

Board of Education Work Session

Board Room, Central Services Building
14801 South 108 Street
Springfield, NE 68059-4925

February 1, 2021 7:00 PM

Agenda

- I. Meeting Roll Call
- II. Notice of Open Meetings Act - Posted
- III. Public Comment
- IV. Items for Discussion/ Possible Action
 - IV.A. PHS Curriculum Handbook/ Scheduling/ Testing Re-Takes Proposals for 2021-22
 - IV.B. Resignation of Superintendent Brett Richards Effective June 30, 2021
 - IV.C. Nebraska Association of School Boards Superintendent Search
 - IV.D. Technology Refresh District-Wide for 2021-22
 - IV.E. Jodi Kohl Contract for Services 2021
 - IV.F. Transfer of Funds to Activity Fund for Athletics
 - IV.G. COVID-19 Planning/ Updates
 - IV.H. Springfield/ Westmont Construction Project Items/ Timeline
 - IV.I. Approval of Subcontractors for Elementary Construction Project
 - IV.J. Request for Additional Speech Language Pathologist for 2021-22
 - IV.K. Site Committee Update
- V. Future Planning
- VI. Adjourn



Platteview High School

CURRICULUM

DESCRIPTION

GUIDE



TROJANS

Be Trojan Bold and Win the Day

2021-2022

4-Year Planning and Academic Experience

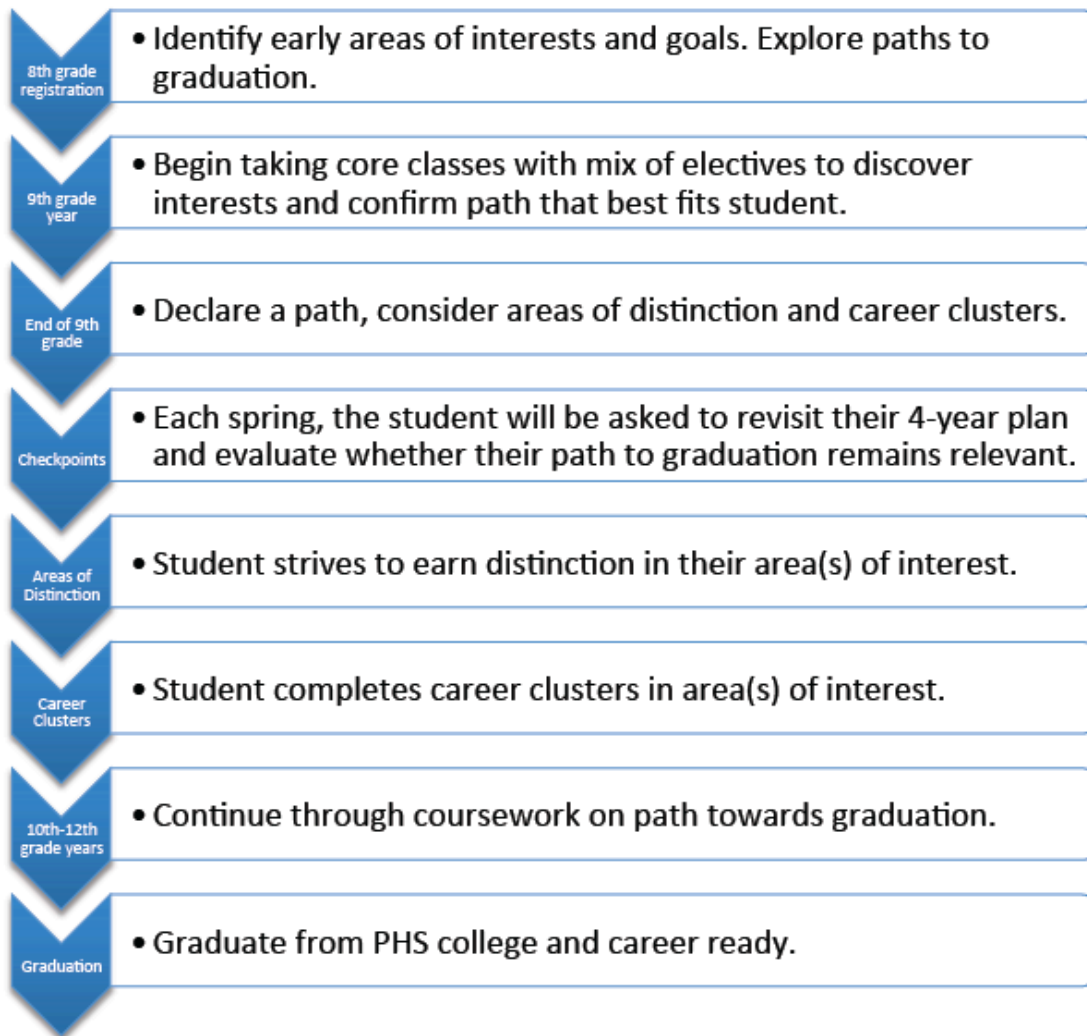


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GENERAL INFORMATION

The 2021-22 PHS Curriculum Guide is designed to be a resource for both students and parents as you navigate your high school experience. This document provides definitions of key terms, course descriptions and requirements for all courses, graduation requirements and paths, areas of distinction, career pathways and other important academic information.

ACADEMIC RECOGNITION

Students at PHS are recognized for academic excellence in a variety of ways.

Principal's List – students that achieve a grade point average of a 4.00* and is enrolled in at least one course in the four core areas (ELA, Math, Science and Social Studies) in a semester are recognized by appearing on the Principal's List at PHS each semester. *Based on a student's weighted GPA. No rounding will occur.

Honor Roll – students that have achieved a grade point average of 3.75* or above and is enrolled in at least one course in the four core areas (ELA, Math, Science and Social Studies) in a semester are recognized by appearing on the Honor Roll at PHS each semester. *Based on a student's weighted GPA. No rounding will occur.

Merit Roll – students that have achieved a grade point average of 3.50* or above are recognized by appearing on the Merit Roll at PHS each semester. *Based on a student's weighted GPA. No rounding will occur.

Academic Letter – students that have been named to the Honor Roll for a total of four consecutive semesters will be awarded an Academic Letter.

Distinguished Diploma – students that have successfully completed the Distinguished Path for graduation (and all requirements outlined in the Curriculum Guide) will be recognized at the PHS Commencement Ceremony.

Additional Areas of Distinction – PHS recognizes excellence in multiple academic areas. The specific criteria for attaining distinction in each area can be found on page #XX of this guide. Students attaining distinction in any area will be recognized at the PHS Honors Night.

Omaha World Herald Scholars – The Omaha World Herald annually recognize students across the state of Nebraska for academic achievement. Students with an ACT score of 32 or higher on or a SAT score of 2120 or higher are nominated for the recognition. Students that are then selected are featured in a special section in May.

CLASS RANK

STUDENT CLASSIFICATION

<u>Classification</u>	<u>Accumulated Credits</u>
Freshman	0-13
Sophomore	14-26
Junior	27-39
Senior	40+

SAMPLE FOUR-YEAR PLAN

The chart below represents a **sample** four-year plan for students. Individual students may adjust this plan to meet their own specific path of classes as long as the required courses for graduation and total number of credits required for graduation are achieved. A student has a great deal of flexibility in choosing their elective courses each year. Students should work with their Advisory Teacher and grade-level counselor when updating their plan each year.

<u>9th Grade</u>	<u>10th Grade</u>
(1) World Geography (1 SEM) / Elective (1 SEM)	(1) World History or Honors World History
(2) English 9 or Honors English 9	(2) English 10 or Honors English 10
(3) Algebra 1 or Geometry	(3) Geometry or Algebra 2
(4) Biology	(4) Chemistry 1 (SEM) and Earth Science (SEM)
(5) Physical Education (1 SEM) / Physical Education (1 SEM)	(5) Health (1 SEM) / Elective (1 SEM)
(6) Yearlong Elective or 2 Semester Electives	(6) Yearlong Elective or 2 Semester Electives
(7) Yearlong Elective or 2 Semester Electives	(7) Yearlong Elective or 2 Semester Electives
(8) Study Hall or Yearlong Elective or 2 Semester Electives	(8) Study Hall or Yearlong Elective or 2 Semester Electives
<u>11th Grade</u>	<u>12th Grade</u>
(1) US History (YEAR) or US History 1 (1 SEM) and US History 2 (1 SEM)	(1) US Government or AP Government
(2) English 11 or AP Literature and Composition	(2) AP Lit and Comp, Honors English 12 or 2 Semester ELA Electives
(3) Algebra 2 or Advanced Math	(3) Adv. Math, AP Calculus, College Algebra or Elective
(4) Physics 1 (SEM) and Science Elective (SEM)	(4) Chemistry 2, Physics 2 or other Science Elective, Yearlong Elective or 2 Semester Electives
(4) Personal Finance (1 SEM) / Elective (1 SEM)	(5) Social Science Elective, Yearlong Elective or 2 Semester Electives
(5) College and Career Readiness (1 SEM) / Elective (1 SEM)	(6) Yearlong Elective or 2 Semester Electives
(6) Yearlong Elective or 2 Semester Electives	(7) Yearlong Elective or 2 Semester Electives
(8) Study Hall or Yearlong Elective or 2 Semester Electives	(8) Study Hall, Open Period, Yearlong Elective or 2 Semester Electives

GRADE POINT AVERAGES/MARK POINT TABLE

<u>Letter Grade</u>	<u>Percentage</u>	<u>Mark Points</u>	<u>Weighted Mark Points</u>
A+	97-100	4.00	5.00
A	93-96	4.00	5.00
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.00	3.00
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1.00	2.00
D-	60-62	0.67	1.67
F	0-59	0.00	0.00

GRADUATION DATES

Class of 2022	May 22, 2022	Class of 2023	May 21, 2023
Class of 2024	May 19, 2024	Class of 2025	May 18, 2025

GRADUATION REQUIREMENTS

Students must earn **49 credits**, and satisfactorily complete all required courses, to earn a PHS diploma. The chart below outlines the courses required for graduation at PHS. The PHS Administration has the authority to evaluate and award credit towards graduation for incoming seniors based on their incoming transcript and course history.

<u>Department</u>	<u># of credits needed</u>	<u>Notes</u>
Language Arts	8	To include English 9 or Honors English 9; English 10 or Honors English 10; English 11 or AP Literature and Composition and Honors English 12 or 2 semester ELA electives identified as countable for 12 th grade ELA credit.
Social Sciences	7	To include World Geography (1); World History (2) or Honors World History (2); US History (2) or *US History 1 (1) and *US History 2 (1), US Gov't and 1 additional Social Science elective credit. *Represents dual credit courses.
Mathematics	6	To include Algebra 1 and above.
Science	6	To include Biology (full-year), Chemistry 1, Physics 1, Earth Science and 2 semester Science electives.
Physical Education	2	Student may choose from PE courses to acquire 2 credits.
Health	1	Usually taken during the sophomore year.
Business	1	Personal Finance (1 semester)
College and Career Prep	1	Required of all juniors beginning in 2019-20.

KEY TERMS

AP Course – the College Board’s Advanced Placement courses are college-level offerings in a wide variety of subjects that students can pursue at the high school level. This experience prepares the college bound student well for the rigor of a college course. Visit <http://wapcentral.collegeboard.com> for more information on AP courses, tests, college credit and transferability of credits.

Credit – this is the value placed on each course in terms of earning progress towards graduation and advancing grade levels. One-semester courses meet daily over an 18-week period. Semester courses earn 1 credit. Yearlong courses meet daily over the course of two, 18-week semesters earning 2 credits.

Dual Credit – a course that is offered for both high school and college credit. Students have the option of taking these courses for high school credit only or for both high school and college credit (unless otherwise specified in the course syllabus). Parents are responsible for course fees associated with dual credit options. It is vital that students and parents know and understand college policies and procedures regarding grading and add/drop.

Electives – courses that are not specifically required for graduation but offer a student a wide range of interest and subject area choice. While a student must earn credit in a number of elective courses to earn the 49 credits for graduation, which electives are chosen are completely up to the student. Students and parents should work with the counseling staff and advisory teacher for guidance in selecting these courses.

Fee – the amount of money students will be required to pay to cover the required supplies in a course. If a fee is required in a course, it will be noted in this guide in the specific course description. Fees must be paid by the end of the first full week of the semester. As mentioned above, dual credit courses have additional fees as well.

Honors Course – a course that has a higher degree of rigor. The rigor can be in terms of the speed of the material presented or in terms of the additional requirements placed upon the student in the honors course.

Permission to Enroll – some courses require instructor permission to enroll. A student must gain this approval prior to registering. Courses with this requirement are noted in the specific course description.

Project Lead the Way Course - Project Lead the Way (PLTW) creates an engaging classroom environment unlike any other. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through the pathways students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate. Our teachers will be provided specialized training, resources, and support they need to engage students in real-world learning.

Prerequisite – coursework that must be completed prior to enrolling in a course. Prerequisites are noted in the specific course description.

Required Course – course that is required for graduation.

Weighted Grade – various courses at PHS are weighted due to the rigor of the course. Upon completion of a weighted course, the student will receive the grade earned on his/her transcript; however the student will receive an adjustment to their mark points for the course (positively impacting their GPA). See mark point chart in this document for more information.

PHS DAILY BELL SCHEDULES

Regular Bell Schedule (Tuesday-Friday)			Late Start Monday				
Period 0	7:15am-7:59am		Period 0	8:25am-9:01am			
Period 1	8:10am-8:54am		Period 1	9:10am-9:46am			
Period 2	8:58am-9:42am		Period 2	9:50am-10:26am			
Period 3	9:46am-10:30am		Period 3	10:30am-11:06am			
Period 4	10:34am-11:18am		Period 4	11:10am-11:46am			
Advisory	11:22am-11:43am		Period 5	11:50am-12:56pm			
Period 5	11:47am-1:01pm			1st lunch	11:46am-12:16pm		
	1st lunch	11:43am-12:13pm		2nd lunch	12:06pm-12:36pm		
	2nd lunch	12:07pm-12:37pm		3rd lunch	12:26pm-12:56pm		
	3rd lunch	12:31pm-1:01pm	Advisory	1:00pm-1:25pm			
Period 6	1:05pm-1:49pm		Period 6	1:29pm-2:05pm			
Period 7	1:53pm-2:37pm		Period 7	2:09pm-2:45pm			
Period 8	2:41pm-3:25pm		Period 8	2:49pm-3:25pm			
1:25PM Early Dismissal			11:25AM Early Dismissal			Late Start Due to Weather (10:10AM start)	
Period 0	7:30am-7:59am		Period 0	7:40am-7:58am		Period 0	Not held
Period 1	8:10am-8:39am		Period 1	8:10am-8:28am		Period 1	10:10am-10:43am
Period 2	8:43am-9:12am		Period 2	8:32am-8:50am		Period 2	10:47am-11:19am
Period 3	9:16am-9:45am		Period 3	8:54am-9:12am		Period 3	11:23am-11:55am
Period 4	9:49am-10:18am		Period 4	9:16am-9:34am		Period 5	11:59am-1:01pm
Period 6	10:22am-10:51am		Advisory	9:38am-9:57am		Period 4	1:05pm-1:37pm
Advisory	10:55am-11:16am		Period 5	10:01am-10:19am		Period 6	1:41pm-2:13pm
Period 5	11:20am-12:19pm		Period 6	10:23am-10:41am		Period 7	2:17pm-2:49pm
	1st lunch	11:16am-11:46am	Period 7	10:45am-11:03am		Period 8	2:53pm-3:25pm
	2nd lunch	11:49am-12:19pm	Period 8	11:07am-11:25am			
Period 7	12:23pm-12:52pm						
Period 8	12:56pm-1:25pm						

CHOOSING A PATH

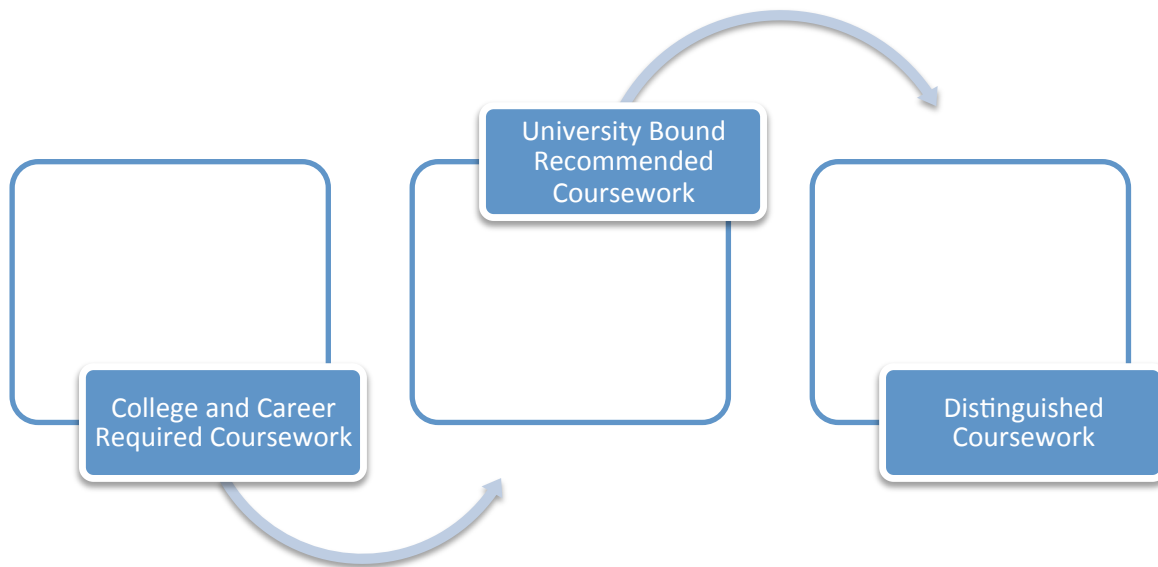
PHS offers three paths of coursework to meet the graduations requirements set forth by the Springfield Platteview Community Schools Board of Education. Each path is composed of groupings of courses that students can choose based on their specific interests and goals beyond high school. Our goal at PHS is to assure that every student is college and career ready upon successfully completing the graduation requirements.

Students begin their journey as incoming 9th grade students taking a mix of required, core classes and elective courses. The goal here is to expose students to a variety of courses across multiple areas as they discover their interest areas. Students will be exposed to rigor in all curricular areas.

Each spring students will update their four-year plan. Although students will declare a graduation path during their sophomore year, a student may elect at any time to move between paths.

Platteview High School Paths to Graduation			
	College & Career	University Bound	Distinguished
BUSINESS	Personal Finance	Personal Finance	Personal Finance
	College and Career Readiness	College and Career Readiness	College and Career Readiness
LANGUAGE ARTS	English 9	English 9 or Honors English 9	Honor English 9
	English 10	English 10 or Honors English 10	Honors English 10
	English 11	AP Literature & Composition	AP Literature & Composition
	2 semesters of senior-level, ELA elective offerings	Honors English 12 (English 2450 and 2610 Dual Credit) or two semesters of core ELA electives	Honors English 12 (English 2450 and 2610 Dual Credit)
MATHEMATICS	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Algebra 2
	Algebra 2	Algebra 2	Advanced Math
		Advanced Math	AP Calculus
PHYSICAL EDUCATION	2 semester PE courses	2 semester PE courses	2 semester PE courses
	Health	Health	Health
SCIENCE	Biology	Biology	Biology
	Chemistry 1 and Earth and Space Science	Chemistry 1 and Chemistry 2	Chemistry 1 and Chemistry 2
	Physics 1 and Earth and Space Science	Physics 1 and Physics 2	Physics 1 and Physics 2
			Dual Credit Biology or AP Chemistry (Earth and Space Science is not a requirement for those students on Distinguished Pathway)
SOCIAL SCIENCE	World Geography	World Geography	World Geography
	World History	World History	World History
	US History	US History	US History 1 and US History 2
	US Government Elective	US Government Elective	AP Government
WORLD LANGUAGE		Spanish 1 [^]	Spanish 1 [^]
		Spanish 2 [^]	Spanish 2 [^]
ONLINE LEARNING			Successfully complete an online course through one of PHS approved providers
COMMUNITY SERVICE OR JOB SHADOWING			20 hours - must be approved prior to serving and log must be submitted verifying hours.
COMPLETION OF PATH	49 credits	49 credits	49 credits , required hours of community service/job shadowing and a 3.6 weighted GPA or higher. No rounding of GPA accepted.

[^]Indicates that a student may substitute another approved foreign language in lieu of Spanish.



College and Career Required Coursework – Students selecting this path may have plans to attend college, directly enter the workforce upon graduation or may be opting to choose a military career. Any or all of these options may apply to students on this path. Successful completion of this path of coursework assures that a student has met all graduation requirements at PHS. This path offers the greatest flexibility of scheduling and number of possible electives for a student over the course of their high school tenure. Students that successfully complete all courses on this path will earn a diploma from PHS.

University Bound Recommended Coursework – Students selecting this path have aspirations to attend the University of Nebraska Lincoln or a similar peer institution at the university level. Successful completion of the coursework included on this path will assure that all PHS graduation requirements are met. The coursework on this path has been identified as courses that are important in preparing the student for the rigor of a four-year university. Students on this path still have a number of elective opportunities to explore additional areas of interest. Students that successfully complete all courses on this path will earn a diploma from PHS.

Distinguished Coursework – Students selecting this path of coursework are seeking the most rigorous coursework offered at PHS and have ambitions to attend the University of Nebraska or other similar four-year university. The rigor of the coursework on this path offers the student similar rigor to what the student will encounter at the university level. A student on this path still has some room for electives throughout their high school tenure. Students successfully completing this path and all subsequent requirements associated with path will earn a Distinguished Diploma from PHS and be recognized at graduation with a honor chord.

