student to the many tasks that will be completed by individuals moving up the accounting ladder. The student will also complete a short microcomputer simulation. The use of accounting as a basis for managerial decision-making is emphasized. This course is recommended for students planning a college major in accounting or business and for students who plan to work in the accounting field. Some of the class

activities are conducted off-campus and students are responsible for arranging for their own transportation.

### Business Law I

BUS305 or BUS306 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This one-semester course introduces students to the laws that affect business and their daily lives. Included are reviews of the Constitution and our legal system, ethics, law for minors, crimes, torts, contracts, employment, warranties, and consumer protection laws. Current and landmark cases, as well as legal professionals, are used in the study of business and personal law.

### Business Law II

BUS308 | Second Semester

Prerequisite: Business Law I

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

A one-semester course that further enhances student's awareness to the laws that affect businesses and their daily lives. Topics will include Personal Property, Employment & Equal Opportunity Law, Negotiable Instruments, Credit Law, Corporate Law, Rental & Housing Agreements, Family Law, and Estate Planning. Current and landmark cases are used in the study of business and personal law. Students who are interested in business or legal professions are encouraged to take this course.

### Computer Applications I

BUS203 or BUS204 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Computer Applications I is designed as a computer user-oriented course with no programming required for successful completion of course goals and objectives. Emphasis will be on four major microcomputer application areas: word processing (Word), database (Access), spreadsheets (Excel), and presentations (PowerPoint). Techniques learned here can be applied to many courses throughout high school and beyond. This course must be taken for DMACC credit.

### Computer Applications II

BUS304 | Second Semester

Prerequisite: Computer Applications I

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Computer Applications II focuses on using Excel to create efficient spreadsheet models of common and more complex business problems. Challenges students to use critical thinking and analysis to find effective solutions to real-life situations. Includes applying logic in decision-making, using statistical analysis tools, determining effective data display with charts, locating and managing data with reference functions, and organizing data for complex analysis. This course must be taken for DMACC credit. Content standards are based upon DMACC competencies.

### Developmental Keyboarding

BUS111 or BUS112 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Developmental Keyboarding is a one-semester class that focuses on the fundamental acquisition of basic keyboarding skills. It is designed for students in either the ESL program or Special Education program who need a slower pace than a regular

keyboarding/word processing class. An emphasis is placed on correct keyboarding techniques, leading to increases in speed and accuracy. Students will also use software-based programs to develop their skills. Students need counselor or program recommendation in order to take this class.

### Entrepreneurship and Business Management

BUS403 | First Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

A one-semester class covering all aspects of starting your own business as well as developing an appreciation for the “entrepreneurship mindset.” Regardless of a student’s career orientation, this class will provide students with an opportunity to work together on creating a business and integrating many aspects of business such as marketing, sales, making a business plan, managing, financing, and accounting. This course will culminate with an Entrepreneurship Fair where students will have an opportunity to meet with guests from the Business community to share information about their business. The class will follow the Bizinnovator curriculum from the University of Iowa and be taught by a certified BizInnovator teacher. Students will take a University of Iowa proficiency exam at no cost to the student and the result of the exam will not go toward their VHS grade and/or credit. Those students who pass this exam will have the option to obtain three University of Iowa credits for ENTR:1010 Exploring Entrepreneurship at a reduced course fee of \$150.

### Principles of Career Success

BUS109 or BUS110 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Principles of Career Success is a one semester course that builds employment skills through simulations and 21st century learning activities while exploring potential career interests. This course focuses on developing employability (soft) skills utilizing hands-on and interactive instruction. Upon successful completion of this course students will be better prepared to successfully apply, maintain, and grow in the business world.

### Introduction to Business

BUS101 or BUS102 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

We are all directly or indirectly part of the business world. As employees, we work in the business world, regardless of career. As consumers, we all have many daily interactions with different types of businesses. Why not have a foundation of knowledge to understand business basics while becoming a smarter consumer? This one-semester course provides that foundation with introductory information about economics, international trade, business structures, management, accounting, marketing and investments.

### Introduction to Computer Applications: Keyboarding and Word

BUS407 | First Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is a one-semester course that is designed to improve keyboarding skills through an in-depth utilization of Microsoft Word. Instead of creating a plain report, you can learn all features of Word and what this program can do to help you enhance your documents. The course will focus on keyboarding techniques the first six weeks and Microsoft Word for 12

weeks. At the end of the course, students will be allowed to test for Microsoft Certification as a Word Specialist. Microsoft Certification is a globally recognized business certification. This course must be taken for DMACC credit (1 credit)

### Introduction to Computer Applications: Excel and PowerPoint

BUS408 | Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Many current employers say college students lack skills in Microsoft Excel. Do you know what current employers say one skill a lot of college students are deficient in? Their ability to use Excel. Gain an advantage over other peers when competing for a job by enrolling in this one semester course to become proficient in Excel. In addition, we will go into detail about PowerPoint, which will give you the ability to enhance your presentations and set yourself apart. At the end of the course, students will be allowed to test for Microsoft Certification as an Excel Specialist and a PowerPoint Specialist. Microsoft Certification is a globally recognized business certification.

### Leadership

BUS201 or BUS202 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course is designed with the ultimate goal of helping students develop skills that will prepare them for their future success. Students will be able to apply what they learn to all aspects of their lives and across all curricular areas. The program consists of three foundational elements: teamwork, communication, and problem-solving. Students will have the opportunity to practice leadership through the three foundational course elements in a variety of situational challenges. The course will culminate with students developing an action plan that demonstrates the utilization of the three

foundational course elements i.e., create a presentation to teach peers about an important issue or topic, etc.an important issue or topic, etc.

### Marketing & Advertising

BUS311 and BUS312 | First OR Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Marketing is a one-semester course designed to introduce marketing by using a customer value framework. The class will cover marketing principles including: customer value, building and managing customer relationships, market research, market segmentation and targeting, buyer behavior, pricing, product development, and promotion. In addition, students will write targeted social media ads, perform demographic targeting, learn social media content promotion strategies, how to measure key performance indicators, advertising budgeting, and proper content scheduling.

### Personal Finance

BUS404 | Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

A one-semester course that focuses on how to manage your personal finances. Students will learn areas that enhance financial security and enable them to make wise decisions affecting their financial future. Units will include career and personal decision-making, money management, financial security, investments, credit management, and risk management. Students will gain knowledge of managing their personal finances, preparing them for financial responsibility beyond high school.

Students will have the option to take a University of Northern Iowa proficiency exam to earn 3 college credits for a fee of \$100. This will transfer directly to UNI as FIN 1040 (Financial Skills for Smart Living), to other

colleges if there is a comparable course, or as general elective credit.

If students are in need of financial assistance to help with the cost of the proficiency exam, please see your assigned counselor for information.

### Sales

BUS401 or BUS402 | First OR Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Sales is a semester course designed to teach personal selling and building customer relationships. This course must be taken for DMACC credit (3 credits). Emphasis will be on using a “consultative style” of personal selling.

The class will cover the importance of establishing good relationships, finding prospect needs, providing a solution to these needs, and closing a high percentage of sales interviews.

### Sports & Entertainment Marketing

BUS309 or BUS310 | First OR Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

A one-semester class covering sports marketing and marketing within the entertainment industry. Both marketing techniques of professional teams and colleges, as well as the use of sports teams and players to promote products and businesses, will be covered. Topics include public image, marketing plans, sponsorship pricing, recreation marketing, event management, fun fan activities, ticket sales, and legal issues.

### Valley Internship Program

BUS501 or BUS502 | First OR Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

The Valley Internship Program is a career-focused internship. Students can be placed in a work-based learning experience in a career field that they're interested in pursuing after high school. This is a one-semester class, scheduled 2 consecutive periods, designed to provide a work-based learning opportunity with local business, government, and non-profit organizations. Students are placed in local business environments to get an authentic working experience. In unique circumstances, working remotely may be an option.

Through this experience, students will be challenged to take ownership of their learning. Students must learn, practice, and refine employability skills like working in dynamic teams, managing work pace, adapting and adjusting quickly, calendaring and scheduling, email/phone communications, etc. In order to maintain the integrity of our school to business relationships, students are expected to follow the expectations of this course. Students must provide their own transportation. This course must be taken for DMACC credit.

- Successful completion of the Valley Internship Program awards two (2) Valley High School credits per semester.
- This course can be taken for a total of two times, during your junior and/or senior year, for a total of 4 high school credits.
- Three (3) credits may be obtained from DMACC (ADM936) after completing 120 working hours, during that semester, through the program, as well as demonstrating competencies provided by DMACC.
- DMACC credits can only be awarded once

### Workforce Development & Skills (DMACC)

BUS405 and BUS406 | Full-Year Course

Prerequisite: Concurrent enrollment in a business class each semester.

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Work Development & Skills is a two-semester college-level course focusing on job training related to business classes. Students are required to be enrolled in a business course each semester they are enrolled in Work Development & Skills in order to participate in the job training. Instruction and assessment will take place in an online environment. Students will be required to meet a minimum of four class periods throughout the semester. Students will meet in one-on-one conferences with the instructor throughout the course. Students must work an average of 10 hours per week in a business-related job. The student's class schedule must be arranged so the student can be at their work site no later than 2:30 p.m. at least once every two weeks. This course must be taken for DMACC credit.

Only seniors may waive the physical education requirement if enrolled in the job. This waiver does not include makeup phys. ed.

In addition to actual on-the-job experience, online instruction and assessment will be provided in order for students to meet the following DMACC competencies in Career & Development Skills (ADM221) & Occupational Experience (ADM 936) in a blended learning environment.

# Computer Science Department

## Computer Science Table

Course Title	9	10	11	12	Semesters	Credit	Prerequisite Required
Advanced Software Development				X	1	1	Yes
AP Computer Science A			X	X	2	2	Yes
AP Computer Science Principles		X	X	X	2	2	No
Cybersecurity Concepts			X	X	2	2	Yes
Introduction to Computer Science	X	X	X	X	1	1	No
Web Page Design I	X	X	X	X	1	1	No
Web Page Design II		x	X	X	1	1	Yes

## Scholar of Computer Science

Computer Science Scholar	
Required	Pick 2 of 4
AP Computer Science (2 credits)	Introduction to Computer Science
	Advanced Software Development
AP Computer Science Principles	Web Page Design I (1 credit)
Valley Internship Program	Cybersecurity Concepts

1. Must take at least 6 credits of courses from Computer Science Department at Valley High School.
2. Have an overall GPA of at least 3.5
3. Have a GPA of 4.0 in the courses listed in the table at right.
4. Must take the semester exams in all scholar track courses without Pass/No Pass.
5. Must take the AP Exams.
6. Must exhibit a “Capstone” experience.

The Capstone experience for each Scholar will be a project that exhibits a deep level of understanding of their area of interest. This Capstone will be the synthesis of the important content, skills, or knowledge that are of vital significance and importance in the Scholar’s area of focus. The Capstone will be evaluated through the lenses of three standards: a) Construction of Knowledge, b) Elaborate Written Communication, and c) Connections to the Student’s Life. Students will develop a Capstone proposal based on the following criteria:

### *Standard 1: Construction of Knowledge*

The task asks students to interpret, analyze, synthesize, or evaluate information in writing about a topic, rather than merely reproduce information. To score high, the task should require interpretation, analysis, syntheses, or evaluation of information that goes deeper than simple familiarity with the information.

### *Standard 2: Elaborated Written Communication\**

The task asks students to draw conclusions or make generalizations or arguments and support them through extended writing. There is an explicit call for generalization AND support. The task asks students to draw conclusions or to make generalizations or arguments using narrative or expository writing, AND to substantiate them with examples, summaries, illustrations, details, or reasons.

\*Elaborated communication may be most often evident in essays or research papers, but may take other forms.

*Standard 3: Connections to Students' Lives*

The task asks students to connect the topic to their lives. The task asks students to connect the topic to experience, observations, feelings, or situations significant in their lives using narrative or expository writing.

The individual Capstone proposal must be approved in May of the junior year. A presentation of the Capstone experience will be adjudicated prior to May 15 of the senior year by a jury of three composed of their Capstone adviser, a Valley administrator, and a teaching and learning administrator (as available).

The Capstone adviser will meet with their team of assigned scholars. A topical agenda with timeline will guide the process. This will be explained to all participants during the September large group meeting.

Items to Note:

1. This Scholar program requires 6 credits, not 8 credits—mainly due to no offerings at Valley Southwoods.
2. This Scholar program requires two AP classes.
3. This Scholar program would require taking one Computer Science each semester at Valley as all other Scholar programs.
4. This Scholar program would not have any classes at Valley Southwoods—no classes offered.

## Course Descriptions and Course Numbers

### Advanced Software Development

CSC503 | First Semester

Prerequisites: AP Computer Science A

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

In this one-semester course, students will experience and learn the essential elements of the software design cycle including design, software research, software application, and phases of implementation. Students will learn in teams of 2-4 and use version control software such as git/github to manage their projects. Students will set measurable goals and write progress reports regularly throughout the semester.

### AP Computer Science A

CSC501 and CSC502 | Full-Year Course

Prerequisite: Computer Science Principles

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

AP Computer Science A is a two-semester course that introduces students to the study of an object-oriented programming language, algorithm/problem solving design and analysis, and data representation and organization. Students will be using Java as the programming language. This course will be the equivalent of the first two semesters of a college computer science curriculum. The course is highly recommended for students considering majors in computer science, mathematics, engineering, or any of the sciences. Students who successfully complete this course will be prepared to take the AP Computer Science A Exam to earn up to six (6) semester hours of college credit.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their gpa for the course.

Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their gpa for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### AP Computer Science Principles

CSC401 and CSC402 | Full-Year Course

Prerequisite: Introduction to Computer Science is suggested but not required.

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with a more introductory level course. Computer Science Principles helps students develop programming expertise and explore the workings of the internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. This course must be taken for DMACC credit.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their gpa for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to

their gpa for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### **Cybersecurity Concepts**

CSC307 and CSC308 | Full-Year Course  
Prerequisite: AP Computer Science Principles or instructor approval

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Cybersecurity is a full-year course. The design of the course exposes high school students to the ever-growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.

### **Introduction to Computer Science**

CSC203 or CSC204 | First OR Second Semester  
**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

An introductory course focusing on the fundamentals of computer science. This course will empower students to develop computational thinking skills that help solve problems, design algorithms, and analyze data. Students will use graphical (block-based) and text-based programming languages that prepare them to advance to

Computer Science Principles and AP Computer Science.

### **Web Page Design I**

CSC205 or CSC206 | First OR Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This course allows students to develop and create their own Web pages. Students start with learning the basics of HTML coding and then create simple Web pages using that method. Students then progress to using more sophisticated Web page programs, Adobe Dreamweaver and Fireworks. This software package allows students to add more detail and creativity to their Web page designs.

### **Web Page Design II**

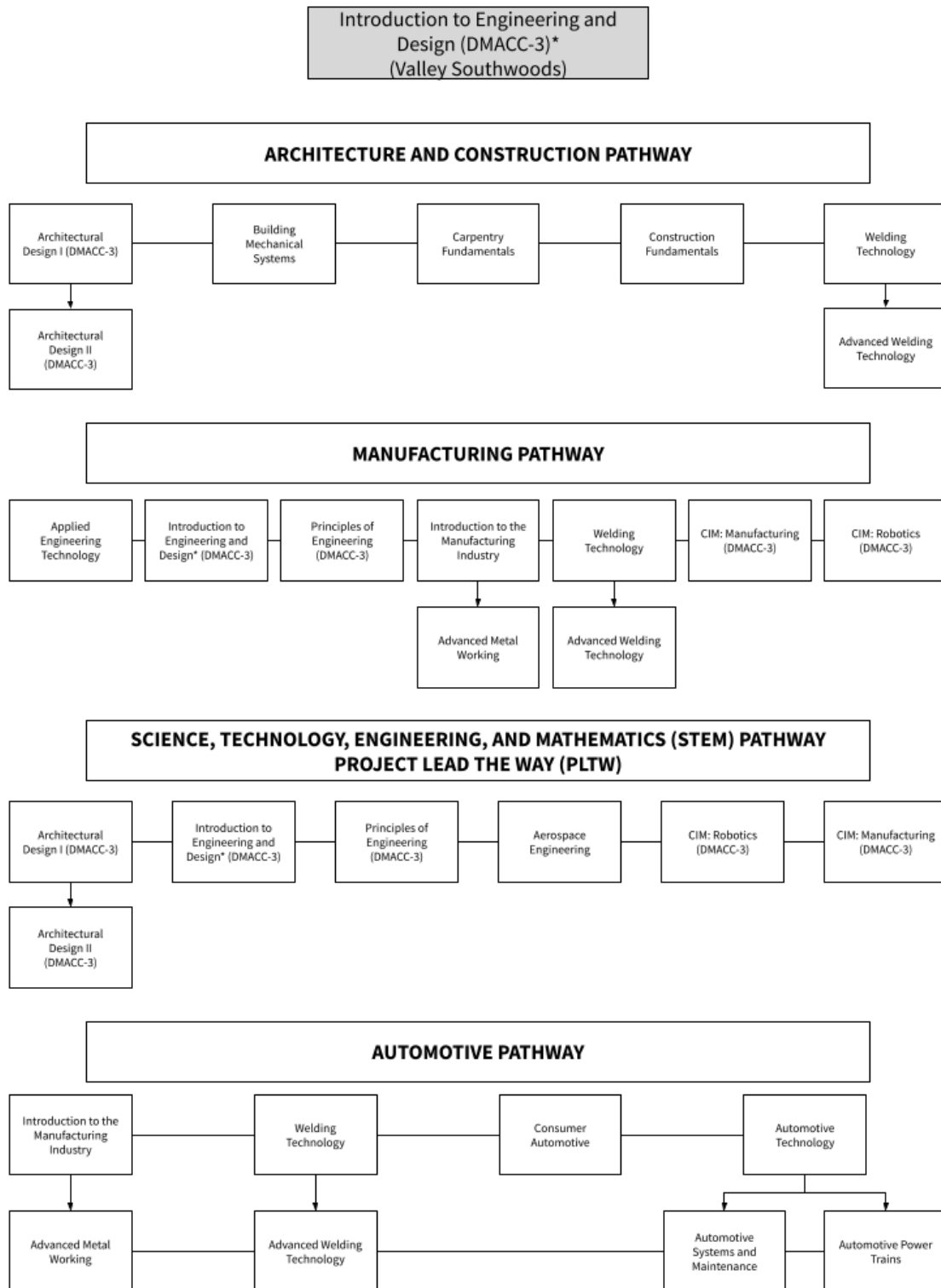
CSC305 or CSC306 | First OR Second Semester  
Prerequisite: Web Page Design I

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Expand and build on concepts learned in Web Page Design I to design and create in-depth websites. This class will allow students to fully integrate their knowledge of Web page design principles and standards. Students will find a group, business, or organization to work with and design a website for. Students will learn how to develop and follow correct client/designer protocol. They will learn how to resolve client issues and finish a project to complete customer satisfaction.

# Engineering Technology

## Engineering Technology Flowchart



Updated 12/2023

## Engineering Technology Table

Course Title	9	10	11	12	Semesters	Credit	Prerequisite Required
Advanced Metal Working		X	X	X	1	1	Yes
Advanced Welding Technology		X	X	X	1	1	Yes
Aerospace Engineering		X	X	X	2	2	Yes
Applied Engineering Technology		X	X	X	1	1	No
Architectural Design I		X	X	X	1	1	No
Architectural Design II		X	X	X	1	1	Yes
Automotive Power Trains			X	X	1	1	Yes
Automotive Systems and Maintenance			X	X	1	1	Yes
Automotive Technology		X	X	X	1	1	No
Building Mechanical Systems		X	X	X	1	1	No
Carpentry Fundamentals	X	X	X	X	1	1	No
CIM: Manufacturing		X	X	X	1	1	No
CIM: Robotics		X	X	X	1	1	Yes
Construction Fundamentals	X	X	X	X	1	1	No
Consumer Automotive		X	X	X	1	1	No
Electrician Pre-Apprenticeship		X	X	X	1	1	No
Introduction to Engineering and Design	X	X	X	X	2	2	Yes
Introduction to the Manufacturing Industry	X	X	X	X	1	1	No
Principles of Engineering		X	X	X	2	2	Yes
Welding Technology		X	X	X	1	1	No

## Scholar of Engineering Technology

Architecture and Construction	Transportation, Distribution, and Logistics	Manufacturing	Science, Technology, Engineering, and Math
Building Mechanical Systems (1 credit)	Introduction to the Manufacturing Industry (1 credit)		<b>Six credits through the following courses:</b> <ul style="list-style-type: none"> <li>● Introduction to Engineering and Design (2 credits)</li> <li>● Aerospace Engineering (2 credits)</li> <li>● Architectural Design I (1 credit)</li> <li>● Architectural Design II (1 credit)</li> <li>● CIM: Manufacturing (1 credit)</li> <li>● CIM: Robotics (1 credit)</li> <li>● Principles of Engineering (2 credits)</li> </ul>
Architectural Design I (1 credit)	Automotive Technology I (1 credit)	Architectural Design I (1 credit)	
Welding Technology (1 credit)			
Architectural Design II (1 credit)	Automotive Power Trains (1 credit)	Advanced Welding (1 credit)	
Carpentry Fundamentals (1 credit)	Automotive Systems and Maintenance (1 credit)	Advanced Metal Working (1 credit)	
Construction Fundamentals (1 credit)	Consumer Auto (1 credit)	Introduction to Engineering and Design (2 credits)	
<b>And two additional credits</b> for any course not listed for this track but offered in the Engineering Tech. Department.			

1. Must take at least 8 credits of courses from the Engineering Technology Department.
2. Must complete one of the following articulated Engineering Technology career and technology programs offered at Valley High School.
  - Architecture and Construction
  - Transportation, Distribution and Logistics
  - Manufacturing
  - Science Technology Engineering and Math
3. Semester exams in all required scholar track courses.
4. Letter grade in all required scholar track courses.
5. Active participation for at least one year in the Engineering Technology Department Career Technical Student organization—Skills USA or FIRST Robotics Competition.
6. Must exhibit a “Capstone” experience.

The Capstone experience for each Scholar will be a project that exhibits a deep level of understanding of their area of interest. This Capstone will be the synthesis of the important content, skills, or knowledge that are of vital significance and importance in the Scholar’s area of focus. The Capstone will be evaluated through the lenses of three standards: a) Construction of Knowledge, b) Elaborate

Written Communication, and c) Connections to the Student's Life. Students will develop a Capstone proposal based on the following criteria:

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*Standard 2: Elaborated Written Communication\**

The task asks students to draw conclusions or make generalizations or arguments and support them through extended writing. There is an explicit call for generalization AND support. The task asks students to draw conclusions or to make generalizations or arguments using narrative or expository writing, AND to substantiate them with examples, summaries, illustrations, details, or reasons.

\*Elaborated communication may be most often evident in essays or research papers, but may take other forms.

*Standard 3: Connections to Students' Lives*

The task asks students to connect the topic to their lives. The task asks students to connect the topic to experience, observations, feelings, or situations significant in their lives using narrative or expository writing.

The individual Capstone proposal must be approved in May of the junior year. A presentation of the Capstone experience will be adjudicated prior to May 15 of the senior year by a jury of three composed of their Capstone adviser, a Valley administrator, and a teaching and learning administrator (as available). The Capstone adviser will meet with their team of assigned scholars. A topical agenda with timeline will guide the process. This will be explained to all participants during the September large group meeting.

**Items of Note**

Student must participate in the Career Technical Student Organization attached to Engineering Tech. Department—Skills USA or FIRST Robotics Competition.

## Course Descriptions and Course Numbers

### Advanced Metal Working

TEC204 | Second Semester

Prerequisite: Introduction to the Manufacturing Industry

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

A one-semester course designed to give students a comprehensive background of welding, lathes, mills, machine tool work, and foundry. A strong emphasis will be placed on safe use of the equipment and quality workmanship.

### Advanced Welding Technology

TEC211 or TEC212 | First OR Second Semester

Prerequisite: Welding Technology

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This course provides an extension of welding skills used in Welding Technology. Extended practice and application of welding processes (SMAW, GMAW, GTAW, FCAW) will be incorporated with blueprint reading and math applications in preparation for entrance into a post-secondary program and AWS certification. Interested students may take this course multiple times to expand their welding knowledge and skills.

### Aerospace Engineering

TEC315 and TEC316 | Full-Year Course

Prerequisite: Geometry or concurrent enrollment in Geometry

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

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

### Applied Engineering Technology

TEC201 | First Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

A one-semester course for students looking for a project-based learning opportunity to apply basic engineering principles and technical skills in support of engineers engaged in a wide variety of projects. You will apply management, design, and technical skills for the design and integration of systems, the execution of new product designs, and the improvement of manufacturing processes.

### Architectural Design I

TEC101 or TEC102 | First OR Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

A one-semester course introducing the student to the methods of representation, conventional symbols, and practices used when drawing architectural plans. With the use of CAD systems (Computer Aided Drafting) and drawing instruments, the student will learn how to draw a floor plan, section view, materials and terminology used in house construction, and elevations (the exterior of the house).

### Architectural Design II

TEC103 or TEC 104 | First OR Second Semester

Prerequisite: Architectural Design I

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This course teaches various aspects of civil engineering and architecture and applications to the design and development of residential and commercial properties and structures. In addition, students use 3-D design software to design and document solutions for major course projects. This course must be taken for DMACC credit.

### Automotive Power Trains

TEC302 | Second Semester

Prerequisite: Automotive Technology

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

A one-semester course with the goal of learning the operation, maintenance, and service of the automobile power train. Students will study and work on engines, clutches, transmissions, drive lines, and differentials.

### Automotive Systems and Maintenance

TEC301 | First Semester

Prerequisite: Automotive Technology

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

A one-semester course with continued attention to automotive maintenance and repair. Students will study and perform maintenance and repair operations on the various mechanical systems of the automobile, including brakes, steering, and suspension components. Special emphasis is placed on the home repair of the automobile.

### Automotive Technology

TEC303 or TEC304 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course starts with an introduction to occupations with a directed focus on automotive repair technology and related industries. Students use specialized equipment, service information, and service bulletins. The course will develop student knowledge and skills in entry-level tasks required when working in a repair related occupation.

### Building Mechanical Systems

TEC119 or 120 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This one-semester course addresses how every time you switch on a light, flush a toilet, or

adjust a thermostat, a mechanical system is at work in your home. This class will introduce you to the basics of residential electrical service, plumbing, and heating, ventilation, and air-conditioning (HVAC) system. Students will gain knowledge of the various systems and practice hands-on skills used by the skilled trades every day.

### Carpentry Fundamentals

TEC105 or TEC106 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

You will be introduced to the construction industry through the construction of several woodworking projects designed to increase your skills to successfully enter an approved apprenticeship program. Interested students may take this course multiple times to expand their carpentry knowledge and skills.

### CIM: Manufacturing

TEC123 | First Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Manufactured items are part of everyday life, yet few people understand the excitement and innovation that is used to transform ideas into products. This course provides an opportunity for students to recognize many of the exciting career opportunities in the manufacturing industry.

### CIM: Robotics

TEC124 | Second Semester

Prerequisite: CIM: Manufacturing

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course will introduce students to robotic automation within a manufacturing system. Robots as a form of automation have improved manufacturing by performing tasks that may be too mundane, impossible, unsafe, or inefficient for humans to perform. Robot effectiveness is impacted by factors such as robot geometry, controlling program, and

robot power sources. Students create programs for a robot to move material similarly to pick and place operations typically used in an automated manufacturing setting. Students integrate a robot arm into a more complex environment through integration with other devices. (DMACC Credit offered with completion of both CIM Manufacturing + CIM Robotics). This course must be taken for DMACC credit.

### Construction Fundamentals

TEC309 or TEC310 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Course instruction will include safety, tools, equipment, materials, and processes of residential construction through the use of textbooks, video, lectures and hands-on activities. Topics will include simple repairs and remodeling projects around the house to building new construction. Materials that will be covered are: cement, concrete, doors and windows, lumber, siding, and roofing. Processes covered are: lots, permits, foundations, framing, plumbing, electrical, and finishing. Related instruction will pertain to basic math related to the carpentry trade used in print reading and estimating materials and cost.. Interested students may take this course multiple times to expand their construction knowledge and skills.

### Consumer Automotive

TEC305 or TEC306 | First or Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Consumer Automotive is a course designed to introduce students to the general aspects of buying, owning and operating an automobile. This course has been specifically designed to appeal to both genders and is not intended to be an automotive technician's course. Topics to be included are financing and car purchasing, new versus used, purchase versus lease, systems of the automobile, emergency preparation, steps to be taken in the event of

an accident, and general maintenance will be explored. Lab activities will consist of exercises you, as an automobile owner, will experience in owning and operating a vehicle. The instructor will request the students to do hand on activities similar to the basic car care, general maintenance and emergency repair you will experience when you own an automobile. So if you plan on owning a vehicle this course is for you.

### Electrician Pre-Apprenticeship

TEC221 or TEC222 | One-Semester Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This semester-long pre-apprenticeship course is intended for individuals in high school who are interested in a career path in the electrical trade. This course is grounded in learning around five core topics: Constructing Your Future, Electrical Job Information, Applied Codeology, Electrical Theory, and Construction Drawings. Students who successfully complete this course at a grade level of "C" level or higher will be awarded an Electrical Interim Credential that may be used towards the acceptance into any electrical ALLIANCE affiliated electrical apprenticeship program.

### Introduction to Engineering & Design

TEC307 and TEC308 | Full-Year Course

Prerequisite: Algebra I or concurrently enrolled

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Introduction to Engineering Design is the first of a four-course menu for a pre-engineering program entitled "Project Lead the Way" (PLTW). This course will provide a foundation background for students who have an interest or aptitude in engineering. Among the topics addressed will be a survey of the different kinds of engineering careers, problem-solving activities requiring engineering applications, structural and design analysis of various gadgets/machines, and technology applications. Students will exit this course with a more accurate and realistic understanding of

the roles, expectations, and types of engineering. This course must be taken for DMACC credit.

### **Introduction to the Manufacturing Industry**

TEC109 or TEC110 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Introduction to the Manufacturing Industry introduces you to the manufacturing process used to create many of today's consumer goods. You will create products using wood, metal, and plastics using machines located in our manufacturing labs.

### **Principles of Engineering**

TEC405 and TEC406 | Full-Year Course

Prerequisite: Geometry or concurrent enrollment in Geometry

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course helps students understand the field of engineering/engineering technology. It is a hands-on class involving multiple projects and explorations that introduce students to various engineering fields, technology systems, and manufacturing processes common in today's engineering landscape. Students will learn how engineers and technicians use math, science, and technology to solve problems and benefit society. The course also includes concerns about social and political consequences of technological change. This course must be taken for DMACC credit.

### **Welding Technology**

TEC111 or TEC112 | First OR Second Semester

**ELECTIVE**  9  10  11  12

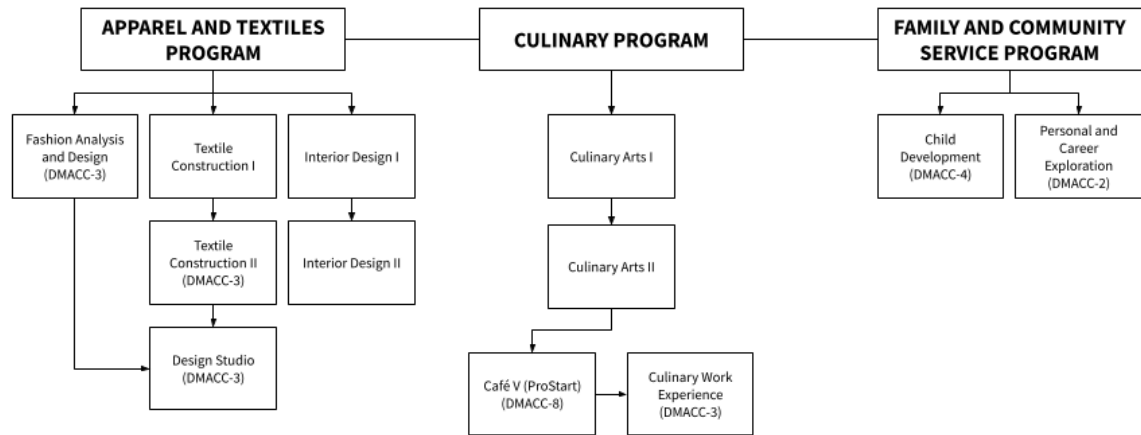
DMACC  NCAA  RAI

This course provides an introduction to welding processes and welding in industry. Emphasis is placed on fundamental principles of welding processes, operation of welding equipment, welder performance, and weld evaluation and testing with specific emphasis

on Shielded Metal Arc Welding and Gas Metal Arc Welding. The course also covers metallurgy, metal weldability, distortion control, materials standards, and AWS and ASME codes. Safety procedures and health and safety hazards are also covered.

# Family and Consumer Science

## Family and Consumer Science Flowchart



Updated 01/2025

## Family and Consumer Science Table

Course Title	9	10	11	12	Semesters	Credit	Prerequisite Required
<b>APPAREL &amp; TEXTILES PROGRAM</b>							
Design Studio			X	X	2	2	Yes
Fashion Analysis and Design		X	X	X	1	1	No
Interior Design I		X	X	X	1	1	No
Interior Design II		X	X	X	1	1	Yes
Textile Construction I	X	X	X	X	1	1	No
Textile Construction II		X	X	X	1	1	Yes
<b>CULINARY PROGRAM</b>							
Culinary Arts I	X	X	X	X	1	1	No
Culinary Arts II		X	X	X	1	1	Yes
Café V (ProStart)			X	X	1	1	Yes
Culinary Work Experience			X	X	1	1	Yes
<b>FAMILY &amp; COMMUNITY SERVICE PROGRAM</b>							
Child Development			X	X	1	1	No
Personal and Career Exploration		X	X	X	1	1	No

## Scholar of Family and Consumer Sciences

Design	Culinary Arts
Textile Construction I	Culinary Arts I
Textile Construction II	Culinary Arts II
Design Studio (2 credits)	Café V (ProStart)
Fashion Analysis and Design	<b>Pick three credits from list of approved options:</b>  Child Development Design Studio (2 credits) Fashion Analysis and Design Interior Design I Interior Design II Personal and Career Exploration Textile Construction I Textile Construction II
Interior Design I	
<b>Pick one credit from list of approved options:</b>  Child Development Personal and Career Exploration Culinary Arts I Culinary Arts II Café V (ProStart) Interior Design II	

1. Must take at least 7 credits of courses from the Family and Consumer Sciences department.
2. Must complete one of the two articulated Family and Consumer Sciences career and technology strands offered at Valley High School – Design or Culinary Arts.
3. Have an overall GPA of at least 3.5.
4. Have a GPA of 4.0 in the courses listed above.
5. Actively participate for at least one year in the Family and Consumer Science Department Career and Technical Student Organization – FCCLA.
6. Must take the semester exams in all scholar track courses without Pass/No Pass.
7. Must exhibit a “Capstone” experience.

The Capstone experience for each Scholar will be a project that exhibits a deep level of understanding of their area of interest. This Capstone will be the synthesis of the important content, skills, or knowledge that are of vital significance and importance in the Scholar’s area of focus. The Capstone will be evaluated through the lenses of three standards: a) Construction of Knowledge, b) Elaborate Written Communication, and c) Connections to the Student’s Life. Students will develop a Capstone proposal based on the following criteria:

### *Standard 1: Construction of Knowledge*

The task asks students to interpret, analyze synthesize, or evaluate information in writing about a topic, rather than merely reproduce information. To score high, the task should require interpretation,

analysis, syntheses, or evaluation of information that goes deeper than simple familiarity with the information.

*Standard 2: Elaborated Written Communication\**

The task asks students to draw conclusions or make generalizations or arguments and support them through extended writing. There is an explicit call for generalization AND support. The task asks students to draw conclusions or to make generalizations or arguments using narrative or expository writing, AND to substantiate them with examples, summaries, illustrations, details, or reasons.

\*Elaborated communication may be most often evident in essays or research papers, but may take other forms.

*Standard 3: Connections to Students' Lives*

The task asks students to connect the topic to their lives. The task asks students to connect the topic to experience, observations, feelings, or situations significant in their lives using narrative or expository writing.

The individual Capstone proposal must be approved in May of the junior year. A presentation of the Capstone experience will be adjudicated prior to May 15 of the senior year by a jury of three composed of their Capstone adviser, a Valley administrator, and a teaching and learning administrator (as available).

The Capstone adviser will meet with their team of assigned scholars. A topical agenda with timeline will guide the process. This will be explained to all participants during the September large group meeting.

Items to Note:

1. Scholar tracks require participation in FCCLA—Career Technical Student Organization associated with FCS.
2. Student may be able to scholar in both tracks.

## Course Descriptions and Course Numbers

### APPAREL & TEXTILES PROGRAM

To be part of Design Studio, students need to have taken Textile Construction I and Fashion Analysis and Design. Students may be enrolled in Textile Construction II at the same time as Design Studio during first semester.

#### Design Studio

FAM403 and FAM404 | Full-Year Course

Prerequisite: Textile Construction II, Fashion Analysis and Design

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Design Studio will advance students' learning in fields of design, incorporating skills in sewing, and fashion. Students will expand on designing, marketing, merchandising, buying, promoting, and advertising. Culminating projects could include the opportunity to raise funds to visit a fashion district. Cross-curricular opportunities will be utilized with the production of the final fashion show. This class will also replace the Central Campus Fashion course. Students may take Textiles Construction II in conjunction with this course.

#### Fashion Analysis and Design

FAM206 | Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This is a one-semester course designed to provide experiences and information that will encourage students to develop a sense of fashion. Students will create personal projects dealing with design of fashion, fashion terminology, illustration, and design elements and principles. Students will also learn about fashion designers and have a chance to design some original creations from their perception. Some of the class activities are conducted off-campus, and students are responsible for

arranging their own transportation. This class must be taken for DMACC credit.

#### Interior Design I

FAM311 | First Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

A one-semester course using the practical application of the principles and elements of design as they relate to decorating interior spaces. Students will create personal and group projects that relate to decorating interior spaces in residential and commercial buildings. Students develop skills using color, architectural elements, furniture styles, lighting, space, accessories, and other basic interior knowledge. Some of the class activities are conducted off-campus, and students are responsible for arranging their own transportation.

#### Interior Design II

FAM312 | Second Semester

Prerequisite: Interior Design I

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This one semester course will expand on Interior Design concepts previously covered. Students will create personal and group projects that relate to decorating interior spaces in residential and commercial buildings. Students develop skills using color, architectural elements, furniture styles, lighting, space planning, and accessories. Students will utilize an online program to create 2D and 3D designs to meet specific design needs. Interior Design related careers will be explored throughout the semester.

### Textile Construction I

FAM101 or FAM102 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course is designed to introduce students to the fundamental skills in Textile Construction. The students will use a universal sewing machine and sergers to complete required projects. Students will learn and develop common sewing techniques to produce products that meet National FCS Standards. With success students will be recommended to go on to Textile Construction II. Some class activities are conducted off-campus, and students are responsible for arranging their own transportation.

### Textile Construction II

FAM201 or FAM202 | First OR Second Semester

Prerequisite: Textile Construction I or teacher recommendation

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course has been designed to advance students' knowledge in textile construction. Students will use machine skills to complete a variety of projects based on standards and individual skill level building. Students will complete projects based on fabric, style, and basic construction techniques. They will also learn notions, weaves, and design elements as they relate to construction. Students will work independently to complete projects within the given timeline. Some class activities are conducted off-campus, and students are responsible for arranging their own transportation.

## CULINARY PROGRAM

### Culinary Arts I

FAM103 or FAM104 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is a one-semester course that offers introduction and experience to the food industry. Areas of study include sanitation, hygiene, culinary math, nutrition and the preparation of food using knives and smallware. Food products includes proteins, baked goods, dairy, fruits and vegetables. Within this course students will complete Iowa Food Handler certification. Culinary Arts I is aligned with the industry-recognized ProStart program and offers students the opportunity to pursue the National ProStart Certifications including career exploration.

### Culinary Arts II

FAM303 or FAM304 | First OR Second Semester

Prerequisite: Culinary I

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is a one-semester course that expands on the basic techniques of food preparation developed in Culinary Arts I. Students will make a wide variety of foods including potatoes, pastas, proteins, salads, yeast bread, desserts, world foods, thickeners, soups, and salads. Students will also learn to effectively use herbs and spices. New products on the market, uses a variety of appliances, and other food related topics are also discussed. Culinary Arts II is aligned with the industry-recognized ProStart program.

### **Cafè V (ProStart)**

FAM401 or FAM402 | First OR Second Semester

Prerequisite: Culinary Arts I and receive a B or better in Culinary Arts II

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This is a one-semester course which is a double blocked class during fourth and fifth periods each day. This career oriented course offers students a hands on experience in running a restaurant and other food-related careers. Advanced cooking skills are taught with topics in food safety, menu planning, marketing, customer service, food preparation, and garnishing. Cafè V is aligned with the industry-recognized ProStart program. This course must be taken for DMACC credit.

### **Culinary Work Experience**

BUS405 and BUS406 | First OR Second Semester

Prerequisite: Concurrent enrollment in Cafè V

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Culinary work experience is a one-semester course offered concurrent with enrollment in Cafè V or after the completion of Cafè V. Culinary work experience is a placement for students who are interested in pursuing postsecondary education. Placement provides insight into the hospitality industry with many different opportunities in restaurant, hospital, private club, school food service, fast food, fine dining facilities and assisted living centers. Students will need to apply for and obtain a culinary job. (This course is Pass/Fail.)

## **FAMILY & COMMUNITY SERVICE PROGRAM**

### **Child Development**

FAM308 | Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This is a one-semester course focusing on best practices for the care and education of

children from birth through two years of age in an integrated setting. Health, safety, cultural, and communication issues, as well as developmentally appropriate activities, are covered. The course begins with understanding of both the male and female reproductive systems. Students are exposed to many birth control methods, including abstinence, and discuss availability and the consequences of not being prepared.

The remainder of the semester deals with the delivery and raising of a healthy baby. Special topics include: teen pregnancy, labor and delivery, premature birth, adoption, birth defects, reading to your children, and overall daily care. Many professionals and parents from the community, along with children from ages birth to toddler, are invited into the class. At the end of the semester, students will get the actual hands-on experience by going out into the community and working at local daycare/preschool facilities. Students will report to assigned locations during their extended periods. This is a definite class for tomorrow's parents. This course must be taken for DMACC credit.

### **Personal and Career Exploration**

FAM301 | First Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This is a one-semester course that starts with the discovery of personality and career characteristics. Students explore individual career interests and begin mapping their career pathways for post-secondary readiness. Job shadowing is completed outside of school. Students must provide their own transportation. This course must be taken for DMACC credit.

## Language Arts Pathways — Graduation Requirements: 8 credits

**NOTE:** Conventional pathway students may choose to enter the advanced pathway during 10th grade with teacher, counselor, and family consultation to access AP English courses during 11th grade.

**KEY:**    **^**Graduation Requirement    **\***One-semester Course    **+**Prerequisite for AP English courses    **~**DMACC Credit

Conventional Pathway			
Grade(s)	Writing and Literature Options		Electives
9	<ul style="list-style-type: none"> <li>Language and Literature<sup>^</sup></li> </ul>		<ul style="list-style-type: none"> <li>Speech Communication<sup>^*</sup></li> <li>Theatrics</li> <li>Debate I/Public Speaking</li> </ul>
10	<ul style="list-style-type: none"> <li>Fundamentals of Writing<sup>^*</sup></li> <li>AND</li> <li>American Literary Voices<sup>*</sup></li> <li>OR</li> <li>American Literature &amp; the Land<sup>^*</sup></li> </ul>		<ul style="list-style-type: none"> <li>Speech Communication<sup>^*</sup> (if not already taken)</li> <li>Debate I/Public Speaking</li> <li>Advanced Debate</li> <li>Drama<sup>*</sup></li> <li>Advanced Speech Communication<sup>~*</sup></li> <li>Digital Journalism Performance &amp; Production<sup>*</sup></li> <li>Journalism<sup>*</sup></li> </ul>
<b>11-12</b>  Required: <ul style="list-style-type: none"> <li>1 writing credit</li> <li>1 literature credit</li> </ul>	<b>Writing</b>	<b>Literature</b>	<ul style="list-style-type: none"> <li>Speech Communication<sup>^*</sup> (if not already taken)</li> <li>Advanced Debate</li> <li>Advanced Journalism<sup>*</sup></li> <li>Advanced Creative Writing<sup>~*</sup></li> <li>Advanced Speech Communication<sup>~*</sup></li> <li>Digital Journalism Perf. &amp; Prod.<sup>*</sup></li> <li>Drama<sup>*</sup></li> </ul>
	<ul style="list-style-type: none"> <li>Intermediate Writing<sup>*</sup></li> <li>Advanced Composition<sup>+</sup>*</li> <li>Journalism<sup>*</sup></li> <li>Creative Writing<sup>*</sup></li> <li>AP Lang. &amp; Composition<sup>~</sup></li> </ul>	<ul style="list-style-type: none"> <li>Science Fiction &amp; Fantasy<sup>*</sup></li> <li>Perspectives in Literature<sup>*</sup></li> <li>Advanced Literature<sup>*</sup></li> <li>AP Lit. &amp; Composition<sup>~</sup></li> </ul>	
	Writing or Literature courses above may also be taken as Electives.		

Advanced Pathway			
Grade(s)	Writing and Literature Options		Electives
8	<ul style="list-style-type: none"> <li>Advanced Eighth Grade English</li> </ul>		
9	<ul style="list-style-type: none"> <li>Literature and Composition<sup>^</sup></li> </ul>		<ul style="list-style-type: none"> <li>Speech Communication<sup>^*</sup></li> <li>Theatrics</li> <li>Debate I/Public Speaking</li> </ul>
10	<i>Suggested</i> <ul style="list-style-type: none"> <li>Advanced Composition<sup>+</sup>*</li> <li>AND</li> <li>Advanced Literature<sup>*</sup></li> <li>OR</li> <li>Science Fiction &amp; Fantasy<sup>*</sup></li> <li>OR</li> <li>Perspectives in Literature<sup>*</sup></li> </ul>		<ul style="list-style-type: none"> <li>Speech Communication<sup>^*</sup> (if not already taken)</li> <li>Debate I/Public Speaking</li> <li>Advanced Debate</li> <li>Advanced Journalism</li> <li>Advanced Creative Writing<sup>~*</sup></li> <li>Advanced Speech Communication<sup>~*</sup></li> <li>Digital Journalism Performance &amp; Production<sup>*</sup></li> <li>Drama<sup>*</sup></li> </ul>
<b>11-12</b>  Required: <ul style="list-style-type: none"> <li>1 writing credit</li> <li>1 literature credit</li> </ul>	<b>Writing</b>	<b>Literature</b>	<ul style="list-style-type: none"> <li>Speech Communication<sup>^*</sup> (if not already taken)</li> <li>Advanced Creative Writing<sup>~*</sup></li> <li>Advanced Debate</li> <li>Advanced Journalism</li> <li>Advanced Speech Communication<sup>~*</sup></li> <li>Digital Journalism Perf. &amp; Prod.<sup>*</sup></li> <li>Drama<sup>*</sup></li> </ul>
	<ul style="list-style-type: none"> <li>Intermediate Writing<sup>*</sup></li> <li>Advanced Composition<sup>+</sup>*</li> <li>Journalism<sup>*</sup></li> <li>Creative Writing<sup>*</sup></li> <li>AP Language &amp; Composition<sup>~</sup></li> </ul>	<ul style="list-style-type: none"> <li>Science Fiction &amp; Fantasy<sup>*</sup></li> <li>Perspectives in Literature<sup>*</sup></li> <li>Advanced Literature<sup>*</sup></li> <li>AP Lit. &amp; Composition<sup>~</sup></li> </ul>	
	Writing or Literature courses above may also be taken as Electives.		

## Language Arts Table

Course Title	9	10	11	12	Semesters	Credits	Prerequisite?
<b>REQUIRED COURSES</b>							
Fundamentals of Writing		X	X	X	1	1	Yes
Language and Literature OR Literature and Comp.	X				2	2	No
Speech Communication	X	X	X	X	1	1	No
<b>LITERATURE ELECTIVES</b>							
Advanced Literature		X	X	X	1	1	Yes
American Literature and the Land		X			1	1	Yes
American Literary Voices		X			1	1	Yes
AP Literature and Composition					2	2	Yes
Perspectives in Literature		X	X	X	1	1	Yes
Science Fiction and Fantasy		X	X	X	1	1	Yes
<b>WRITING ELECTIVES</b>							
Advanced Composition		X	X	X	1	1	Yes
Advanced Creative Writing		X	X	X	1	1	Yes
Advanced Journalism			X	X	1	1	Yes
AP Language and Composition			X	X	2	2	Yes
Creative Writing		X	X	X	1	1	Yes
Intermediate Writing		X	X	X	1	1	Yes
Journalism		X	X	X	1	1	No
<b>SPEECH ELECTIVES</b>							
Advanced Debate		X	X	X	2	2	Yes
Advanced Speech Communication		X	X	X	1	1	Yes
Debate I/Public Speaking	X	X	X	X	2	2	No
Digital Journalism Performance & Production		X	X	X	1	1	No
Drama		X	X	X	1	1	No
Theatrics	X				1	1	No
<b>OTHER</b>							
ESOL I-IV	X	X	X	X	2	2	No
ESOL Reading	X	X	X	X	1	1	No
ESOL Resource	X	X	X	X	1	1	No
Reading Resource	X	X	X	X	1	1	Yes

## Scholar of Language Arts

When students begin the Scholars track at Valley, they will have met the requirements for Lang. and Lit., Fundamentals, and Speech.