ADDITIONAL AREAS OF DISTINCTION

Springfield Platteview Community School and Platteview High School recognize and encourage all students to find their unique path. PHS encourages rigor and the pursuit of excellence across all academic offering and departments. In addition to earning distinction by choosing and successfully completing the Distinguished Coursework and all stated requirements, students at PHS may be recognized for distinction in a variety of departments or areas as described on page #8.

CAREER PATHWAYS

Students at PHS can explore a number of career clusters that proceed from an introductory course through the capstone course of the particular pathway. Students that complete a pathway or multiple pathways will have this noted on their transcript. The various pathways offered at PHS are noted in each department/area section.

AREAS OF DISTINCTION AT PLATTEVIEW HIGH SCHOOL

Students at Platteview High School may earn distinction by successfully completing the Distinguished Coursework Path and all stated requirements **and/or** may earn distinction in one of the identified program areas below. **Requirements for portfolio completion are outlined in detail later in the Curriculum Guide.**

Core Academic Areas		Career Education	Performing and Visual Arts
Language Arts	Science	Business / Computer Science	Instrumental Music
Successfully complete four years of ELA courses to include three years of honors level courses and all semesters of dual credit ELA offered.	Participate in a Science Poster Presentation a minimum of two years.	Successfully complete all pathways in a specific career field with the exception of Information Technology. Information Technology requires a minimum of successful completion of two pathways.	Must letter in band all four years. Receive honor band recognition, by audition, a minimum of two years at PHS.
Participate in two seasons of Play Production or Speech.	Successfully complete four years of Science courses to include Dual Credit Biology and Advanced Placement Chemistry.	Business - Participate in FBLA three years, hold a leadership position a minimum of two years and compete at State Leadership Conference a minimum of two years. Computer Science - participate in either FBLA or Skills USA for three years, hold a leadership position a minimum of two years and compete at the state level in either organization at least two years.	Perform a solo at District Music Contest during high school career.
Successfully complete four semesters of Publications or Writers Club.	Complete a semester long senior culminating project (Independent Study).	Earn a 3.60 grade point average in all in all business and computer science courses.	Submit a portfolio that highlights all major projects and awards in the music program.
Submit portfolio of major projects in ELA.	Submit portfolio of major projects in Science.	Submit portfolio of major projects in capstone classes in Business and/or CS.	Earn a 3.60 grade point average in all music courses.
Earn a 3.60 grade point average in all ELA courses.	Earn a 3.60 grade point average in all Science courses.	FACS	Vocal Music
Mathematics	Social Studies	Must successfully complete two of the four career pathways in the FACS area.	Must letter in choir all four years.
		Participate in FCCLA all for years and must run for an officer position at least once in high school career.	Receive honor choir recognition, by audition, a minimum of two years at PHS.
Successfully complete four years of math courses during 9th-12th grade.	Successfully complete four years of Social Sciences courses to include Honors World History, Dual Enrollment U.S. History and AP American Government.	Submit portfolio of major projects in FACS capstone courses and all awards earned.	Perform a solo at District Music Contest during high school career.
Score at 75th percentile or higher in math portion of the ACT.		Must place at the State FCCLA contest.	Submit a portfolio that highlights all major projects and awards in the music program.
All grades of A- (except two B+ grades allowed) or higher during each semester of math coursework.	Submit portfolio of major projects.	Earn a 3.60 grade point average in all FACS coursework.	Earn a 3.60 grade point average in all music courses.
	Earn a 3.60 in social studies courses.	Industrial Technology	Visual Art
Foreign Languages	Advanced Placement	Successfully complete two of the four career pathways in the Industrial Technology area.	Complete two of four career pathways in Art at PHS.
Spanish	Successfully complete a minimum of four Advanced Placement courses.	Participate all four years in Skills USA.	Place at a local Art show.
Successfully complete four years of Spanish at PHS.	Successfully complete all Advanced Placement exams.	Enter the State Skills USA event three out of four years at PHS.	Participate in Art Club all four years at PHS.
Earn dual credit in Spanish 4.	Average a 3.00 on Advanced Placement tests.	Earn a 3.60 grade point average in all IT classes.	Submit a portfolio that highlights all major projects and awards in the Art program.
Be an active member of Spanish Club all four years.	Earn a 3.60 grade point average in all Advanced Placement courses.	Submit a portfolio that highlights all major projects in capstone courses and awards in IT.	Earn a 3.60 grade point average in all Art courses.
Earn an Excellent rating at Spanish competition.	Submit a portfolio of major projects and work completed.		
Earn a 3.60 grade point average in all Spanish courses.			
Complete a portfolio of all major projects in Spanish.			



Portfolio DETAILS

In order to meet the requirements to be considered for distinction at Platteview High School in a specific academic area(s), a student must submit a completed portfolio for consideration. Applicants should refer to the **Areas of Distinction at Platteview High School** chart in the current PHS Curriculum Guide to determine if you qualify. **It is important to note that with the Additional Areas of Distinction being a new recognition, it is likely students may not be able to meet the criteria in some areas yet.** Below are some key questions to answer before you get going.

Have I met all of the criteria, including GPA requirement in the academic area?

Is it past the deadline to apply for consideration?

Have I gathered everything I need to put my portfolio together?

Portfolios must be submitted to the department chair of the academic area(s) that a student qualifies for. See below.

Department or Area

Career Education (includes Business, FACS, & Industrial Technology)
Language Arts
Mathematics
Performing and Visual Arts (includes Band, Vocal and Art)
Physical Education & Health
Science
Social Studies
World Languages

Contact

Mr. Jennings
Dr. Kersulov
Mr. Hopp
Mr. Layer
Mr. Jenson or Mr. Kuhl
Mrs. Ortiz
Mr. Lundeen
Mrs. Ehrke

Portfolios must be submitted no later than Friday, March 25th, 2022 by 4:00PM CST for the 2020-21 school year. Submissions after this time will not be accepted.

SCORING OF PORTFOLIO

Submission of a completed portfolio by the deadline specified will serve as application for a specific area. If a student is applying for distinction in multiple areas, a portfolio must be submitted specific to each area as requirements by area differ. Each portfolio must be submitted to respective department chair(s) by the deadline. Each portfolio must contain all required materials/information as the portfolio is only evidence each department team may act on in determining a student's merit to receive distinction in an area. Scoring criteria is included in this document for each area. Portfolio Rubric can be found below:

Scoring Rubric for Portfolios (All Areas)		
Score	Result	Description
4.0	Exemplary – student has earned distinction	The portfolio contains all required elements. In addition, the student has included specific and thorough evidence of all major projects in area/department. Portfolio is professional and contains no punctuation errors. Portfolio content and appearance provides evidence that student has put significant time and effort into portfolio. Portfolio is presented in a folder or binder.
3.0	Meets – student has earned distinction	The portfolio contains all required elements. In addition, the student has included specific and thorough evidence of all major projects in area/department. Portfolio is professional and contains a few punctuation errors. Portfolio content and appearance provides evidence that student has put adequate time and effort into the portfolio. Portfolio is presented in a folder or binder.
2.0	Student has not earned distinction	The portfolio is missing one or more required elements or is unorganized or contains frequent spelling errors. Portfolio is presented in a folder or binder.
1.0	Student has not earned distinction	The portfolio is missing multiple required elements and is unorganized and/or contains frequent spelling errors. Portfolio is presented in a folder or binder.
0.0	Student has not earned distinction	The portfolio was not submitted on time or portfolio was not presented in a folder or binder.

When submitted, a student's portfolio will be judged by all certified staff members in area/department. All scores will be averaged to tally a student's final mark. No rounding will occur.

PORTFOLIO REQUIREMENTS

- 1) **Resume**
Include a personal resume (see sample included in this document) that outlines how you have met the specific requirements for distinction in the area/department.
- 2) **Evidences of Major Projects**
Students must provide evidence of all major projects in area/department. For major projects that are written, a copy of the paper or project must be included for each project. For major projects that were constructed or created, pictures with detailed narratives must be included for all major projects in area.
- 3) **Evidence of Meeting GPA Requirement in Area**
A copy of the student's transcript must be included with all courses in area highlighted. In addition, GPA summary sheet (included in this document) must be completed and submitted.
- 4) **Evidence of Completing all Required Courses in Area**
Student must have completed (or currently completing) all required coursework outlined on Areas of Distinction chart contained in this document.
- 5) **Final Reflection Paper**
Each portfolio must contain a reflection paper that meets all of the following criteria:
 - Summary of experiences gained by student over the year in class offerings in the area/department.
 - Summary of why student performance on major projects and requirements demonstrates excellence in area/department.
 - Reflection paper must be double-spaced, 12-pt. Times New Roman print with margins of 1" and must include a Title Page.
 - Title Page must include student's name, current grade, date and area of distinction applying for.

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 (559) 123-4567

Goal Statement

To obtain recognition for distinction at Platteview High School in the area of Performing and Visual Arts.

Education:

August 2017 to Present Platteview High School
 14801 S. 108th Street
 Springfield, NE 68059
 (402) 339-3606
 Will graduate in May 2020

Honors / Awards All State Vocal 2017, 2018
 Lead in Musical 2018
 Selected to Show Choir 2018, 2019
 All State Band 2018

Courses Completed in Area

<i>Course</i>	<i>Grade Earned</i>	<i>Year</i>
Band	A, A	2017, 2018
Vocal Music	A, A	2017, 2018
Music Theory	A	2018

Additional Items:

Candidate may attach photos, copies of certificates or any other artifact that might aid in the evaluation of the candidate's participation or overall merit.

REQUIREMENTS BY DEPARTMENT/AREA

See following page.

QUESTIONS/ADDITIONAL INFORMATION

Students are directed to contact department head identified earlier in this document.

EARLY GRADUATION (BOARD OF EDUCATION POLICY)

Any senior that wishes to graduate after first semester of their senior year must adhere to the following guidelines:

1. Declare intent to graduate early no later than June 1st preceding their senior year by submitting early graduation form (appendix).
2. Successfully complete credit check with grade level counselor to confirm student in on track to graduate early. A student interested in this option has two options to complete their English 12 requirement:
 - a. The student must double up English 11 and two semester senior elective courses (or their respective Honors courses) their junior year.
 - b. The student must complete the second semester elective online during 1st semester of their senior year.
3. The intent to graduate early is contingent upon successful completion of all PHS graduation requirements.
4. Mid-year graduates are eligible to participate in the Commencement Ceremony with the rest of their class in May of respective year. A mid-year commencement ceremony will not be offered.
5. Student must have attended PHS a minimum of two semesters prior to application to graduate early.
6. At the time of withdrawal from PHS (at conclusion of 1st semester), the student will be ineligible for all NSAA activities (NSAA bylaw).

GRADUATION AT END OF JUNIOR YEAR (BOARD OF EDUCATION POLICY)

The Board of Education has authorized the Superintendent of Schools to permit a student to graduate at the conclusion of their junior year in special circumstances. The procedure to be followed to request graduation at the conclusion of the student's junior year is as follows:

1. The student and/or parent(s) shall request a meeting to be held between student, parents, HS Principal and grade-level counselor. Both the student and parent(s) must be in attendance.
2. The student and/or parent(s) must outline special circumstances that have led to request.
3. Based on the meeting, the Principal shall make a recommendation to the Superintendent of Schools.
4. The Superintendent shall make the final decision and will notify the student and parent(s) accordingly.
5. The intent to graduate early is contingent upon successful completion of all PHS graduation requirements.

SCHEDULE CHANGES

The class schedule students receive at the beginning of the school year is based upon the registration process completed the preceding spring each year. Parents, students and Platteview High School must consider the spring registration process as being one of a near contractual

agreement. It is extremely important that parents and students do their research before selecting courses. Part of this research involves reading the course descriptions provided in this Curriculum Guide and attending the Early Registration / Open House to gather as much information as possible in advance of selecting courses that best match the interests / abilities of the student. Students are expected to take the courses for which they register. Changing a student schedule is a rare occurrence, and the following rules shall be applied if a schedule change request is made:

1. The time period available for making schedule changes shall be from the first through the 5th school day of the semester. Any changes outside of schedule change period shall result in student receiving a WF (Withdraw Fail) from the course. A WF will impact the student's GPA by having a "0" calculated into the mark point total when figuring the total GPA for the student.
2. The only exceptions to schedule changes occurring outside of the procedures outlined in item #1 would be for school-initiated changes due to misplacement of student (Honors vs. regular class, documented medical conditions, etc.).
3. Any requested schedule change (within first 5 days of each semester) shall be preceded by the following steps prior to approval:
 - a. The student shall write a brief rationale for making the change.
 - b. A counselor will meet with the student.
 - c. The signature of the teacher from the course that the student is leaving shall be obtained.
 - d. The signature of the teacher from the course that the student is moving to shall be obtained.
 - e. Parent/guardian signature(s) shall be obtained.
 - f. Administrator signature shall be obtained.
 - g. The student will be responsible for obtaining the required signatures. Forms and instructions are available in the guidance office and in Appendix section of this document.
4. All changes will be dependent upon space availability in the desired course. Any change can be denied based on seat availability.

SPCS GRADING POLICY

This section will be updated based on Work Session action on PHS Building Leadership Team's proposals.

If passed, we would post each department's re-take policy here and the conditions that will apply to all re-takes at PHS (i.e. 2 week window, 1 re-take allowed, student must attend intervention before sitting for re-take, etc.

INCOMPLETES

If a student fails to complete all requirements for a class (including taking a required final examination or completing a required project), the student will receive a grade of Incomplete until such work is satisfactorily completed. A student shall have no longer than two weeks to complete all missing work. After this time, the student will receive a "0" for any missing work and the Incomplete will be changed to the resulting grade that the student has earned.

COLLEGE/DUAL CREDIT DROP POLICY

The college credit portion of a dual credit course is regulated by enrolling college or university.

CLASS LOAD REQUIREMENTS

Students in grades 9-11 are required to carry a minimum of seven academic subjects during each semester of high school. A student may have no more than one study hall.

Students in grade 12 are required to carry a minimum of six academic subjects during each semester of high school. A senior student may:

- have a maximum of one study hall or open period (assuming the senior has met all criteria for the open period, has been approved for an open period, and remains in good standing to keep the open period assigned to him/her). A senior may not have both a study hall and an open period.
- Senior students may not request abbreviated schedules.

REPEATING A COURSE

A student may occasionally wish to repeat a class that interests the student. Students may not request to repeat a required course that the student has previously passed. Students wishing to repeat an elective course may do so if seats are available in the class, unless a limit is specifically listed on a course in this document. All grades earned will be documented on the student's transcript and included in the student's GPA.

COLLEGE AND CAREER COUNSELING/RESOURCES

There are a number of resources available to assist students in planning for a post-secondary education. Planning for the future can be overwhelming. The following websites have a multitude of timely information that will be helpful in the planning process.

College Planning Resources

<http://www.nebraskacareerconnections.org/>: provides education and career planning resources.

<http://www.educationquest.org/>: information on creating an activities resume, a financial aid estimator, college planning tips, and scholarship searches.

<http://www.actstudent.org>: register for the ACT test, practice questions, and college planning resources.

<http://www.collegeboard.org>: register for the SAT test, practice questions, and college planning resources.

In addition, a student or parent can make an appointment to visit with the Platteview High School counselors or the Platteview High School College and Career Center staff to assist with needs in this area.

Career Exploration Resources

It is recommended that students begin exploring potential careers during their high school experience. This exploration will be guided during Advisory periods throughout the year. However, the following resources are provided for students and parents to explore on their own.

- BigFuture.collegeboard.org/explore-careers
- H3.ne.gov (High wage, high demand, high skill jobs)
- [Learn How to Become...](#)
- MyNextMove.org
- NebraskaCareerConnections.org
- [Occupational Outlook Handbook](#)

Playing Sports in College

College athletic websites have student-athlete questionnaires for interested students to complete to begin the recruiting process and dialogue with a college coaching staff. This is a good way for a high school student to communicate interest in being considered for the college's athletic program.

Division I or II

Students interested in playing at a Division I or II college must register with the NCAA Eligibility Center. Students are encouraged to register for the Clearinghouse by the end of their junior year. The responsibility for registering with the Clearinghouse and meeting all requirements for eligibility rests with the student and parents. High school coursework, grades, and ACT scores will factor into a student's eligibility. Younger students should research the academic requirements needed to qualify for the NCAA Eligibility Center early in they are on the right track. Visit <http://www.eligibilitycenter.org> for information and to register.

Division III or NAIA

Every student who is interested in playing championship sports at NAIA colleges for the first time need to register and receive an eligibility determination. For more information on NAIA visit <http://www.playnaia.org>. The responsibility for registering with the Clearinghouse (NCAA) or NAIA

Eligibility Center (NAIA) and meeting all requirements for eligibility rests with the student and parents. High school coursework, grades, and ACT scores will factor into a student's eligibility. Younger students should research the academic requirements needed to qualify for the NCAA or NAIA Eligibility Center early in high school to assure they are on the right track.

CollegeStudentAthletes.com is a free college search website for students looking to combine sports and academics at a Division III (D3) college. Visit <http://www.collegestudentathletes.com> for more information.

Junior Colleges

Student-athletes interested in competing at the Junior College level (JUCO) should contact the head coach of the institution that he/she is interested in about eligibility to play and rules for future transfer to a college or a university. Visit <http://www.njcaa.org> for more information.

STUDY HALLS OR INDEPENDENT STUDY PERIOD

Students at Platteview High School may elect to take a Study Hall period. Study Halls at Platteview High School are intended to be an intentional part of the academic day. Students have the option of the following during Study Hall:

- Homework / Test or Quiz Prep / Completion of Class Project
- ACT-Prep
- Appointment with teacher in class that student needs extra help – student must present a pass from the teacher at beginning of period
- Silent reading

If a student does not agree to these standards for study hall, the student should not sign up for and should take a class instead.

Students at Platteview High School in grades 10-12 that qualify may also apply for Independent Study Period in place of a Study Hall. This privilege is meant for students that have the maturity and responsibility to study on their own in a quiet area. The following criteria will apply to Independent Study Time.

Qualification for Independent Study

- Students in grades 10-12 may apply for an Independent Study Period.
- The application for consideration must be submitted by the last day of the previous semester to be considered.
- The student must have a grade point average of 3.00 or greater.
- The student must be on track for graduation.
- The student may not have an open period or a Study Hall and have a scheduled Independent Study Period.

- Student must not have earned more than six (6) tardies or exceeded nine (9) countable absences the preceding semester.
- The student may not have been referred to the office for any discipline resulting in ISS or greater during the previous semester.

Process for Independent Study Period

- The student must check in with Study Hall Supervisor (on time) each day.
- The student will then be dismissed to report to the PHS Student Lounge to study independently.
- The student may not wander about the building. The student must gain permission to leave study area from Study Hall Supervisor.
- The student may meet with a teacher who is available by providing the Study Hall Supervisor a note from the requesting staff member.
- The study may not appear on the D's and F's list or be referred for PHS ICU for missing work.
- Any student violating above conditions will be placed in Study Hall for remainder of semester. No warnings are given prior to losing the privilege of having an Independent Study Period.

OPEN PERIODS

In order to be eligible for an open period, a senior must meet (and maintain) all of the following qualifications:

- A minimum of a 2.50 cumulative grade point average during preceding semester.
- No unexcused absences the preceding semester.
- Less than nine (9) countable absences in all class periods during preceding semester.
- Less than six (6) tardies to any single period the preceding semester.
- Counselor verification that the student is on track for graduation.
- No discipline resulting in an out-of-school suspension during the preceding semester.
- No more than five (5) days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods

- The only periods eligible for an open period are 1st, 7th or 8th. A student may only be eligible for an open period 7th period if he/she has met the full scheduling requirements listed in this document and he/she has a zero hour class.
- A student may apply each semester for eligibility for an open period.
- A student may request to have a maximum of one open period per day.
- Students with an open period may not be on campus during the open period unless the

student has scheduled time with a staff member.

- Students violating any of the criteria listed above may have their open period revoked immediately.
- The high school administration may assign alternate schedules to a student when extenuating circumstances arise.
- The application for approval of a student to have an open period must be completed and submitted prior to school ending the preceding semester.

The application must receive approval from the following parties:

- Principal or Assistant Principal and Counselor
- Student and Parent

Applications will be available in the Main Office beginning in March each year and are available in the Appendix section of this document.

ADVISORY PERIOD

Each student will be assigned to an individual staff member who will lead a daily Advisory Period. During this period, the staff member will serve as a mentor to a small group of students. The purpose is to have a daily time set aside to have an adult in every student's life at Platteview High School that can have an intentional role in helping guide students during their time at PHS. Among the activities planned for Advisory Period are the following: grade and attendance checks, weekly planning, character programs, guest speakers, remediation, MAP and ACT prep/tracking and overall student wellness. See mission and goals document in Appendix section for more information.

FINAL EXAMINATIONS / PROJECTS

It is an expectation that all courses include a final examination or final project. Final examinations will be given during the designated time/date on the final examination schedule unless approved in advance through the Principal.

The following guidelines shall apply to students being exempt from final examinations:

- Juniors in their second semester and seniors may be exempt from final examinations in courses that are not Advanced Placement and are not taken for dual or college credit.
- The student must have a 94% un-weighted grade in all course work prior to final examination. No rounding may occur.
- Final projects do not qualify for exemption.