1. Must take at least 12 total credits of Language Arts classes in grades 9–12 at Valley/Valley Southwoods. Requirements for the Scholars Track:
  - a. Complete Advanced Composition, Advanced Literature, AP Literature and Composition, and AP Language and Composition.
    - i. Cluster 1 – Take one credit from this cluster:
      1. American Literature and the Land
      2. American Literary Voices
      3. Perspectives in Literature
      4. Science Fiction and Fantasy
      5. Advanced Literature
    - ii. Cluster 2 – Take one credit from this cluster:
      1. Creative Writing
      2. Advanced Creative Writing
      3. Debate I/Public Speaking
      4. Advanced Speech Communication
      5. Electives Offering – Select an additional credit from Cluster 1 or Cluster 2, or take Digital Journalism Performance and Production, or Advance Journalism
  2. Complete AP Literature and Composition and AP Language and Composition.
  3. Have a general overall GPA of at least 3.5.
  4. Have a GPA of 4.0 in all Language Arts courses.
  5. Must take the semester exam in all Language Arts courses without Pass/No Pass.
  6. Must take the AP exam in each AP level reading and writing course.
  7. Must exhibit a “Capstone” experience.

The Capstone experience for each Scholar will be a project that exhibits a deep level of understanding of their area of interest. This Capstone will be the synthesis of the important content, knowledge, or skills that are of vital significance and importance in the Scholar’s area of focus. The Capstone will be evaluated through the lenses of three standards: a) Construction of Knowledge, b) Elaborate Written Communication, and c) Connections to the Student’s Life. Students will develop a Capstone proposal based on the following criteria:

### *Standard 1: Construction of Knowledge*

The task asks students to interpret, analyze, synthesize, or evaluate information in writing about a topic, rather than merely reproduce information. To score high, the task should require interpretation, analysis, synthesis, or evaluation of information that goes deeper than simple familiarity with the information.

### *Standard 2: Elaborated Written Communication\**

The task asks students to draw conclusions or make generalizations or arguments and support them through extended writing. There is an explicit call for generalization AND support. The task asks students to draw conclusions or to make generalizations or arguments using narrative or expository writing, AND to substantiate them with examples, summaries, illustrations, details, or reasons.

\*Elaborated communication may be most often evident in essays or research papers, but may take other forms.

*Standard 3: Connections to Students' Lives*

The task asks students to connect the topic to their lives. The task asks students to connect the topic to experience, observations, feelings, or situations significant in their lives using narrative or expository writing.

The individual Capstone proposal must be approved in May of the junior year. A presentation of the Capstone experience will be adjudicated prior to May 15 of the senior year by a jury of three composed of their Capstone adviser, a Valley administrator, and a teaching and learning administrator (as available).

The Capstone adviser will meet with their team of assigned scholars. A topical agenda with timeline will guide the process. This will be explained to all participants during the September large group meeting.

## Course Descriptions and Course Numbers

All students are required to complete both semesters of Language and Literature in addition to Speech Communication or Fundamentals of Writing. Students are required to complete both semesters of Language and Literature before they enroll in Fundamentals. In addition to completing the required courses, students must complete four elective courses in Language Arts before they graduate. One of the four electives must be a literature course.

Parents and students are advised that nearly all colleges and universities now require incoming freshmen to show successful completion of eight semesters of Language Arts courses in high school.

### REQUIRED COURSES

#### Fundamentals of Writing

ENG213 or ENG214 | First OR Second Semester

Prerequisites: Language and Literature

**REQUIRED**  9  10  11  12

DMACC  NCAA  RAI

This is a one-semester course designed to teach basic composition. Fundamentals of Writing includes a variety of writing modes, including analysis and research. We emphasize the writing process and MLA format. The class aligns to Iowa Core standards associated with grammar, usage, mechanics, and vocabulary. In addition, a variety of teacher and student-selected mentor texts will provide a foundation upon which students will develop effective writing skills. This course fulfills the Fundamentals of Writing graduation requirement.

#### Language and Literature

ENG101 and ENG102 | Full-Year Course

**REQUIRED**  9  10  11  12

DMACC  NCAA  RAI

Language and Literature is a two-semester course designed to expose students to multiple genres of literature with varying complexity and to utilize the modes of writing for different purposes. Literary genres will include fiction, nonfiction, poetry, and drama. Literature will be analyzed for craft and structure, themes, details, and character development. Informational texts will include both printed and web-based articles to accompany various thematic units, especially those involving research. When applicable, literary concepts will be integrated with different subject areas and different artistic mediums. Independent reading choices will include a mix of multicultural, young adult,

and classic literature. Students will write for different purposes, with an emphasis on expository and argument. Students will utilize the writing process to craft essays, peer edit, and revise written work using standard conventions of language. Vocabulary will be studied in connection with literary units with an emphasis on meaning, content, connotation, denotation, and figurative language. Film analysis and multimedia presentations will accompany some thematic units.

#### Speech Communication

ENG107 or ENG108 | First OR Second Semester

**REQUIRED**  9  10  11  12

DMACC  NCAA  RAI

Speech Communication is a one-semester required course designed to improve effectiveness of verbal and non-verbal communication. Concepts and activities include the development of interpersonal skills, intrapersonal awareness, organizational skills, and delivery skills for public speaking. Students will research topics of their choice using online databases and other web resources. They will utilize presentation software and other audio/visual digital resources. Students will use technology to record and reflect upon their presentations. They will engage in group processing and discussions, as well as other activities to enhance listening and overall communication skills for application to real life situations.

## LITERATURE ELECTIVES

### Advanced Literature

ENG261 or ENG262 | First OR Second Semester

Literature ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

This one-semester course is designed for students interested in exploring literature at a deeper level. This is a fast-paced literature class designed to build on student's established literary knowledge. Students who plan to take an AP English class at Valley as well as students interested in a more in-depth study of literature would benefit from this course. Fiction, nonfiction, plays, film, and poetry will be studied in depth to invite readers to connect literature to contemporary ideas and expand understanding of other perspectives. To this end, the literature in this course may contain mature language and themes. Throughout the semester, students will explore these literary connections while developing their skills in literary analysis, writing, and collaborative discussion.

### American Literary Voices

ENG347 or ENG348 | First OR Second Semester

Prerequisite: Language and Literature or Literature and Composition

Literature ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

This one-semester course invites readers to analyze, interpret, and discuss prominent and relevant themes in literature by American writers. Through a selection of novels, short stories, plays, poems, and essays, readers will explore the ways in which individuals, cultures, movements, and historical events shape literature. Students will be expected to analyze themes, story elements, and author craft in texts; participate in collaborative discussions; and write formal and informal pieces. While the course will focus on American writers, voices from around the world will also be incorporated.

### AP Literature and Composition

ENG503 and ENG504 | Full-Year Course

Prerequisite: Advanced Composition and one of the following literature courses: American Literature and the Land or American Literary Voices; Perspectives in Literature; Science Fiction and Fantasy; Advanced Literature; or World Literature

Literature ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

AP Literature and Composition is designed to develop critical analysis abilities through the reading and study of short fiction, plays, novels, and poetry. Readings for class will reflect both classic and contemporary authors and may include up to nine full-length novels and plays, and include a summer reading assignment. Students will prepare for the spring Advanced Placement exam.

The course is time-intensive and requires excellent active reading and writing abilities. Students are expected to have mastered the basics of composition before entering the course. Development of literary term usage, insightful reading for in-class discussion, and construction of mature, analytical essays will be stressed.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their gpa for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their gpa for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

This course must be taken for DMACC credit. Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### American Literature and the Land

ENG351 or ENG352 | First or Second Semester

Prerequisite: Language and Literature or Literature and Composition

Literature ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

This one-semester literature course explores the relationship between the natural world and those who interact with it. Students will examine works of nature literature from historical as well as contemporary authors. Text forms range from poems, essays, and short stories to novels and visual texts. Students will improve their skills in the Language Arts standards in reading, writing, speaking, and listening. Specifically, students will be expected to analyze themes, story elements, and author craft in texts; participate in collaborative discussions; and write formal and informal pieces.

### Perspectives in Literature

ENG343 or ENG344 | First OR Second Semester

Prerequisites: Language and Literature or Literature and Composition

Literature ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

This one-semester course explores how literature reflects, challenges, and shapes our understanding of identity and culture. By engaging in close reading, written responses, and collaborative discussions, students will examine a diverse range of texts, including novels, short stories, films, and narratives. Through this exploration, students will reflect on how literature contributes to personal growth and social understanding. This course encourages reflection and critical thinking about the role of literature in understanding both ourselves and the world around us.

### Science Fiction and Fantasy

ENG341 or ENG342 | First OR Second Semester

Prerequisite: Language and Literature or Literature and Composition

Literature ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

This one-semester course will focus on classic and contemporary short stories, novels, and films in the science-fiction and fantasy genres.

Students will engage in analyses of literature from a diverse group of authors focusing on themes such as dystopian and utopian societies, extraterrestrial contact, space and time travel, scientific frontiers, heroic legends, magic, and imaginary lands. The course will emphasize literature that is both reflective of the human condition and relevant to modern students.

## SPEECH ELECTIVES

### Advanced Speech Communication

ENG201 or ENG202 | First OR Second Semester

Prerequisite: Speech Communication or Speech/Composition

Speech ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

Advanced Speech Communication is a one-semester course designed to further students' verbal and nonverbal communication expertise in real life situations. Students will research topics of their choice using online databases and other web resources. They will utilize presentation software and other audio/visual digital resources. Students will use technology to record and reflect upon their presentations.

Students develop skills for effective problem-solving, group processing, leadership, storytelling, and television performance. Creative and critical thinking are an integral part of all Advanced Speech Communication activities. The skills emphasized in this course are important in the workplace. This course must be taken for DMACC credit.

### Debate I/Public Speaking

ENG601 and ENG602 | Full-Year Course

Speech ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

In this yearlong course, each student will develop debate and public speaking skills. Debate will include research, preparation, presentation, and evaluation of policy debate, Lincoln-Douglas debate, public forum, and legislative debate. Students will use online research tools and subscription services such as Lexis-Nexis and JSTOR. Public speaking will include oratorical and extemporaneous

speaking and interpretation of literature. Students will be required to participate in cocurricular activities beyond the school day.

Requiring advanced reading comprehension and analytical skills, this rigorous course is intended for self-motivated students who can work both cooperatively and independently. This course fulfills the Speech graduation requirement.

A debate course is required for all debate team members, and all members of the class will participate on the debate team. Students will be required to participate in a minimum of ten rounds of competitive debate per semester. This requirement can be met at two local competitions per semester. There will be no cost to the students at these local competitions.

### Advanced Debate

ENG603 and ENG604 | Full-Year Course

Prerequisite: Debate I/Public Speaking

**Speech ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This yearlong course is designed to enhance students' expertise in debate through critical reading, advanced research, and rigorous argumentation. Students will study advanced theories of logic and engage in the evaluation of evidence, while developing skills in original oratory, extemporaneous speaking, and impromptu speaking. The course will also cover the structure and preparation for various debate formats, including Lincoln-Douglas, policy debate, public forum, and legislative debate. Participants will utilize professional research tools, such as Lexis-Nexis and JSTOR, to analyze national and international issues. Students will conduct individual research projects, applying college-level research methods, with an emphasis on philosophical analysis, fallacies in reasoning, and organizational strategies. All students will be required to participate in the debate team as part of their course engagement. This course may be taken each year up to three times.

### Drama

ENG203 or ENG204 | First or Second Semester

**Speech ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Drama is a one-semester theater and performance course which focuses on body control, voice, improvisation, and character analysis. First-time students will learn acting basics using Uta Hagen's techniques to create believable performances. This course also covers mime, movement, teamwork, and audition skills, concluding with the performance of scenes from plays. Students may take the course a second time, building on what they learned previously, focusing more on Stanislavski's methods and exploring deeper character development and performance techniques.

### Digital Journalism Performance and Production (Iowa Western Community College)

ENG207 First Semester

**Speech ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This one-semester professional-journalism based course involves students in producing programming (all elements needed for broadcast) on KWDM, Valley's radio station. Students learn various journalism performance components as well as announcing style approaches, and FCC rules and regulations. There is a focus on on-air technique, including vocal development and use of digital technology equipment. Students will also write and produce pre-recorded materials, such as promotions, public service announcements, and news summaries.

Classroom discussions and projects pertain to programming and broadcasting, target audience, announcing for the situation, commercial analysis, vocal analysis, interviewing, radio station formatting, and radio technology. This course must be taken for Iowa Western Community College credit.

## Theatrics

ENG105 or ENG106 | First OR Second Semester

**Speech ELECTIVE**  9  10  11  12

DMACC  NCAA  RA

This one-semester course encourages the development of self and group-awareness. It will emphasize theatre culture, performance, and appreciation. National Standards for the Arts will be addressed through scriptwriting, oral interpretation, criticism, research, history, movement, ensemble work, and careers. This course will satisfy the fine arts requirement for graduation if elected. This is a one-semester course.

## WRITING ELECTIVES

### Advanced Composition

ENG403 or ENG404 | First OR Second Semester

Prerequisite: Fundamentals of Writing or Ninth-Grade Literature and Composition

**Writing ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Advanced Composition is a one-semester course intended to prepare students for the expository, argument, analysis, and scholarly research writing they will encounter in college and AP classes. Students will hone a variety of writing skills. In addition to developing their writing skills, students will further develop their ability to read and evaluate a range of informational text and use text details to support ideas in their writing.

Students who struggled to meet the standards of Fundamentals of Writing or feel they need more writing practice should consider Intermediate Writing before moving on to Advanced Composition. Any student planning to attend a four-year college should strongly consider Advanced Composition before graduating from Valley. The course also serves as a prerequisite for AP English courses.

## Advanced Creative Writing

ENG405 or ENG406 | First OR Second Semester

Prerequisite: Fundamentals of Writing and Creative Writing I

**Writing ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course is designed for self-motivated students interested in deepening their understanding of creative writing. The focus of the course centers on four objectives: writing, reading, publication, and literacy. The course will be offered to students who have successfully completed Creative Writing. Students will be adding to the portfolios they assembled in Creative Writing by working in fiction, poetry, or nonfiction. The course will involve extensive work-shopping, revision, and reflection. This course must be taken for DMACC credit.

### Advanced Journalism

ENG267 and ENG268 | First and/or Second Semester

Prerequisite: Journalism, Digital Journalism Performance and Production

**Writing ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is a one-to-two-semester course that further explores media writing and other aspects of journalism necessary to produce newsworthy content on real topics, for real audiences. Students will work on real-world journalism projects, collaborate in a team environment, and assume editorial leadership positions across Valley's various mediums, including print, digital, and broadcast. In addition to refining and deepening their understanding of media writing and production, students will also develop their leadership and entrepreneurial skills by managing advertising, marketing, and business operations of journalistic production.

Students will determine a medium path (newspaper, yearbook, or broadcasting and newspaper) to focus on as well as a particular role within the team. Students interested in assuming editorial leadership roles should take this course as early in their high school career as possible.

This course is ideal for students planning careers in journalism, media, communications, marketing, or other communication-driven pathways, and can be taken more than once.

### AP Language and Composition

ENG501 and ENG502 | Full-Year Course

Prerequisite: Advanced Composition and one of the following literature courses: Literature and the Land or American Literary Voices; Perspectives in Literature; Science Fiction and Fantasy; or Advanced Literature

**Writing ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

AP Language and Composition is designed to develop critical analysis abilities through the reading and study of classic and contemporary nonfiction works, both textual and visual, as well as to develop the ability to compose prose directed to a specific audience. Students are expected to become more sensitive to the nuances of effective prose and literary style and to use more than one rhetorical strategy in a literary context. This course helps students enhance general discipline-specific vocabulary, improve writing style, and use rhetorical strategies. A summer reading assignment will review foundational skills, stress individual reading and analysis, and lay groundwork for the class. Throughout the year, students will keep a metacognitive journal highlighting their learning as well as their growth as a world citizen.

This course requires a time commitment above that of most high school English courses. Students will be required to have and use excellent active reading and writing abilities. The critiques will follow College Board expectations for college-level analysis.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their gpa for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their gpa for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in. This course must be taken for DMACC credit.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### Creative Writing

ENG401 or ENG402 | First OR Second Semester

Prerequisite: Fundamentals of Writing

**Writing ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This one-semester course is offered to help students develop their individual creativity and to appreciate that of other writers. The course includes a survey of various types of creative writing, a critical analysis of styles and methods, and practice in writing poetry and prose with special attention given to development of personal style. Students will reflect on the process behind their written pieces and a portfolio of selected writings is required of each student at the end of the course.

### Intermediate Writing

ENG305 or ENG306 | First OR Second Semester

Prerequisite: Fundamentals of Writing

**Writing ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This one-semester course will continue to reinforce and extend the skills from Fundamentals of Writing. Students will develop strong essays in a variety of writing modes with an emphasis on the writing process: prewriting, drafting, evaluating, revising, and editing. Students will practice research techniques and review MLA documentation. The class will include review lessons of grammar, usage, and mechanics. Students will read a variety of mentor texts in order to build on their understanding of effective writing styles and to develop vocabulary skills.

## Journalism

ENG215 or ENG216 | First OR Second Semester

**Writing ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

A one-semester specialized writing class, this course includes news, feature, and opinion writing. Students will examine their world for its news potential, review basic writing competencies, experiment with a variety of journalistic writing styles, practice interviewing and library research methods, and acquaint themselves with the basics of prepress production. Several projects will be produced on the computer using software useful for yearbook and newspaper courses.

Also emphasized are press freedoms and responsibilities. The course is of value to anyone interested in expanding their skills in communications.

## OTHER COURSES

### ESOL I

ENG333 and ENG334 | Full-Year Course

**Support ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This full-year course is designed for English learners to begin to develop reading, writing, listening, and speaking skills to construct meaning and participate in grade-appropriate discourse. Targeted, systematic language development instruction is designed to support students' transition into the American school system and culture. Instruction and assessment align to ELP Standards 1, 2, 3, 4. ESOL services are provided to students identified in accordance with the criteria set by the state of Iowa. Qualifying students may take this course multiple times for credit.

### ESOL II

ENG219 and ENG220 | Full Year Course

**Support ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This full-year course is designed for English learners to continue to develop reading, writing, listening, and speaking skills to construct meaning and participate in the grade-appropriate discourse. Instruction is

designed to support students' development of clear and coherent grade-appropriate English language usage. Targeted, systematic language development instruction and assessment align to ELP Standards 1, 2, 3, 4, 9, 10. ESOL services are provided to students identified in accordance with the criteria set by the state of Iowa. Qualifying students may take this course multiple times for credit.

### ESOL III

ENG329 and ENG330 | Full Year Course

**Support ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This full year course supports English Learners with integrated content specific and academic language expansion focused on acquiring the language needed to read, write, listen and speak in grade-appropriate content in order to prepare students for postsecondary learning, careers, and life. Instruction and assessment align with the English Language Proficiency Standards 4 -10. ESOL services are provided to students identified in accordance with the criteria set by the state of Iowa. Qualifying students may take this course multiple times for credit.

### ESOL IV

ENG411 and ENG412 | Full Year Course

**Support ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This full-year course supports English learners with integrated content-specific and academic language expansion focused on developing the language needed to comprehend and express understanding of grade-level work. Instruction and assessment align to English Language Proficiency Standards 4 through 10. Students continue to expand their listening, reading, speaking and writing skills in order to prepare students for postsecondary learning, careers, and life. ESOL services are provided to students identified in accordance with the criteria set by the state of Iowa. Qualifying students may take this course multiple times for credit.

### ESOL Reading

ENG335 or ENG336 | First OR Second Semester

**Support ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

ESOL Reading provides targeted, systematic language development specifically in the area of literacy. Students experience instruction in the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction and assessment are differentiated to meet the needs of the students in the classroom and is aligned to ELP Standards 1, 2, 3, and 4 with a focus on reading and writing skills. This course provides specialized learning opportunities for students who are beginning to develop foundational literacy skills alongside oral language development. Qualifying students may take this course multiple times for credit.

### ESOL Resource

ENG415 or ENG416 | First OR Second Semester

**Support ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

ESOL Resource is intended to support emerging ELs with their English language development and attainment of academic content. This course supports students' cultural transition to U.S. schools and their development of academic language in content classes. Students focus on comprehension, interactive language development, talking and writing about texts, developing oral and written arguments, and determining the meaning of general academic and content-specific words.

### Literature and Composition

ENG227 and ENG228 | Full-Year Course

**Advanced ELECTIVE**

9  10  11  12

DMACC  NCAA  RAI

Literature and Composition is a compacted 2-credit course, fulfilling the graduation requirements of two semesters of Language and Literature and one semester of Fundamentals of Writing. The course moves at a rigorous pace, exposing students to multiple genres of literature with varying complexity and all of the modes of writing. Literature will

be analyzed for craft, structure, style, character development, and themes, including short stories, novels, poetry, and drama. An emphasis will be placed on Pre-AP literary analysis. Writing will include a full-length MLA style research paper, expository, personal narrative, literary analysis, and argument. Poetry will include original writing and explication of poetry with advanced analysis. Students will have weekly requirements for vocabulary development.