The student must meet all of the following criteria:

- No unexcused absences the preceding semester.

- Less than five (5) countable absences in all class periods during preceding semester.
- Less than three (3) tardies to any single period the preceding semester.
- No discipline resulting in an in-school or out-of-school suspension during the preceding semester.

Each classroom teacher may elect to not extend the ability of students to be exempt from the final examination in their course. This should be specifically noted on course syllabus.

REGISTRATION SHEET

All students must complete and submit a registration sheet as a part of the registration process each year. The official registration sheet is found in the Appendix section of this handbook.

As is stated elsewhere in this handbook, the registration process should be a very deliberate, intentional and thoughtful process between the student, parent(s) and counseling staff (if advice is needed). As a part of this process, the student should complete (update) the Four-Year Plan for Success form that is included in the Appendix section of this document. Lastly, it is important each year to consider if the diploma path choice of the student is still accurate.

OFFICE AIDE / TEACHER AIDE / TECH AIDE

Students may apply to serve as an aide in various areas (main office, an individual teacher or with the technology department). Serving as an aide is a non-credit elective choice that some students elect to gain experience in an area of interest. Office aides help with general clerical tasks. Teacher aides assist a teacher with classroom duties such as handing out papers, etc. And, finally a tech aid works with the technology department in providing the valuable first-contact support component we need to screen issues, and help resolve them quickly.

Tech Aides will assist students and staff with the following iPad issues:

- Apps not working properly, and re-installing apps.
- Logging in to Schoology, ContentKeeper, Google etc.
- Restarting and restoring iPads.
- Downloading apps and social studies books.
- Changing the passcode on an iPad.

INVOLVEMENT OUTSIDE OF THE CLASSROOM

A vital part of a student's high school experience and personal development is involvement in extracurricular offerings. Platteview High School offers a comprehensive selection of offerings across the spectrum of athletics, activities and clubs. See below for a listing of the current offerings at PHS. The benefits of extracurricular programs are outlined in the [Case for Activities](#) published by the National Federation of High School Associations.

Fall Athletic Programs

Cross Country (B/G)
Football (B)
Golf (G)
Softball (G)
Volleyball (G)

Winter Athletic Programs

Basketball (B/G)
Swimming (B/G) – co-op program with Bellevue East High School
Wrestling (B)

Spring Athletic Programs

Baseball (B)
Golf (B)
Tennis (G) - co-op program with Bellevue East High School
Track and Field (B/G)
Soccer (B)
Soccer (G)

NSAA Sponsored Activities

Journalism
Mock Trial
Music (Instrumental and Vocal)
Play Production
Speech

Nebraska Coaches Association Sponsored Activities

Cheerleading
Dance

Clubs and Other PHS Sponsored Activities

Art Club
Diversity Club
ESports
FBLA
FCCLA
Flag Team
Future Problem Solvers
Letter Club (P-Club)
National Honor Society
Principal's Council
Publications (Class)
Quiz Bowl
Skills USA
Spanish Club
Student Council
Writer's Club
Yearbook (Class)

ART - COURSE OFFERINGS**PERFORMING & VISUAL ARTS DEPARTMENT**

**Faculty: Allison Behrens and
Scott Jenson (Photography)**

Department Chair: Jerry Layher

Course #	Class Title	Course Length	Credits	Open to
029930	Advanced Art	Semester	1	10-12
020200	Drawing	Semester	1	9-12
020100	Foundations of Art	Semester	1	9-12
020300	Painting	Semester	1	9-12
020600	Photography	Semester	1	9-12
020400	Pottery	Semester	1	10-12
029931	Three Dimensional Art	Semester	1	9-12

COURSE DESCRIPTIONS

ADVANCED ART	
Course #: 029930	Prerequisite: Foundations of Art and two other Art classes (Painting, Drawing, 3D Art or Pottery)
Class Fee: \$20.00 per semester – to be paid the first week of the semester.	
Course Description: Advanced Art is an opportunity for students to build a portfolio and work on more advanced projects. Students are expected to keep up with pace of the class (more than one project at a time), and produce quality work. The class also provides an opportunity for artists to develop your personal style and designs by exploring a variety of mediums (drawing, painting and pottery). Projects will include a combination of assigned and elective projects. Students will be expected to keep a sketchbook to plan out ideas and draw from observation.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • have an awareness and sensitivity to natural and man-made environments. • examine a variety of objects and apply the elements and principles of design. • use inventive and imaginative expression through art materials and tools. • be able to design, develop and create artworks using a variety of art materials. • learn to appreciate art of the past and present. • continue on their growth of aesthetics through visual discrimination and judgment. 	

DRAWING	
Course #: 020200	Prerequisite: Foundations of Art
Class Fee: \$10.00 per semester – to be paid the first week of the semester	
Course Description: In this course students will utilize and expand on the elements of art and principles of design, and use them to create two-dimensional drawings. Drawings materials may include, but are not limited to, pencils, pen and ink, oil pastels, chalk and charcoal. Students will also study various artists and artworks.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • draw from life with correct proportions and shading. • create a composition utilizing a variety of drawing materials (pencil, charcoal, ink, colored pencil, etc. • be able to create projects with specific guidelines. • understand art terms relating to art projects and art history. • be able to critique a work of art. 	

FOUNDATIONS OF ART	
Course #: 020100	Prerequisite: n/a
Class Fee: \$15.00 per semester – to be paid the first week of the semester.	
Course Description: Foundations of Art is an introductory studio course in which students gain exposure to the arts through a variety of 2D and 3D medias. Students will learn how to create utilizing the elements of art and design. In this course, students will see, feel and think about the world within a contemporary and historical perspective. Foundations of Art is a prerequisite to take all other Art classes.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand and utilize the elements and principles of art. • create art using various art mediums. • review works of art from various periods of history, differing styles and various cultural groups to develop a broad base of understanding that celebrates cultural diversity and gain an understanding of global views. • be able to talk about works of art, learn basic skills and gain knowledge necessary to communicate each art form. • explore, theorize and apply principles of aesthetics and art criticism to their own art work and the artwork of classmates. • develop an awareness of an appreciation for the presence of art both within the classroom and everyday experiences. • provide a detailed, in depth critique of another classmates artwork. • utilize critiques from fellow students to finish works of art. 	

PAINTING	
Course #: 020300	Prerequisite: Foundations of Art
Class Fee: \$15.00 per semester – to be paid the first week of the semester	
Course Description: In this course students will be introduced to classical and contemporary painting styles and artists. Students will explore a variety of painting techniques and compositions. Students will learn color theory and mixing techniques while creating still lifes, portraits, landscapes and abstract paintings. Students will be able to mix colors to match life/reference.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • develop confidence in using painting as a primary medium for artistic expression. • explore the fundamental processes of visual perception and artistic expression. • be able to verbalize ideas and processes in art making. • develop an understanding of history styles and contemporary issues in painting. 	

PHOTOGRAPHY	
Course #: 020600	Prerequisite: Student should have access to a 35mm digital single lens reflex camera and must have their own SD card.
Class Fee: n/a	
Course Description: Photography will introduce the basics of taking pictures with a 35mm digital single lens reflex camera. Top students will be given the opportunity to become a yearbook or newspaper photographer.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand the parts of a 35mm camera and their function. • understand the role of lighting and shutter speed in taking pictures. • understand the principles behind mixing ISO, shutter speeds, and aperture to produce commercial photographs. • understand the basic fundamentals of photography. 	

POTTERY	
Course #: 020400	Prerequisite: Foundations of Art
Class Fee: \$20.00 per semester – to be paid the first week of the semester	
Course Description: In this course students will create 3D artwork using clay and glaze. Students utilize different hand building techniques as well as focus on composition. Students will create a piece using the coil method, slab method, pinch method and also will be expected to combine techniques. Students will also learn different ways to decorate pottery by carving, glazing and painting.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate the ability to perceive and describe qualities and expressive content in ceramic products. • demonstrate the technical skills needed to produce products with aesthetic qualities. • demonstrate techniques of forming pottery. • use vocabulary related to ceramics/pottery. • demonstrate an awareness of the history of pottery. 	

THREE DIMENSIONAL ART	
Course #: 029931	Prerequisite: Foundations of Art
Class Fee: \$20.00 per semester – to be paid the first week of the semester	
Course Description: In this course students will be introduced to the basics of ceramics and techniques of rendering in a three-dimensional space.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • develop confidence in using painting as a primary medium for artistic expression. • explore the fundamental processes of visual perception and artistic expression. • be able to verbalize ideas and processes in art making. • develop an understanding of history styles and contemporary issues in painting. 	

PLATTEVIEW HIGH SCHOOL'S CAREER EDUCATION MODEL



“A career ready person capitalizes on personal strengths, talents, education and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics and responsible behavior.”

Purpose

At Platteview High School, we have developed an intentional and supportive educational model that delivers robust career education to all of our students. This model includes appropriately assessing student strengths, and career interests, through the use of a variety of assessment tools. This information is gathered and used by both students and staff to advise students on meaningful course selections and completions of programs of study. Our model also includes opportunities for contextualized learning, tailored career exploration and application experiences. It is our goal to provide highly skilled students that can transition seamlessly from high school to college, tech school, or the workforce with certification needed to meet community and industry demands.

Platteview High School Career Education Framework

The goal of our model is to guide students towards one or more of the 6 career fields for further exploration and focused career education. At the core is a rigorous group of core courses included in the Core Academy. These prepare students for both high school graduation and any post-secondary plans that they may have. Students will focus on these cores during the 9th and 10th grade year as they explore themselves, potential career options, and post-secondary plans.

Students are matched with a Career Field that best fits their interests and abilities. The career fields provide ways for students to explore the diversity of career options available to them and to begin to prepare for their career with plans for secondary and postsecondary education

Programs of Study

Students can choose a more specific program of study within that career field. The specific course of study is known as a program of study. Educational programs of study are designed to give students choices that make learning more relevant for each individual learner. The focus of a program of study is to create a sequence of courses that is both relevant and interesting to individual students and their educational and career goals. Through the understanding and analysis of their assessment results, students will be able to select multiple programs of study that aligns with their individual educational interests and future plans and will allow them to explore multiple career areas.

Work Based Learning Experiences

Work-Based Learning Experiences are a fundamental piece of career education at Platteview High School. The mission of work-based learning is to connect the classroom and the community to create experiences for students to use and apply their academic and career education knowledge and skills in the real world. These opportunities maximize student interests, strengths and career aspirations.

Work based learning provides students a meaningful experience in the workplace while still in high school. These activities can take many different forms. They range from career awareness and exploration to work site learning experiences that involve active student participation in the workplace. Examples include: Job Shadows, Field Trips, Verified Internships, and Supervised work Experience. For a more detailed look at opportunities available refer to the Extended Learning Academy descriptions.

State Recognized Programs of Study Offered at Platteview High School

The pathways may be either NDE or PHS pathways of study

BUSINESS DEPARTMENT

Path	Name	<u>Introductory or Foundational Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Financial Management	Personal Finance	Accounting 1	Management & Leadership	Verified Internship
NDE	Finance	Personal Finance	Accounting 1	Economics	Verified Internship
NDE	Accounting	Personal Finance	Accounting 1	Accounting 2	Verified Internship
NDE	Marketing	Marketing 1	Marketing Management	Advanced Marketing	Trojan Zone/Verified Internship
NDE	Marketing Entrepreneurship	Marketing 1	Entrepreneurship	Trojan Zone	Trojan Zone/Verified Internship
NDE	Management	Introduction to Business	Marketing Management, Entrepreneurship or Business Law (MCC online)	Management & Leadership	Verified Internship
NDE	Entrepreneurship	Introduction to Business	Accounting 1, Marketing 1 or Economics	Entrepreneurship	Verified Internship
PHS	Hospitality & Tourism	Introduction to Business	Marketing 1	Hospitality & Tourism	Verified Internship
NDE	Business Technology	Info Tech 1	Info Tech 2	Digital Design	Verified Internship
NDE	Web Development	Digital Design	Digital Media	Web Design	Verified Internship

COMMUNICATION

Path	Name	<u>Introductory or Foundational Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Video Production	Digital Media	Daktronics Video Production	Daktronics Media Production	Verified Internship

COMPUTER SCIENCE

Path	Name	Introductory or Foundational Course	Intermediate Course	Capstone Course	Capstone Experience
NDE	Data Science	Computer Science Principles	Digital Design	Statistics/Probability	Verified Internship
NDE	Computer Science	Foundations of Computing	Computer Science Principles or AP Computer Science Principles	Computer Science A or AP Computer Science A	Verified Internship
NDE	PLTW Computer Science	PLTW Computer Science Essentials	PLTW Computer Science Essentials	PLTW Computer Science A	Verified Internship
NDE	Software Development	Computer Science Principles or AP Computer Science Principles	Cybersecurity	Computer Science A or AP Computer Science A	Trojan Zone/Verified Internship
NDE	PLTW Software Development	PLTW Computer Science Principles	PLTW Cybersecurity	PLTW Computer Science A	Trojan Zone/Verified Internship

INDUSTRIAL TECH

Path	Name	Introductory or Foundational Course	Intermediate Course	Capstone Course	Capstone Experience
NDE	Engineering	Intro to Skilled and Technical Sciences	Robotics 1 (1st Sem)	Robotics 2 (2nd Sem)	Verified Internship
NDE	Welding	Intro to Skilled and Technical Sciences	Welding 1	Welding 2	Verified Internship
NDE	Manufacturing	Intro to Skilled and Technical Sciences	Woods 1	Woods 2	Verified Internship
NDE	Project Lead the Way (Google Program)	PLTW Introduction to Engineering Design	PLTW Engineering or PLTW Integrated Manufacturing	PLTW Design and Development	Verified Internship
NDE	Technician	Intro to Skilled and Technical Sciences	Small Engines 1	Small Engines 2	Verified Internship

OTHER

Path	Name	Introductory or Foundational Course	Intermediate Course	Capstone Course	Capstone Experience
NDE	Intro to Education	Intro to Education & Training and Human Growth and Development	Best Practices in Education and Training	Field Experiences in Education and Training	Verified Internship

BUSINESS - COURSE OFFERINGS**CAREER EDUCATION DEPARTMENT****Faculty: Patti Layher and Teresa Starks****Department Chair: Jim Jennings**

Course #	Class Title	Course Length	Credits	Open to
030301	Accounting 1	Year	2	10-12
030302	Accounting 2	Year	2	11-12
030303	Accounting 3	Year	2	11-12
030304	Accounting 4	Year	2	11-12
270609	Business Law (Offered through MCC)	Semester	1	10-12
020101	College and Career Readiness*	Semester	1	11
270602	Digital Media	Semester	1	10-12
151000	Economics	Semester	1	11-12
032370	Entrepreneurship	Semester	1	10-12
270501	Information Technology 1	Semester	1	9
270502	Information Technology 2	Semester	1	10-12
032300	Introduction to Business, Marketing and Management	Semester	1	9-12
270611	Introduction to Digital Design	Semester	1	10-12
032802	Management and Leadership	Semester	1	10-12
038100	Marketing 1	Semester	1	10-12
038200	Marketing Management	Semester	1	10-12
033000	Personal Finance*	Semester	1	11-12
039930	Trojan Internship	Semester	1	11-12
039934	Trojan Zone	Semester	1	10-12
000641	Verified Internship	Semester	1	11-12
270604	Web Design	Semester	1	11-12
032700	Work Based Learning	Semester	1	12

****Indicates course is required for graduation.***

COURSE DESCRIPTIONS

ACCOUNTING 1	
Course #: 030501	Prerequisite: 10 th -12 th grade student
Class Fee: n/a	Pathway(s): Finance, Financial Management and Law
Course Description: This one-semester course covers sole proprietorship accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing and reporting. The computer will be used for accounting applications. Real life applications of the accounting concepts will be used in the school-based business the Trojan Zone.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • complete and explain the purpose of the steps of the accounting cycle. • apply generally accepted accounting principles (GAAP) to determine the value of assets, liabilities, and equity • prepare, interpret, and analyze financial statements for various types of business. • apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. • investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting. 	

ACCOUNTING 2	
Course #: 030502	Prerequisite: 10 th -12 th grade student; Accounting 1
Class Fee: n/a	Pathway(s): Accounting
Course Description: This one semester course covers corporations and payroll. Along with principles of income measurement and asset valuation, and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using the computer.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • prepare, interpret, and analyze financial statements for corporations. • apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. • investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting. 	

ACCOUNTING 3	
Course #: 030503	Prerequisite: 11 th -12 grade student; Accounting 2
Class Fee: n/a	Independent Study Only
Course Description: Course Description: This is a two-semester course that includes partnership and corporate accounting, adjustment in inventory control systems, budgetary control systems, and further enhancement of accounting skills.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand departmentalized accounting. • apply accounting adjustments and valuations. • plan and record general accounting adjustments. • apply corporate accounting concepts. 	

ACCOUNTING 4	
Course #: 030504	Prerequisite: 11 th -12 grade student; Accounting 3
Class Fee: n/a	Independent Study Only
Course Description: Course Description: This is a two-semester course that includes partnership and corporate accounting, adjustment in inventory control systems, budgetary control systems, and further enhancement of accounting skills.	
Course Outcomes: The student will...	

• apply management accounting concepts.
• explore accounting for a manufacturing business.
• explore partnership and not-for-profit accounting principles.

<i>BUSINESS LAW</i>	
Course #: 270609	Prerequisite: Intro to Business
Class Fee: Fees set by Metro Community College	Pathway(s): Law
Course Description: This online course through Metro Community College includes an overview of the fields of law and their history, the areas of law applicable to the paralegal, basic legal principles, legal terminology, legal ethics, the judicial system, legislation, criminal verses civil procedures, and the elements of a trial.	
Course Outcomes: The student will...	
• describe the various types of law used in the United States today.	
• describe competing philosophies and their origins and how they are implemented within each of the basic fields of legal study.	
• analyze fact situations involving fundamental legal issues according to type, philosophy, procedure, and probable result.	
• read a legal case, identify the issue(s), procedures of the case, the holding and rationale(s).	
• identify the rules of legal ethics.	

<i>COLLEGE AND CAREER READINESS*</i>	
Course #: 020101	Prerequisite: n/a
Class Fee: n/a	Required of all juniors
Course Description: The course is designed to assist in the overarching goal at Platteview High School to prepare all students to be college and career ready. Students will be exposed to college and career skills through a variety of experiences aimed at preparing each student for life beyond Platteview High School.	
Course Outcomes: The student will...	
• update their PHS credit check form to assure that they are on track for graduation.	
• meet individually with counselor to review 4-year plan that student has in place to determine potential offerings that interest student or that the student needs to complete their graduation requirements.	
• review Career Paths and Areas of Distinction to see if they may qualify.	
• identify strengths and areas of interest with various assessments.	
• learn various interview techniques and gain experience with different interview types.	
• gain experience in preparing cover letters, resumes and other hiring correspondence.	
• learn effective transition skills for the workplace and college level.	
• participate in job shadowing in area of interest.	
• gain experience with the college application process including FAFSA.	
• compose a research paper on career area of interest.	
• learn appropriate social behaviors and skills needed for the workplace and college.	
• develop a formal presentation using Powerpoint, Prezi or Google Slides.	
• learn how to use and gain experience using Microsoft Excel or other spreadsheet program (i.e. Google Sheets).	

DIGITAL DESIGN	
Course #: 270611	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Business Technology, Data Science and Web Development
Course Description: Students will develop skills in a variety of software applications to produce and edit publications and projects including, but not limited to, business documents, brochures and programs, editing photos and pictures. Proper use of copyrighted materials and career exploration will also be explored.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • identify project's message and mission. • design graphics, text, and/or presentations to clearly express one's views for the intended audience. • examine careers in graphic arts or digital communications industries. • evaluate digital media projects for voice, message, visual appeal, or content. • demonstrate design principles and concepts. • demonstrate photography principles of design and composition rules. • analyze and comply with copyright laws. 	

DIGITAL MEDIA	
Course #: 270602	Prerequisite: Digital Design
Class Fee: n/a	Pathway(s): Web Development and Video Production
Course Description: Students will create, design and produce digital media including sound, video, graphics, text, and animation. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management and web processes.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • examine emerging trends within the communication arts industry. • create and edit images and graphics. • know and differentiate between different digital media file formats. • plan, produce, edit, and publish digital audio. • plan, produce, edit, and publish digital video. • plan, produce, edit, and publish animations. • explore the use of industry specific hardware and software. • identify the necessary skills to succeed in visual design fields and examine their programs of study. • evaluate digital media projects for voice, message, visual appeal, or content. • analyze and comply with copyright laws. 	

ECONOMICS	
Course #: 151000	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Financial Management
Course Description: This course will explore economic principles in order to make wise decisions relating to personal financial affairs, the successful operation of organizations, and the economic activities of our country. Students will develop an understanding of our economic system and other systems existing in the world today.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources. • explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system. • analyze the role of core economic institutions and incentives in the U.S. economy. • analyze the role of markets and prices in the U.S. economy. • explain the importance of productivity and analyze how specialization, investment in physical and human capital, and technological change affect productivity and global trade. • analyze the role of government in economic systems, especially the role of government in the U.S. economy. • analyze how the U.S. economy functions as a whole as measured by economic indicators. 	