### Reading Resource

RDG107 and/or RDG108 | First and/or Second Semester

**Support ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

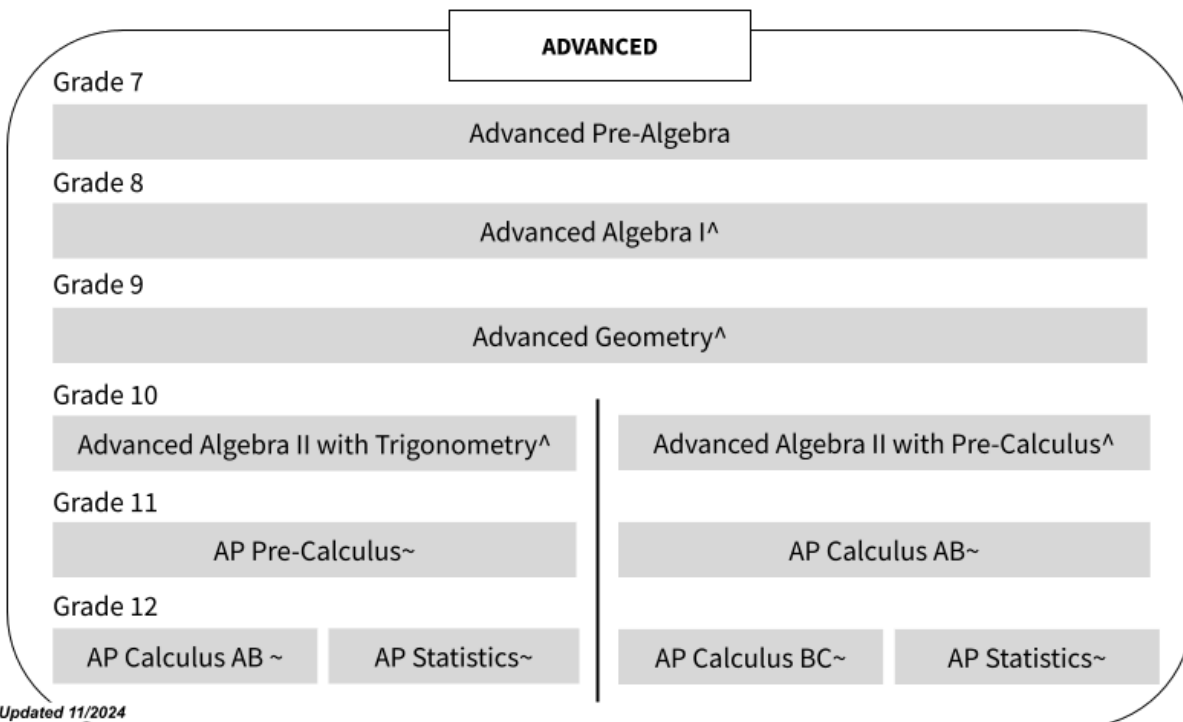
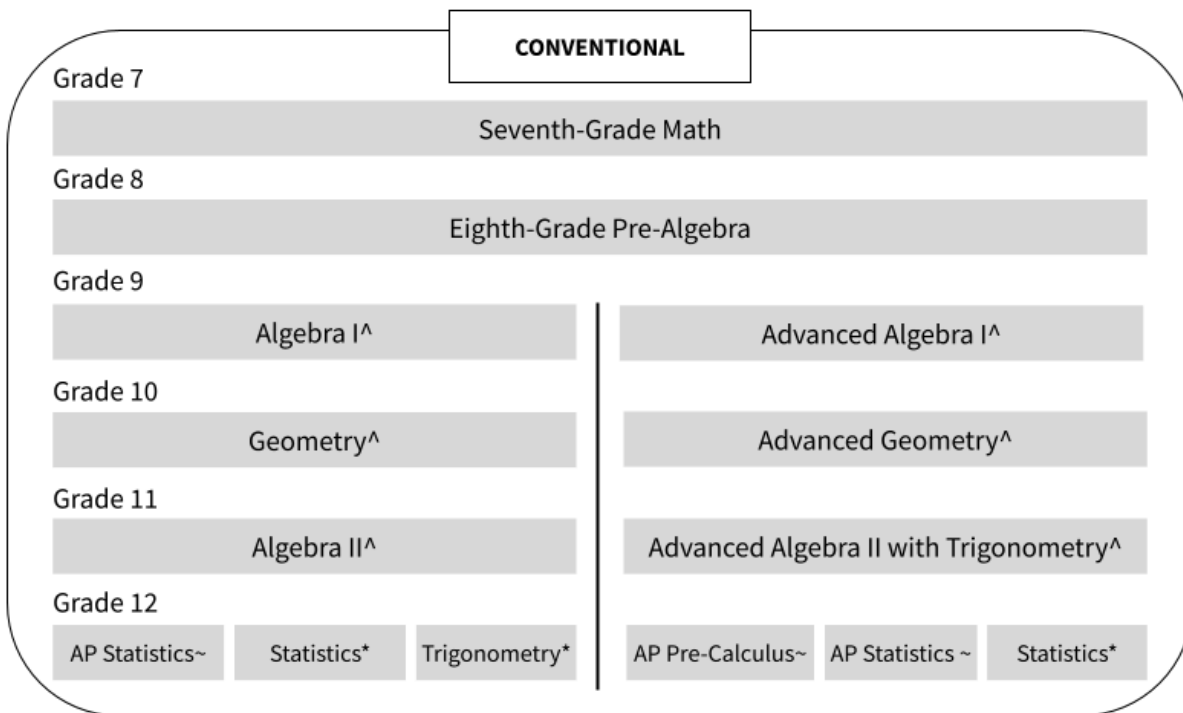
Reading Resource is a pass/no pass class. The purpose of this course is to provide students with additional direct instruction in Reading skills and strategies. Students will be assessed for problem areas, and review key concepts using a variety of strategies and methods. Enrollment is based on assessment scores and staff recommendation. If it becomes apparent by the building administrator that the student has been inappropriately placed, an adjustment will be made.

# Mathematics Department

## Mathematics Pathways

### Available Math Pathways

<b>Key</b>		
^Graduation Requirement	*One-Semester Course	~DMACC Credit



Updated 11/2024

## Scholar of Mathematics

1. Must take at least four years (8 credits) of mathematics in grades 9-12 at Valley/Valley Southwoods.
2. Complete two of the following: AP Calculus AB, AP Calculus BC, and AP Statistics.
3. Have an overall GPA of at least 3.5.
4. Have a GPA of 4.0 in all mathematics courses.
5. Must take the semester test in all mathematics courses without Pass/No Pass.
6. Must take the AP exams in all Advanced Placement calculus and statistics courses.
7. Must exhibit a “Capstone” experience.

The Capstone experience for each Scholar will be a project that exhibits a deep level of understanding of their area of interest. This Capstone will be the synthesis of the important content, skills, or knowledge that are of vital significance and importance in the Scholar’s area of focus. The Capstone will be evaluated through the lenses of three standards: a) Construction of Knowledge, b) Elaborate Written Communication, and c) Connections to the Student’s Life. Students will develop a Capstone proposal based on the following criteria:

### *Standard 1: Construction of Knowledge*

The task asks students to interpret, analyze, synthesize, or evaluate information in writing about a topic, rather than merely reproduce information. To score high, the task should require interpretation, analysis, synthesis, or evaluation of information that goes deeper than simple familiarity with the information.

### *Standard 2: Elaborated Written Communication\**

The task asks students to draw conclusions or make generalizations or arguments and support them through extended writing. There is an explicit call for generalization AND support. The task asks students to draw conclusions or to make generalizations or arguments using narrative or expository writing, AND to substantiate them with examples, summaries, illustrations, details, or reasons.

\*Elaborated communication may be most often evident in essays or research papers, but may take other forms.

### *Standard 3: Connections to Students’ Lives*

The task asks students to connect the topic to their lives. The task asks students to connect the topic to experiences, observations, feelings, or situations significant in their lives using narrative or expository writing.

The individual Capstone proposal must be approved in May of the junior year. A presentation of the Capstone experience will be adjudicated prior to May 15 of the senior year by a jury of three composed of their Capstone adviser, a Valley administrator, and a teaching and learning administrator (as available).

The Capstone adviser will meet with their team of assigned scholars. A topical agenda with timeline will guide the process. This will be explained to all participants during the September large group meeting.

## Course Descriptions and Course Numbers

### Course Competency Exam Guidelines

Students interested in testing out of any mathematics class should see their counselor by Aug. 10. Testing will take approximately three hours. A grade of 80 percent is required to test out of any course. Students will then be appropriately placed in a more advanced course.

### Algebra I

MTH111 and MTH112 | Full-Year Course

**REQUIRED**  9  10  11  12

DMACC  NCAA  RAI

Algebra I is a two semester course which helps the student acquire an understanding of the structure of the number system and a knowledge of algebraic expressions and equations. This course also provides practice in the interpretation of verbal problems and training in logical thinking. Topics include operations with real numbers, solving equations and inequalities, factoring, and systems of equations, graphing, and quadratic equations.

### Advanced Algebra I

MTH805 and MTH806 | Full-Year Course

Prerequisite: proficient in their knowledge of the Eighth-Grade Pre-Algebra Standards

**ADVANCED**  9  10  11  12

DMACC  NCAA  RAI

This two-semester course is aligned with the Iowa Academic Standards for Mathematics. Algebra I topics include solving equations with real numbers; solving, writing, and graphing linear equations, quadratic equations and functions; polynomials and exponential functions. This advanced course is an accelerated course designed to meet the needs of students who are proficient in their knowledge of the Eighth-Grade Math Standards. This course is a prerequisite for Advanced Geometry.

### Algebra II

MTH311 and MTH312 | Full-Year Course

Prerequisite: Geometry

**REQUIRED**  9  10  11  12

DMACC  NCAA  RAI

Algebra II is a two-semester course for students who have successfully completed Geometry. Topics that are covered include a review of

algebra, complex numbers, quadratic functions, polynomial equations, exponents, logarithms, sequences, and series.

### Advanced Algebra II with Trigonometry

MTH321 and MTH322 | Full-Year Course

Prerequisite: Advanced Geometry

**ADVANCED**  9  10  11  12

DMACC  NCAA  RAI

Advanced Algebra II with Trigonometry is a two-semester course that places an emphasis on the understanding of mathematical structures and processes. Functions of real numbers, one of the central ideas in mathematics, are studied throughout the course, and skill in algebraic manipulation is strengthened. Topics of study include rational exponents, complex numbers, and trigonometry. Challenge exercises encourage students to apply their knowledge at higher levels. Changes from this course to Algebra II may be made with teacher recommendation and must be completed during the first 10 weeks of the semester.

### Advanced Algebra II with Precalculus

MTH305 and MTH306 | Full-Year Course

Prerequisite: Advanced Geometry or teacher recommendation

**ADVANCED**  9  10  11  12

DMACC  NCAA  RAI

Advanced Algebra II with Precalculus is an enriched two-semester course with text identical to Advanced Algebra II with Trigonometry. All topics are covered in greater depth than in the other Algebra II & Trigonometry course, and additional enrichment topics are discussed. Advanced Algebra II with Precalculus is recommended for students who plan to take AP Calculus at Valley.

Changes from this course to Advanced Algebra II with Trigonometry may be made with teacher recommendation and must be completed during the first 10 weeks of the semester.

### AP Calculus AB

MTH433 and MTH434 | Full-Year Course  
Prerequisite: Pre-Calculus OR Algebra II and Trig C

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

AP Calculus AB is a two-semester college-level calculus course. Topics include the algebra of functions, limits, continuity, the derivative and its applications, differentials, integration and integration techniques, and the definite integral (including volumes and areas). Technology will be used to explore functions graphically, use numerical data, and model real-world applications.

It must be taken for DMACC credit. Effective for math classes, all students who wish to enroll in a DMACC mathematics course for the first time will be required to take the ALEKS mathematics placement assessment. The results of this exam will determine eligibility for the math course students wish to take.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for info.

### AP Calculus BC

MTH435 and MTH436 | Full-Year Course  
Prerequisite: AP Calculus AB

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

AP Calculus BC is a two-semester college-level calculus course, which includes all of the topics of AP Calculus AB, most in greater depth. Additional topics include vector functions and parametrically defined functions, polar coordinates, integral applications (arc length, work, area of a surface of revolution), sequences and series, and elementary differential equations. Technology will be used to explore functions graphically, use numerical data, and model real-world applications.

It must be taken for DMACC credit. Effective for math classes, all students who wish to enroll in a DMACC mathematics course for the first time will be required to take the ALEKS mathematics placement assessment. The results of this exam will determine eligibility for the math course students wish to take.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for info.

## AP Pre-Calculus

MTH423 and MTH424X | Full-Year Course  
Prerequisite: Algebra II Trigonometry B Or  
Algebra II Trigonometry C

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

AP Pre-Calculus is a two-semester course. The central theme of this course is the concept of a function and its graph. Topics include: functions (linear, radical, exponential, logarithmic, polynomial, piecewise, and trigonometric) and their graphs, and trigonometry. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. DMACC credit is awarded after spring semester.

It must be taken for DMACC credit. Effective for math classes, all students who wish to enroll in a DMACC mathematics course for the first time will be required to take the ALEKS mathematics placement assessment. The results of this exam will determine eligibility for the math course students wish to take.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

## AP Statistics

MTH437 and MTH438 | Full-Year Course  
Prerequisite: Algebra II, Advanced Algebra II with Trigonometry or Advanced Algebra II with Precalculus

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

AP Statistics is a two-semester college level statistics course. The purpose of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

It must be taken for DMACC credit. Effective for math classes, all students who wish to enroll in a DMACC mathematics course for the first time will be required to take the ALEKS mathematics placement assessment. The results of this exam will determine eligibility for the math course students wish to take.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### Geometry

MTH211 and MTH212 | Full-Year Course

Prerequisite: Algebra

**REQUIRED**  9  10  11  12

DMACC  NCAA  RAI

Geometry is a two-semester course, which uses the same text and course outline as Advanced Geometry. Topics include congruence and similarity of figures, right triangles, area, volume, and coordinate geometry. Students learn to analyze and solve problems, maintain their algebra skills, and organize and compose proofs.

### Advanced Geometry

MTH231 and MTH232 | Full-Year Course

Prerequisite: Advanced Algebra I

**ADVANCED**  9  10  11  12

DMACC  NCAA  RAI

This two-semester course is aligned with the High School Iowa Core Math Standards. Geometry topics include principles of logic, parallelism, congruence, similarity, circles, spheres, constructions and loci, areas, volumes, coordinate geometry, and transformations. This advanced course is an accelerated course designed to meet the needs of students who are proficient in their knowledge of the High School Iowa Core Math Standards in Algebra I.

### Math Resource

MTH099 and MTH100 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Math Resource is available both semesters as a pass/no pass class. The purpose of this course is to provide students with additional direct instruction in math skills and strategies. Students will be assessed for problem areas, and review key concepts using a variety of strategies and methods. Students will be assessed for problem areas, and review key

concepts using a variety of strategies and methods identified in the Iowa Core Mathematics standards. If it becomes apparent to the building administrator that the student has been inappropriately placed, an adjustment will be made. Enrollment is based on multiple data points from the math teacher to make an informed recommendation.

### Statistics

MTH417 or MTH418 | First OR Second Semester

Prerequisite: Algebra II or Algebra II and

Trigonometry B/C

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Statistics is a one-semester course with topics including data collection, graphical representation of data, percentiles, measures of central tendency, measures of dispersion, standard scores, and hypotheses testing.

### Trigonometry

MTH413 or MTH414 | First OR Second Semester

Prerequisite: Algebra II or current enrollment in Algebra II

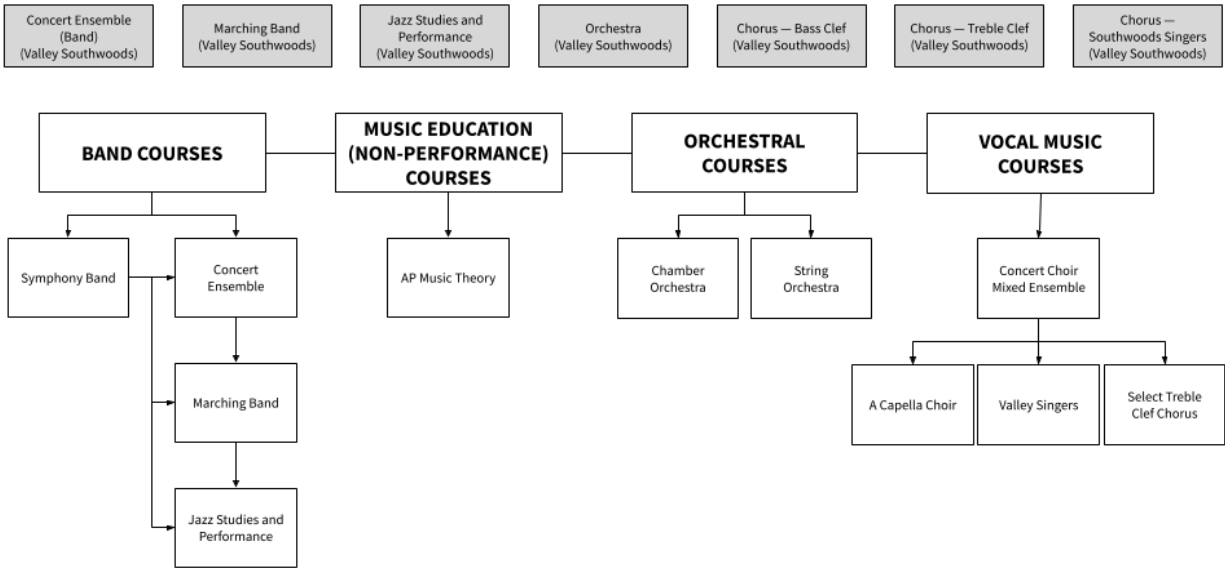
**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Trigonometry is a one-semester course covering trigonometry functions, inverse trig functions, graphing, trigonometry identities, applications, trigonometry equations, and polar coordinates. Students who have successfully completed Algebra II and Trigonometry B or C may not enroll in this course.

# Music Department

## Music Department Flowchart



Updated 12/2024

## Music Department Table

Course Title	9	10	11	12	Semesters	Credit	Prerequisite Required
<b>BAND COURSES</b>							
Concert Ensemble	X	X	X	X	2	2	No
Jazz Studies and Performance	X	X	X	X	2	2	Yes
Marching Band	X	X	X	X	1	1	Yes
Symphony Band		X	X	X	2	2	Yes
<b>MUSIC EDUCATION (NON-PERFORMANCE) COURSES</b>							
AP Music Theory			X	X	2	2	Yes
<b>ORCHESTRAL COURSES</b>							
Chamber Orchestra		X	X	X	2	2	Yes
Ninth-Grade Orchestra	X				2	2	No
String Orchestra		X	X	X	2	2	No
<b>VOCAL MUSIC COURSES</b>							
A Cappella Choir		X	X	X	2	2	Yes
Concert Choir Mixed Ensemble		X	X	X	2	2	No
Ninth-Grade Chorus—Bass Clef	X				2	2	No
Ninth-Grade Chorus—Treble Clef	X				2	2	No
Ninth-Grade Chorus—Southwoods Singers	X				2	2	Yes
Select Treble Clef Chorus		X	X	X	2	2	Yes
Valley Singers		X	X	X	2	2	Yes

## **Scholar of Fine Arts—Music**

1. Must take at least four years (8 credits) in an applied area of music in grades 9-12 at Valley/Valley Southwoods.
2. Complete the Advanced Placement Music Theory course offered at Valley.
3. Have an overall GPA of at least 3.5.
4. Have a GPA of 4.0 in all music courses.
5. Must take the AP exam for the music Advanced Placement Theory courses.
6. Must exhibit a “Capstone” experience.

The Capstone experience for each Scholar will be a project that exhibits a deep level of understanding of their area of interest. This Capstone will be the synthesis of the important content, knowledge, or skills that are of vital significance and importance in the Scholar’s area of focus. The Capstone will be evaluated through the lenses of three standards: a) Construction of Knowledge, b) Elaborate Written Communication, and c) Connections to the Student’s Life. Students will develop a Capstone proposal based on the following criteria:

### *Standard 1: Construction of Knowledge*

The task asks students to interpret, analyze, synthesize, or evaluate information in writing about a topic, rather than merely to reproduce information. To score high, the task should require interpretation, analysis, synthesis, or evaluation of information that goes deeper than simple familiarity with the information.

### *Standard 2: Elaborated Written Communication\**

The task asks students to draw conclusions or make generalizations or arguments and support them through extended writing. Explicit call for generalization AND support. The task asks students to draw conclusions or to make generalizations or arguments using narrative or expository writing, AND to substantiate them with examples, summaries, illustrations, details, or reasons.

\*Elaborated communication may be most often evident in essays or research papers, but may take other forms.

### *Standard 3: Connections to Students’ Lives*

The task asks students to connect the topic to their lives. The task asks students to connect the topic to experiences, observations, feelings, or situations significant in their lives using narrative or expository writing.

The individual Capstone proposal must be approved in May of the junior year. A presentation of the Capstone experience will be adjudicated prior to May 15 of the senior year by a jury of three composed of their Capstone adviser, a Valley administrator, and a teaching and learning administrator (as available). The Capstone adviser will meet with their team of assigned scholars. A topical agenda with timeline will guide the process. This will be explained to all participants during the September large group meeting.

## Course Descriptions and Course Numbers

Each of the courses offered by the Music Department will satisfy the fine arts requirement for graduation.

### BAND COURSES

#### Concert Ensemble

MUS101 and MUS102 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Concert Ensemble will meet all four quarters. Membership is open to all students. Placement within the ensemble is determined by an audition procedure. The group will perform 2-4 concerts during the year. In addition, the ensemble may participate in state-sponsored contest events, independently sponsored festivals, and special performances such as commencement. Students in these groups are eligible to audition for membership in special performing groups and music classes offered in addition to Concert Ensemble.

#### Jazz Studies and Performance

MUS303 and MUS304 | Full-Year Course

Prerequisite: Audition Process and concurrent enrollment in band

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course will deal directly with the development of both individual and ensemble style in both the small group (combo) and large ensemble structure. A major portion of this course will be spent discussing and evaluating the arranging techniques of various writers.

Jazz theory will be emphasized with concentration on listening and analyzing writers' styles. Students will be given the opportunity to exercise these skills through arranging/composing projects, which can be performed by the class. This will provide immediate feedback for the students' evaluation of their work.

#### Marching Band

MUS401 | First Semester

Prerequisite: Must be currently enrolled in Symphony Band-Concert Ensemble

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Marching Band will meet first quarter. Rehearsals will be Monday through Friday, during Early Bird. The group will include wind, percussion, and color-guard, with membership open to any student who plays a musical instrument and is concurrently enrolled in Symphony Band-Concert Ensemble at Valley High School (10-12) or Valley Southwoods (9) and was enrolled in band the previous semester. Students are expected to attend summer rehearsals. Some band activities will be conducted off-campus, and students will be responsible for arranging their own transportation. Course may be used for one music elective credit. In addition to performing at home football games and IHSMA State Marching Band Festival, the band may perform at local and regional parades, celebrations, contests, and festivals. Historically, the marching band has represented the West Des Moines Community Schools outside Iowa at selected regional, national, and international festivals.

#### Symphony Band

MUS307 and MUS308 | Full-Year Course

Prerequisite: Audition Process

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Symphony Band is an elective and the highest level band at Valley High School. Membership is open to those students who successfully complete an audition process and are selected by the conductor. The group will perform advanced band literature, and study advanced

instrumental techniques. In addition, students will participate in solo contests, large group festivals, and have the opportunity to audition for the All-State Band.

### **MUSIC EDUCATION (NON-PERFORMANCE) COURSES**

#### **AP Music Theory**

MUS501 and MUS502 | Full-Year Course

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

AP Music Theory is a two-semester course designed to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The first semester will seek to instill mastery of the rudiments and terminology of music including: notation, intervals, scales and keys, chords, metric organization, and rhythmic patterns. The second semester will build on these skills and progress to more sophisticated and creative tasks such as: composition of bass lines, realization of figured bass, analysis of repertoire, and composition of melodies. Emphasis will be placed on functional triadic harmony in traditional four-voice texture, tonal relationships, modulation to closely related keys, standard rhythms and meters, phrase structure, and small musical forms. Students will continually work to improve in areas of aural skills, sight-singing, composition, and analysis.

The AP Music Theory course is designed to prepare students not only for the AP test in the spring but also for their college placement exams. In order to do this most effectively, students should take the course as close as possible to their college exam dates, preferably during their senior year.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their gpa for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their gpa for the course. Regardless of exam

participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### **ORCHESTRAL COURSES**

#### **Chamber Orchestra**

MUS305 and MUS306 | Full-Year Course

Prerequisite: Audition Process

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

The Chamber Orchestra is an ensemble of the most advanced string students, selected by audition. This ensemble will provide a challenging environment for students who wish to excel in the orchestra program. Students in the class will work on music for a small string orchestra and participate in solo and ensemble contest. They also have the opportunity to audition for All-State Orchestra and other honor orchestras and serve the community by participating in smaller ensembles (string quartets). The Chamber Orchestra may occasionally combine with other string orchestra classes for special projects/performances. This course includes several evening concerts each semester (please see calendar).

#### **Ninth-Grade Orchestra**

MUS103 and MUS104 | Full-Year Course

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Valley Southwoods Orchestra students attend daily string orchestra rehearsals and weekly private and semi-private lessons in this full-year course. Valley Southwoods Orchestra rehearsals take place before, during, and after school, depending on student schedules and needs. Orchestra students have the opportunity to perform in chamber ensembles that meet based on student availability. The Valley Southwoods Orchestra students perform in concerts, festivals, and contests.

### String Orchestra

MUS109 and MUS110 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

String Orchestra is a full-year class that focuses on the development of string instrument performance skills and musicianship. Students will be exposed to high-level music for string orchestra through concert performances and listening opportunities. Students are eligible to participate in numerous quartets, solo and ensemble festivals, and audition for honor orchestras. Rehearsals take place before, during, and after school, depending on student schedules and needs. The orchestral and ensemble skills developed in this setting prepare students for Chamber Orchestra. Enrichment opportunities include master classes, clinics, sectional rehearsals, special collaborations, and performance trips. This course includes several evening concerts each semester (please see orchestra calendar).

### VOCAL MUSIC COURSES

#### A Cappella Choir

MUS205 and MUS206 | Full-Year Course

Prerequisite: One year of previous choral or performing ensemble experience at the high school level, successful audition.

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

A Cappella Choir is a core choir consisting of an auditioned group of students in grades 10-12, who have completed one full year of enrollment in a choral or performing ensemble at the high school level, and who would like a large choral ensemble experience. Class will include study of advanced vocal techniques and exercises, review of basic music theory and terminology, advanced sight-singing, study of the human voice, vocal health, and the history of choral music through performances of various styles of vocal literature. Each semester A Cappella Choir will study and rehearse music to be performed at specified concert and contest times. The course includes several evening concerts (please see calendar) each semester and additional nonscheduled calendar events that

may arise. Students enrolled in the choir will be required to participate in Solo and Small Ensemble Contest or an alternate assignment, State Large Group Contest, and may audition for jazz and show choir ensembles. Group voice lessons and sectionals are required of all singers in this ensemble and will be scheduled on a rotational basis with the Director for assessment purposes.