ENTREPRENEURSHIP	
Course #: 032370	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Entrepreneurship, Management and Marketing Entrepreneurship
Course Description: Entrepreneurship is a course designed for students with a career interest in entrepreneurship. Emphasis is placed on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored. Instructional strategies will include the development of a business plan, with concepts relating to the operation of our school-based business (the Trojan Zone).	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • explore the characteristics of an entrepreneur. • explain the forms of business ownership as related to entrepreneurship. • recognize the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture. • develop the elements, design, and rationale of a business plan. • investigate the role of entrepreneurship in the global economy. • analyze opportunities in entrepreneurship. 	

HOSPITALITY & TOURISM	
Course #: 099931	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Hospitality & Tourism
Course Description: This introductory course provides an overview of the hospitality and tourism industry, its growth and development, industry segments and their distinguishing characteristics, trends and current concerns. Students are introduced to career opportunities and the employability skills needed to succeed in specific hospitality fields.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • outline the history and development of the hospitality industry. • describe the various aspects of tourism in the hospitality industry. • outline the traditional organizational chart for each segment of the hospitality industry. • define key terms in the industry. • give an overview of the hotel and restaurant business. • discuss recreation and leisure markets in the hospitality industry. • explain the elements of a successful human resource program. • discuss career paths for each of the major segments in the hospitality industry. • describe leadership and professionalism as it relates to the hospitality industry. • participate in a class project to develop the skills and competencies that employers have identified as necessary. 	

INFORMATION TECHNOLOGY 1	
Course #: 270501	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Business Technology
Course Description: This course will prepare students to use word processing, spreadsheet applications, introduction to database, electronic presentations, manage computer operations and electronic file storage. Careers and ethical issues are discussed through the development of job applications, cover letters, resumes, and application forms. Students will demonstrate professional communication skills and practices while learning the software and digital citizenship. The student will also continue to work and update their Personal Learning Plan.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • model positive digital citizenship by applying industry accepted ethical practices and behaviors. • use document processing applications to prepare business communications. • develop and demonstrate effective professional communication skills and practices. 	

<ul style="list-style-type: none"> organize and manipulate data using spreadsheet applications.
<ul style="list-style-type: none"> identify database management concepts to manage, evaluate, and organize information.
<ul style="list-style-type: none"> identify and understand career paths in the Communication and Information Systems and Business, Marketing, and Management career field.
<ul style="list-style-type: none"> describe emerging and evolving trends in information technology.

INFORMATION TECHNOLOGY 2 (SPREADSHEET APPLICATIONS)	
Course #: 270502	Prerequisite: Info Tech 1
Class Fee: n/a	Pathway(s): Business Technology
Course Description: This course will develop skills in advanced word processing and spreadsheet applications, database and electronic presentation software. Students will also develop skills in desktop publishing, including page layout and formatting, and web page development by creating and editing web pages.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> organize, aggregate, and manipulate data using advanced spreadsheet features. 	
<ul style="list-style-type: none"> synthesize relational database concepts to design, manage, evaluate, and organize information. 	
<ul style="list-style-type: none"> understanding the importance of ethical data collection and applicable conclusions. 	
<ul style="list-style-type: none"> critical thinking skills will be used to integrate information technology tools to access, manage, and create new information. 	
<ul style="list-style-type: none"> examine resources to develop understanding of data science in careers. 	

INTRODUCTION TO BUSINESS	
Course #: 032300	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Entrepreneurship, Hospitality & Tourism, Law and Management
Course Description: Introduction to Business is designed to provide an understanding of the role of the consumer and business person in today's high technological society. The course provides a basis for further study in business, as well as, offering useful and practical aspects of living for all students. It is designed to help students become wiser consumers, good citizens, and efficient employees while contributing to the development of their total economic understanding.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> understand the basic concepts of Economics in relation to the individual and society. 	
<ul style="list-style-type: none"> analyze the organization of a business. 	
<ul style="list-style-type: none"> recognize management's contribution to business success 	
<ul style="list-style-type: none"> identify fundamental marketing concepts. 	
<ul style="list-style-type: none"> acquire a foundational knowledge of accounting to understand its nature and scope. 	

MANAGEMENT & LEADERSHIP	
Course #: 032802	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Financial Management and Management
Course Description: This course emphasized the basic concepts of management and leadership within a business or organization. The course addresses characteristics, organization, and operation of business as major sectors of the economy. Students will also acquire essential skills in the areas of emotional intelligence: time management, stress management, professional growth and development communication, and relationship skills.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> recognize the importance of business management and the role of managers as it relates to the success of business. 	
<ul style="list-style-type: none"> understand the tools, techniques, and systems that businesses use to plan, staff, lead, and organize resources. 	
<ul style="list-style-type: none"> analyze management functions and their implementation and integration within a business environment. 	
<ul style="list-style-type: none"> employ leadership skills to achieve workplace objectives. 	
<ul style="list-style-type: none"> develop personal management skills (emotional intelligence) to function effectively and efficiently in a business environment. 	

MARKETING 1	
Course #: 0507	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Hospitality & Tourism, Marketing and Marketing Entrepreneurship
Course Description: Students will explore the basic functions of marketing: pricing, promotion, product planning, and place/distribution: the marketing mix. The curriculum provides the foundational skills and knowledge in economics, communications skills/interpersonal skills, professional career development, business, management, and entrepreneurship. Application of academic concepts and technology are integrated throughout the curriculum. Real life applications of the marketing concepts will be used in the school-based business (the Trojan Zone).	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand the customer-oriented nature of marketing and will analyze the impact of marketing activities which create, communicate, and deliver value to the individual, business, and society: the marketing concept. • understand economic systems to be able to recognize the environments in which businesses function. • explain the concept of market and market identification. • explain the nature and scope of the selling function. • explore and identify career opportunities for future professional development decisions in marketing and other career clusters. 	

MARKETING MANAGEMENT	
Course #: 038200	Prerequisite: Marketing 1
Class Fee: n/a	Pathway(s): Marketing
Course Description: Marketing Management furthers the students understanding and skill in various marketing functions, including channel management, marketing-information management, market planning, pricing, product/service management and promotion. Marketing plans, branding, the product life cycle, project management principles and professional and ethical standards are also emphasized.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • Understand the concepts and strategies needed to communicate information about products and services. • Explore concepts and strategies for pricing to get maximum return and customer satisfaction • Explore the product life cycle and branding • Explore further the project management concepts, professional and ethical standards. 	

PERSONAL FINANCE*	
Course #: 033000	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Finance, Financial Management
Course Description: This one semester course will guide students to discover new ways to maximize their earning potential, develop strategies for managing their resources, gain knowledge on how to become a wise consumer, gain experience in using banking services, explore skills for the wise use of credit, and gain insight into the different ways of investing money. The course will discuss the costs of living away from home for the first time. The students will learn how to compute and complete federal and state income tax forms.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • develop and evaluate a plan to manage their money to achieve personal goals. • evaluate financial institutions and the services provided. • evaluate savings and investment strategies to achieve financial goals. • understand strategies used to establish, build, maintain, monitor, and control credit. • apply decision making skills and models to maximize consumer satisfaction when buying goods and services. • understand perils and risks in life and how to protect against the consequences of risk. 	

TROJAN INTERNSHIP

<p>Course #: 039930</p>	<p>Prerequisite:</p> <ol style="list-style-type: none"> 1. Student is classified as a junior or senior 2. Student has completed (or will complete during the semester of enrollment in the Capstone Internship) an approved Career Pathway Program of Study offered at Platteview High School (in order to qualify for the Capstone Designation). 3. Student is an active, dues paying member in the appropriate Career Student Organization (CSO) at Platteview High School. 4. Student has maintained a 2.5 cumulative GPA or 3.0 GPA during the during the previous semester of classes. 5. Student has not been suspended out of school for any behavior issues or received multiple in-school suspensions. 6. Student has not exceeded 9 countable absences during the previous 2 semesters 7. Student is on track to graduate. 8. Student must complete the COLLEGE AND CAREER READINESS course prior to participating in the Trojan Internship Capstone program. 9. Student must complete an application process (including a completed application form, a recommendation from a staff member, and a screening interview with administrative team and work-based learning coordinator) and other applicable documentation prior to acceptance in the program. 10. Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.
<p>Class Fee: n/a</p>	<p>Pathway(s):</p>
<p>Course Description: This course is designed to provide students a work-based learning experience for junior/senior students who have completed a Career/Technical Education (CTE) Program of Study. Once accepted into the course, students will apply directly to a school or business partner who has agreed to provide training, mentoring and learning experiences related to the student's preparation throughout their program of study. Each student will be required to complete a minimum of 5 class periods (or equivalent hours) of verified work experience ad meet with the work-based learning coordinator on a weekly basis.</p> <p>Students will be required to complete appropriate formative and summative assessments related to their internship experience.</p> <p>Available Capstone Internship Opportunities Available</p> <ol style="list-style-type: none"> 1. ARCH & CONST WORK-BASED LEARNING EXPERIENCE (APPENDIX D COURSE CODE 320170) 2. ARTS, AV & COM WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320704) 3. BUSINESS MGMT WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320705) 4. MARKETING WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320716) 5. HUMAN SERVICES/FACS WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320712) 6. INFORMATION TECHNOLOGY WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320713) 7. FINANCE WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320708) 	

Course Outcomes: The student will...
<ul style="list-style-type: none"> • be able to understand the transition between school and job.
<ul style="list-style-type: none"> • be able to apply for and properly conduct themselves in the interview process.
<ul style="list-style-type: none"> • demonstrate the ability to understand the principles of good employee/employer relations and work environment.
<ul style="list-style-type: none"> • develop skills in becoming a wise consumer.
<ul style="list-style-type: none"> • learn how to establish and use credit and how various laws enter daily life.
<ul style="list-style-type: none"> • understand how to use personal banking systems, tax systems and retirement plans
<ul style="list-style-type: none"> • develop an understanding of various types of insurance programs and purpose each is designed to serve.
<ul style="list-style-type: none"> • develop an understanding of the costs and responsibilities of moving away from home.

TROJAN ZONE	
Course #: 039934	Prerequisite: <ol style="list-style-type: none"> 1. Student must complete an introductory course in an approved Business Program of Study and continue the process of completing the pathway courses in Program of Study. 2. Student must be an active/dues paying member of a Career Student Organization (CSO). These may include FBLA, FCCLA, SKILLS USA. 3. Student must be at least Sophomore class standing. 4. Student must complete an application process (including a completed application form, a recommendation from a staff member, and an interview with Trojan Zone Management team and work-based learning coordinator) and other applicable documentation.
Class Fee: n/a	Pathway(s):
Course Description: A class that provides students the opportunity to connect what they learn in school with worksite application. Students will be responsible for the operation of the Trojan Zone School Store during a class period. Students will be responsible for “clocking in and clocking out” at the end of the period they are placed in. The Trojan Zone management team and the Work-Based Learning Coordinator will work together to plan activities that will enable each student to apply the knowledge, attitudes and skills learned in the classroom to actual business situations and positions. This course must be a part of a Work-Based Learning Program.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • learn skills necessary for running a small business. 	
<ul style="list-style-type: none"> • become proficient in operating a point of sale system. 	
<ul style="list-style-type: none"> • complete inventory counts and tracking. 	
<ul style="list-style-type: none"> • learn fiscal accountability. 	
<ul style="list-style-type: none"> • gain experience in dealing with customers and the general public. 	
<ul style="list-style-type: none"> • learn how to process payments and handle money. 	

VERIFIED INTERNSHIP

<p>Course #: 000641</p>	<p>Prerequisites:</p> <ol style="list-style-type: none"> 1. Student is classified as a junior or senior 2. Student has completed (or will complete during the semester of enrollment in the Capstone Internship) an approved Career Pathway Program of Study offered at Platteview High School (in order to qualify for the Capstone Designation). 3. Student is a member in the appropriate Career Student Organization (CSO) at Platteview High School. 4. Student has maintained a 2.5 GPA during the previous semester. 5. Student has not been suspended out of school for any behavior issues or received multiple in-school suspensions. 6. Student has not exceeded 9 countable absences during the previous 2 semesters. 7. Student is on track to graduate. 8. Student must complete the (Course # 00559: COLLEGE AND CAREER READINESS prior to participating in Work-Based Learning Internship. 9. Student must complete the application process and other applicable documentation. 10. Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.
<p>Class Fee: n/a</p>	
<p>Course Description: This course is designed to provide students a work-based learning experience for junior/senior students who have completed a Career/Technical Education (CTE) Program of Study. Once accepted into the course, students will apply directly to a school or business partner who has agreed to provide training, mentoring and learning experiences related to the student's preparation throughout their program of study. Each student will be required to complete a minimum of 5 class periods (or equivalent hours) of verified work experience and meet with the work-based learning coordinator on a weekly basis.</p> <p>Students will be required to complete appropriate formative and summative assessments related to their internship experience.</p> <p>Available Capstone Internship Opportunities Available</p> <ol style="list-style-type: none"> 1. ARCH & CONST WORK-BASED LEARNING EXPERIENCE (APPENDIX D COURSE CODE 320170) 2. ARTS, AV & COM WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320704) 3. BUSINESS MGMT WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320705) 4. MARKETING WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320716) 5. HUMAN SERVICES/FACS WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320712) 6. INFORMATION TECHNOLOGY WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320713) 1. FINANCE WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320708) 	
<p>Course Outcomes: The student will...</p>	
<ul style="list-style-type: none"> • be able to understand the transition between school and job. 	
<ul style="list-style-type: none"> • be able to apply for and properly conduct themselves during an interview process. 	
<ul style="list-style-type: none"> • demonstrate the ability to understand the principles of good employee/employer relations and work environment. 	
<ul style="list-style-type: none"> • develop skills in becoming a wise consumer. 	
<ul style="list-style-type: none"> • learn how to establish and use credit and how various laws enter daily life. 	

<ul style="list-style-type: none"> understand how to use personal banking systems, tax systems, and retirement plans.
<ul style="list-style-type: none"> develop an understanding of various types of insurance programs and purpose each is designed to serve.
<ul style="list-style-type: none"> develop an understanding of the costs and responsibilities of moving away from home.

WEB DESIGN	
Course #: 270604	Prerequisite: n/a
Class Fee: n/a	Pathway(s): Web Development
Course Description: Students will demonstrate knowledge of web design and basic HTML. Web design software, Dreamweaver, will be utilized to create and develop web pages. The Adobe Suite software package will also be used to create projects for the use of web design, including Flash and Photoshop. The creation and use of images, hyperlinks, tables, forms, and cascading style sheets are discussed and used in the development of web pages. Some projects from first semester (Intro to Digital Design) may also be incorporated into web design.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> plan a website for a specific purpose. analyze elements and principles of design to communicate ideas consistent with project goals. expand their knowledge as web designers through applying appropriate industry language and terminology. analyze legal and ethical responsibilities. develop and enhance employability skills. create and test websites designed for cross browser and mobile compatibility. implement quality assurance processes to deliver effective digital communication. critique a web site in accordance to web design principles. 	

WORK BASED LEARNING	
Course #: 032700	Prerequisite:
	<ol style="list-style-type: none"> Student is classified as a senior Student has a minimum 2.5 cumulative GPA or a 3.0 GPA during the previous semester Student has a valid driver's license Student has not been suspended out of school for any behavior issues or received multiple in-school suspensions Student has not exceeded 9 countable absences during the previous 2 semesters Student is on track to graduate. Student must complete the COLLEGE AND CAREER READINESS course prior to participating in Work-Based Learning Internship. Student must complete an application process (including a completed application form, a completed recommendation from a staff member, and a screening interview with administrative team and work-based learning coordinator) and other applicable documentation prior to acceptance in the program. Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.
Class Fee: n/a	Pathway(s):
Course Description: This course is designed to provide students with a Work-Based Learning experience off campus. Once accepted to the course, students will apply to a school/ business partner or complete a training agreement with a current employer who has agreed to provide training, mentoring and learning experiences related to the goals of the internship.	

The course may be taken for a semester (180 work hours = 1 graduation credit over 1 semester) or 2 semesters (360 work hours = 2 graduation credits over 2 semesters). Students may make scheduling arrangements to schedule work hours during certain parts of the school day (Periods 1-3 or periods 6-8) up to a maximum of 3 class periods daily. Students will also be required to meet on a weekly basis with the work-based learning coordinator.

Course Outcomes: The student will...

- be able to understand the transition between school and job.
- be able to apply for and properly conduct themselves in the interview process
- demonstrate the ability to understand the principles of good employee/employer relations and work environment
- develop skills in becoming a wise consumer
- learn how to establish and use credit and how various laws enter daily life
- understand how to use personal banking systems, tax systems and retirement plans
- develop an understanding of various types of insurance programs and purpose each is designed to serve.
- develop an understanding of the costs and responsibilities of moving away from home.

COMMUNICATION AND INFORMATION SYSTEMS - COURSE OFFERINGS
CAREER EDUCATION DEPARTMENT

Faculty: Amy Thayer and Patti Layher

Department Chair: Jim Jennings

Course #	Class Title	Course Length	Credits	Open to
270602	Digital Media (Business Department offering)	Semester	1	9-12
270609	Daktronics Video Production	Semester	1	10-12
270610	Daktronics Media Production	Semester	1	10-12

COURSE DESCRIPTIONS

DAKTRONICS MEDIA PRODUCTION	
Course #: 270610	Prerequisite: Daktronics Video Production or Instructor Approval
Class Fee: n/a	Pathway(s): Video Production
<p>Course Description: Students will expand their media skills of interviewing, reporting, writing, editing, photography/videography, and design. Students will explore careers while working together to create projects in a variety of media, such as web, podcast, and/or broadcast. The emphasis of Media Production is to work both independently and collaboratively to create a professional product while meeting deadlines.</p> <p>Student in Media Production will serve in a leadership capacity in the production and game/event day operation of Daktronics Video Boards and must be available for afternoon and evening coverage of games.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> • Work with others to achieve objectives in a timely manner. • Demonstrate interpersonal skills to accomplish goals and objectives. • Perform the duties and responsibilities of individuals in media-related careers. • Apply legal boundaries and concepts (e.g., censorship, copyright, libel/slander, obscenities and vulgar language, retraction, student expression). • Demonstrate professional conduct that follows a professional code of ethics. • Use various ways to prepare production. • Select appropriate text structures for production. • Revise the content to improve writing for meaning, clarity, and purpose (e.g., quality of ideas, organization, sentence fluency, word choice, voice). • Evaluate and synthesize information to prioritize what is needed for production. • Refine writing and/or speaking skills to communicate key ideas in a variety of situations. • Create a proposal to submit their idea to a business/customer. • Demonstrate proficiency using equipment and software. • Demonstrate proficiency of design principles and practices. • Combine research, writing, and technical skills into a final production. • Distribute final product to target audience using appropriate outlets. • Assess final product to verify specified goals and purpose. 	

DAKTRONICS VIDEO PRODUCTION	
Course #: 270609	Prerequisite: Digital Media or Instructor Approval
Class Fee: n/a	Pathway(s): Video Production
Course Description: Students will expand their media skills of interviewing, reporting, writing, editing, photography/videography, and design. Students will explore careers while working together to create projects in a variety of media, such as web, podcast, and/or broadcast. The emphasis of Video Production is on collaboration and career exploration.	
Students will work on various projects including Trojan Morning News, Trojan Coaches Shows and Daktronics Video Board projects.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • Collaborate to create a media project. • Use self- and peer-evaluations to critique final projects. • Analyze legal boundaries and concepts (e.g., censorship, copyright, libel/slander, obscenities, vulgar language, retraction, student expression). • Analyze ethical conduct in writing, editing, creating, printing, broadcasting, and performing to uphold high standards for behavior in the industry. • Select and use multiple resources to answer questions and defend confusions using valid information (e.g., print, subscription, databases, web resources). • Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., web, documents, interviews). • Apply speaking skills to communicate key ideas in a variety of situations. • Use various ways to prepare production. • Select appropriate text structures for production. • Revise the content to improve writing for meaning, clarity, and purpose (e.g., quality of ideas, organization, sentence fluency, word choice, voice). • Evaluate and synthesize information to prioritize what is needed for production. • Refine writing and/or speaking skills to communicate key ideas in a variety of situations. • Use various equipment and/or software for advanced media production. • Identify and incorporate design principles in broadcast, video, Internet, audio, and/or mobile production • Locate career opportunities that appeal to personal goals • Align personal interests and aptitudes to selected careers. 	

DIGITAL MEDIA (BUSINESS DEPARTMENT OFFERING)	
Course #: 270602	Prerequisite: Digital Design
Class Fee: n/a	Pathway(s): Video Production and Web Development
Course Description: Students will create, design and produce digital media including sound, video, graphics, text, and animation. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management and web processes.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • examine emerging trends within the communication arts industry. • create and edit images and graphics. • know and differentiate between different digital media file formats. • plan, produce, edit, and publish digital audio. • plan, produce, edit, and publish digital video. • plan, produce, edit, and publish animations. • explore the use of industry specific hardware and software. • identify the necessary skills to succeed in visual design fields and examine their programs of study. • evaluate digital media projects for voice, message, visual appeal, or content. • analyze and comply with copyright laws. 	

COMPUTER SCIENCE - COURSE OFFERINGS CAREER EDUCATION DEPARTMENT

Faculty: Julie Lodes

Department Chair: Jim Jennings

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open to</u>
270702	Advanced Placement Computer Science Principles (PLTW)	Full Year	2	10-12
270700	Advanced Placement Computer Science A	Full Year	2	10-12
270711	Cybersecurity (PLTW)	Semester	1	10-12
270710	Computer Science Essentials	Semester	1	9-12

Project Lead the Way

Connecting the Classroom to the World Beyond

Our activity-, project-, and problem-based (APB) instructional design centers on hands-on, real-world activities, projects, and problems that help students understand how the knowledge and skills they develop in the classroom may be applied in everyday life. The APB approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem.

This approach provides students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning.

Activity, Project, Problem-based Learning Approach



Partnering to Deliver Exceptional Classroom Experiences

When developing and updating our curriculum, we seek ongoing input and feedback from students, teachers, administrators, and subject-matter experts. A critical component of this curriculum-development process is our pilot process, which gives us the opportunity to deploy new material in a limited number of classrooms and apply learnings from the pilot before releasing a new course or significant course update. Our work is also informed by current research and experts in academia and industry.

Furthermore, members of our team bring both industry and business experience to PLTW and influence the in-demand, transportable knowledge and skills we embed in our programs. This powerful combination of educators and industry professionals allows us to create a comprehensive learning experience that is unmatched.

COURSE DESCRIPTIONS

<i>ADVANCED PLACEMENT COMPUTER SCIENCE A</i>	
Course #: 270700	Prerequisite: PLTW AP Computer Science Principles or Instructor Approval
Class Fee: dual credit option fees apply	Pathway(s): Computer Science
Course Description: This is a dual credit course through University of Nebraska – Omaha. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object – oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple, problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • design, implement, and analyze solutions to problems. • use and implement commonly used algorithms. • use standard data structures. • develop and select appropriate algorithms and data structures to solve new problems. • write solutions fluently in an object-oriented paradigm. • write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset. • read and understand programs consisting of several classes and interacting objects. • read and understand a description of the design and development process leading to such a program. • understand the ethical and social implications of computer use. 	

<i>PLTW ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES</i>	
Course #: 270702	Prerequisite: Exploring Computer Science or Instructor Approval
Class Fee: dual credit option fees apply	Pathway(s): Computer Science, Software Development
Course Description: This is a dual credit course through University of Nebraska – Omaha. Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. Students will be creating pixel art, digital scenes, and mobile apps. There are two main projects for the course. Students interested in exploring Computer Science as a career option would benefit from this course.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • know how the Internet works and its impacts on society. • program and rapidly prototype small JavaScript applications both to solve problems and to satisfy personal curiosity. • collect, analyze, and visualize data to gain insight and knowledge. • evaluate the beneficial and harmful effects to people and society brought on by computer innovations. 	

PLTW COMPUTER SCIENCE ESSENTIALS	
Course #: 270711	Prerequisite: n/a
Class Fee: n/a	Pathway(s): PLTW Computer Science
<p>Course Description: Computer Science Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will create usable apps. Students will sharpen their computational thinking skills by transitioning to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. If time allows, students will learn the power of text-based programming as they are introduced to the Python® programming language. The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> • implement the problem-solving process. • learn how humans use computers to solve problems. • use tools to build interactive animations and games. • create Android Apps. • create and use algorithms to solve problems. • learn the basics of abstraction and how it is used in computing. 	

PLTW CYBERSECURITY	
Course #: 270710	Prerequisite: Algebra 1 with a “C” or better
Class Fee: dual credit option fees apply	Pathway(s): Software Development
<p>Course Description: This is a dual credit course through University of Nebraska – Omaha. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object – oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple, problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> • design, implement, and analyze solutions to problems. • use and implement commonly used algorithms. • use standard data structures. • develop and select appropriate algorithms and data structures to solve new problems. • write solutions fluently in an object-oriented paradigm. • write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset. • read and understand programs consisting of several classes and interacting objects. • read and understand a description of the design and development process leading to such a program. • understand the ethical and social implications of computer use. 	

FCS - COURSE OFFERINGS**CAREER EDUCATION DEPARTMENT****Faculty: Laura Lovercheck****Department Chair: Jim Jennings**

Course #	Class Title	Course Length	Credits	Open to
090119	Child Development	Semester	1	11-12
090103	Clothing and Textiles	Semester	1	9-12
090117	Family Relationships	Semester	1	11-12
090107	Foods 1	Semester	1	9-12
090129	Foods 2	Semester	1	10-12
090130	Foods 3	Semester	1	10-12
090107	Housing and Home Furnishings	Semester	1	9-12
090126	Intro to Design	Semester	1	9-12
090124	Nutrition	Semester	1	9-12

COURSE DESCRIPTIONS

CHILD DEVELOPMENT	
Course #: 090119	Prerequisite: Open to 11 th or 12 th grade students
Class Fee: n/a	
Course Description: This course focuses on child development from infancy to age 6. The class topics uncovered in this course are child social development, emotional development, intellectual development, physical development, health and safety of a child, guiding children's behavior, supporting children's developmental milestones, planning learning activities for children, childcare settings, and exploration of careers in early childhood/family life education. Parenting skills will be integrated throughout each level of development. Influences on parenting, decisions parents face, family planning, conception, prenatal development, healthy pregnancy, birth, care of the newborn are topics that will also be covered.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • define, family, children, parenting. • identify methods of family planning. • analyze contraception. • simplify prenatal development and pregnancy. • analyze childbirth. • describe and demonstrate basic infant care. • summarize infant social, emotional, physical and intellectual development. • summarize toddler social, emotional, physical and intellectual development. • summarize pre-school social, emotional, physical and intellectual development. • summarize school age social, emotional, physical and intellectual development. 	

CLOTHING AND TEXTILES	
Course #: 090103	Prerequisite: Intro to Design
Class Fee: Varies depending on project choices	
Course Description: Clothing & Textiles allows students to understand the knowledge and skills needed for clothing care, construction, and the clothing/fashion/textiles industry. Topics covered in this course include trends in clothing, understanding color & design, fabric construction and finishes, construction techniques, and garment construction.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand the role apparel plays in their lives. • examine how to make good decisions regarding clothing, apparel and textile selection. • demonstrate construction techniques. 	

FAMILY RELATIONSHIPS	
Course #: 090117	Prerequisite: Open to 11 th or 12 th grade students
Class Fee: n/a	
Course Description: The course includes the study of interpersonal relationships and the effect of these relationships on the well-being of individuals, families, workplace and society. The course includes concepts such as effective communication, establishing and maintaining relationships, diverse family systems, characteristics of personal development and the impact of relationships on personal and career success. Other topics may include the impact of children in the families, parenting responsibilities, conception & birth, growing older and death. Students will apply these concepts through service toward the school, family, community and world.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • describe your personality and how personality work together. • define family. • identify the roles and responsibilities of family members. • analyze combinations within singles, friends and families. • interpret couple relationships. • explain the impact of children on families. • describe basic parenting responsibilities. • analyze conception, prenatal development and birth. • justify death and dying (growing older). • inter – family management techniques. 	

FOODS 1	
Course #: 090107	Prerequisite: Nutrition
Class Fee: \$10.00	
Course Description: Foods 1 allows students to understand the knowledge and skills for foundational food preparation and food science. This course covers food and kitchen safety, kitchen equipment, preparation techniques, cooking methods and food preparation of foundational foods such as fruits and vegetables, meat and poultry, breads and desserts and eggs and cheese.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate nutrition and wellness practices that enhance individual and family well -being in regards to food choices, food safety and food preparation. • integrate knowledge, skills and practices required for careers in food sciences, food technology, dietetics and nutrition. • demonstrate cookery, cooking methods, and preparation techniques of various food items. • demonstrate food and kitchen safety practices. • identify kitchen equipment and correctly demonstrate usage. 	

FOODS 2	
Course #: 090129	Prerequisite: Nutrition and Foods 1
Class Fee: \$10.00	
Course Description: This course allows students to further their understanding of the knowledge and skills for food preparation and food science. The course offers food preparation techniques, cooking methods, meal planning, and careers within the food industry. Topics covered in Foods II are more complex and require students to use knowledge gained in Foods I to prepare various food products including, but not limited to, desserts, casseroles, salads, soups, pizzas, and sandwiches. Food entrepreneurship and innovation are additional possibilities to explore if time permits.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate nutrition and wellness practices that enhance individual and family well-being in regards to food choices, food safety and food preparation. • integrate knowledge, skills and practices required for careers in food sciences, food technology, dietetics and nutrition. • demonstrate cookery, cooking methods, and preparation techniques of various food items. • demonstrate food and kitchen safety practices. • identify kitchen equipment and correctly demonstrate usage. 	

FOODS 3	
Course #: 090130	Prerequisite: Nutrition, Foods 1 and Foods 2
Class Fee: \$10.00	
Course Description: Students will have real life experiences working within the food industry. Students will have a variety of experiences arranging, planning, pricing, formatting and engineering various menus. Cost control principles in purchasing, receiving, storage and inventory management principles will be explored and applied to a local food establishment managed by the class. Students will explore the cost of labor, staffing and training individuals to work in various establishments. Students will gain experience working with a point of sale system and operating budgets.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • analyze criteria that customers use in the decision making process. • interpret the basic principles of sanitation and safe food handling. • interpret the basic principles related to changes in food and food products. • utilize understanding of the backs principles of research and development, food analysis, and sensory evaluation in the field of food. • explore technological advances that affect the global food supply. • produce and serve flavorful, aesthetically pleasing, nutritious food. • demonstrate proper measurement procedures for food service. • explain scientific principles related to food prep. • evaluate critical control points and analyze hazards. • summarize best practices in food service. • demonstrate safe and efficient practices in the preparation of foods. • explain how customer demand drives products. • examine the relationship between convenience and nutrition. • assess career options and employment skills required in the food industry. 	

HOUSING AND HOME FURNISHINGS	
Course #: 090107	Prerequisite: Intro to Design
Class Fee: n/a	
Course Description: Housing and Home Furnishings equips students with the knowledge and skills necessary in selecting/planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, environmental, maintenance, and aesthetic factors are examined through the course. Housing styles, ownership options, housing issues, elements and principles of design, trends in housing interiors, furniture and appliances, landscaping, remodeling/renovating, and exploration of housing-related careers are all topics covered during the course.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • integrate knowledge, skills and practices required for (careers) designing housing, interiors and furnishings. • identify housing trends. • demonstrate elements and principles of design concepts (including color). • create sample boards. • analyze traffic patterns and floor plans. • define housing and homes. • understand basic home construction and landscaping practices. • identify needs of an individual or family and apply housing applications. 	

INTRO TO DESIGN	
Course #: 090126	Prerequisite: n/a
Class Fee: n/a	
Course Description: Foundational design course, covering theories, processes, vocabulary and techniques common to design disciplines focusing on interior design and fashion design. Students will develop and apply their knowledge through analysis, critique and individual and collaborative exercises and projects. Real life experiences will be integrated with the course.	

Course Outcomes: The student will...
<ul style="list-style-type: none"> analyze effects of textile characteristic on design, construction, care, use and maintenance of products. critique use of appropriate textiles for a design project. evaluate the use of elements and principles of design. analyze the interactions between color and design. analyze components of design for their effect on various products. utilize technology to design within the design industry. apply design knowledge, skills, processes, the oral, written, and visual presentation skills to communicate design ideas. analyze career paths within the design industry.

<u>NUTRITION</u>	
Course #: 090124	Prerequisite: n/a
Class Fee: n/a	
<p>Course Description: Nutrition focuses on you and the ever-changing world of food. The course will prepare individuals for living on their own in terms of eating, purchasing and keeping food safe. The course provides students with a good foundation of knowledge for working in the kitchen in Foods I, II and III. This course covers a wide variety of food topics including the importance of food in our lives, the food supply, nutrition, MyPlate, the current USDA dietary guidelines, serving sizes, food labels and product information, eating patterns, meal planning, shopping for food and wise food consumerism, and food safety.</p>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> identify the importance of food in our lives. analyze the food supply. assess nutrition of foods. evaluate the current USDA food guidance system and Dietary Guidelines. discuss present and past food serving sizes. summarize the food nutrition label and other product information. analyze eating patterns. build a meal plan. justify food consumerism and shopping for food. outline and practice proper food safety measures in the kitchen. 	

INDUSTRIAL TECH - COURSE OFFERINGS CAREER EDUCATION DEPARTMENT

Faculty: Michael Bos, Dustin Foutch

Department Chair: Jim Jennings



Course #	Class Title	Course Length	Credits	Open to
100110	Construction Technology 1 1 st Semester	Semester (2 period block)	2	11-12
100120	Construction Technology 2 2 nd Semester	Semester (2 period block)	2	11-12
100140	Design and Fabrication	Semester	1	11-12
100100	Introduction to Skilled and Technical Sciences	Semester	1	9-12
103195	Robotics 1	Semester	2	11-12
103196	Robotics 2	Semester	2	11-12
101620	Small Engines 1	Semester	1	11-12
101930	Welding 1	Semester	1	9-12
101940	Welding 2	Semester	1	10-12
101920	Woods 1	Semester	1	9-12
101921	Woods 2	Semester	1	10-12

COURSE DESCRIPTIONS

<u>CONSTRUCTION TECHNOLOGY 1</u>	
Course #: 100140 (2 period block)	Prerequisite: Introduction to Skilled and Technical Sciences, Woods 1, classified as a 11 th or 12 th grade student and must possess a valid driver's license.
Class Fee: n/a	Pathway(s):
Course Description: This course is intended to teach students each trade as it relates to residential construction including residential framing, roofing, plumbing, electrical, concrete, masonry, and drywall. The course will plan and build a project from start to finish for a member of the Springfield Community. A typical project will include a storage shed. This course is intended to be a combination of Construction 1 (100140) and Construction 2 (100141). Students are encouraged to sign up for both semesters.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • have an awareness and sensitivity to natural and man-made environments. • examine a variety of objects and apply the elements and principles of design. • use inventive and imaginative expression through art materials and tools. • be able to design, develop and create artworks using a variety of art materials. • learn to appreciate art of the past and present. • continue on their growth of aesthetics through visual discrimination and judgment. 	

<u>CONSTRUCTION TECHNOLOGY 2</u>	
Course #: 100141 (2 period block)	Prerequisite: Introduction to Skilled and Technical Sciences, Woods 1, Construction Tech 1, classified as a 11 th or 12 th grade student and must possess a valid driver's license.
Class Fee: n/a	Pathway(s):
Course Description: This course is intended to teach students each trade as it relates to residential construction including residential framing, roofing, plumbing, electrical, concrete, masonry, and drywall. The course will plan and build a project from start to finish for a member of the Springfield Community. A typical project will include a storage shed. This course is intended to be a combination of Construction 1 (100140) and Construction 2 (100141). Students are encouraged to sign up for both semesters.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • have an awareness and sensitivity to natural and man-made environments. • examine a variety of objects and apply the elements and principles of design. • use inventive and imaginative expression through art materials and tools. • be able to design, develop and create artworks using a variety of art materials. • learn to appreciate art of the past and present. • continue on their growth of aesthetics through visual discrimination and judgment. 	

<u>DESIGN & FABRICATION</u>	
Course #: 100140	Prerequisite: Student must have completed one of the pathways to be enrolled in the course.
Class Fee: student must purchase the materials for their project and must provide their own safety glasses.	Pathway(s):
Course Description: This course will provide students the opportunity to work time sensitive projects, design and fabricate their own project, college and career planning, and job shadowing experiences	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate proper safety procedures and considerations in the woods laboratory. • complete written and practical safety tests to a 100% on all power tools used. • demonstrate an ability to complete project(s) on time. • effectively plan out project with oversight from instructor. • complete exploratory activities towards planning for their future. 	

<u>INTRODUCTION TO SKILLED & TECHNICAL SCIENCES</u>	
Course #: 100100	Prerequisite: None
Class Fee: None	Pathway(s):
Course Description: The purpose of this class is to prepare students for all pathways in the STS department as well as the prerequisite for every class in the STS pathways. Students will create 3D models, create and read blueprints, use blueprints to manufacture multiple projects and be introduced to all SYS career pathways offered at Platteview High School.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • accurately use appropriate measurement methods. • use proper drafting terminology, symbols, codes, and standards. • neatly sketch objects in 2D and 3D. • create technical drawings. • apply industry standards to basic dimensioning and notation practices.. • use basic math skills to calculate scale factors. • use CAD to create 2D and 3D drawings. • explore potential interests in Industrial Technology opportunities. • safely use hand tools to create a project from a set of blueprints. 	

<u>ROBOTICS 1</u>	
Course #: 103195	Prerequisite: Introduction to Skilled & Technical Sciences
Class Fee: n/a until student completes Robotics 2	
Course Description: Robotics is intended to teach students the engineering design process and how it correlates to the robotics industry. Students will learn the basic robotics components through various hand-on design projects. Each project will be completed in a design team of 2-3 students. This course will also prepare students to compete in multiple SkillsUSA robotics competitions. First semester will be spent reviewing 3D modeling, introducing the engineering design process, and building a basic level robot. Second semester will consist of designing and building a competition caliber robot, and their own 3 lb. "battle bot".	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • apply safety principles, practices and guidelines to the work environment. • employ engineering design process principles to solve an engineering problem. • describe the functions of a basic robot. • design and assemble robots that are functionally and structurally sound. • investigate careers in robotics to gain knowledge for informed career decisions. • demonstrate use of engineering communications. 	

<u>ROBOTICS 2</u>	
Course #: 103196	Prerequisite: Introduction to Skilled & Technical Sciences; Robotics 1
Class Fee: 2 nd Semester: \$20 – Q4 Project Costs	
Course Description: Robotics is intended to teach students the engineering design process and how it correlates to the robotics industry. Students will learn the basic robotics components through various hand-on design projects. Each project will be completed in a design team of 2-3 students. This course will also prepare students to compete in multiple SkillsUSA robotics competitions. Second semester will consist of designing and building a competition caliber robot, and their own 3 lb. "battle bot".	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • apply safety principles, practices and guidelines to the work environment. • employ engineering design process principles to solve an engineering problem. • describe the functions of a basic robot. • design and assemble robots that are functionally and structurally sound. • investigate careers in robotics to gain knowledge for informed career decisions. 	

- demonstrate use of engineering communications.

SMALL ENGINES 1	
Course #: 101620	Prerequisite: Introduction to Skilled & Technical Sciences, 11 th or 12 th grade standing
Class Fee: None	
Course Description: The purpose of this course is to cover the operation, maintenance and repair of small gasoline engines. Small Engines 2 coming soon...	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate proper safety procedures in the small engines laboratory • learn proper use of tools and measuring instruments • demonstrate proper use of fasteners, sealants, and gaskets • know basic engine construction and principles of operation • learn the differences between four and two stroke engines • understand basic theory of carburetor • know basic theory of ignition systems • understand basic theory of cooling systems • know basic theory of the lubrication system 	

WELDING 1	
Course #: 101930	Prerequisite: Introduction to Skilled & Technical Sciences
Class Fee: \$45	
Course Description: The purpose of this course is to introduce you to oxy-fuel welding and cutting, arc welding, basic sheet metal projects, and a basic Metal CNC project to create a hitch cover.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate proper safety procedures and demonstrations in the woods laboratory. • complete written and practical safety test on all power tools used. • know selection and identifying materials. • identify quality welds that are the products of various welding techniques. • set up configurations or various welding equipment. • develop the skills needed to weld. 	

WELDING 2	
Course #: 101940	Prerequisite: Introduction to Skilled & Technical Sciences, Welding 1
Class Fee: \$45	
Course Description: The purpose of this course is to continue advancing you welding techniques while introducing you to Metal Inert Gas welding, plasma cutting and Metal CNC work.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate proper safety procedures and demonstrations in the woods laboratory. • complete written and practical safety test on all power tools used. • know selection and identifying materials. • identify quality welds that are the products of various welding techniques. • set up configurations or various welding equipment • develop the skills needed to weld at an advanced level • identify different types of metal • be able to weld different types of metal 	

<u>WOODS 1</u>	
Course #: 101920	Prerequisite: Introduction to Skilled & Technical Sciences
Class Fee: \$80	
Course Description: The purpose of this class is to introduce you to woodshop safety and the basics of woodworking. We will review reading a ruler and blueprint, cover in-depth safety of all tools and machines in the woodshop, and build four different projects that will increase in difficult each time.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand proper safety procedures and demonstrations in the woods laboratory. • complete written and practical safety tests on all power tools used. • demonstrate correct selection and identification of materials • understand measurement, layout and rough out materials • demonstrate planning ability • understand adhesives, fastening, gluing and clamping • demonstrate knowledge of finishes • complete project evaluation and rubrics 	

<u>WOODS 2</u>	
Course #: 101921	Prerequisite: Introduction to Skilled & Technical Sciences, Woods 1
Class Fee: \$80	
Course Description: The purpose of this class is to continue to build your woodworking knowledge by introducing you to advanced woodworking tools, jointer, project skills, and CNC wood router work. We will make an entryway mirror frame with a shelf, crown molding and CNC work, as well as building a nightstand that will teach you cabinet making skills. With the remaining time in the semester you will have an opportunity to design and build a project of your own.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate proper safety procedures and demonstrations in the woods laboratory. • complete written and practical safety tests on all power tools used. • demonstrate correct selection and identification of materials • understand measurement, layout and rough out materials • complete planning, designing, and materials list • understand adhesives, fastening, gluing and clamping • demonstrate finishing with a sprayer • understand CNC operation • complete project evaluation and rubrics 	

WOODS 2	
Course #: 101921	Prerequisite: Introduction to Skilled & Technical Sciences, Woods 1
Class Fee: \$80	
Course Description: The purpose of this class is to continue to build your woodworking knowledge by introducing you to advanced woodworking tools, jointer, project skills, and CNC wood router work. We will make an entryway mirror frame with a shelf, crown molding and CNC work, as well as building a nightstand that will teach you cabinet making skills. With the remaining time in the semester you will have an opportunity to design and build a project of your own.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate proper safety procedures and demonstrations in the woods laboratory. • complete written and practical safety tests on all power tools used. • demonstrate correct selection and identification of materials • understand measurement, layout and rough out materials • complete planning, designing, and materials list • understand adhesives, fastening, gluing and clamping • demonstrate finishing with a sprayer • understand CNC operation • complete project evaluation and rubrics 	

LANGUAGE ARTS - COURSE OFFERINGS LANGUAGE ARTS DEPARTMENT



**Faculty: Kristina Bell, Kelly Falch,
Anna Hartwig, and Michael Kersulov**

Department Chair: Dr. Kersulov

Course #	Class Title	Course Length	Credits	Open to
050151	AP Literature and Composition+	Year	2	11-12
050100	Composition [^]	Semester	1	12
059930	Contemporary Literature [^]	Semester	1	12
050022	English 10	Year	2	10
050023	English 11	Year	2	11
050021	English 9	Year	2	9
059930	English 9 Lab*	Semester	1	9
059934	Honors English 12+	Year	2	12
059932	Honors English 10+	Year	2	10
059931	Honors English 9+	Year	2	9
050310	Multicultural American Literature [^]	Semester	1	12
050401	Publications 1*	Semester	1	9-12
050402	Publications 2*	Semester	1	9-12
050502	Public Speaking*	Semester	1	10-12
050600	Theatre 1*	Semester	1	10-12
050650	Theatre 2*	Semester	1	10-12
059932	World Literature [^]	Semester	1	12

[^]Indicates a course that counts for a senior ELA elective credit for graduation

****Indicates an elective course (does not count as an ELA elective for graduation)***

+Indicates a weighted course

Green print indicates a dual credit course

Blue print indicates a specialized course offering – see course description for more details.