#### Concert Choir Mixed Ensemble

MUS203 and MUS204 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Concert Choir is a core choir designed for any grade 10-12 student interested in singing. Class will include study of intermediate vocal techniques and exercises, review of basic theory and terminology, intermediate sight-singing, study of the human voice, vocal health, and history of choral music through performances of various styles of vocal literature. Each semester, the Concert Choir will study and rehearse music to be performed at specific concerts and contests. The course includes several evening concerts each semester and additional non-scheduled calendar events that may arise. Students enrolled in Concert Choir may audition for State Solo and Small Ensemble Contest and audition for jazz and show choir ensembles. Group voice lessons are required of all singers in this ensemble and will be scheduled on a rotational basis with the director for assessment purposes.

#### Ninth-Grade Chorus – Bass Clef

MUS105 and MUS106 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Membership in this full-year class is open to students who show an interest in singing and sing in the tenor/bass range. Vocal instruction is directed toward the development of the adolescent changing voice, with careful attention given to the special qualities and challenges of the voice at this age level. Vocal lessons are a significant part of the curriculum. Vocal and musical skills developed here can prepare students for participation in A

Cappella Choir and Valley Singers at Valley High School. This group performs at concerts, contests, conventions, and community functions.

### **Ninth-Grade Chorus – Treble Clef**

MUS107 and MUS108 | Full-Year Course

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Membership in this full-year class is open to students who show an interest in singing and sing in the soprano/alto range. Vocal lessons are a significant part of the curriculum. Vocal and musical skills developed here can prepare students for participation in A Cappella Choir and Valley Singers at Valley High School. This group performs at concerts, contests, conventions, and community function

### **Ninth-Grade Chorus – Southwoods Singers**

MUS201 and MUS202 | Full-Year Course

Prerequisite: Membership in Bass or Treble Clef chorus. Membership in this full-year class is limited and earned through audition.

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Auditions will be held during the spring of the students' eighth-grade year. This select group will explore and perform a variety of select chamber music, in addition to gaining a greater understanding of advanced vocal techniques for the mixed ensemble. Included in the curriculum will be the study of composers and styles of vocal music for the chamber ensemble. The class will meet alternating days throughout the year for a total of 1 credit. The Southwoods Singers will perform approximately five concerts as well as participate in state solo and ensemble contest.

### **Select Treble Clef Chorus**

MUS207 and MUS208 | Full-Year Course

Prerequisite: Audition Process

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Select Treble Clef is an elective core choir for students in grades 10-12 who have a treble voice. Class will include study of vocal techniques and exercises, theory and

terminology, sight-singing, study of the human voice, vocal health, and history of choral music through performances of various styles of vocal literature. Each semester, the Select Treble Clef will study and rehearse music to be performed at specific concerts and contests. The course includes several evening concerts each semester and additional non-scheduled calendar events that may arise. Students enrolled in Select Treble Clef may audition for State Solo and Small Ensemble Contest and audition for jazz and show choir ensembles.

### **Valley Singers**

MUS301 and MUS302 | Full-Year Course

Prerequisite: Audition Process

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Valley Singers is an elective course and the select mixed chamber choir at Valley High School. Membership is open to advanced singers in grades 10–12 who successfully complete a rigorous audition process. Class will include study of advanced vocal techniques and exercises, advanced music theory and terminology, advanced sight-singing, study of the human voice, vocal health, and the history of choral music through performance of various styles of vocal literature. Each semester, the Valley Singers will study and rehearse music to be performed at specified concert and contest times. The course includes several evening concerts each semester and, occasionally, other concerts, in addition to State Solo and Small Ensemble Contest and All-State auditions.

# Physical Education and Health Department

## Physical Education and Health Table

Course Title	9	10	11	12	Semesters	Credit	Prerequisite Required
Ninth-Grade Physical Education	X				1	1	No
10th-12th Grade Physical Education		X	X	X	1	1	No
Advanced Strength Training and Conditioning		X	X	X	2	1	Yes
Basic Strength Training and Conditioning	X	X	X	X	2	1	No
Early Bird Physical Education		X	X	X	2	1	No
Lifeguarding		X	X	X	1	1	Yes
Health	X	X	X	X	1	1	No
Health (Online)	X	X	X	X	1	1	No

## Course Descriptions and Course Numbers

By the end of high school, the learner will be college- or career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment. All students will be required to obtain 4 credits of P.E. as a requirement for graduation. Students who are enrolled in Physical Education daily will receive 1 credit and those enrolled every other day will receive .5 credit per semester. Exemptions will be granted in accordance with law and policy. Letter grades will be assigned and included in the grade point average.

### Physical Education Standards

- Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### Physical Education Waivers

Students seeking to waive Physical Education must have their parent/guardian complete a waiver request form.

### Waiver Types

- Academic course not otherwise available (with an eight-credit semester, grades 9-12)
- Organized and supervised athletic program (athletic waiver, grades 11-12 only)
- Off-campus educational program (work-based learning, grade 12 only)
- Medical
- Conflict with religious belief

[Learn more >](#)

Physical Education teachers understand that each situation is unique and will be responsive to the health needs of individuals.

*Blended and online courses are set up so students receive instruction in the classroom and through digital online media during regular school hours.*

### Ninth-Grade Physical Education

PHY111 and PHY112 | First OR Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

### 10th-12th Grade Physical Education

PHY201 or PHY202 | First OR Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

### Advanced Strength Training and Conditioning

PH405 And PHY406 | Full Year-Course

Prerequisite: Basic Strength and Conditioning or instructor approval

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

The course is designed for students who want to improve their strength and overall performance ability. The components of the course include strength training, power training, agility training, flexibility, and core development. Additionally, students in this course will complete the following strength and performance tests: clean variation, squat variation, bench press variation, vertical jump, broad jump, linear speed, abdominal and torso.

### Basic Strength Training and Conditioning

PHY305 And PHY306 | Full Year-Course

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

The course is designed to develop student's knowledge, understanding, and ability to perform basic strength and conditioning components. By developing the student's knowledge, understanding and ability they will be able to safely adapt to greater physical demands for increased performance capabilities. The components of the course include; strength training, medicine ball throws, mobility, abdominal/torso development, running, skipping, jumping and agility movements.

### Early Bird Physical Education

PHY317 and PHY318 | Full-Year Course

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

### Health

MIS301 or MIS302 | First Semester OR Second Semester

**REQUIRED**  9  10  11  12  
 DMACC  NCAA  RAI

### Health (Online)

MIS301o or MIS302o | First Semester OR Second Semester

**REQUIRED**  9  10  11  12  
 DMACC  NCAA  RAI

This course is delivered in a skills-based approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills, using a variety of learning experiences, with an emphasis on participatory methods. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

### Lifeguarding

PHY315 or PHY316 | First Semester OR Second Semester

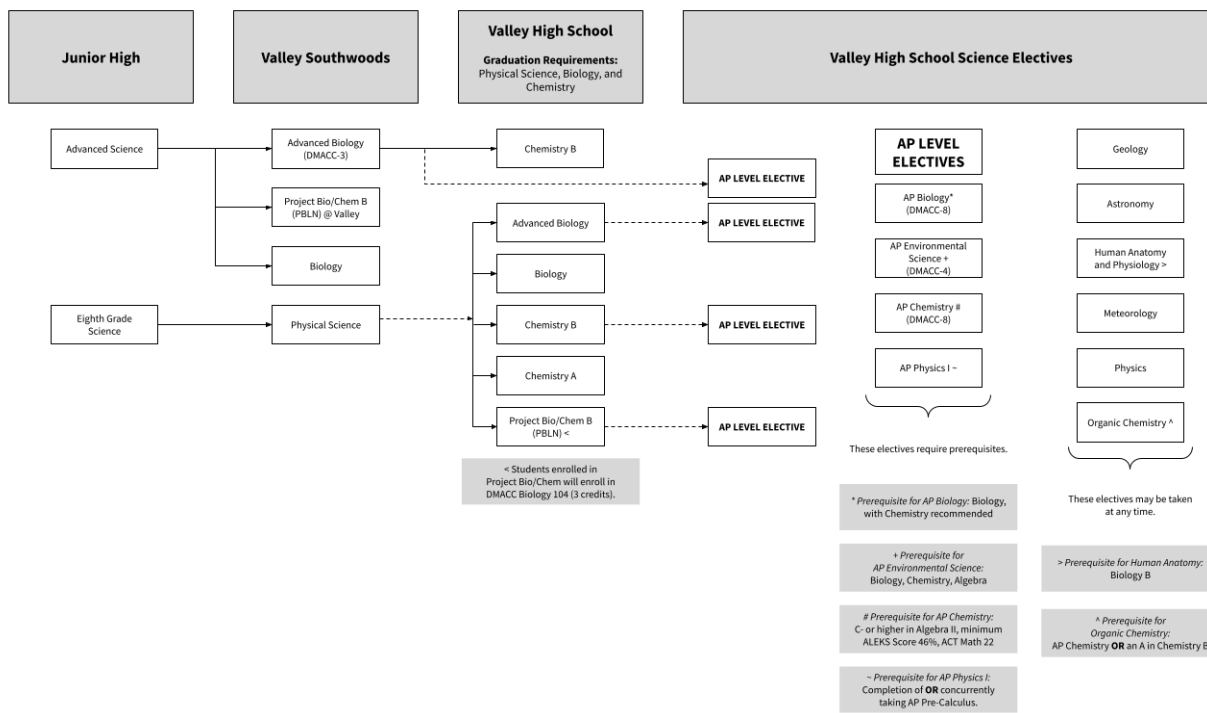
Prerequisite: Need for instructor approval

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Students will receive lifeguard certification. Participants must be 15 years of age on or before the last scheduled session of the course.

# Science Department

## Science Flowchart



Updated 12/2023

## Science Table

Course Title	9	10	11	12	Semesters	Credit	Prerequisite Required
Advanced Biology	X	X	X	X	2	2	Yes
AP Biology		X	X	X	2	2	Yes
AP Chemistry		X	X	X	2	2	Yes
AP Environmental Science			X	X	2	2	Yes
AP Physics I			X	X	2	2	Yes
Astronomy		X	X	X	1	1	No
Biology	X	X	X	X	2	2	No
Chemistry A		X	X	X	2	2	No
Chemistry B		X	X	X	2	2	Yes
Geology		X	X	X	1	1	Yes
Human Anatomy and Physiology			X	X	2	2	Yes
Meteorology		X	X	X	1	1	No
Organic Chemistry			X	X	1	1	Yes
Physical Science	X				2	2	No
Physics		X	X	X	2	2	Yes
Project Bio/Chem	X	X	X	X	2	4	No

## Scholar of Science

1. Must take at least four years (8 credits) of science in grades 9-12 at Valley/Valley Southwoods.
2. Acceptable classes to meet Scholar of Science criteria: Physical Science (as a freshman), Advanced Biology, Biology, Chemistry, Physics, Anatomy and Physiology, AP Biology, AP Chemistry, AP Physics, AP Environmental Science.
3. Complete two of four AP science courses at VHS (biology, chemistry, physics, environmental).
4. Have an overall GPA of at least 3.5.
5. Have a GPA of 4.0 in all science courses.
6. Must take the semester exam in all science courses without Pass/No Pass.
7. Must take the AP exam for each AP science course taken.
8. Must exhibit a “Capstone” experience.

The Capstone experience for each Scholar will be a project that exhibits a deep level of understanding of their area of interest. This Capstone will be the synthesis of the important content, skills, or knowledge that are of vital significance and importance in the Scholar’s area of focus. The Capstone will be evaluated through the lenses of three standards: a) Construction of Knowledge, b) Elaborate Written Communication, and c) Connections to the Student’s Life. Students will develop a Capstone proposal based on the following criteria:

### *Standard 1: Construction of Knowledge*

The task asks students to interpret, analyze, synthesize, or evaluate information in writing about a topic, rather than merely to reproduce information. To score high, the task should require interpretation, analysis, synthesis, or evaluation of information that goes deeper than simple familiarity with the information.

### *Standard 2: Elaborated Written Communication\**

The task asks students to draw conclusions or make generalizations or arguments and support them through extended writing. Explicit call for generalization AND support. The task asks students to draw conclusions or to make generalizations or arguments using narrative or expository writing, AND to substantiate them with examples, summaries, illustrations, details, or reasons.

\*Elaborated communication may be most often evident in essays or research papers, but may take other forms.

### *Standard 3: Connections to Students’ Lives*

The task asks students to connect the topic to their lives. The task asks students to connect the topic to experience, observations, feelings, or situations significant in their lives using narrative or expository writing.

The individual Capstone proposal must be approved in May of the junior year. A presentation of the Capstone experience will be adjudicated prior to May 15 of the senior year by a jury of three composed of their Capstone adviser, a Valley administrator, and a teaching and learning administrator (as available).

The Capstone adviser will meet with their team of assigned scholars. A topical agenda with timeline will guide the process. This will be explained to all participants during the September large group meeting.

## Course Descriptions and Course Numbers

### Advanced Biology

SCI311 And SCI312 | Full-Year Course

Prerequisite: Successful completion of Advanced Physical Science in eighth grade.

**ADVANCED**  9  10  11  12

DMACC  NCAA  RAI

This two-semester lab-based course will meet and exceed the high school level biology course standards and is equivalent to a college level course for those anticipating to be non-science college majors. Students who enroll should be academically prepared to do college work. This course will include the understanding of biochemistry, cell biology, genetics, animals and plants, ecology, evolution, embryology, biotechnology, human systems, and a vertebrate dissection. Instructional shifts include analytical reading and writing, applying mathematics and attention to modeling. The second semester of this course must be taken for DMACC credit, and therefore, places an emphasis on the DMACC Life Science Standards for BIO 104.

### AP Biology

SCI501 and SCI502 | Full-Year Course

Prerequisite: Biology; Chemistry is recommended

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This course is equivalent to a college course for biology majors. Students who enroll should be academically prepared to do college work and should understand that a college lab course requires additional time. A college text is used and laboratory activities are typical of those done in college.

Topics to be studied include biochemistry, cell biology and energetics, genetics, animals and plants, ecology, evolution, biotechnology, human systems, and a vertebrate dissection. Students who successfully complete AP

Biology will be well prepared to take the National Advanced Placement Biology examination in May. Successful achievement on this exam may earn a student college credit. This course must be taken for DMACC credit. It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their gpa for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their gpa for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### AP Chemistry

SCI503 and SCI504 | Full-Year Course

Prerequisite: Chemistry and one of the following: C- or higher in Algebra II, an ACT Math score of 22 or higher, SAT Math score of 530 or higher, or a DMACC ALEKS score of 46 or higher.

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

AP Chemistry is designed to be the equivalent of a first-year college chemistry course. A college text is used, and a variety of college-level experiments will be done in the laboratory. Topics such as the structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, and thermodynamics will be presented in considerable depth. The course should contribute to the development of the students' abilities to think clearly and to express their ideas orally or in writing, with clarity and logic when dealing with chemical problems. This

will prepare the students to take the AP Chemistry exam given in the spring, the results of which may qualify the students to earn college credit.

It is assumed that the students who enroll in this course possess sufficient chemistry background knowledge and math skills to enable them to succeed in a college level chemistry course. Prior to selecting this course you should discuss your qualifications with the course instructor. It is recommended you have earned an A or A- in Chemistry. This course must be taken for DMACC credit.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their gpa for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their gpa for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### **AP Environmental Science**

SCI507 and SCI508 | Full-Year Course

Prerequisite: Biology, Chemistry, Algebra

**ELECTIVE** 9 10 11 12

DMACC NCAA RAI

AP Environmental Science is a rigorous science course that stresses scientific principles and analysis. This course is designed to be equivalent to a one-year, introductory college course in environmental science with lecture, laboratory, and field experience components. The goal of this course is to provide students with scientific principles, concepts, and methodologies required to understand the interrelationship of the natural world, to

identify and analyze environmental problems both natural and man-made, to evaluate the relative risk associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course must be taken for DMACC credit.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their gpa for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their gpa for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### **AP Physics**

SCI505 and SCI506 | Full-Year Course

Prerequisite: Completion of or concurrently taking Pre-Calculus

**ELECTIVE** 9 10 11 12

DMACC NCAA RAI

This full-year course is designed to be taken by a student wanting a thorough knowledge of physics. It is assumed by the instructor that the student possesses sufficient background knowledge and math skills to be able to handle a university-level course. This course will cover Newtonian mechanics, work, energy, power, mechanical waves, sound, and electric circuits. This course will emphasize the development of problem-solving abilities. The student may take the AP exam on completion of this course.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted

grade applied to their gpa for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their gpa for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### **Astronomy**

SCI201 or SCI202 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is a one-semester laboratory course devoted to the study of astronomy. Units of study that will be included are: objects that can be observed in the sky with the unaided eye such as the sun, planets, and stars; equipment that is used to further our knowledge of the universe; the relation between the earth and the other objects in the sky; the constellations and the zodiac; the motion of the objects in the sky.

### **Biology**

SCI209 and SCI210 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is a two-semester lab-based course. This course is appropriate for students who are looking to gain a basic understanding of life science skills and content through a problem-based approach. The course will consist of laboratory work, classroom activities, computer simulations, and assessments. This course places an emphasis on the life science standards associated with Iowa Science Standards.

### **Chemistry A**

SCI305 and SCI306 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is a two-semester lab-based course. This course is appropriate for students who are looking to gain a basic understanding of the chemical sciences content through a problem-based approach. The course will consist of laboratory work, classroom activities, computer simulations, and assessments. This course places an emphasis on the chemical science standards associated with Iowa Science Standards.

### **Chemistry B**

SCI307 and SCI308 | Full-Year Course

Prerequisite: Algebra

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is an enriched two-semester lab-based course that incorporates more of the computational understanding associated with chemical knowledge. The topic covered include all of those listed in Chemistry A, plus stoichiometry, gas laws, rate laws, equilibrium constants, thermochemistry, and molecular geometry. Students should have a good understanding of Algebra to be able to solve problems using mathematical equations. Students who would like the option to take AP Chemistry or Organic Chemistry should enroll in this course, rather than Chemistry A. This course requires students to gain an understanding beyond the life science standards associated with Iowa Science Standards. Schedule changes from this course to Chemistry A can be made with teacher recommendation, and must be done within the first two weeks of the semester.

## Geology

SCI203 or SCI204 | First OR Second Semester

Prerequisite: Physical Science

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This class is a one-semester introduction to the geology of Earth to gain a better understanding of how our planet works and how they interact and influence our lives. During the semester students will explore maps and navigation, plate tectonics, the structure of Earth, rocks and minerals, our oceans, weather systems and climate, volcanoes and earthquakes, the geological history of our planet, fossils and the eras of life on our planet.

## Human Anatomy and Physiology

SCI301 and SCI302 | Full-Year Course

Prerequisite: Biology

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is an advanced two-semester course designed for students interested in an in-depth study of the human body. The structure and function of all body systems are covered through text reading, class discussion, computer simulations, teacher explanation, and laboratory experiences which will include dissection of mammalian organs. It is expected that all students participate fully in all activities, including dissection. Introduction to the course will include the chemical basis of life, the cell and its metabolism, and a tissue unit. The body systems taught will be: integumentary, skeletal, muscular, nervous, urinary, reproductive, digestive, circulatory, lymphatic, endocrine, and respiratory.

## Meteorology

SCI215 or SCI216 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This class is a one-semester introduction to meteorology to gain a better understanding of both weather and climate of our Earth. During the semester, students will explore the Earth's atmosphere, temperature and moisture, air masses and weather patterns, types of precipitation, storms, climate types and Earth's changing climate, what's natural and what is impacted by humans.

## Organic Chemistry

SCI408 | Second Semester

Prerequisite: AP Chemistry or an A in Chemistry

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Organic chemistry is a rigorous science course designed for students that plan to major in a science field in college. The course is set up as a one-semester class in organic chemistry with lecture and laboratory experiences. The goal of this course is to prepare students to understand the principles and methodology of working with organic nomenclature and functional groups, organic chemical reactions and synthesis, polymers, and organic chemical analysis through the use of spectral data.

## Physical Science

SCI101 and SCI102 | Full-Year Course

**REQUIRED**  9  10  11  12

DMACC  NCAA  RAI

This two-semester course exposes students to an in-depth, and rigorous learning environment inclusive of concepts in Physics, Electricity & Magnetism, Waves, Earth's Structure, Climate, Space Sciences, and Engineering practices. This course fulfills 2 credits of the Physical Science graduation requirements.

## Physics

SCI401 and SCI402 | Full-Year Course

Prerequisite: Geometry

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This full-year course will consist of the study of the following topics: optics and wave motion, motion and energy, electricity, and magnetism. The nature of the laws of physics will be covered through text reading, class activities, teacher explanation, and laboratory experiences. A working knowledge of basic geometry and trigonometry concepts is strongly suggested.

## Project Bio/Chem

PBL301 and PBL302 | Full-Year Course

Prerequisite: Algebra I

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is an enriched two-semester lab-based course that integrates Advanced Biology with Chemistry B using project-based and problem-based instructional strategies. Students will earn 2 credits for Biology (NCAA, RAI) and 2 credits for Chemistry (NCAA, RAI). Topics are covered in greater depth than the Biology course and incorporate more of the computational understanding associated with chemical knowledge covered in Chemistry A. Students will be engaged in analytical reading and writing, applying mathematics and modeling. Students should have a good understanding of algebra to be able to solve problems using mathematical equations. Students who would like the option to take AP Chemistry, Organic Chemistry, Human Anatomy or AP Biology should enroll in this course. The course requires two class periods. Please see each individual course for more information about Advanced Biology and Chemistry B.

# Social Studies Department

## Social Studies Table

Course Title	9	10	11	12	Semesters	Credit	Prerequisite Required
AP African American Studies			X	X	1	1	No
AP European History		X	X	X	2	2	No
AP Human Geography	X				2	2	Yes
AP Macroeconomics			X	X	1	1	No
AP Psychology			X	X	2	2	No
AP United States Government and Politics		X	X	X	1	1	No
AP United States History			X	X	2	2	No
AP World History: Modern		X	X	X	2	2	No
Current Events: Local to Global		X	X	X	1	1	No
Economics			X	X	1	1	No
Global Geography and Culture	X	X	X	X	2	2	No
Government				X	1	1	No
Psychology		X	X	X	1	1	No
Sociology		X	X	X	1	1	No
U.S. History*		X	X		2	2	No
World Civilizations		X	X	X	2	2	No

\*See course description for requirements to take U.S. History as a sophomore.

## Scholar of Social Studies

1. Must take at least four years (8 credits) of social studies in grades 9-12 at Valley/Valley Southwoods.
2. Complete AP U.S. History, AP American Government, and AP Macroeconomics and select two additional credits from AP African American Studies, AP European History, AP Human Geography, AP Psychology, or AP World History: Modern.
3. Complete at least two credits from the following: American Heritage, Psychology, Sociology, World Civilizations, and select any of the following courses (cannot fulfill two requirements simultaneously): AP African American Studies, AP European History, AP Human Geography, AP Psychology, or AP World History: Modern.
4. Have an overall GPA of at least 3.5.
5. Have a GPA of 4.0 in all social studies courses.
6. Must take the semester exams in all social studies courses without Pass/No Pass.
7. Must take the AP exams.
8. Must exhibit a “Capstone” experience.

The Capstone experience for each Scholar will be a project that exhibits a deep level of understanding of their area of interest. This Capstone will be the synthesis of the important content, skills, or knowledge that are of vital significance and importance in the Scholar’s area of focus. The Capstone will be evaluated through the lenses of three standards: a) Construction of Knowledge, b) Elaborate Written Communication, and c) Connections to the Student’s Life. Students will develop a Capstone proposal based on the following criteria:

### *Standard 1: Construction of Knowledge*

The task asks students to interpret, analyze, synthesize, or evaluate information in writing about a topic, rather than merely reproduce information. To score high, the task should require interpretation, analysis, synthesis, or evaluation of information that goes deeper than simple familiarity with the information.

### *Standard 2: Elaborated Written Communication\**

The task asks students to draw conclusions or make generalizations or arguments and support them through extended writing. Explicit call for generalization AND support. The task asks students to draw conclusions or to make generalizations or arguments using narrative or expository writing, AND to substantiate them with examples, summaries, illustrations, details, or reasons.

\*Elaborated communication may be most often evident in essays or research papers, but may take other forms.

### *Standard 3: Connections to Students’ Lives*

The task asks students to connect the topic to their lives. The task asks students to connect the topic to experience, observations, feelings, or situations significant in their lives using narrative or expository writing.