Students must have 8 credits of ELA credit to graduate

See chart on next page that outlines ELA course planning for each graduation path that Platteview High School offers.

<u>Graduation Path</u>	Courses recommended for students planning to attend a two-year college or go straight into the workforce or military	Courses recommended to prepare students that plan to attend UNL or equivalent university	Courses recommended for students planning to attend a two-year college or go straight into the workforce or military
	<u>College and Career Path</u>	<u>University Bound Path</u>	<u>Distinguished Path</u>
9th Grade	English 9	English 9 Honors	Honors English 9
10th Grade	English 10	English 10 Honors	Honors English 10
11th Grade	English 11	AP Lit and Comp (English 1010 and 1020 Dual Credit)	AP Lit and Comp (English 1010 and 1020 Dual Credit)
12th Grade	Two semester core ELA electives required	Either English 12 Honors+ (English 2450 and English 2610 Dual Credit) or Two semester core ELA electives required	English 12 Honors+ (English 2450 and English 2610 Dual Credit)
Notes	Semester ELA elective courses that count for graduation requirements may not be repeated for credit	*Coursework would prepare students for UNL or equivalent institution. +Students may elect to earn dual credit in this course.	*Coursework would best prepare students for UNL or equivalent institution and are ELA courses required for the Distinguished Path. +Students may elect to earn dual credit in this course.
<u>ELA Electives (Semester Courses)</u>	<u>General ELA Electives (Semester Courses)</u>		
<i>These electives would meet grad requirements</i>	<i>These courses are for elective credit only and do not count towards ELA credit required for graduation.</i>		
Multicultural Literature	Dual Credit Speech (through Metro Community College online)		
World Literature	Publications 1 (Fall)		
Contemporary Literature	Publications 2 (Fall)		
Composition	^Theatre 1 (Fall)		
Dual Credit Speech (through Metro Community College online)	^Theatre 2 (Spring)	^Indicates elective courses that are subject to instructor availability without a 7th assignment and to sufficient enrollment.	

Characteristics of Regular, Honors and Advanced Placement Language Arts Courses

<i>Characteristic</i>	<i>Regular</i>	<i>Honors</i>	<i>Advanced Placement</i>
Course Content	Survey course of literature, composition and speech; designed to reinforce basic skills to prepare for a variety of post-secondary options	For the exceptional student who needs a challenge; college prep curriculum guides the pace	College curriculum guides the pace
Reading Habits	Reads when assigned	Reads independently and frequently for pleasure	Reads independently and frequently for pleasure and to supplement prior
Learning Independence and Desire to Exceed	Willing to meet class requirements	Willing to exceed class requirements	Willing to exceed class requirements
Work Habits / Willingness to Study	Timely completion of all work given; <u>average</u> of two hours homework weekly	Timely, thoughtful, careful completion of all work. Independent study expected. <u>Average</u> of four to five hours of homework weekly	Timely, thoughtful, careful completion of all work. Independent study expected. <u>Average</u> of five to six hours of homework weekly
Writing Ability	Basic understanding and use of Six Traits and Step Up to Writing	Advanced application of Six Traits and Step Up to Writing to independently analyze, edit and revise, focusing on the college	Mastery of Six Traits and Step Up to Writing to analyze and synthesize independently at the college level
Summer Reading Requirements	None	1 novel for 9 th and 10 th grade, 1 play for 11 th grade	2+ novels
Average Daily Reading Requirements	15 pages for 9 th and 10 th grade; 20 pages for 11 th and 12 th grade	30-35 pages for 9 th and 10 th grade; 35 pages for 11 th grade	35 pages (depending on the difficulty of the material)
Enthusiasm for Subject Matter	Recognizes the need for an importance of reading and writing for post-secondary opportunities	Enjoys reading and discussing literature and writing as a form of self- expression	Enjoys reading and discussing literature and the artistic impulse behind it and writing as a form of self- expression

COURSE DESCRIPTIONS

ADVANCED PLACEMENT LITERATURE AND COMPOSITION+	
Course #: 050051	Prerequisite: Completion of summer reading project; English 10 or Honors English 10
Class Fee: None	This course serves as the honors level ELA course for seniors.
<p>Course Description: AP Literature and Composition is designed to help students develop higher level literacy skills in an advance classroom setting, using a full year to complete two dual credit courses: English Language and Writing (Fall semester) and Composition, Language, and Literature (Spring Semester). The course goal is threefold: 1) to prepare students for college level reading, writing and communication skills; 2) to prepare students for the AP English test; and 3) to help students successfully complete 6 hours of college level credit.</p> <p>The following are the course descriptions for each semester of the year – long course.</p> <p>Fall Semester: English 1010: English Language and Writing (3) (course description from Wesleyan 1010 Handbook) A course designed to help students write with clarity, confidence, and conviction through regular practice in writing (including argument and exposition, writing as discovery, and personal exploration). Particular attention will be given to the role of revision in the writing process. This course also includes a study of language and its social roles, with special attention to the origin, development, and current nature of the English language.</p> <p>Spring Semester: English 1020: Composition, Language, and Literature (3) (course description from Wesleyan 1010 Handbook) This is a course in which students develop their composition skills through reading and writing about literature. The course includes a discussion of multiple genres and of literary works’ historical and cultural contexts. Students will develop skills of writing in multiple forms and will learn the skills and terminology appropriate to discussing literary works in different genres. Students will receive instruction in writing skills such as structuring an argument, using evidence from multiple sources, using conventions appropriately, and refining an essay through revision.</p>	
<p>Course Outcomes: (taken from Wesleyan Handbook) Fall Semester: English 1010 The student will...</p>	
<ul style="list-style-type: none"> • focus their writing on specific purposes; 	
<ul style="list-style-type: none"> • respond to the needs of different audiences; 	
<ul style="list-style-type: none"> • respond appropriately to a variety of rhetorical situations; 	
<ul style="list-style-type: none"> • use conventions of format, structure and tone appropriate to particular writing tasks; 	
<ul style="list-style-type: none"> • consider how genres shape reading and writing. 	
<ul style="list-style-type: none"> • use writing and reading for inquiry, learning, thinking, and communicating; 	
<ul style="list-style-type: none"> • consider how what they bring to a text guides their interpretation of that text; 	
<ul style="list-style-type: none"> • understand a writing assignment as a series of recursive tasks, including finding, evaluating, and analyzing, and synthesizing appropriate primary and secondary sources; 	
<ul style="list-style-type: none"> • integrate their own ideas with those of others (“enter into conversations” about various issues); 	
<ul style="list-style-type: none"> • consider the relationships among language, knowledge and power. 	
<ul style="list-style-type: none"> • recognize that it usually takes a multiple drafts to create a successful text; 	
<ul style="list-style-type: none"> • develop flexible strategies for generating, revising, editing, and proofreading; 	
<ul style="list-style-type: none"> • understand writing as an open process that permits writers to use later invention and re-thinking to revise their work; 	
<ul style="list-style-type: none"> • understand the collaborative and social aspects of writing processes, learning to critique their own and others’ work; 	
<ul style="list-style-type: none"> • learn to balance the advantages of relying on others with the responsibilities of contributing their input and working on their own; 	
<ul style="list-style-type: none"> • use appropriate technologies to do research and to communicate ideas. 	
<ul style="list-style-type: none"> • develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics: 	
<ul style="list-style-type: none"> • practice appropriate means of documents their work; 	
<ul style="list-style-type: none"> • think strategically about such surface features as syntax, usage, punctuation, and spelling in the context of their own and others’ work; 	
<ul style="list-style-type: none"> • understand the holistic nature of “good” writing (i.e., that surface correctness alone does not make writing 	

“good”)
Spring Semester: English 1020 The student will...
<ul style="list-style-type: none"> • focus their writing on specific purposes; • respond to the needs of different audiences; • respond appropriately to a variety of rhetorical situations; • use conventions of format, structure and tone appropriate to particular writing tasks; • understand how literary genres shape both reading and writing; • distinguish literary features of works from different historical periods and/or regions; • distinguish among literary genres (fiction, poetry, drama, non-fiction) and be able to use the appropriate terminology for discussing each form; • recognize that there are multiple purposes for literary writing (i.e., beyond autobiographical self expression); • understand that different critical approaches to a literary text will product different analyses rather than a single “right interpretation”. • use writing and reading for inquiry, learning, thinking, and communicating; • recognize that what they bring to a text guides their interpretation of that text; • understand a writing assignment as a series of recursive tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; • integrate their own ideas with those of others (“enter into conversations” about various issues); • recognize that it takes a multiple drafts to create a successful text; • develop flexible strategies for generating, revising, editing, and proofreading their own writing; • know how to use quotations from a literary work as evidence n a written argument or oral discussion; • understand writing as an open process that permits writers to use later invention and re-thinking to revise their work; • be able to critique their own and others’ work; • combine the advantages of relying on others with the responsibilities of contributing their input and working on their own; • know how to use appropriate reference sources in analyzing literary texts • know how to use a variety of technologies to do research and to communicate ideas. • master conventions ranging from structure and paragraphing to tone and mechanics. • practice appropriate means of documenting their work; and • strategically address such surface features as syntax, usage, punctuation, and spelling in the context of their own and others’ work.

COMPOSITION[^]	
Course #: 050100	Prerequisite: English 11 or Honors English 11
Class Fee: n/a	Elective ELA Course that counts for graduation
<p>Course Description: Composition is a senior level English course designed to prepare students for independent reading and writing skills oriented toward composition at the post-secondary level. The focus of each quarter will be the application of various rhetorical modes, research practices, and effective methods for organizing, writing, and formally presenting formal essays and papers. Additionally, the aim is for students to become increasingly comfortable with independent writing for both career and college settings, in which writers draw on skills related to the writing process, reading as a model for writing, and writing within multiple mediums. This includes traditional print, digital, and multimodal compositions. The course will also address multiple writing styles, MLA and APA formatting, and writing for multiple real-world purposes. Composition awards a core English credit for 12th grade students that are not enrolled in AP Literature and Composition or English Honors 12.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> • practice and expand reading, speaking, writing, spelling, and vocabulary skills at the English 12 level. • identify and apply different rhetorical modes for the purpose of writing. • identify and apply research practices and effective methods for organizing, writing, and formally presenting 	

formal essays and papers.
<ul style="list-style-type: none"> identify and analyze different themes in literature and provide evidence from the text to support identification and analyses.
<ul style="list-style-type: none"> identify and analyze elements of fiction and provide evidence from the text to support identification and analyses.
<ul style="list-style-type: none"> identify and analyze elements of nonfiction or informational material and provide proof of understanding the text.
<ul style="list-style-type: none"> analyze the aesthetic qualities of various forms of literature with a focus of using exemplars as writing models.
<ul style="list-style-type: none"> analyze and express authors' political, social, and cultural ideologies as portrayed in selected works.
<ul style="list-style-type: none"> identify and express in own writing students' political, social, and cultural ideologies.
<ul style="list-style-type: none"> understand and apply the writing process for various formal and informal purposes, including journaling, essays, digital compositions, and speeches.
<ul style="list-style-type: none"> develop listening skills used as a communicator in the communication process.

CONTEMPORARY LITERATURE[^]	
Course #: 059930	Prerequisite: English 11 or Honors English 11
Class Fee: n/a	Elective ELA Course that counts for graduation
<p>Course Description: Contemporary Literature is a senior level English course that focuses on literature within the past 100 years. While drawing on a variety of genres within modern novels, nonfiction, poetry, short stories, drama, and personal essays, the course aims to frame social and cultural views of the contemporary world and related issues and concerns through literature. Additionally, the course will address various literary critique strategies and philosophies, including: modern, post-modern, structuralism, new criticism, historical, and reader-response. Readings, writing, oral presentations, and discussions in the course will be oriented in ways to foster critical thinking skills and clarity of communication. Multimodal materials/writing will be central to exploring contemporary communication, including, but not limited to, digital media, image and print, speeches, film, and social media. Contemporary Literature awards a core English credit for 12th students that are not enrolled in AP Literature and Composition.</p>	
<p>Course Outcomes: The student will...</p>	
<ul style="list-style-type: none"> practice and expand reading, speaking, writing, spelling, and vocabulary skills at the English 12 level. 	
<ul style="list-style-type: none"> identify and analyze different types of text related to social and cultural views of the contemporary world and related issues and concerns. 	
<ul style="list-style-type: none"> identify and analyze different themes in literature and provide evidence from the text to support identification and analyses. 	
<ul style="list-style-type: none"> identify and analyze elements of fiction and provide evidence from the text to support identification and analyses. 	
<ul style="list-style-type: none"> identify and analyze elements of nonfiction or informational material and provide proof of understanding the text. 	
<ul style="list-style-type: none"> analyze the aesthetic qualities of various forms of literature within social and cultural views of the contemporary world and related issues and concerns. 	
<ul style="list-style-type: none"> analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays, and poems. 	
<ul style="list-style-type: none"> analyze and express authors' political, social, and cultural ideologies as portrayed in selected works. 	
<ul style="list-style-type: none"> understand and apply the writing process for various formal and informal purposes, including journaling, essays, digital compositions, and speeches. 	
<ul style="list-style-type: none"> develop listening skills used as a communicator in the communication process. 	

ENGLISH 9	
Course #: 050021	Prerequisite: n/a
Class Fee: n/a	
<p>Course Description: The curriculum in this course is designed to broaden your literary knowledge, deepen your thinking about important topics, develop your communication skills, connect your learning to other classes, and give you multiple opportunities to work with a variety of people on different tasks.</p>	
<p>Course Outcomes: The student will...</p>	
<ul style="list-style-type: none"> write expository essays. 	

• improve spelling and vocabulary skills.
• improve composition skills—including grammar, punctuation, and capitalization.
• know and apply the six traits of writing.
• study various genres in literature, including, non-fiction, fiction, poetry, plays, short stories and novels.
• identify the basic elements of literature.
• comprehend and analyze literature.
• practice and apply skills in oral communication.
• use library resources for assignment research
• use and apply listening skills.

ENGLISH 9 LAB[^]	
Course #: 059930	Prerequisite: Recommended for placement to support student in ELA.
Class Fee: n/a	<i>This course counts for a general elective credit; however it does not count for 1 of the 8 credits required in ELA.</i>
Course Description: Students that have been identified as likely to struggle in English 9 will be recommended to enroll in the English 9 Lab concurrently with English 9. Staff will use the following information to identify students that are likely to struggle with the rigor of English 9: MAP and NESAs scores, teacher recommendation and family input. The English 9 Lab will provide students additional support in passing English 9 and preparing for subsequent courses in Language Arts. *Course will be graded each semester on a pass/fail basis according to the rubric included on the last page of the ELA section of this guide. Students that pass this course will receive elective credit by semester.	
The English Lab works to support students in the four core ELA Nebraska Standards	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • learn and apply reading skills and strategies to comprehend text. • learn and apply writing skills and strategies to communicate. • develop and apply speaking and listening skills and strategies to communicate for a variety of purposes. • apply information fluency and practice digital citizenship. 	
Additionally, learning objectives include improving skills in which students will be able to:	
<ul style="list-style-type: none"> • improve reading comprehension, closing reading gap, and reaching grade-level reading. • learn skills to acquire new vocabulary and use new vocabulary in formal and informal writing. • develop grade-level fluency in English Language Arts related to formal and informal reading and writing. • create written compositions in response to literature. • create written compositions in response to literature. 	

ENGLISH 10	
Course #: 050022	Prerequisite: English 9 or Honors English 9
Class Fee: n/a	
Course Description: In this course you will read short stories and novels, autobiographies and other types of nonfiction, poems, and plays. The works come from a broad range of time periods and cultures. As you read and analyze the literature, you will become more skilled interpreters of literature and the world in which we live.	
In addition to reading, you will be writing expository, narrative, and persuasive essays, as well as, stories and poems. In journals, you will also have opportunity to express yourself informally; your journals will serve as a record of your growth and development as writers and thinkers during your sophomore year. We will not, of course, neglect grammar study and vocabulary development.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • apply accepted grammatical rules to essays. • apply rules of punctuation and capitalization. • define and explain (through literature analysis) plots, characterization, setting, conflict, theme, and point 	

of view.
<ul style="list-style-type: none"> • share (through discussions and writing) a personal response to literature. • develop the ability to read a literature selection and then analyze it in a written essay. • improve spelling and vocabulary skills. • improve organization and note taking skills. • write improve critical thinking and writing skills. • apply the writing process in composition. • know the six traits of writing.

ENGLISH 11	
Course #: 050023	Prerequisite: English 10 or Honors English 10
Class Fee: n/a	
Course Description: In English 11, we will read various forms of literature, including pieces which reflect America's unique cultural history. We will develop our understanding of the process of inquiry by investigating this literature, including novels, short stories, poems and essays. This material will supplement our exploration of various writing modes including the methods of argument and persuasive writing.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • identify historical and philosophical ideas in periods of American literature. • improve reading strategies through an understanding of literary techniques. • use the writing process (focus on persuasive language and appeals). • apply the six traits to writing. • research influences on texts. • think and write critically, sometimes within a timed situation. • write from his/her own experience, as well as, from research. • improve the use of correct grammar, punctuation, and spelling. 	

HONORS ENGLISH 9+	
Course #: 059931	Prerequisite: Completion of a summer reading project
Class Fee: n/a	
Course Description: Honors English 9 is designed to challenge students who possess high level English skills. The class will accelerate the objective stated for English 9. Creative and analytical writing will be stressed. The focus will be on enriching students' reading, writing, speaking, listening, and research skills. All units include elements of reading, writing, speaking, listening, research and critical thinking. Socratic Seminar-style discussions will also comprise key elements of the course.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • write expository essays. • improve spelling and vocabulary skills. • improve composition skills--including grammar, punctuation, and capitalization. • know and apply the six traits of writing. • study various genres in literature, including, non-fiction, fiction, poetry, plays, short stories and novels. • identify the basic elements of literature. • comprehend and analyze literature. • practice and apply skills in oral communication. • use library resources for assignment research. • use and apply listening skills. 	

HONORS ENGLISH 10+	
Course #: 059932	Prerequisite: Honors English 9 and completion of a summer reading project
Class Fee: n/a	
Course Description: Honors English 10 is designed to continue challenging students who possess high level English skills. The class will accelerate the objectives stated for English 10. In this course you will read short stories and novels, autobiographies and other types of nonfiction, poems, and plays. The works come from a broad range of time periods and cultures. As you read and analyze the literature, you will become more skilled interpreters of literature and the world in which we live. This course will read more challenging texts and move at a more accelerated pace than English 10. In addition to reading, you will be writing expository, narrative, and persuasive essays.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • develop reading, writing, and speaking vocabularies. • define and apply literary terms and genres. • pursue independent research projects. • respond to literature on a personal level through writing and discussion • discuss literary works on all levels of Bloom's taxonomy. • improve use of conventions in writing. • acquire advanced application of Step Up to Writing and Six Traits of Writing. • write persuasive and analytical essays in literary contexts; theme, character, plot, point of view, setting and other venues. 	

HONORS ENGLISH 12+

Course #: 059934	Prerequisite: English 9, 10 and 11; and completion of a summer reading project Prerequisites for College Credit: Introduction to Literature: To earn dual credit, students must have completed AP Lit/Comp. (ENGL 1010) (provided junior year) before beginning this course. British Literature: To earn dual credit, students must have completed Introduction to Literature (ENGL 2450) before beginning this course.
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Class Fee: n/a; dual credit fees apply if taking for dual credit	
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Course Description: English 12 Honors is designed to help students develop higher level literacy skills in an advanced classroom setting. The courses are also offered as dual credit through Metropolitan Community College. Two, one semester-long, courses will comprise "English 12 Honors": Introduction to Literature (Fall semester) and British Literature (Spring Semester). The course goals are twofold: 1.) to prepare students for college level reading, writing, and communication skills; 2.) to help students successfully complete college level credits.

The following are the course descriptions for each semester of the year long course.

Fall Semester: English 2450: Introduction to Literature (3 credits)

Introduction to Literature is a survey course that provides students an introduction to higher level reading, writing, and texts that are taught at the college level. Students explore the genres, elements, and themes of literature by critically reading, discussing, and responding in writing to a culturally diverse selection of works. Fiction, poetry, and drama are emphasized. Students learn to appreciate literature as essential to understanding self and society. Furthermore, the course takes improvement in student writing as one of its central goals and includes explicit discussion of writing issues.

Spring Semester: English 2610: British Literature (3 credits)

British Literature is an advanced course that focuses on college level texts. Students explore literature from the 7th to the 18th centuries and study the ways in which Britain developed its literary identity over the course of this period. The literature written during this period brings to life the cultural, social, and political climate of the time. By critically reading, discussing, and responding in writing to a variety of early British texts, students explore themes such as origins, beliefs, freedom, and identity. The course also aims to improve student composition.

Fall Semester: Introduction to Literature

"The student will..."

- Understand literary genres of fiction, poetry, and drama;
- Read critically and analytically;
- Understand the process of aesthetic evaluation of written works of art;
- Analyze archetypal literary characters, plots and themes;
- Discern what is significant and valuable about cultures across time;
- Show ability to communicate ideas clearly, with a specific purpose and to a specific audience, utilizing appropriate strategies for varying contexts and logical organization methods;
- Demonstrate knowledge of literary analysis and comparison/contrast rhetorical modes and identify appropriate uses for each;
- Apply revision methods to achieve polished final draft/presentation, using standard academic format and conventions of grammar;
- When necessary, utilize information-literacy skills, including analysis of print and digital materials and appropriate MLA and/or APA documentation;
- Use critical thinking and listening skills in written and oral communication as a tool for learning.

Spring Semester: British Literature

"The student will..."

- Focus their writing on specific purposes;
- Respond to the needs of different audiences;
- Respond appropriately to a variety of rhetorical situations;
- Use conventions of format, structure, and tone appropriate to particular writing tasks;
- Consider how genres shape reading and writing;
- Use writing and reading for inquiry, learning, thinking, and communicating;

- Develop a working knowledge of the characteristics of various literary genres;
- Develop analytical skills and critical thinking through reading, discussion, and written assignments;
- Broaden intercultural reading experience;
- Deepen awareness of the universal human concerns that are the basis for literary works;
- Develop greater appreciation of language as an artistic medium and of the aesthetic principles that shape literary works;
- Understand literature as an expression of human values within an historical and social context;
- Write about and discuss elements of poetry, novel(s), short stories and drama and how the elements relate to the theme and work as a whole;
- Read and discuss works of literature from various world cultures;
- Identify and discuss common themes and human conditions in poetry, novel(s), drama and short stories;
- Identify and discuss a historical and social context that affects a work of literature.

<i>MULTICULTURAL AMERICAN LITERATURE[^]</i>	
Course #: 050310	Prerequisite: English 11 or Honors English 11
Class Fee: n/a	
<p>Course Description: Multicultural American Literature is a senior level English course that features works written by African American, Asian American, Native American, and Latino American authors as they intersect with issues of race, gender, class, ethnicity, religion, gender, and nationality. Students will read, discuss, and analyze multicultural American literature to expand and deepen their experiences with diverse voices, perspectives, traditions, and values of varied cultures within American communities. The aim of the course is also to prepare to students for reading, writing, and formal oral presentations in which they define and apply literary terms in culturally relevant reading selections, interpret cultural similarities and distinctions through literature, and examine culturally relevant literary themes and issues rooted in social structures and values. By drawing on various novels, short stories, plays, poetry, speeches, nonfiction, and essays, students will analyze cultural issues in literature as expressions of individual and human values within periods of American history. Multicultural American Literature awards a core English credit for 12th students not enrolled in AP Literature and Composition.</p>	
<p>Course Outcomes: The student will...</p>	
<ul style="list-style-type: none"> • practice and expand reading, speaking, writing, spelling, and vocabulary skills at the English 12 level. 	
<ul style="list-style-type: none"> • identify and analyze different types of text written by African American, Asian American, Native American, and Latino American authors. 	
<ul style="list-style-type: none"> • identify and analyze different themes in literature and provide evidence from the text to support identification and analyses. 	
<ul style="list-style-type: none"> • identify and analyze elements of nonfiction or informational material and provide proof of understanding the text. 	
<ul style="list-style-type: none"> • identify and analyze elements of nonfiction or informational material and provide proof of understanding the text. 	
<ul style="list-style-type: none"> • analyze the aesthetic qualities of various forms of literature written by African American, Asian American, Native American, and Latino American authors. 	
<ul style="list-style-type: none"> • analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays, and poems. 	
<ul style="list-style-type: none"> • analyze and express authors' political, social, and cultural ideologies as portrayed in selected works. 	
<ul style="list-style-type: none"> • understand and apply the writing process for various formal and informal purposes, including journaling, 	

essays, digital compositions, and speeches.
<ul style="list-style-type: none"> develop listening skills used as a communicator in the communication process.

HONORS ENGLISH 12+	
Course #: 050051	Prerequisite: Completion of summer reading project; English 10 or Honors English 10
Class Fee: None	This course serves as the honors level ELA course for seniors.
<p>Course Description: AP Literature and Composition is designed to help students develop higher level literacy skills in an advance classroom setting, using a full year to complete two dual credit courses: English Language and Writing (Fall semester) and Composition, Language, and Literature (Spring Semester). The course goal is threefold: 1) to prepare students for college level reading, writing and communication skills; 2) to prepare students for the AP English test; and 3) to help students successfully complete 6 hours of college level credit.</p> <p>The following are the course descriptions for each semester of the year – long course.</p> <p>Fall Semester: English 1010: English Language and Writing (3) (course description from Wesleyan 1010 Handbook) A course designed to help students write with clarity, confidence, and conviction through regular practice in writing (including argument and exposition, writing as discovery, and personal exploration). Particular attention will be given to the role of revision in the writing process. This course also includes a study of language and its social roles, with special attention to the origin, development, and current nature of the English language.</p> <p>Spring Semester: English 1020: Composition, Language, and Literature (3) (course description from Wesleyan 1010 Handbook) This is a course in which students develop their composition skills through reading and writing about literature. The course includes a discussion of multiple genres and of literary works' historical and cultural contexts. Students will develop skills of writing in multiple forms and will learn the skills and terminology appropriate to discussing literary works in different genres. Students will receive instruction in writing skills such as structuring an argument, using evidence from multiple sources, using conventions appropriately, and refining an essay through revision.</p>	
Course Outcomes: (taken from Wesleyan Handbook) Fall Semester: English 1010	
The student will...	
<ul style="list-style-type: none"> focus their writing on specific purposes; respond to the needs of different audiences; respond appropriately to a variety of rhetorical situations; use conventions of format, structure and tone appropriate to particular writing tasks; consider how genres shape reading and writing. use writing and reading for inquiry, learning, thinking, and communicating; consider how what they bring to a text guides their interpretation of that text; understand a writing assignment as a series of recursive tasks, including finding, evaluating, and analyzing, and synthesizing appropriate primary and secondary sources; integrate their own ideas with those of others (“enter into conversations” about various issues); consider the relationships among language, knowledge and power. recognize that it usually takes a multiple drafts to create a successful text; develop flexible strategies for generating, revising, editing, and proofreading; understand writing as an open process that permits writers to use later invention and re-thinking to revise their work; understand the collaborative and social aspects of writing processes, learning to critique their own and others’ work; learn to balance the advantages of relying on others with the responsibilities of contributing their input and working on their own; use appropriate technologies to do research and to communicate ideas. develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics: practice appropriate means of documents their work; think strategically about such surface features as syntax, usage, punctuation, and spelling in the context of their own and others’ work; understand the holistic nature of “good” writing (i.e., that surface correctness alone does not make writing 	

<u>PUBLICATIONS 1* AND 2*</u>	
Course #: 050401 and 050402	Prerequisite: Open to students 9-12
Class Fee: n/a	Pub 1 (Semester 1); Pub 2 (Semester 2)
Course Description: Publications 1 and 2 are semester ELA-oriented courses for students in grades 9-12 that are designed to teach the basics of journalism, yearbook and media art through: critical media literacy practices, reading, writing and publishing “news”; analyzing and interpreting print and digital media; and communication strategies that integrate personal and global connections. The only difference between the two semester courses is the time period the course is offered (1 st or 2 nd semester). A student can take either or both.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • analyze and synthesize processes, techniques, and applications in media arts (journalism and yearbook) through creation of print and digital publications. • communicate and idea/message by presenting work in print and digital media arts. • analyze and integrate the personal and global connections through print and digital media arts. • analyze, interpret, evaluate and create products of digital rhetoric, including written text, image, photojournalism, infographics, timelines and charts. • develop strategies regarding note taking, organizing and using various forms or information and formulate ideas. • recognize legal and ethic principles of publication (law, ethics, freedom of the press, etc.). • develop reading, writing, and analysis strategies regarding media art genres, such as interview, investigation, research, editorials, features, sports, grammar and editing. • develop and understand the impact and utility of social media and publishing. 	

<u>PUBLIC SPEAKING*</u>	
Course #: 050502	Prerequisite: English 9 or Honors English 9
Class Fee: n/a	
Course Description: Public Speaking is an English course open to sophomore, junior, and senior level students. This course provides both a theoretical basis and practical instruction to speak effectively in public. Topics include audience analysis, speech preparation, and organization. Students will learn how to prepare and perform public speaking engagements by providing support with credible research, strategic and creative language use, and effective delivery skills. Instruction will begin with foundational elements regarding the purpose of communication, the models of communication, and the role of listening skills. Using historic speeches as models, students will also build their reading, writing, and grammar skills related to rhetorical modes within communication arts. Additionally, an important element of the course will require students to perform speeches in small and large audiences.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • Speak for several different purposes. • Develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. • Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. • Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text. • Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences. • Convey a perspective with clear reasoning and valid evidence. • Ask pertinent questions to acquire or confirm information. • Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking. • Develop and demonstrate active listening skills across a variety of situations. • Develop, apply, and adapt reciprocal communication skills. • Provide evidence from literary or informational text to support analysis, reflection, and research. • Deliver speeches in the style of demonstration, informative, extemporaneous, persuasive, and interpretive. 	

<ul style="list-style-type: none"> Perform speeches within specific time frames, being aware of pacing and time constraints.
<ul style="list-style-type: none"> Assess the rhetorical situation, taking care to address audience analysis.

THEATRE 1* AND 2*	
Course #: 050401 and 050402	Prerequisite: Open to students 9-12
Class Fee: n/a	Pub 1 (Semester 1); Pub 2 (Semester 2)
<p>Course Description: Theatre I (Semester 1): This interactive literature-based elective leads students to engage literature from the page to the stage. Students will gain an introduction to the components of theater including, but not limited to, acting, costuming, lighting and sound, set design. As students read, analyze, perform, and critique monologues, duets, and full length plays, they will learn the history of theatre and its impact on society and culture. Additionally, students will explore the various roles of theatre, including directors, set designers, playwrights, and actors. A requirement of this course will be participation in the Fall One Act cast and/or crew.</p> <p>Theatre II (Semester 2): This interactive literature-based elective guides students to focus on bringing life to theatre through in-depth language, physicality, style, characterization, and text analysis. Students will gain a deeper understanding of the components of theater including, but not limited to, acting, costuming, and public speaking. Students will read, analyze, perform, and critique monologues, duets, and full length plays. Furthermore, the course addresses the use of various technologies in theatre related to lighting, sound, audio, and set design. A requirement of this course will be participation in the Spring Play cast and/or crew.</p>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> view play productions, and knowledgeably discuss and critique its elements, including acting, directing, playwriting, and design. analyze a play script, and identify major elements such as theme, plot, character, and setting. acquire historical background of theatre and its social, cultural, and political significance. develop public speaking skills related to oral and body language in relation to acting and stage performance. use analog and digital tools for stage design, lighting, and production. discuss creatively and professionally about stage performances and related literature. 	

WORLD LITERATURE^	
Course #: 059932	Prerequisite: English 11 or Honors English 11
Class Fee: n/a	
<p>Course Description: World Literature is a senior level English course. The focus will be reading and analysis of literature from various cultures, countries, eras, and peoples of diverse ethnic backgrounds. Beginning with the Medieval Period 449-1485 AD, the course aims to prepare students for cross-culture analysis of social and cultural ideas within reading, writing, and presentation skills. Students will explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and cross-cultural themes. Readings will draw on novels, personal narratives, drama, poetry, nonfiction, and essays. Course work will include, but not be limited to: oral presentations, in-class and independent reading, literature-based writing and composition, advanced note taking practices, personal reflections, and advance vocabulary building. World Literature awards a core English credit for 12th grade students that are not enrolled in AP Literature and Composition.</p>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> practice and expand reading, speaking, writing, spelling and vocabulary skills at the English 12 level. identify and analyze different types of text related to various cultures, countries, eras, and peoples of diverse ethnic backgrounds. identify and analyze different themes in literature and provide evidence from text to support identification and analyses. identify and analyze elements of fiction and provide evidence from text to support identification and analyses. identify and analyze of nonfiction or informational material and provide proof of understanding the text. analyze the aesthetic qualities of forms of literature from various cultures, countries, eras and peoples of diverse ethnic backgrounds. analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays and poems. analyze and express authors' political, social, and cultural ideologies as portrayed in selected works. 	

- | |
|--|
| <ul style="list-style-type: none">• understand and apply the writing process for various formal and informal purposes, including journaling, essays and digital compositions and speeches. |
| <ul style="list-style-type: none">• develop listening skills used as a communicator in the communication process. |

MATHEMATICS - COURSE OFFERINGS

MATHEMATICS DEPARTMENT



**Faculty: Alex Dostal, Andrew Hopp,
Elizabeth Johnson and Jenny Kreifels.**

Department Chair: Andrew Hopp

Course #	Class Title	Course Length	Credits	Open to
110620	Advanced Placement Calculus+	Year	2	11-12
111600	Pre-Calculus+	Year	2	10-12
110300	Algebra 1	Year	2	9-12
110299	Algebra 1 Lab	Year	2	9-10
119930	Algebra 2	Year	2	9-12
119930	Algebra 2 Concepts and Skills	Year	2	11-12
111306	College Algebra	Year	2	11-12
111200	Geometry	Year	2	9-12
119931	Integrated Geometry	Year	2	10-12
111700	Introduction to Statistics	Semester	1	11-12
110622	Mathematical Modeling	Year	2	10-12

+Indicates a weighted course

Green print indicates a dual credit course

Blue print indicates a specialized course offering – see course description for more details.

Students who take Algebra 1 or higher math courses before 9th grade will earn high school credit for the course and will have the course(s) calculated into their cumulative high school GPA.

Regardless of pursuit following high school, PHS recommends a strong background in mathematics. The chart that follows attempts to outline several options for students based on a student’s potential path and mathematics aptitude. Parents should note that staff will make recommendations for students; however the final decision rests with the student and parent(s).

Freshman

Sophomore

Junior

Senior

Students who have advanced skills

Algebra I completed in 8th grade

Geometry

Algebra II

College Algebra

Stats/
2nd semester
Pre-Calculus

Stats can be taken anytime after Geometry, however, most students take it after Algebra II

Statistics

Math Modeling can be taken anytime after Algebra II

Math Modeling

Pre-Calculus

Calculus*

Shaded courses are dual credit bearing with MCC or UNO

* -- Successfull completion will result in partial fulfilment for the Distinguished Diploma

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01/20/2021

Freshman

Sophomore

Junior

Senior

Students who have grade level skills

Algebra I

Integrated Geometry

Algebra II: Concepts & Skills

Algebra II

College Algebra

College Algebra

Algebra II

Pre-Calculus

Algebra II

Algebra II: Concepts & Skills

College Algebra

Stats can be taken anytime after Geometry, however, most students take it after Algebra II

Geometry

Algebra II

College Algebra

Statistics

Math Modeling

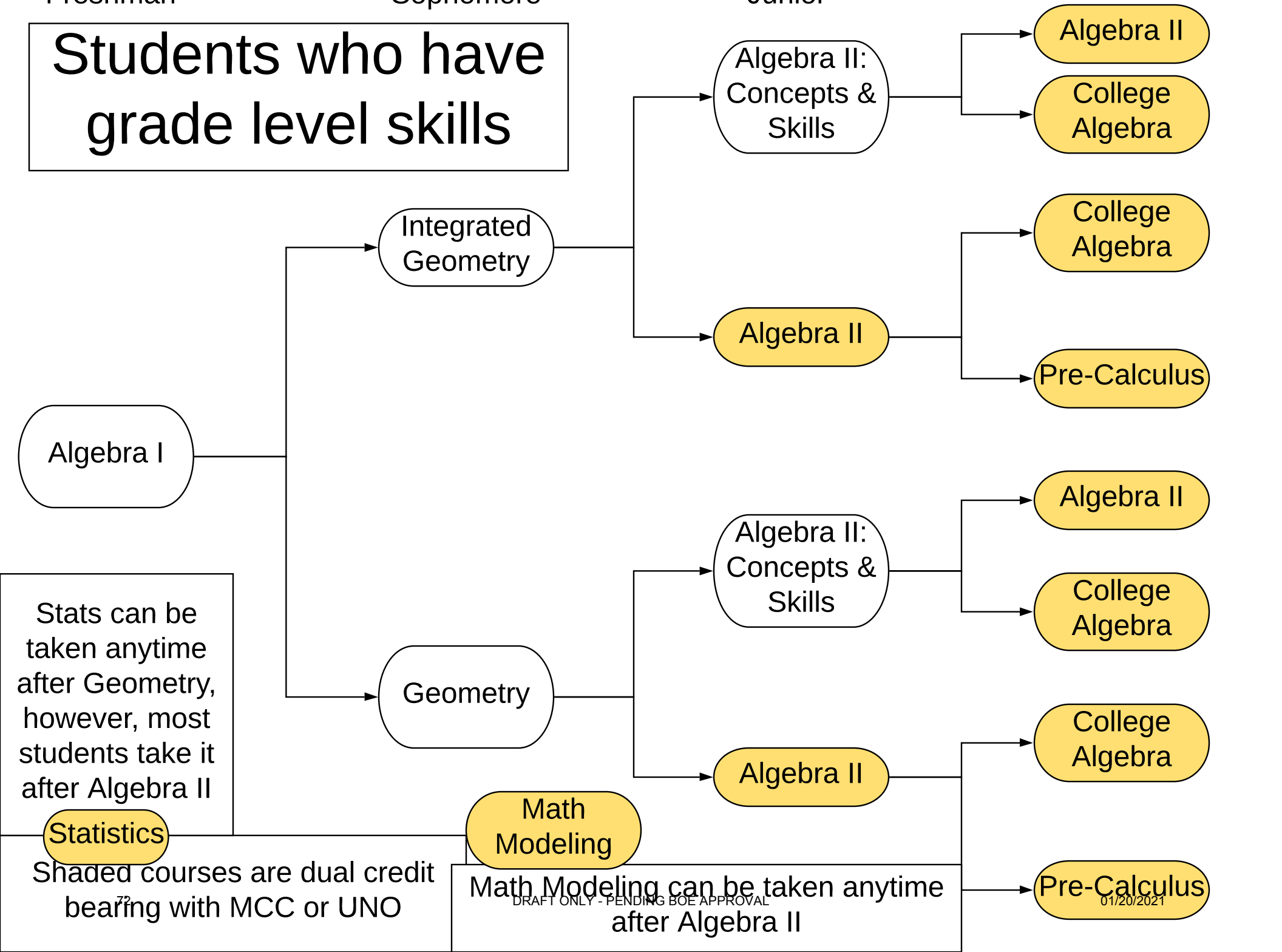
Shaded courses are dual credit bearing with MCC or UNO

Math Modeling can be taken anytime after Algebra II

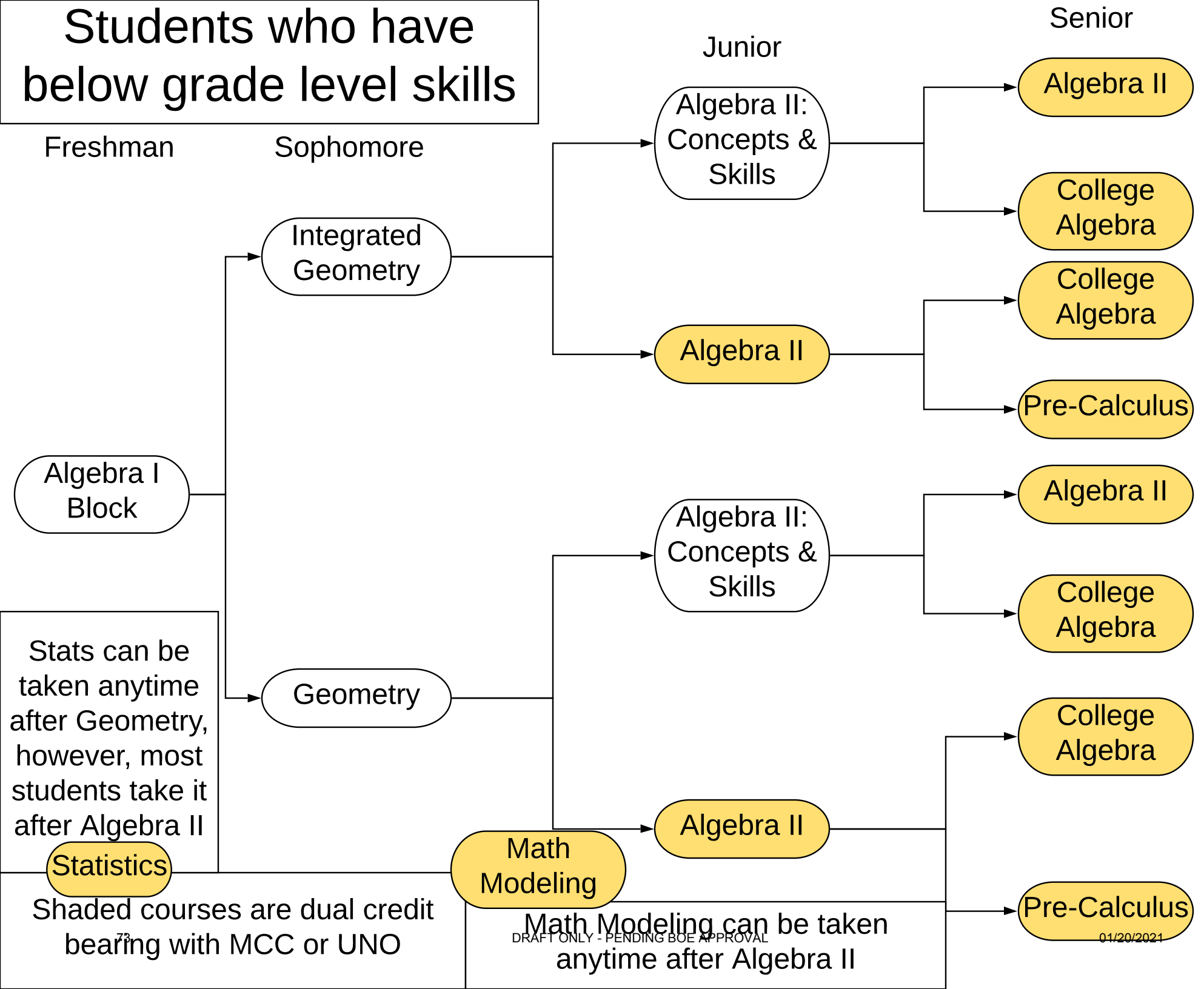
Pre-Calculus

DRAFT ONLY - PENDING BOE APPROVAL

01/20/2021



Students who have below grade level skills



COURSE DESCRIPTIONS

ADVANCED PLACEMENT CALCULUS+	
Course #: 110620	Prerequisite: Advanced Math**/Recommendation of Math Department
Class Fee: \$72 for AP Test (if taken in May), Calculus I (MATH 2410) - TBD by Metro Community College if taking for dual credit	DUAL CREDIT: Calculus I (MATH 2410)
Course Description: This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry (rectangular and polar coordinates, equations and graphs, lines, and conics). It is assumed that they have acquired a sound understanding of the theory of elementary functions. A graphing calculator is strongly recommended for this class (TI-84+).	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand the concept of limits. • demonstrate a working knowledge of derivatives. • possess the skills necessary to integrate polynomial and transcendental equations. • solve applications using the techniques of integration and differentiation. 	