The individual Capstone proposal must be approved in May of the junior year. A presentation of the Capstone experience will be adjudicated prior to May 15 of the senior year by a jury of three composed of their Capstone adviser, a Valley administrator, and a teaching and learning administrator (as available).

The Capstone adviser will meet with their team of assigned scholars. A topical agenda with timeline will guide the process. This will be explained to all participants during the September large group meeting.

## Course Descriptions and Course Numbers

### AP African American Studies

SOC511 or SOC512 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is a semester-long, college level course for juniors and seniors. It takes an interdisciplinary approach to studying African American experiences from the early African empires and civilizations through the modern era. Students who enroll in Advanced Placement African American Studies will be exposed to a college-level curriculum with attention to developing advanced skills in historical, literary, visual, and data analysis. It is assumed that students enrolling in this course are willing to assume collegiate-level responsibility. This course must be taken for DMACC credit.

It is highly advised that students take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### AP European History

SOC501 and SOC502 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This full-year college-level course considers the accumulative study of European history from c. 1450, or the Renaissance, to modern times. It is an academically challenging class that covers political, social, economic, and cultural

history in various European countries.

Students who take AP European History will be expected to handle a rigorous curriculum as well as intensive reading assignments. In addition to covering course content, the class will emphasize the historical thinking skills and writing skills.

It is assumed that students enrolling in this course are willing to assume university-level responsibility. This course must be taken for DMACC credit.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### AP Human Geography

SOC225 and SOC226 | Full-Year Course

Prerequisite: Valley Southwoods will be contacting students via letter of their enrollment status in accelerated courses by the end of April.

**ADVANCED**  9  10  11  12

DMACC  NCAA  RAI

AP Human Geography is the rigorous one-year accelerated ninth-grade social studies course. AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine the human social

organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

1. Interpret maps and analyze geospatial data.
2. Understand and explain the implications of associations and networks among phenomena in places.
3. Recognize and interpret the relationships between patterns and processes at different scales of analysis.
4. Define regions and evaluate the regionalization process.
5. Characterize and analyze changing interconnections among places.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Successful completion of an Advanced Placement course requires much more commitment to study time than a normal high school class. Therefore, before registering for these classes, it is highly recommended that the student assess his or her total course schedule as well as the amount of involvement in extracurricular activities. Students should consider including at least one study hall each day for additional assistance and an opportunity for make-up after an absence.

### AP Macroeconomics

SOC309 or SOC310 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and

price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

In addition to the macroeconomics focus of this class, significant content will concentrate on Consumer Economics, Financial Literacy, and 21st-century skills. Topics include money management, credit, financial planning, and more. Due to the large quantity of material covered in this course, content will move quickly and students will be required to do extensive preparation outside of class. This course will fulfill the Economics credit required for graduation and is required as part of the Honors and Scholars Diploma programs. AP Macroeconomics is NOT available for DMACC credit.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### AP Psychology

SOC507 and SOC508 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

AP Psychology is a year-long course where students are introduced to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated

with each of the major subfields within psychology. This course must be taken for DMACC credit during Second Semester.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### **AP U.S. Government and Politics**

SOC505 or SOC506 | First OR Second Semester

**REQUIRED/ELECTIVE\***  9  10  11  12

DMACC  NCAA  RAI

Advanced Placement U.S. Government and Politics is a one-semester class designed to offer analytical perspective and enhance students' critical view of our American governmental system. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Students will explore, analyze, and research American political life, participatory democracy, elections and campaigns, public opinion/interest groups, and the roles and organization of our government's branches.

This course will include rigorous study on the historical development of governmental procedures and policies; through analysis of institutions in American Government, depth of study on the role of the electorate in the American political system, the variety of theoretical perspectives, and explanations for various behaviors and outcomes. Students will do extensive reading and writing in this college-level course. Advanced writing skills and high achievement in United States History

are recommended for students taking this course. This course must be taken for DMACC credit.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

\*Satisfactory completion of AP United States Government and Politics fulfills the district requirement for American Government. Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### **AP United States History**

SOC503 and SOC504 | Full-Year Course

**REQUIRED/ELECTIVE\***  9  10  11  12

DMACC  NCAA  RAI

This is a full-year, college level course for juniors and seniors. It focuses on United States History from European exploration to the present. It is an academically challenging course that includes political, social, economic, and cultural history. Students who enroll in Advanced Placement United States History will be exposed to a college-level curriculum with continuing experiences to develop advanced writing skills, reading skills, and test preparation skills. Students are expected to participate and contribute to class discussions and debates.

This course must be taken for DMACC credit. It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to

their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

\*Satisfactory completion of AP United States History fulfills the district requirement for United States History.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### **AP World History: Modern**

SOC509 and SOC510 | Full-Year Course

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This full-year college level course is a survey of global history from ca. 1200 CE to the present. AP World History: Modern will focus on the regional histories of Africa, the Middle East, Asia, the Americas, and Europe. It will emphasize interaction between cultures and regions as well as the causes and consequences of global events, processes, and relationships. Although the focus is 1200 CE to the present, the course will include cultural, religious, economic, and social developments from previous eras that influence the modern world. Students who take AP World History: Modern will be expected to handle a rigorous curriculum as well as intensive reading assignments. In addition to covering course content, the class will emphasize historical thinking skills and writing skills. It is assumed that students enrolling in this course are willing to assume university-level responsibility. This course must be taken for DMACC credit.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam

participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### **Current Events: Local to Global**

SOC205 or SOC206 | First OR Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This is a one-semester course open to all students in grades 10-12. Students will investigate important local, national and international events that affect the modern world. Students will learn to evaluate media sources as well as causes and effects of current events. Understanding and evaluating differing perspectives will be a key focus of this course.

### **Economics**

SOC303 or SOC304 | First OR Second Semester

**REQUIRED**  9  10  11  12  
 DMACC  NCAA  RAI

This is a one-semester course designed to study economic principles and concepts. Students will be exposed to three areas of study within economics; personal financial literacy, microeconomics, and macroeconomics. While the personal financial literacy portion of this course focuses on the personal "how tos" (credit and debt, budgeting, investments, etc.), micro and macro focus on fundamental principles and theories of economics (supply and demand, opportunity costs, market structures, trade, etc.). This course has an emphasis on practical application of material covered.

### **Global Geography and Culture**

SOC101 and SOC102 | Full-Year Course

**REQUIRED**  9  10  11  12  
 DMACC  NCAA  RAI

Global Geography and Culture is a yearlong course focusing on how humans interact with their environment and each other around the

world. The purpose of the course is to utilize geographic processes and cultural understanding to study the world. Students will be introduced to geographic concepts, elements of global culture and society, and how history impacts world regions.

### Government

SOC401 or SOC402 | First OR Second Semester

**REQUIRED**  9  10  11  12

DMACC  NCAA  RAI

This is a one-semester course that presents an introduction to American government. This course emphasizes the operation and mechanics of our government—including, but not limited to, the following: the U.S. Constitution, civil and personal rights, political parties and campaigning, Congress, the presidency, and the court system. A special research project or community service project is required to demonstrate lifelong civic action through participatory citizenship.

### Psychology

SOC305 or SOC306 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

A one-semester survey course introducing the student to various perspectives, methods of research, social theories, disorders, treatments, and the biological basis of psychology. Recommended for students who have shown an interest in the behavioral science.

### Sociology

SOC201 or SOC202 | First OR Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This is a one-semester course designed to explore sociology, the study of society's groups. Through this course, the student will develop basic understandings of how and why we behave as we do in our social environment. Students will develop an understanding of their place in our complex society, as well as the diversity of others. There are three goals in the course: understand the basic structure,

functions, and processes in our society; to examine the challenges and values of our pluralistic society. Emphasis will be placed on small and large group discussion.

### United States History

SOC301 and SOC302 | Full-Year Course

**REQUIRED\***  9  10  11  12

DMACC  NCAA  RAI

This one-year course will give students a good foundation in United States History. Students will complete a brief survey of the forming of our government to the Civil War. The course will then emphasize the Reconstruction era to the present.

\*To take U.S. History as a sophomore, a student must have a 323 National Standard Score (NSS) in social studies on the Iowa Assessments and an A in Global Geography and Culture or a B in Global Understanding and a 3.5 GPA.

### World Civilizations

SOC203 and SOC204 | Full-Year Course

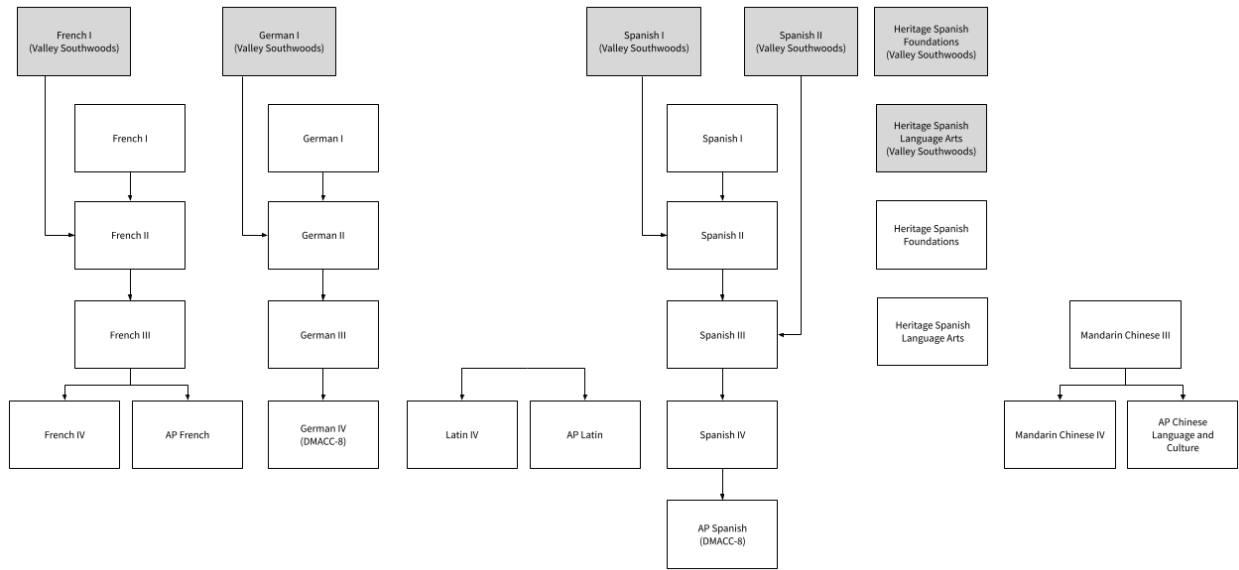
**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

World Civilizations is a full-year course designed for college-bound students. It surveys the history of the world from ca. 3000 BCE to ca. 1920 CE. Students can expect to learn about political leadership, conflicts and war, art and architecture, belief structures and world religions, and how people lived throughout history. Students who take World Civilizations will be expected to handle a slightly advanced curriculum and reading level as well as weekly reading assignments.

# World Language

## World Language Flowchart



Updated 12/2024

## World Language Table

Course Title	9	10	11	12	Semesters	Credit	Prerequisite Required
<b>MANDARIN CHINESE COURSES</b>							
AP Chinese Language and Culture		X	X	X	2	2	Yes
Mandarin Chinese III		X	X	X	2	2	Yes
Mandarin Chinese IV		X	X	X	2	2	Yes
<b>FRENCH COURSES</b>							
AP French				X	2	2	Yes
French I	X	X	X	X	2	2	No
French II		X	X	X	2	2	Yes
French III		X	X	X	2	2	Yes
French IV			X	X	2	2	Yes
<b>GERMAN COURSES</b>							
German I	X	X	X	X	2	2	No
German II		X	X	X	2	2	Yes
German III			X	X	2	2	Yes
German IV				X	2	2	Yes
<b>LATIN COURSES</b>							
AP Latin				X	2	2	Yes
Latin IV				X	2	2	Yes
<b>SPANISH COURSES</b>							
AP Spanish Language			X	X	2	2	Yes
Spanish I	X	X	X	X	2	2	No
Spanish II	X	X	X	X	2	2	Yes
Spanish III		X	X	X	2	2	Yes
Spanish IV			X	X	2	2	Yes
Heritage Spanish Foundations	X	X	X	X	2	2	Yes
Heritage Spanish Language Arts	X	X	X	X	2	2	Yes

## Scholar of World Languages

1. Must complete one of the following in grades 9-12 at Valley/Valley Southwoods:
  - a. For courses with an AP option, An AP World Language class and...
    - i. two additional years of another World Language to equal 4 credits approved by Valley Southwoods Freshman High School or Valley High School.  
**OR**
    - ii. meet the qualifying score on a world language assessment for the Seal of Biliteracy
  - b. For courses without an AP option, level four of that World Language and...
    - i. three additional years of another world language equaling 6 credits approved by Valley Southwoods/Valley High School.  
**OR**
    - ii. meet the qualifying score on a world language assessment for the Seal of Biliteracy
2. Have an overall GPA of at least 3.5.
3. Have a GPA of at least 4.0 in all world languages courses.
4. Must take the semester exam in all world language courses without Pass/No Pass.
5. Must take the AP exam for each AP course taken.
6. Must exhibit a “Capstone” experience.

The Capstone experience for each Scholar will be a project that exhibits a deep level of understanding of their area of interest. This Capstone will be the synthesis of the important content, skills, or knowledge that are of vital significance and importance in the Scholar’s area of focus. The Capstone will be evaluated through the lenses of three standards: a) Construction of Knowledge, b) Elaborate Written Communication, and c) Connections to the Student’s Life. Students will develop a Capstone proposal based on the following criteria:

### Standard 1: Construction of Knowledge

The task asks students to interpret, analyze, synthesize, or evaluate information in writing about a topic, rather than merely reproduce information. To score high, the task should require interpretation, analysis, syntheses, or evaluation of information that goes deeper than simple familiarity with the information.

### Standard 2: Elaborated Written Communication\*

The task asks students to draw conclusions or make generalizations or arguments and support them through extended writing. There is an explicit call for generalization AND support. The task asks students to draw conclusions or to make generalizations or arguments using narrative or expository writing, AND to substantiate them with examples, summaries, illustrations, details, or reasons.

\*Elaborated communication may be most often evident in essays or research papers, but may take other forms.

### Standard 3: Connections to Students' Lives

The task asks students to connect the topic to their lives. The task asks students to connect the topic to experience, observations, feelings, or situations significant in their lives, using narrative or expository writing.

The individual Capstone proposal must be approved in May of the junior year. A presentation of the Capstone experience will be adjudicated prior to May 15 of the senior year by a jury of three composed of their Capstone adviser, a Valley administrator, and a teaching and learning administrator (as available).

The Capstone adviser will meet with their team of assigned scholars. A topical agenda with timeline will guide the process. This will be explained to all participants during the September large group meeting.

## Course Descriptions and Course Numbers

### Course Competency Exam Policy

Students interested in testing out of any World Language class will need to see their counselor by Aug. 10 to make arrangements for testing time. A score of 80 percent is required to test out of any course. The test must be taken at least three business days prior to the beginning of school to allow time for the test to be graded and the schedule changed by school's opening. Students will be placed in the appropriate advanced course.

### FRENCH ELECTIVES

#### French I

FRL101 and FRL102 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

A two-semester course designed to develop the student's skill in the four basic language skills: listening comprehension, speaking, reading, and writing. Successful completion of first-year French should enable the student to carry on simple conversations and to read and write French within reasonable limits. The student will also be exposed to the culture of France and Francophone cultures.

#### French II

FRL201 and FRL202 | Full-Year Course

Prerequisite: Successful completion of French I

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

French II is a full-year course allowing for the continued development of student proficiency levels. Students will demonstrate their knowledge using the three modes of communication: presentational (writing and speaking), interpersonal (comprehending and responding), and interpretive (reading and listening). Conversation in French among students and teacher is an integral part of the course. Students will further their vocabulary and demonstrate an understanding of the various French-speaking cultures. After successful completion of French II, a student is qualified to enroll in French III.

#### French III

FRL301 and FRL302 | Full-Year Course

Prerequisite: Successful completion of French II

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

A two-semester course with continued emphasis on listening, speaking, reading, and writing. There is a broader range of reading including selected excerpts of related literature. Other supplementary texts covering French life and culture are used for conversational emphasis. This course is primarily taught in French.

#### French IV

FRL401 and FRL402 | Full-Year Course

Prerequisite: Successful completion of French III

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This two-semester course continues to emphasize reading, writing, speaking, and listening. The reading selections include short stories, novels, and a beginning survey of French history. There is continued work on perfecting conversational and written skills. Upon completion, students will be prepared for upper-level college language courses. This course is primarily taught in French.

### AP French

FRL501 and FRL502 | Full-Year Course  
Prerequisite: Successful completion of French III and teacher recommendation based on student grade of an A or a solid B. The French teacher will discuss the additional work required of students enrolling in this AP class.

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This two-semester course is a continuation of French language studies. Students will read authentic literary works including plays, novels, and poetry. They will continue perfecting written skills through grammar review and compositions. Emphasis will also be placed on the students' fluency in discussing literature as well as in conversation. Students will be expected to take the Advanced Placement exam at the end of the course. This course is taught entirely in French.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

## GERMAN ELECTIVES

### German I

FRL105 and FRL106 | Full-Year Course

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This two-semester course is an introduction to the German language and to the culture of Germany, Austria and Switzerland. A colorfully illustrated textbook, Deutsch Aktuell I, introduces the student to interesting, familiar

situations through videos, which accompany the text. After one year, the student will be able to converse, read, and write standard German at the novice level.

### German II

FRL205 and FRL206 | Full-Year Course

Prerequisite: Successful completion of German I

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

In the second year, students complete the Deutsch Aktuell I text and continue with the sequel, Deutsch Aktuell 2. Emphasis continues to be placed on conversation and comprehension, as students master sentence structure and expand the vocabulary encountered in a teenager's life. Use of videos and films continues as students learn the German language and culture.

### German III

FRL305 and FRL306 | Full-Year Course

Prerequisite: Successful completion of German II

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This two-semester course continues with the text begun in German II, forever increasing proficiency in the language. In addition, the students learn about German culture through slide presentations and supplementary texts. Students read a humorous short novel, which they then see in a full-length German film. Conversation skills are stressed, as German is spoken most of the time, but all skills are practiced.

### German IV

FRL405 and FRL406 | Full-Year Course

Prerequisite: Successful completion of German III

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Students continue to increase proficiency through the use of Kaleidoskop and supplementary readers, as well as glimpses into the arts, geography, history, and literature.

Students also read various excerpts including current news. Students have the opportunity to hone their writing skills, but major emphasis is placed on speaking, with many paired activities and oral presentations. The course is taught in German.

This course must be taken for DMACC credit.

## LATIN ELECTIVES

### Latin IV

FRL407 and FRL408 | Full-Year Course

Prerequisite: Successful completion of Latin III

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This full-year course is centered around two authentic Roman authors, Julius Caesar and Vergil. Students will analyze, interpret and express ideas centered around the ideas presented in Caesar's war reports of the Gallic War and Vergil's epic poem, the Aeneid. Students will engage in real life recreations and comparisons of events described by Caesar and Vergil. Students will continue to compare Latin structure to English while adding a wide variety of Latin vocabulary.

### AP Latin

FRL523 and FRL524 | Full-Year Course

Prerequisite: Successful completion of Latin III

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

This full-year course focuses on reading selections of Latin prose and poetry from Julius Caesar's "The Gallic Wars" and Vergil's "Aeneid" with historical sensitivity. Students will broaden language knowledge by acquiring linguistic skills and knowledge by engaging in activities centered around contextual analysis of the authentic Latin texts. AP Latin is roughly equivalent to an intermediate level college course.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course.

Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

## MANDARIN CHINESE ELECTIVES

### Mandarin Chinese III

FRL515 and FRL516 | Full-Year Course

Prerequisite: Mandarin Chinese I and II

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Mandarin Chinese III is a two-semester course where students will continue to build on their reading, writing, listening, and speaking skills. Students will study authentic dialogues as well as short passages chosen from a Chinese newspaper and other literary resources to enhance their language learning and cultural awareness. Performance-based learning and teaching will be the focus as in Mandarin Chinese I and II. In addition to being able to answer questions or requests for information, students should also be capable of asking a variety of questions to obtain simple information in order to satisfy basic needs, such as directions, prices, and services.

### Mandarin Chinese IV

FRL517 and FRL518 | Full-Year Course

Prerequisite: Mandarin Chinese III

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Mandarin Chinese IV will continue using a performance-based teaching approach to enhance students' communicative skills in Mandarin Chinese. Students will be able to communicate fluently in Mandarin Chinese as well as reading menus, signs, and Chinese newspapers on a daily basis. A variety of talent activities such as skits, music, and tongue twisters will be taught in a Chinese culture

setting to help prepare students for studying abroad or taking intermediate-high level Chinese courses in a post-secondary setting. Currently, Mandarin Chinese IV and AP Chinese Language and Culture will be taught concurrently.

### AP Chinese Language and Culture

FRL519 and FLR520 | Full-Year Course

Prerequisite: Chinese III or teacher recommendation

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

AP Chinese Language and Culture is designed to help prepare students to demonstrate their level of Chinese proficiency across three communicative modes: interpersonal, interpretive, and presentational. The course focuses on speaking and writing in Mandarin Chinese at an advanced level. Students will further accuracy and fluency and will develop an understanding of Mandarin intended for native speakers in a variety of settings. The source content reflects a wide variety of cultural topics including current events, the arts, history, literature, and sports. Students are expected to communicate in Mandarin. This course prepares students for the AP exam at the end of the course. Currently, Mandarin Chinese IV and AP Chinese Language and Culture will be taught concurrently.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

## SPANISH ELECTIVES

### Spanish I

FRL103 and FRL104 | Full-Year Course

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Spanish I is a full-year course that is an introduction to the Spanish language and also the culture of Spanish-speaking countries. Students will demonstrate their understanding of the language using the three modes of communication: presentational (writing and speaking), interpersonal (comprehending and responding), and interpretive (reading and listening). Conversation in Spanish is an integral part of this course. Students will learn vocabulary and demonstrate an understanding of the various Spanish-speaking cultures studies. After successful completion of Spanish I, a student is qualified to enroll in Spanish II. This course also applies toward fulfillment of university foreign language requirements. Students taking Spanish I in 8th grade receive high school credit for the course as per SF2318.

### Spanish II

FRL203 and FRL204 | Full-Year Course

Prerequisite: Successful completion of Spanish I or placement assessment

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Spanish II is a full-year course allowing for the continued development of student proficiency levels. Students will demonstrate their understanding of the language using the three modes of communication: presentational (writing and speaking), interpersonal (comprehending and responding), and interpretive (reading and listening). Conversation in Spanish among students and teacher is an integral part of the course. Students will further their vocabulary and demonstrate an understanding of the various Spanish-speaking cultures. After successful completion of Spanish II, a student is qualified to enroll in Spanish III. These courses also apply toward the fulfillment of university foreign language requirements.

### Spanish III

FRL303 and FRL304 | Full-Year Course

Prerequisite: Successful completion of Spanish II or placement assessment.

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Spanish III is a full-year course in which an in-depth involvement of all skills continues, in addition to further exploration of the cultures of Spanish-speaking countries. Students will read more challenging material, discussing it, and writing their ideas in Spanish. Reading will be emphasized choosing from a variety of materials, which could include short stories, periodicals, a mystery, and the video program *Destinos*. Whenever possible, students will meet with native speakers. Students are encouraged to develop their ideas and use their creativity through individual Spanish projects. Free conversation in Spanish among the students and teacher is an integral part of the course. The majority of instruction will be in Spanish.

### Spanish IV

FRL403 and FRL404 | Full-Year Course

Prerequisite: Successful completion of Spanish III or placement assessment.

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Spanish IV is a full-year course with continued emphasis on speaking, listening, reading, and writing in Spanish. Students will study literature, history, painters, and music. Students will read short stories and a novel they will discuss in Spanish. Students will express themselves in Spanish through compositions and tests that may include essay questions. Upon completion, students will be prepared for upper-level college language courses (including AP Spanish Language and Culture). Writing and oral projects are required. The majority of instruction will be in Spanish. Free conversation in Spanish among the students and teacher is an integral part of the course.

### AP Spanish Language

FRL503 and FRL504 | Full-Year Course

Prerequisite: Successful completion of Spanish IV or teacher recommendation

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

AP Spanish Language is designed to help prepare students to demonstrate their level of Spanish proficiency across four communicative modes—interpersonal, interpretive, intercultural, and presentational communication. The course focuses on speaking and writing in Spanish at an advanced level. The students will further accuracy and fluency and will develop an understanding of Spanish intended for native speakers in a variety of settings. The course content reflects a wide variety of cultural topics including current events, the arts, history, literature, and sports. Students are expected to communicate in Spanish. This course prepares students for the advanced placement test at the end of the course. This course must be taken for DMACC credit.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

### **Heritage Spanish Foundations**

FRL309 and FRL310 | Full-Year Course  
Prerequisite: Native or Heritage Spanish Speakers, completion of Spanish I or placement assessment

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

The goal of Heritage Spanish Foundations is to increase confidence in language production and build essential Spanish literacy skills. Students' existing experiences are used to develop academic reading and writing skills, and grow in their language proficiency. Students are also supported to discuss their identities as multilingual and multicultural individuals. Their abilities to flow between English and Spanish are seen as a benefit and a unique way to develop as global citizens and scholars.

Successful completion of this course students may progress to Heritage Spanish Language Arts, Spanish IV or AP Spanish, participate in the Seal of Biliteracy Assessment, or study another language.

### **Heritage Spanish Language Arts**

FRL309 and FRL310 | Full-Year Course  
Prerequisite: Native or Heritage Spanish Speakers with Spanish literacy skills or Students from Immersion Programming

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Heritage Spanish Language Arts is to develop Spanish production skills, promote student voice, advocacy, and whole-person celebration (linguistic and cultural). Students progress in their academic reading and writing skills, and advance their language proficiency. Students are also supported to discuss their identities as multilingual and multicultural individuals. Their abilities to flow between English and Spanish are seen as a benefit and a unique way to develop as global citizens and scholars.

Successful completion of this course students may progress to Spanish IV or AP Spanish, participate in the Seal of Biliteracy Assessment, or study another language.

# Unique Programs and Courses

## Unique Programs and Courses Table

Course Title	9	10	11	12	Semesters	Credit	Prerequisite Required
<b>AFJROTC Program</b>							
AFJROTC Aviation History	X	X	X	X	2	1	No
AFJROTC Science of Flight	X	X	X	X	2	1	No
AFJROTC Exploring Space	X	X	X	X	2	1	No
AFJROTC Cultural Studies	X	X	X	X	2	1	No
<b>Certified Nursing Assistant and Medical Terminology</b>							
Certified Nursing Assistant		X	X	X	1	2	Yes
Medical Terminology		X	X	X	1	1	No
<b>Other Unique Courses</b>							
EL (English Learner) Work Study		X	X	X	2	2	Yes
Foundations of Education			X	X	1	1	No
GT (Gifted/Talented) Seminar	X	X	X	X	2	2	Yes
iJAG (Iowa Jobs for America's Graduates)	X	X	X	X	2	2	Yes
Information Technology Pathways		X	X	X	1	1	No
Initial Field Experience			X	X	1	1	Yes
Lab Assistant		X	X	X	1	.5-1	Yes
Ninth-Grade Learning Lab	X				2	0	Yes
Post-Secondary Life and Career Readiness		X	X	X	1	1	Yes
Senior Field Experience				X	2	2	Yes
Success Center/Learning Lab		X	X	X	2	2	Yes
Peer Partner Art	X				1	1	Yes
Unified P.E.	X	X	X	X	1	1	No

## Course Descriptions and Course Numbers

### AFJROTC Program

As of January 2023, WDMCS offers four 1-credit courses as part of an Air Force Junior Reserve Officers' Training Corps (AFJROTC) program at Valley High School. Students who attend Valley Southwoods, Valley, and Walnut Creek Campus are eligible to register for the courses.

### AFJROTC Aviation History

JROTC11, JROTC12 | Full-Year Course  
Prerequisite: Must comply with JROTC grooming standards

ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

Aviation History is a year-long course that serves as an introduction to AFJROTC. Students will study the history of airpower (including the heritage of flight, development of airpower, toward military aerospace and contemporary aviation), leadership education (including military heritage, organization and traditions of the air force, individual self-control and citizenship in the United States) and health and fitness.

### AFJROTC Science of Flight

JROTC21, JROTC22 | Full-Year Course  
Prerequisite: must comply with JROTC grooming standards

ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

Science of Flight is a year-long course where students study the science of flight (including the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation), leadership education (including effective communication skills, understanding individual behavior, understanding group behavior, and basic leadership concepts) and health and fitness.

### AFJROTC Exploring Space

JROTC31, JROTC32 | Full-Year Course  
Prerequisite: must comply with JROTC grooming standards

ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

Exploring Space is a year-long course where students will study the exploration of space (including an introduction to space exploration, orbits and trajectories, spacecraft and launch vehicles, and mission operations and management) leadership education (including choosing your path, the job search, financial planning and career opportunities) and health and fitness.

### AFJROTC Cultural Studies

JROTC41, JROTC42 | Full-Year Course  
Prerequisite: must comply with JROTC grooming standards

ELECTIVE  9  10  11  12  
 DMACC  NCAA  RAI

Cultural Studies is a year-long course where students focus on an introduction to global awareness. Students will learn about world cultures through the study of world affairs, regional studies, and cultural awareness. They will examine history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. They will look at major events and significant figures that have shaped each region. Students gain practical experience in leadership and accomplishing mission objectives. Additionally, students will focus on management techniques, management decisions, management functions, and managing self and others. This course will equip students with the qualities needed to serve in leadership positions within the corps and after high school. Cultural Studies students will continue the health and fitness requirements.

### **Certified Nursing Assistant**

HSC101 and HSC102 | First OR Second Semester

Prerequisite: Background checks are required before the first day of class. Students must be at least 16 years of age. Physicals, immunization records and a T.B. test are all required before the first day of clinical.

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Certified Nursing Assistant is a one-semester class that allows students to earn a Certified Nursing Assistant certification. The class will support two concurrent DMACC courses, Exploring Health Occupations and Nurse Aide. The class will cover two consecutive periods for one semester.

- Exploring Health Occupations will combine learning from the previous DMACC courses Exploring Health Careers and Introduction to Health Occupations. The course will cover the information necessary to make health care career choices including: the variety and requirements of healthcare careers, an overview of the health system and trends, workplace safety, and more.
- HSC172 Nurse Aide (30 Hours) – Entry level skills to seek employment in Iowa skilled facilities.

If students are in need of financial assistance to help with the cost including board exams, please see your assigned counselor for information.

### **Medical Terminology**

HSC114 | First OR Second Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

HSC114 Medical Terminology – A comprehensive study of medical terminology as the language of medicine. Analyzes words by dividing them into component parts. Relates the medical terms to the structure and functional pathology of diseases and current medical procedures. Emphasizes word usage, abbreviations, pronunciation and spelling.

### **EL Work Study**

MIS432 | First OR Second Semester

Prerequisite: Student must be enrolled in at least four courses, an EL resource and phys. ed.

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Students may sign up each semester they are entitled to EL resources. Students are expected to work at least 15 hours per week and be employed for at least 14 weeks to obtain credit. Students are responsible for obtaining their own employment, as well as providing transportation to and from the job. An EL teacher will visit the jobsite twice per semester. Students will be required to meet with teacher weekly and turn in a time sheet. Students will complete a culminating activity as arranged by the teacher and student. Seniors may waive physical education requirements while enrolled in EL work study.

### **Foundations of Education**

MIS361 | First Semester

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Students will learn the basic components of the teaching profession including understanding and assessing students, history and organization of education, prominent educational theory, effective pedagogy, professional and legal aspects of the teaching profession, societal influences on education, and predictions for the future of education. Students should leave with a basic understanding of the teaching profession and an evaluation in continuing to pursue a teaching career. The course includes required classroom observations. Students must provide their own transportation if necessary. This course must be taken for DMACC credit. A successful background check is required.

### GT Seminar

MIS105 and MIS106 | Full-Year Course

Prerequisite: Identification for gifted/talented services

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

GT Seminar is designed to help exceptional students who have been identified for the gifted and talented program continue their personalized educational plan. The focus is action-based and centered on the Autonomous Learner Model. The students will be facilitating seminars, participating in enrichments (service, leadership, cultural activities), exploring individual growth options (career and college), and dialoguing about aspects of giftedness. Scheduling may differ in each building. Maximum of 4 credits earned, 9-12.

### iJAG (Iowa Jobs for America's Graduates)

MIS315 and MIS316 | Full-Year Course

Prerequisite: Identification process

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Iowa Jobs for America's Graduates (iJAG) 9-12 is a career exploration and preparation course that provides a hands-on approach to exploring personal strengths and challenges as well as job attainment skills (cover letter, resume, job application, interviewing, etc.) and workplace "survival" skills (interpersonal relations, team work, etc.). Students will work to build strengths in academic areas, time management, and communication.

Individual and team project work will help students come to an understanding of their personality and temperament and the relationship between personal actions and the consequences that follow. Students will make connections to their career interests, abilities, and aptitudes by determining their education and career goals through development of an Individual Career Development Plan.

This full-year, credited course involves individual assignments, team activities/projects, academic remediation support, service learning opportunities, guest

speakers, field trips (including some state iJAG events such as the Leadership Development and Career Development conferences in Des Moines), and career exploration through job shadowing. Students will also participate in the iJAG Career Association in various activities focused on Career and Leadership Development, Service Learning, and Civic/Social Awareness.

*iJAG is a multi-year commitment of support including one year of follow-up beyond high school.*

### Information Technology Pathways

See your counselor | First and/or Second Semester

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Introduction to IT courses provides students the opportunity to experience and explore career fields in Informational Technologies. Students would have the opportunity to move into DMACC programs such as Telecom/Data Communications, Information Technology Network Administration, Network Administration, Business Information Systems, Management Information Systems, and Electronics/Robotics. Successful completion of the four introductory courses will result in student earning a total of 12 credits towards an Associate of Arts Degree in one of five IT fields.

### Initial Field Experience

MIS362 | Second Semester

Prerequisite: Foundations of Education with a C- or better final grade

**ELECTIVE**  9  10  11  12

DMACC  NCAA  RAI

Instruction at Valley will consist of exploring effective ways to create a positive classroom climate, demonstrating successful methods of instruction, identifying effective classroom management, demonstrating an understanding of the responsibilities and duties of the profession, evaluating current trends in education, and constructing a portfolio or exhibits to demonstrate understanding and analysis of the teaching

profession. The course includes a required classroom practicum throughout the semester. Students must provide their own transportation if necessary. This course must be taken for DMACC credit.

\*Senior students who have completed or are currently enrolled in the highest level of a curricular area may be allowed to do their practicums in a lower level of that area at the high school level, with teacher recommendation. For example, a student in AP Calculus could do a practicum in Algebra A.

### Lab Assistant

MIS321 or MIS322 | First OR Second Semester  
Prerequisite: Teacher approval and proficiency in associated course(s).

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This is a one or two semester course in which a student may support the development of enhancing course curriculum, pursue in depth projects and inquiry learning with the assistance of the teacher in classroom and/or lab settings, assist with classroom preparation and breakdown of lab activities, and work with students in the course. The intent of the Lab Assistant course is to provide a means for students to deepen and expand both content knowledge and the enhanced experiences in the application of 21st century skills. This course is graded as pass/no pass and may be taken for .5 credit if meeting every other day or 1 credit if meeting every day. A student may accumulate a maximum of one credit as a lab assistant over the course of their high school career. The content standards will be designated by the student and their teacher. They will be chosen from the 21st Century Employability Skills.

### Ninth-Grade Learning Lab

MIS103 and MIS104 | Full Year Course  
Prerequisite: Identification process.

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

An academic support teacher will serve identified students in need of academic, social, or emotional assistance. The teacher will help

students develop the academic, social, and self-management skills they need to succeed.

Students from Indian Hills and Stilwell will be assigned to the Learning Lab at Valley Southwoods by the Valley Southwoods Administration.

### Peer Partner Art

ART601 and ART602 | First OR Second Semester  
Prerequisite: screening process

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

In this class, entitled students with significant physical and/or intellectual disabilities participate with Valley Southwoods student coaches in a modified curriculum and level of activity resulting in a safer environment and enhanced learning possibilities. Student volunteers will be chosen through a screening process. This class meets every other day for 0.5 credit per semester. This course will require a study hall on the opposite day of Peer Partner Art. This course does not meet the art elective credit requirements for graduation.

Curricular topics include:

- Video/Performance Art—different viewpoints,
- Abstract Art—emphasis on color and texture to express feeling and emotion,
- Conceptual Art—meaning/concepts (most important: student choice),
- discovering and use of new techniques with traditional art materials, and
- peer portraits using varying art mediums.

Classroom activities include: students working collaboratively on art projects; students using varying art materials (paint, colored pencils, chalk pastels, clay, mixed media, video and digital); students learning about varying artists with personal and other connections to students in class; and creating collaborative art projects in the community. Students requesting this course will be required to submit an application and will be interviewed by the Valley Southwoods teacher before being selected as a student coach for this class. Application must be attached to registration worksheet. Applications are available in your junior high main office.

### Post-Secondary Life and Career Readiness

MIS309 or MIS310 | First OR Second Semester  
Prerequisite: Concurrent enrollment in Success Center

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

This is a one-semester course that offers students the opportunity to engage in a self-paced exploration of skills and strategies that meet their personal needs to improve academic performance and social-emotional well-being. Course content includes: Learning Strategies, Self-Management Skills, Development of Executive Functioning Skills, Career Exploration, and Career Planning.

### Senior Field Experience

MIS351 or MIS352 | First OR Second Semester  
Prerequisite: Senior Status

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Students may take this class for one semester (one credit) or for two semesters (two credits). Students may enroll in the field experience by finding a teacher who will oversee their career exploration. Students will also be responsible for finding a mentor in the community to shadow. Requirements for the field experience will be determined by the student, teacher, and mentor and will vary given the area to be explored. The course will consist of 90 total hours per semester of shadowing, contact time with the teacher, and research. Documentation of semester's work is required.

### Success Center

MIS313 and MIS314/MIS103 and MIS104 |  
Full-Year Course

Prerequisite: Identification process

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

- High school credit (10-11-12) – Students who have failed a required course or who are behind in credits may enroll in an online or a DMACC correspondence course which is proctored in the Success Center. Valley counselors make the student recommendations.

- Credit Recovery (10-11-12) – Proctored by certified teachers in the Success Center, this opportunity allows eligible students to pass required courses they have failed by completing necessary work assigned by their former classroom teacher. Eligibility is established through a set of qualifying guidelines.
- Work experience (11-12) – A course for selected students to earn credit for practical job experience. Recommendation is based on credit need and counselor recommendation.
- Learning Lab (10-12) – A class for identified at-risk students. Emphasis is placed on developing skills that promote academic success. All students are required to bring homework and study materials from other classes. This class meets either every day or every other day.

### Unified PE

PHY505 and PHY506 | First OR Second Semester

Prerequisite: screening process

**ELECTIVE**  9  10  11  12  
 DMACC  NCAA  RAI

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of ALL students to foster an inclusive class and school-wide environment.

## Requirements for Graduation and Diploma

### Graduation Requirements - [Board Policy 505.06](#)

West Des Moines Community Schools issues two types of diplomas: Traditional forty-eight (48) credit diploma and a Core thirty-six (36) credit diploma. Students interested in learning more about the Core diploma should contact their counselor.

Honors and Scholars diplomas shall be awarded to the graduating class upon completion of the 48-credit diploma, including four (4) credits from physical education (Board Policy 505.06). One credit of physical education will be taken each year of high school. This must include all required subjects.

Diploma requests not covered by the above policy shall be submitted to the administration and Board of Directors for consideration. All courses count toward the calculation of student GPAs.

#### Language Arts (8 required credits)

- Language and Literature or Literature and Composition: 2 credits
- Speech Communication: 1 credit
- Fundamentals of Writing: 1 credit (waived with Lit. and Comp.)
- Language Arts elective: 3 credits (4 credits with Lit. and Comp.)
- Literature elective: 1 credit

#### Mathematics (6 required credits)

- Algebra I: 2 credits
- Geometry: 2 credits
- Algebra II: 2 credits
  - Eighth-Grade Algebra I and/or Advanced Geometry, must be taken for high school credit.

#### Science (6 required credits)

- Physical Science: 2 credits
  - Eighth-Grade Advanced Physical Science fulfills the Physical Science requirement, must be taken for high school credit
- Biology: 2 credits
- Chemistry: 2 credits
- Eighth-Grade Advanced Physical Science fulfills the Physical Science requirement, must be taken for high school credit (Remove it from this location and put as sub-bullet to Physical Science.

#### Social Studies (6 required credits)

- Global Geography and Culture or AP Human Geography: 2 credits
- Economics: 1 credit
- Government: 1 credit
- U.S. History: 2 credits
  - AP U.S. History, AP Macroeconomics, and AP United States Government and Politics may also fulfill this graduation requirement.

Physical Education and Health (4 required P.E. credits, 1 required Health credit)

- All students will be required to obtain credit in P.E. during each school year of attendance as a requirement for graduation. Exemptions will be granted in accordance with law and policy.
- Students earn 1 credit per semester (1 credit per year for Early Bird PE).
- In addition, students must take a CPR course that consists of components that could lead to CPR certification (except otherwise indicated in a student's IEP).

Elective Credits

- The remainder of the credits for either the Traditional or Core diploma may be earned in other areas of the school program.

### **Early Graduation**

Students intending to graduate early must complete the early graduation form and get it to their counselor by **Oct. 1** of the year/semester they intend to graduate. All graduation credits must be scheduled by the start of your final semester. **No early graduation requests will be approved if these requirements are not fulfilled.**

### **Junior or Sixth-Semester Transfers**

Transfer students who have successfully completed six semesters in good standing and have met the requirements from the transferring school will be graduated from Valley upon completion of Valley's graduation requirements. The transfer student must take a normal senior schedule of five courses and physical education. Credits will be counted on the Valley High School system of awarding a diploma.

### **Off-Campus High School Coursework - [Board Policy 505.10](#)**

All courses taken from any other accredited institution need prior written approval by a counselor and the principal (or designee) if they are to be included on the Valley transcript and/or counted toward graduation. Forms may be obtained in the Counseling Center.

Courses taken from schools other than Valley for graduation purposes may be granted approval only if a student cannot graduate by taking 10 credits and physical education their senior year. A senior student in good academic standing may have a one-course reduction in Valley courses if they wish to enroll in one or more college/university course(s).

- The course must offer at least three (3) semester hours of credit.
- The course will be awarded one (1) high school credit.
- The credit will count toward high school graduation.
- The grade earned in the course will be figured into the high school GPA.
- The course scheduled must not interfere with the student's Valley schedule.
- The course must be in the curricular area only.
- The student must take a minimum of four classes and physical education at Valley.
- The course cannot exist in Valley's curriculum.

### **Grade-Level Status**

To earn a Valley High School diploma requires 48 credits. To ensure that a student is satisfactorily progressing toward this goal, the following grade classifications will be in effect:

- Freshman Status (Ninth Grade): The ninth-grade year begins upon the enrollment of the student on the beginning day of classes for the school year. Until then, the student is not considered to be enrolled in ninth grade.
- Sophomore Status (10th Grade): Requires two or more semesters of high school enrollment and a minimum of 6 credits in the core area.
- Junior Status (11th Grade): Requires four or more semesters of high school enrollment and a minimum of 22 credits (includes physical education). (A junior approved for graduation at the end of the year would be advanced to senior status for the spring semester.)
- Senior Status (12th Grade): Requires six or more semesters of high school attendance and a minimum of 34 credits (includes physical education).

## Grading, Placement, Eight-Credit/Period Day, and Transcripts

### Grading System

For students participating in the Advanced Placement exam - AP courses are weighted by 1.0 quality point. The grading system is as follows:

AP Courses with exam participation	All Other Courses
5.0 = A	4.0 = A
4.0 = B	3.0 = B
3.0 = C	2.0 = C
2.0 = D	1.0 = D
0.0 = F	0.0 = F

For students not participating in the Advanced Placement exam- AP courses are weighted by a .5 quality point. The grading system is as follows:

AP Courses without exam participation	All Other Courses
4.5 = A	4.0 = A
3.5 = B	3.0 = B
2.5 = C	2.0 = C
1.5 = D	1.0 = D
0.0 = F	0.0 = F

### Semester Assessments

The semester assessment schedule will be established based upon the official school calendar. Each class will have a semester final assessment period not to exceed 90 minutes in length. Concurrent enrollment courses for DMACC credit cannot be waived.

Honors Diploma students and Scholar of Distinction students must take final assessments in all required courses in the respective program.

### **Course Competency Exam**

A Course Competency Exam does not give credit but merely advances the student.

### **Pass/No Pass**

Students will have the opportunity of choosing one Pass/No Pass per semester, providing it is not a required course for graduation, a required course within Honors or Scholars of Distinction, or offered for DMACC credit. No course that meets a graduation requirement can be taken Pass/No Pass until that graduation requirement is completed (except otherwise indicated on a student's IEP). Credit may be earned on a Pass/No Pass basis. Students will be expected to obtain a parent/guardian's signature for approval plus the signatures of their counselor and instructor to indicate their awareness of the student's intentions.

The Pass/No Pass decision must be made prior to the end of the first nine weeks of any semester and prior to the end of the seventh day of class for all summer school courses. In addition to the strict Pass/No Pass option, students can elect to remain on a grade basis if the earned grade for the semester is:

- A
- B or better
- C or better

Students electing to take a class Pass/No Pass need to be aware that the class will not count toward the 5.5 credits needed to meet the criteria for Academic Letter awards. Pass/No Pass contract forms may be obtained in the Counseling Center.

### **Repeating a Course for Grade**

A student may retake a Valley High School, Valley Southwoods, or Walnut Creek Campus course at any site. Both grades will be shown on the transcript, and the highest grade will be used in the GPA. Credit for a course can be awarded only once, and a student cannot gain additional credit or lose credit by repeating a course where credit was already earned.

### **Audit**

Students may choose to take any course not offered for DMACC/Post-Secondary Enrollment Options credit on an audit (no credit-no grade) basis. This option may not be applied to any of the 5.5 required credits each semester. The audit decision must be made prior to the semester in which the course is taken.

### **Dropping/Adding a Course**

Thoughtful preregistration eliminates many problems for the student and the school when the year begins. Exceptions may be approved by administrators; however, it is very difficult to change courses after the full schedule is made. Be sure to give considerable thought to your course selection. Adding a new course can only be done in the first 3 days of the semester.

Guidelines for Valley/Valley Southwoods:

- Students may drop a class during the first 10 days of the semester and the course will be removed from their schedule.
- If a student drops a class on day 11 through day 45 of the semester, a “W” for withdrawal will appear on the student’s permanent transcript.
- After first-quarter or third-quarter, the student may elect to drop a class and receive a failing grade for the course.

Dropping/adding concurrent enrollment courses may have different guidelines depending on the enrolling institution. Please check with your counselor.

### **Eight-Credit/Period Day**

To qualify for a phys. ed. waiver due to an academic schedule of eight credits/periods, the schedule must be either:

1. core driven (no more than two electives), or
2. reflective of core classes for grade-level and graduation, and electives that demonstrate the student’s deep interest and past participation. Examples: 3-4 music courses (vocal and instrumental) or 3-4 technology-based electives. The student cannot randomly take 3-4 electives that do not support a pattern of past interest of collaborative content.

The eight-credit/period schedule is not an option just to get out of physical education. Final decision and approval/denial for the eight-credit/period schedule is made by the building principal.

### **Transcripts**

All transcript requests are to be submitted online [bit.ly/VHSTranscriptRequest](https://bit.ly/VHSTranscriptRequest). Faxes, phone calls, emails, and mail will no longer be accepted.

Some requests will incur fees that are listed on the start page of the order process.

Currently enrolled students receive two free transcripts; each transcript requested after that is \$5, plus a \$3 fee per transaction, regardless of the number sent. It is advisable to have transcripts sent directly to the college office of admission; they will match it up with your application. Email verification will be sent to the student when the transcript has been processed. If the student applies using Common App or SENDedu, a transcript is uploaded and attached by the counselor, so there is no need to request a separate transcript be sent.

At the end of the senior year, students will be assessed regarding the destination for the final official transcript. There is no fee for the final transcript; all will be sent by the third week in June. Unless there is a change in schooling plans after the student has graduated, there is no need to contact the registrar to confirm that the final transcript has been sent.

## Academic Supports

### Academic Resource

Academic Resource is designed for students needing to make up work or to acquire special help. Academic Resource is available 7-7:45 a.m. on Tuesdays and Thursdays and 8 a.m. to noon on Saturdays at Valley High School (SMART).

### Advanced Options at Valley Southwoods

Four advanced or compacted core courses are offered for eligible students at Valley Southwoods Freshman High School.

Deciding to take an advanced class is a challenging and exciting decision to make. Most often the best decisions are made when they are well informed and considerate of as many sources of information as possible. Prospective students are encouraged to consider input from their parents/guardians, current and former teachers, counselors, and administration. Students should anticipate that Advanced courses are often conducted at a quicker pace with compacted learning experiences. Students should expect a rigorous learning environment. Please consider the following when weighing a decision to take an advanced class.

#### *Enrollment Considerations*

- A pattern of strong classroom performance
- Supportive assessment indicating capability for high performance
- Student ability to self-advocate

#### *Key Learner Characteristics*

- High interest in learning academic subject at an advanced level
- Positive attitude about engaging in challenging academic work both at school and outside of school
- Successful organizational and time management strategies (able to multitask, to prioritize activities, to make deadlines, and to balance academic & extracurricular activities well)

### Advanced Placement

Advanced Placement is an international program of college-level rigorous curriculum of courses and examinations. Valley High School currently offers 24 classes to prepare students for the examinations each May. Advanced Placement coursework and examination scores are used for college admissions and acceleration. College credit is granted if an acceptable score has been earned on an Advanced Placement examination given in May. Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information.

AP courses presently offered are:

- Art: AP Art and Design
- Computer Science: AP Computer Science A, AP Computer Science Principles
- Language Arts: AP Language and Composition, AP Literature and Composition
- Math: AP Calculus AB, AP Calculus BC, AP Pre-Calculus, AP Statistics

- Music: AP Music Theory
- Science: AP Biology, AP Chemistry, AP Environmental Science, AP Physics
- Social Studies: AP African American Studies, AP European History, AP Human Geography, AP Macroeconomics, AP Psychology, AP U.S. Government and Politics, AP U.S. History, and AP World History: Modern
- World Languages: AP Chinese Language and Culture, AP French, AP Latin, AP Spanish

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Successful completion of an Advanced Placement course requires much more commitment to study time than a normal high school class. Therefore, before registering for these classes, it is highly recommended that the student assess their total course schedule as well as the amount of involvement in extracurricular activities. Students should consider including at least one study hall each day for additional assistance and an opportunity for make-up after an absence.

### **AP Capstone**

AP Capstone is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses—AP Seminar and AP Research—and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

#### *AP Seminar*

AP Seminar is integrated with AP Environmental Science using project-based learning instructional strategies.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision.

#### *AP Research (Prerequisite: AP Seminar)*

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical

research practices; and accessing, Analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

It is highly advised to take the Advanced Placement exam as a culmination of the AP course curriculum. Students who successfully complete an AP course will have a .5 weighted grade applied to their GPA for the course. Students who participate in the AP exam will have a total of 1.0 weighted grade applied to their GPA for the course. Regardless of exam participation, a student's transcript will reflect the title of the AP course they enrolled in.

Each exam has a cost that will be incurred by the student. If students are in need of financial assistance to help with the cost of AP exams, please see your assigned counselor for information

### **English for Speakers of Other Languages (ESOL) Program**

ESOL courses may be counted as fulfilling language arts elective requirements if the ESOL teacher instructing the course holds a Language Arts endorsement. If an ESOL course is not counted as a Language Arts elective because of endorsements, it will count as general elective credit. With the exception of the special provisions stated above, students in the ESOL program must meet all graduation requirements of Valley High School in order to receive a diploma.

### **Gifted/Talented Program**

Students identified to receive direct Gifted/Talented services may enroll in GT Seminar. (Specific details are provided under information for Unique Programs & Courses.)

### **Tutoring**

The school district each year compiles a list of individuals qualified to tutor high school students in the various academic areas. This list is available in the Counseling Center.

### **Special Education Program**

Special education services are determined for individual students by a staffing team consisting of the parents, school staff, and Heartland AEA representatives. The district provides a broad continuum of services to assist students with disabilities.

### **Success Center (Valley)/Learning Lab (Valley Southwoods)**

The Success Center and Learning Lab are designed for students who are behind in credits, who are not progressing towards graduation, or who have been recommended by their Valley counselor. (Specific details are provided under information for Unique Programs & Courses).

## **Recognition**

### **Academic Letter**

Students must carry at least 5.5 credits for letter grades and earn at least a 3.4 GPA for two consecutive semesters in the same school year to qualify for an Academic Letter. A student electing to take a class Pass/No Pass should note that the class does not count as a letter grade/credit when determining whether a student qualifies for the Academic Letter.

### **Honor Roll (Valley Southwoods only)**

Ninth-grade students carrying 4.5 or more credits for letter grades that have a 3.4 grade point or better qualify for the Valley Southwoods Honor Roll. The Honor Roll is determined two times each school year: at the end of first semester and second semester.

### **Scholars of Distinction**

The pathway requirements for Scholars of Distinction are listed under each specific department (available Scholar pathways are listed below). Students must receive a letter grade in all required courses within each pathway. Students can become a Scholar of Distinction in the following academic areas:

- Scholar of Computer Science
- Scholar of Engineering Technology
- Scholar of Family and Consumer Science
- Scholar of Fine Arts – Music or Visual Arts
- Scholar of Language Arts
- Scholar of Mathematics
- Scholar of Science
- Scholar of Social Studies
- Scholar of Technology and Applied Arts
- Scholar of World Languages

### **Seal of Biliteracy**

The Seal of Biliteracy is an award recognizing students who attain proficiency in two or more languages, one of which is English, by high school graduation.

The Seal of Biliteracy:

- Values language as an asset
- Recognizes the value of language diversity and cultural identity
- Prepares students with 21st-century skills that will benefit them in our global society, especially during college and job searches
- Provides recognition and evidence for students' proficiency in two or more languages

To be eligible for the Iowa Seal of Biliteracy, each student must demonstrate proficiency in English and a world language through various assessments. Students who earn the Seal of Biliteracy will be recognized during the graduation ceremony, and the seal will be shown on their diploma and official transcript.

## Valley Honors Diploma Program

Students who earn a 3.5 GPA or higher at Valley Southwoods are eligible for participation in the Honors Diploma Program at Valley High School. Students must also complete any prerequisite courses for the required 10th grade courses in the Honors Diploma Program. In order to meet these prerequisites, it is recommended that students take the following courses at Southwoods.

- Biology
- AP Human Geography
- Geometry C
- Literature and Composition
- World Language

Successful completion of the following classes at Valley, including senior exhibition, will result in the Valley High School Honors Designation on the Valley diploma at graduation. Up to 5 elective credits may be transferred in from other institutions if the courses are not offered at Valley High School. To meet the Honors Designation World Language requirement, students must have successfully completed a minimum of four years (or equivalency) in the same language. Students must receive a letter grade in all required classes. Students must take the AP exam in all required AP courses. The application process is enrollment in the Honors Diploma Track. A minimum GPA of 3.9 is required to graduate with an Honors Diploma. The requirements are as follows:

### 10th Grade

- AP European History (DMACC course = World Civilizations: Ancient to Early Modern and Western Civilization: Early Modern to Present; 6 credits) or AP World History (DMACC course = The Middle East and Islam = 3 credits; and Country Study = 3 credits)
- AP Chemistry (DMACC course = General Inorganic Chemistry I & II; 8 credits) or AP Biology (DMACC course = Biology I & II; 8 credits) or AP Physics or AP Environmental Science (DMACC course = Environment Science; 3 credits) (may take science classes in any order)
- Advanced Composition and Advanced Contemporary Literature or World Literature
- Algebra II and Trigonometry C or Pre-Calculus, or AP Pre-Calculus (DMACC course = Precalculus; 5 credits)
- World Language (will continue in same language all 4 years)
- Physical Education
- Honors Seminar
- Elective/Study Hall
- Elective/Study Hall

### 11th Grade

- AP U.S. History (DMACC course = U.S. History to 1877 & U.S. History 1877 to Present; 6 credits)
- AP Literature and Composition (DMACC course = Introduction to Literature and Contemporary Literature; 6 credits) or AP Language and Composition (DMACC course = Composition I & II; 6 credits)
- AP Chemistry (DMACC course = General Inorganic Chemistry I & II; 8 credits) or AP Biology (DMACC course = Biology I & II; 8 credits) or AP Physics or AP Environmental Science (DMACC course = Environment Science; 3 credits) (may take science classes in any order)
- AP Calculus AB (DMACC course = Calculus I; 5 credits)

- World Language (will continue in same language all 4 years)
- Physical Education
- Honors Seminar
- Elective/Study Hall
- Elective/Study Hall

#### 12th Grade

- AP U.S. Government and Politics (DMACC course = American National Government; 3 credits) and AP Macroeconomics
- AP Language and Composition (DMACC course = Composition I & II; 6 credits) or AP Literature and Composition (DMACC course = Introduction to Literature and Contemporary Literature; 6 credits)
- AP Chemistry (DMACC course = General Inorganic Chemistry I & II; 8 credits) or AP Biology (DMACC course = Biology I & II; 8 credits) or AP Physics or AP Environmental Science (DMACC course = Environment Science; 3 credits) (may take science classes in any order)
- AP Calculus BC (DMACC course = Calculus II; 5 credits) or AP Statistics (DMACC course = Statistics; 3 credits)
- World Language (will continue in same language all 4 years)
- Physical Education
- Honors Seminar with Senior Exhibition
- Elective/Study Hall
- Elective/Study Hall

Sophomore, junior, and senior seminars will be an opportunity for students to explore their areas of interest, reflect on their talents/skills, shadow adults in different career pathways, and create a thoughtful plan for the next three to five years to enable them to implement an in-depth project including their “area of concentration.” (This area of concentration can change at any time. It does not lock students into anything, but it provides them with focus or vision and “an end in mind.”)

## Other Academic Options

### Central Campus and Central Academy Offerings

Central Academy/Campus is an extension of the programs of most high schools in the central Iowa area. Students planning to graduate from Valley High School have the opportunity to attend classes at Central Academy/ Campus on a space-available basis during grades 8-12, provided those courses are not available at Valley High School. Central Academy/Campus offers courses in 24 vocational-technical areas, as well as academic classes not available at Valley.

The tuition for courses not offered in the West Des Moines Community School District will be paid by the district, and students must transport themselves to these courses. For more information, contact your counselor at Valley High School.

### **DMACC Concurrent Enrollment**

The courses listed are offered at Valley High School for both Valley High School and Des Moines Area Community College (DMACC) credit. Students will earn both Valley credits and college credits at no expense to the student. Students who choose to take any of the following courses must take each for DMACC credit. Students will be required to take all final exams associated with the course and cannot take the course pass/no pass. Finally, students enrolled in these courses will be generating a college transcript from DMACC while in high school. All DMACC policies in regard to 504s and IEPs will be followed. Many Advanced Placement courses are also concurrent enrollment courses. Effective for math classes, all students who wish to enroll in a DMACC mathematics course for the first time will be required to take the ALEKS mathematics placement assessment. The results of this exam will determine eligibility for the math course students wish to take.

See courses offered at Valley High School for DMACC college credit:



Or go to [discover.wdmcs.org/valley-dmacc-classes](https://discover.wdmcs.org/valley-dmacc-classes).

All DMACC concurrent enrollment credits are subject to obtaining a certified DMACC instructor. If no certified DMACC instructor is available to teach the course, no DMACC credits will be issued. Only Valley High School credits can be earned.

### **DMACC Associate's Degrees**

As part of the concurrent enrollment program, Valley students wishing to earn a DMACC Associate of Arts or Associate of Science degree can use their Valley credits in meeting the DMACC requirements.

See Associate of Arts requirements:



Or go to [discover.wdmcs.org/dmacc-associate-arts](https://discover.wdmcs.org/dmacc-associate-arts).

See Associate of Science requirements:



Or go to [discover.wdmcs.org/dmacc-associate-science](https://discover.wdmcs.org/dmacc-associate-science).

### **Post-Secondary Enrollment Options Act**

Students must be high school juniors and seniors, or identified as gifted and talented, to be eligible. Any student anticipating enrollment in a post-secondary course under this act must complete and submit an application form on or before March 15 with the intent to enroll in said course for the next school year. The October 31 deadline is for the second semester only.

Students may enroll in any participating institution of higher learning under the control of the State Board of Regents, an area school, or an accredited private institution as defined in Section 261.0 sub section 5 of the Iowa Code.

Students will be granted one (1) high school credit for every three (3) hours of college credit earned. Grades earned in courses taken from other institutions will be recorded on the transcript and included when computing GPAs. Failure or withdrawal from any post-secondary course will result in a failing grade being recorded on the transcript and computed in the GPA. The tuition then becomes the responsibility of the student.

The West Des Moines Community Schools will make payment to the post-secondary institution for tuition, textbooks, materials and fees upon successful completion of the course. Students will be required to purchase equipment that becomes the property of the students.

Parents or guardians will be required to furnish transportation to and from the eligible post-secondary institution.

Support services in the form of counseling will be available to students at Valley as well as the post-secondary institution. These services will include academic, social, and emotional counseling related to participation under this act.

Students will be responsible for scheduling post-secondary courses in a manner that does not conflict with their schedule at Valley High School.

A student may not enroll in a post-secondary course when a comparable course is available at Valley High School. The administration reserves the right to determine acceptability of courses as provided under this act. Students must have prior approval before enrolling in such courses.

### **University Admission and Career Counseling**

No one pattern of preparation will invariably meet admission requirements at all colleges. A four year comprehensive and balanced program in the major academic subjects is strongly advised and will meet most college requirements and/or recommendations.

#### **Regent Admission Index (RAI)**

Iowa high school graduates must achieve a Regent Admission Index (RAI) score of at least 245 and take the minimum number of required high school courses to qualify for automatic admission as freshmen to Iowa State University, the University of Northern Iowa, and the College of Liberal Arts and Sciences at the University of Iowa. The RAI Core Course Lists provide each Iowa high school with a list of their


respective courses that are accepted for the RAI. Students who achieve a score less than 245 will be considered for admission on an individual basis.

The RAI combines factors that strongly predict success at the Regent Universities: ACT or SAT test score, high school cumulative grade-point average, and the number of completed high school core courses.

The Alternative RAI formula is used for Valley High School students because Valley High School does not provide class rank.


Below is a list of the RAI approved courses at Valley High School, as well as the formula needed to calculate the Regent Admission Index Score.

$$\begin{aligned} \text{Formula: } & (3 \times \text{ACT composite score}) \\ & + (30 \times \text{high school GPA}) \\ & + (5 \times \text{number of high school core courses}) \end{aligned}$$



## 2024 RAI Core Course List

IOWA STATE UNIVERSITY      University of Northern Iowa      THE UNIVERSITY OF IOWA



Admission of freshmen to the Iowa Regent universities is based on the Regent Admission Index (RAI) formula described below. In addition, applicants must meet the minimum high school course requirements for the university they wish to enter.

Note: For purposes of calculating the RAI, SAT scores will be converted to ACT composite equivalents, 4.00 is the top value for GPA, and the number of high school core courses completed is expressed in terms of years or fractions of years (e.g., one semester equals 0.5 year). Applicants who do not possess all required factors will be evaluated on an individual basis by the Regent universities to which they apply.

Freshman applicants who achieve at least a 245 RAI score and who meet the minimum number of high school courses required by the Regent universities will qualify for automatic admission to any of the three Regent universities. Freshman applicants who achieve less than a 245 RAI score may also be admitted to a specific Regent university; however, each Regent university will review these applications on an individual basis and the admission decision will be specific to each institution.

$$\begin{aligned} & (3 \times \text{ACT composite score}) \\ & + (30 \times \text{high school GPA}) \\ & + (5 \times \text{number of years of high school core courses}) \end{aligned}$$

Regent Admission Index Score

VALLEY HIGH SCHOOL-WDSM, WEST DES MOINES, CORE COURSES APPROVED FOR RAI

Source: 2023-2024 SRI Winter data. (Note: course numbers in parentheses refer to community college course numbers.)

English	Yrs* Math	Yrs* Science	Yrs* Social Studies	Yrs* World Languages	Yrs* Computer Science	Yrs*					
Adv Composition	0.5	Algebra 1	1	Adv Biology	1	AP European History [HIS110]	0.5	AP Chinese Lang & Cultures	0.5	AP Computer Science A	0.5
Adv Contemp Lit	0.5	Algebra 2	1	AP Biology [BIO112]	0.5	AP European History [HIS111]	0.5	AP French	1	AP Computer Sci A [CS451]	0.5
Adv World Literature	0.5	Algebra 2 Trigonometry	1	AP Biology [BIO113]	0.5	AP Human Geography	1	AP Latin	1	AP Computer Sci Principles [CS450]	0.5
American Heritage	0.5	AP Calculus AB	0.5	AP Env Sci [ENV115]	0.5	AP Macroeconomics	0.5	AP Spanish Lang [FLS241]	0.5		
American Literary Voices	0.5	AP Calculus AB [MAT211]	0.5	AP Env Sci [ENV116]	0.5	AP Psychology	0.5	AP Spanish Lang [FLS242]	0.5		
AP Lang & Comp 1 [ENGL105]	0.5	AP Calculus BC	0.5	AP Physics	1	AP Psychology [PSY111]	0.5	French 1	1		
AP Lang & Comp 2 [ENGL106]	0.5	AP Calculus BC [MAT217]	0.5	Astronomy	1	AP U.S. Govt & Politics [POL111]	0.5	French 2	0.5		
AP Lit & Comp [LIT101]	0.5	AP Statistics	0.5	Biology	1	AP U.S. History [HIS111]	0.5	French 3	0.5		
AP Lit & Comp [LIT105]	0.5	AP Statistics [MAT157]	0.5	Chemistry	1	AP U.S. History [HIS112]	0.5	French 4	1		
Bards, Rebels & Shakespeare	0.5	Geometry	1	General Chemistry I [CHM165]	0.5	AP World History: Modern [GLS200]	0.5	German 1	1		
Creative Writing	0.5	Pre-Calculus	0.5	General Chemistry II [CHM175]	0.5	AP World History: Modern [GLS220]	0.5	German 2	1		
Creative Writing [ENG221]	0.5	Pre-Calculus [MAT126]	0.5	Geology	1	Current Events	0.5	German 3	1		
Debate I/Public Speaking	1	Statistics	0.5	Human Anat & Phys	0.5	Economics	0.5	Heritage Spanish Foundations	1		
Debate 2	1	Trigonometry	0.5	Meteorology	0.5	Global Geography & Cultures	1	Heritage Spanish Lang Arts	1		
Debate 3	1			Organic Chemistry	0.5	Government	0.5	Intermediate German I [FLG241]	0.5		
Dramatic Literature	0.5			Physical Science	1	Psychology	0.5	Intermediate German II [FLG242]	0.5		
Film As Literature	1			Physics	1	Sociology	0.5	Latin 2	1		
Fund of Oral Comm [SPC101]	0.5					U.S. History	1	Latin 3	1		
Fundamentals of Writing	0.5					World Civilization	1	Latin 4	1		
Fund of Writing Lab	0.5							Mandarin Chinese 1	1		
Gender Race & Cultures in Lit	0.5							Mandarin Chinese 2	1		
Intermediate Writing	0.5							Mandarin Chinese 3	1		

VALLEY HIGH SCHOOL-WDSM CORE COURSES APPROVED FOR RAI (cont.)

Source: 2023-2024 SRI Winter data. (Note: course numbers in parentheses refer to community college course numbers.)

English	Yrs* Math	Yrs* Science	Yrs* Social Studies	Yrs* World Languages	Yrs* Computer Science	Yrs*
Journalism 1	0.5			Mandarin Chinese 4	1	
Language & Literature	1			Spanish 1	1	
Lit & Comp	0.5			Spanish 2	1	
Literature & The Land	0.5			Spanish 3	1	
Science Fiction & Fantasy	1			Spanish 4	1	
Social Society & Literature	0.5					
Speech Communications	0.5					
Speech/Composition	1					
<b>Total English</b>	<b>Total Math</b>	<b>Total Science</b>	<b>Total Social Studies</b>	<b>Total World Languages</b>	<b>Total Computer Science</b>	

\* The numbers in this column should be multiplied by 5 to determine the number of RAI points awarded for the course.

Updated: 6/14/2024

## Iowa's Regent Schools

Students need to refer to college requirements found online on college websites. Listed below are college requirements for the three state universities, set forth by the Iowa Board of Regents.

### *Iowa State*

- English/Language Arts: Four years of English/Language Arts emphasizing writing, speaking, and reading as well as an understanding and appreciation of literature.
- Math: Three years, including one year each of algebra, geometry, and advanced algebra.
- Natural Science: Three years, including one year each from any two of the following: biology, chemistry, and physics.
- Social Science: Two years for admission to the colleges of Agriculture and Life Science, Business, Design, Engineering, and Human Sciences. Three years for admission to the College of Liberal Arts and Sciences.
- Foreign Language: Two years of a single foreign language for admission to the College of Liberal Arts and Sciences and the College of Engineering. Foreign language courses aren't required for admission to the Colleges of Agriculture, Business, Design, or Human Sciences.
- Other Courses: Specific elective courses aren't required for admission.

### *University of Iowa*

- English/Language Arts: Four years, with an emphasis on the analysis and interpretation of literature, composition, and speech.
- Math: Three years, including two years of algebra and one year of geometry for admission to the College of Liberal Arts and Sciences. Four years, including two years of algebra, one year of geometry, and one year of higher mathematics (trigonometry, analysis, or calculus) for admission to the College of Engineering.
- Natural Science: Three years, including one year each from any two of the following: biology, chemistry, and physics for admission to the College of Liberal Arts and Sciences. Three years, including at least one year of chemistry and one year of physics for admission to the College of Engineering.
- Social Science: Three years, with U.S. History and World History recommended for admission to the College of Liberal Arts and Sciences. Two years, with U.S. History and World History recommended for admission to the College of Engineering.
- Foreign Language: Two years of a single foreign language.
- Other Courses: Specific elective courses aren't required for admission.

### *University of Northern Iowa*

- English/Language Arts: Four years, including one year of composition; also may include one year of speech, communication, or journalism.
- Math: Three years, including the equivalent of algebra, geometry, and advanced algebra.
- Natural Science: Three years, including courses in general science, biology, chemistry, earth science, or physics; laboratory experience highly recommended.
- Social Science: Three years, including courses in anthropology, economics, geography, government, history, psychology, or sociology.
- Foreign Language: Foreign language courses aren't required for admission. However, two years of a foreign language in high school with a C- or above in the last term will meet the university graduation requirement.
- Other Courses: Two years of additional courses from the required subject areas, foreign languages, or fine arts.

### **Private Schools**

Most of these schools have flexible entrance requirements but are mainly looking for students who avail themselves of the opportunity to take as many academic and enrichment courses as their abilities will permit.

### **Highly Competitive Colleges/Universities**

Students considering highly competitive colleges should give special attention to their selection in mathematics, social studies, science (including two of these: biology, chemistry, physics), world language, and English, including a year of composition. In addition, some schools are requiring a fine arts credit and computer competency. Highly competitive colleges will expect a student to have taken a rigorous selection of courses. For further information, please confer with your counselor.

### **Career Counseling**

- *Sophomore Year:* Sophomores meet with their respective counselors in groups during the first quarter.
- *Junior Year:* The ASVAB, which matches aptitudes with interests, is offered. Juniors meet with their respective counselors in groups during the first semester.
- *Senior Year:* Counselors continue to encourage students to use the offerings in the Counseling Center with the idea of finalizing post-graduate plans. Seniors meet with their respective counselors in groups during the first quarter. Seniors may take the ASVAB in the fall.

### **Communication**

Counselors give presentations to students in each grade level regarding graduation requirements, career choices and post-secondary requirements.

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# Appendix: Other Information

## **Summer Drivers Education**

This comprehensive course, offered by StreetSmarts Drivers Education, includes classroom instruction, simulation, and actual driving experience designed to teach the beginning driver to be a skillful defensive driver.

Please contact StreetSmarts at 515-279-1112 or online at [www.streetsmartsdriversed.com](http://www.streetsmartsdriversed.com) for dates and fees.

Training and instruction:

- 30 hours of classroom instruction
- six hours behind the wheel
- four hours of instruction concerning substance abuse
- 20 minutes of instruction concerning railroad crossing safety instruction relating to becoming an organ donor under the Uniform Anatomical Gift Act
- The six hours of drive time will be set up during the first class and are scheduled outside of class time.

\*Subject to change upon state regulation and curriculum changes

## **Other Fall and Spring Classes**

Other fall and spring classes are available at Walnut Creek Campus. Please contact your Valley counselor to help you select and register for classes at Walnut Creek. All course work at Walnut Creek Campus must have prior approval of Valley High School.



# **WEST DES MOINES**

## **COMMUNITY SCHOOLS**

**3650 Woodland Ave. | West Des Moines, IA 50266**

**515-633-4000 | [www.wdmcs.org/schools/valley](http://www.wdmcs.org/schools/valley)**

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