PRE-CALCULUS+	
Course #: 111600	Prerequisite: Algebra 2/Recommendation of Math Department
Class Fee: *TBD by Metropolitan Community College if taking for Dual Enrollment	DUAL CREDIT: First semester is College Algebra (MATH 1425) Second Semester is Trigonometry (MATH 1430)
Course Description: An introduction into higher mathematics including Trigonometry. The student will be introduced to analytical geometry, number theory, abstract algebra, probability, statistics, and calculus. A graphing calculator is strongly recommended for this class (TI-84+).	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • solve and graph polynomial equations • know the trigonometric functions and identities. • solve triangles and equations using trigonometry. • identify, graph, compare, and contrast conic sections. • work with exponential and logarithmic functions to perform mathematical operations and solve equations. • understand arithmetic and geometric series and sequences. • use sophisticated techniques to solve simple probability problems. • linear algebra including cryptography. 	

ALGEBRA 1	
Course #: 110300	Prerequisite: n/a
Class Fee: n/a	
Course Description: This course is designed to help the student understand the basic structure of algebra and the real number system, recognize the techniques of algebra as reflections of this structure, acquire skill in applying algebraic concepts, perceive the role of deductive reasoning in algebra and appreciate the need for precision in language. A scientific calculator is recommended for this class. Note: Students who take Algebra 1 in the 8th grade will receive high school credit for the course as well as have it be calculated in their cumulative GPA.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • develop understanding of and proficiency with signed numbers. • understand the basic properties and definitions of algebra. • be able to simplify algebraic expressions. • recognize, develop, solve, and graph linear equations and inequalities with one or two variables. • be able to simplify, factor, and solve equations with polynomials. 	

ALGEBRA 1 LAB	
Course #: 110299	Prerequisite: n/a
Class Fee: n/a	
Course Description: This course is designed to help the student understand the basic structure of algebra and the real number system, recognize the techniques of algebra as reflections of this structure, acquire skill in applying algebraic concepts, perceive the role of deductive reasoning in algebra and appreciate the need for precision in language. A scientific calculator is recommended for this class. Note: Students who take Algebra 1 in the 8th grade will receive high school credit for the course as well as have it be calculated in their cumulative GPA. <i>The difference between Algebra 1 and Algebra 1 block is that two periods are built into the students schedule to allow additional time to re-learn critical concepts. Students will be recommended to this offering based on MAP scores and collaboration of 7-12 math instructors.</i>	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • develop understanding of and proficiency with signed numbers. • understand the basic properties and definitions of algebra. • be able to simplify algebraic expressions. • recognize, develop, solve, and graph linear equations and inequalities with one or two variables. • be able to simplify, factor, and solve equations with polynomials. 	

ALGEBRA 2	
Course #: 119930	Prerequisite: Geometry/Recommendation of Math Department/Successful Completion of Algebra 2: Concepts
Class Fee: *TBD by Metropolitan Community College if taking for Dual Enrollment	DUAL CREDIT: Course is MATH 1315
Course Description: A modern, integrated course dealing with intermediate algebra. The student will work with various number systems. The student will study polynomial functions, logarithms, absolute values, and exponential functions. A scientific calculator is recommended for this class.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • recognize, develop, solve, and graph linear equations and inequalities with one, two, or three variables. • simplify, factor, and solve equations with polynomials. • solve equations involving radicals or rational exponents. • understand and use the complex number system. • solve equations in the quadratic form. • factor higher degree polynomials. • solve problems using logarithms. • Introduced to probability. 	

ALGEBRA 2 CONCEPTS AND SKILLS	
Course #: 119930	Prerequisite: Integrated Geometry/Recommendation of Math Department
Class Fee: n/a	
Course Description: The student will review Algebra 1 skills while exploring the basic Algebra 2 concepts. The student will work with various number systems. The student will study polynomial functions, logarithms, absolute values, and exponential functions. A scientific calculator is recommended for this class.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • recognize, develop, solve, and graph linear equations and inequalities with one, two, or three variables. • simplify, factor, and solve equations with polynomials. • solve equations involving radicals or rational exponents. • understand and use the complex number system. • solve equations in the quadratic form • factor higher degree polynomials. 	

<ul style="list-style-type: none"> • solve problems using logarithms.
<ul style="list-style-type: none"> • be introduced to probability.

COLLEGE ALGEBRA

Course #: 111306	Prerequisite: Algebra 2/Recommendation of the Math Department
Class Fee: *TBD by Metropolitan Community College if taking for Dual Enrollment	DUAL CREDIT: Math 1425
Course Description: An introduction to higher mathematics through algebraic topics. The student will be introduced to analytical geometry, abstract algebra, and probability. A graphing calculator is strongly recommend for this class (TI-84+).	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • solve and graph polynomial equations. 	
<ul style="list-style-type: none"> • identify, graph, compare, and contrast conic sections. 	
<ul style="list-style-type: none"> • work with exponential and logarithmic functions to perform mathematical operations and solve equations. 	
<ul style="list-style-type: none"> • understand arithmetic and geometric series and sequences. 	
<ul style="list-style-type: none"> • use sophisticated techniques to solve simple probability problems. 	
<ul style="list-style-type: none"> • linear algebra including cryptography. 	

GEOMETRY

Course #: 111200	Prerequisite: Successful completion of Algebra 1
Class Fee: n/a	
Course Description: The student will develop some knowledge of deductive and inductive reasoning. He/She will use this knowledge in the discovery and comparison of common properties as well as differing properties of various geometric figures. Formal proofs will be emphasized during the first semester. A scientific calculator is recommended for this class.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand the fundamental defined and undefined terms. 	
<ul style="list-style-type: none"> • apply inductive and deductive reasoning in geometric situations. 	
<ul style="list-style-type: none"> • write a formal geometric proof. 	
<ul style="list-style-type: none"> • recognize and work with various geometric figures, including parallel lines, polygons, and circles. 	
<ul style="list-style-type: none"> • find the measurements associated with one, two, and three dimensional geometric figures. 	

INTEGRATED GEOMETRY

Course #: 119931	Prerequisite: Teacher recommendation
Class Fee: n/a	
Course Description: The student will be reviewing Algebra 1 skills while integrating basic geometry concepts and standards. These concepts will be introduced with the help of many hands-on activities and projects. A scientific calculator is recommended for this class.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • use algebra skills to solve geometric problems. 	
<ul style="list-style-type: none"> • graph functions and geometric figures on a coordinate plane. 	
<ul style="list-style-type: none"> • calculate area of 2-dimensional figures. 	
<ul style="list-style-type: none"> • understand the relationship between similar polygons. 	
<ul style="list-style-type: none"> • use if/then statements to formulate a conclusion. 	
<ul style="list-style-type: none"> • calculate surface area and volume of 3-dimensional figures. 	

INTRODUCTION TO STATISTICS	
Course #: 111700	Prerequisite: Algebra 2 or taking Algebra 2 concurrently
Class Fee: 3 credit hours tuition to the University of Nebraska-Omaha; rate is reduced and is based upon the Board of Regents	Dual Credit: Course is CIST 2500
Course Description: This course is designed for students to gain familiarity with basic statistical concepts and analysis. Topics to be discussed include: review of central tendency, probability, normal distributions, estimates and sample sizes, hypothesis testing, and variance. Technological resources will be utilized throughout this course. Therefore, a graphing calculator is strongly encouraged (TI-84+).	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • solidify understanding of central tendency measures. • understand the basics of probability; including normalizing the data. • choose the right size for a sample. • understand the 'p value' for hypothesis testing. 	

MATHEMATICAL MODELING	
Course #: 110622	Prerequisite: Algebra 2
Class Fee: 3 credit hours tuition to the University of Nebraska-Omaha; rate is reduced and is based upon the Board of Regents	Dual Credit: Course is MATH 1120; *** This course MAY NOT satisfy the requirements for a STEM (Science, Technology, Engineering, Math) major
Course Description: This course embraces the visual arts to introduce students to the foundational elements of mathematical and computational thinking. Visual patterns form the basis for explorations in arithmetic and geometric sequences, from which algebraic functions and corresponding functions in computer programs are reasoned. Access to a home desktop or laptop computer is strongly encouraged.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand arithmetic sequence/series • understand geometric sequence/series • understand algebraic functions • develop introductory computer programming skills 	

METROPOLITAN COMMUNITY COLLEGE ACADEMIES

Note – Application deadline is MARCH 6, 2020 – please find application in Appendix section of this document.

0837 AUTO COLLISION TECHNOLOGY - Year 1 11-12 10 Credits

0837 AUTO COLLISION TECHNOLOGY - Year 2 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Applied Technology Center of Metropolitan Community College and participate in a paid internship program. The student will complete the following courses:

- AUTB 1200 Non-Structural Repair I AUTB 1040 Auto Collision Repair Welding
- AUTB 2300 Automotive Refinishing AUTB 1100 Structural Repair I
- AUTB 1210 Non-Structural Repair II AUTB 2310 Automotive Refinishing II
- AUTB 1220 Non-Structural Repair III

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

0838 AUTOMOTIVE TECHNOLOGY - Year 1 11-12 10 Credits

0838 AUTOMOTIVE TECHNOLOGY - Year 2 12 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus of Metropolitan Community College. Over the two years, students will complete the following courses:

- AUTT 0900 Automotive Fundamentals AUTT 2310 Suspension Systems
- AUTT 1310 Power Train Repair I AUTT 1210 Auto Electricity and Electronics I
- AUTT 1220 Auto Electricity and Electronics II AUTT 1230 Automotive Electricity & Electronics III
- AUTT 1510 Brake Repair I AUTT 1320 Power Train Repair II
- AUTT 1330 Power Train Repair III AUTT 1620 Heating and Air Conditioning I
- AUTT 1520 Brake Repair II AUTT 1710 Engine Mechanical Service
- AUTT 1010 Introduction to Auto Service & Minor Repair

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

0842 CRIMINAL JUSTICE 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Center Campus. Students will complete the following courses:

- CRIM 1010 Introduction to Criminal Justice CRIM 2300 Community Relations
- CRIM 2030 Police and Society CRIM 1030 Courts and the Judicial Process
- CRIM 1020 Introduction to Corrections CRIM 2120 Community Based Corrections

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0845 DIESEL TECHNOLOGY - Year 1 11-12 10 Credits

0845 DIESEL TECHNOLOGY - Year 2 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Applied Technology Center of Metropolitan Community College and participate in a paid internship program. The student will complete the following courses:

- DESL 0900 Basics of Diesel Mechanics This course is required to be taken the summer before.
- DESL 1000 Diesel Preventative Maintenance DESL 1230 Diesel Engine Fundamentals
- DESL 2100 Heavy Duty Drivetrain DESL 2150 Truck ABS and Brakes
- DESL 1210 Electricity and Electronics DESL 1620 Climate Control/Heating and Air Conditioning

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.
Prerequisites: Approved application and interview. Contact your counselor for more information.

0854 DIGITAL CINEMA/FILMMAKING 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Elkhorn Valley Campus. Students will complete the following courses:

- PHOT 1500 Moving Image Lab VACA 1110 Intro to Scriptwriting
- VACA 1130 Video I - Studio VACA 2900 Art in Film
- VACA 2130 Video II - Field

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.
Prerequisites: Approved application and interview. Contact your counselor for information.

0843 ELECTRICAL TECHNOLOGY - Year 1 11-12 10 Credits

0843 ELECTRICAL TECHNOLOGY - Year 2 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete the following courses:

- ELTR 1200 Basic Electricity CNST 1020 Blueprint Reading
- ELTR 2240 National Electrical Code ELTR 1210 Residential Wiring I
- ELTR 1220 Commercial Wiring ELTR 2250 Commercial Wiring II
- EMSP 1010 Heartsaver First Aid with CPR and AED
- CNST 1110 Construction Safety
- ELTR 1250 Electric Service and Installation
-

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.
Prerequisites: Approved application and interview. Contact your counselor for information.

0858 EMERGENCY MEDICAL TECHNICIAN 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete the following courses:

- EMSP 1000 Cardiopulmonary Resuscitation
- EMSP 1012 Community Emergency Response Team
- EMSP 1100 Emergency Medical Technician
- HIMS 1120 Medical Terminology I
- HIMS 1130 Medical Terminology II
- WORK 1400 Employability Skills

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.
Prerequisites: Approved application and interview. Contact your counselor for information.

0868 FIRE SCIENCE TECHNOLOGY - Year 1 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Applied Technology Campus. Students will complete the following courses:

- FIST 1020 Fire Behavior & Combustion FIST 1000 Principles of Emergency Services
- FIST 1070 Fire Protection Systems FIST 2020 Fire Prevention, Inspection & Codes
- FIST 2040 Principles of Fire & Emergency Services Safety & Survival

- FIST 1060 Occupational Safety & Health for Emergency Services

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0869 FIRE SCIENCE TECHNOLOGY - Year 2 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Applied Technology Campus. Students will complete the following courses:

- FIST 1050 Building Construction for Fire Protection
- FIST 2000 Incident Command System
- FIST 2010 Fire Investigation I
- FIST 2030 Legal Aspects of Emergency Services
- FIST 2070 Hazardous Materials Operations
- FIST 2900 Selected Topics in Fire Science

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0870 PRE-APPRENTICESHIP PLUMBING 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete the following courses:

- PLBG 1010 Introduction to Plumbing
- PLBG 1020 Basic Residential Plumbing
- PLBG 1030 Basic Commercial Plumbing
- CNST 1110 Construction Safety
- EMSP 1010 Heartsaver First Aid with CPR and AED

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0835 THEATRE TECHNOLOGY APPRENTICESHIP PROGRAM - Year 1 11-12 20 Credits

0835 THEATRE TECHNOLOGY APPRENTICESHIP PROGRAM - Year 2 12 20 Credits

Description: This program is provided through a collaborative agreement with the Omaha Community Playhouse and Metropolitan Community College. Students will attend classes at the Omaha Community Playhouse. Students will complete the following courses:

- THEA 1110 Theatre Technology I
- THEA 1120 Theatre Technology II
- THEA 2981, 2982, 2983 Cooperative Study
- THEA 1130 Theatre Technology III
- THEA 2160 Principles of Stage Lighting
- THEA 2120 Theatre History II
- THEA 2150 Stage Rigging
- THEA 2984, 2985, 2986 Cooperative Study

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

0871 UTILITY LINE TECHNICIAN 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Applied Technology Campus. Students will complete the following courses:

- UTIL 1020 Electricity

- UTIL 1030 Ropes, Rigging, and Safety
- UTIL 1240 Underground Distribution 1
- UTIL 2020 Transformer Theory
- UTIL 2240 Underground Distribution 2

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0852 WELDING AND FABRICATION TECHNOLOGY - Year 1 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete the following courses:

- WELD 1100 Industrial Cutting Processes
- WELD 1300 Oxy Fuel Welding
- WELD 1910 Special Topics in Welding-SkillsUSA Training I
- WELD 1400 Gas Tungsten Arc Welding (GTAW)-Steel I
- WELD 1200 Gas Metal Arc Welding (MIG)-Steel I
- WELD 2240 Flux-cored Arc Welding

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0853 WELDING AND FABRICATION TECHNOLOGY - Year 2 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete the following courses:

- WELD 2241 Flux-cored Arc Welding II
- WELD 1020 Print Reading & Layout for Welders II
- WELD 2220 GMAW (MIG) Stainless
- WELD 2230 GMAW (MIG) Aluminum
- DRAF 110b AutoCAD Fundamentals II
- WELD 1700 Introductory Fabrication
- WELD 2910 Special Topics in Welding-SkillsUSA Training II

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.



CAREER ACADEMY APPLICATION 2020-2021

COMPLETE AND SIGN THE FOLLOWING DOCUMENTS:

- | | |
|---|--|
| <input type="checkbox"/> Background Information and Applicant Questions | <input type="checkbox"/> Counselor Form |
| <input type="checkbox"/> Honor Statement | <input type="checkbox"/> Parent Information Form |
| <input type="checkbox"/> Personal Recommendation Form | <input type="checkbox"/> High School transcript |

Please only return pages 3 - 8 and transcript.

REFERENCES

Please select a teacher or other adult to complete the Personal Recommendation Form.

Your high school counselor must complete the Counselor form.

To be considered for participation, these completed recommendations must be included with your application.

SELECTION

The selection process will be conducted by the MCC Career Academy Selection Committee. Selection will occur in March, and notification will be sent in April.

QUESTIONS

If you have questions about this program or application, please contact us at 531-622-2213.

Return completed application packet to:

Secondary Partnerships Office
Metropolitan Community College
PO Box 3777, FOC Building 7
Omaha, NE 68103-0777

Or via email at secondarypartnerships@mccneb.edu

APPLICATION DEADLINE: March 6, 2020

Students must abide by the MCC Calendar: Whether or not the high school is out for that day.

Note to Seniors: The Career Academy schedule may require attending classes beyond the high school graduation date and/or beyond the last day of high school.

Nondiscrimination and Equal Opportunity Statement

Metropolitan Community College does not discriminate on the basis of race, color, national origin, genetic information, religion, sex, sexual orientation, gender identity, transgender status, marital status, age, pregnancy, disability, current or prior military service, protected veteran status or membership in any other class that is protected under local, state or federal law or regulation in admission or access to its programs and activities or in its treatment or hiring of employees. The College complies with Title VI of the Civil Rights Act of 1964, the Civil Rights Act of 1990, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975 and related Executive Orders 11246 and 11375, and all amendments to the above. Contacts: Concerning Title VI (race), Title IX (gender equity), Section 504 (disability), Americans with Disabilities Act/Program and Services Accessibility and age, contact: Julie Langholdt – Dean of Student Advocacy and Accountability: 531-622-2202, langholdt@mccneb.edu (students); Missy Beber – Associate Vice President of Human Resources: 531-622-2236, mbeber@mccneb.edu (employees); Bernie Sedlacek – Director of Facilities Management, Planning and Construction: 531-622-2529, bsedlacek@mccneb.edu (accessibility); or the United States Department of Education Assistant Secretary for Civil Rights – Office for Civil Rights (OCR): 1-800-421-3481, ocr.ed.gov. Concerning hiring and employment-related complaints of discrimination or harassment based on race, color, national origin, genetic information, religion, sex, sexual orientation, gender identity, transgender status, marital status, age, pregnancy, disability, current or prior military service, protected veteran status or membership in any other class that is protected under local, state or federal law or regulation, or affirmative action or diversity issues, contact: Associate Vice President for Equity and Inclusion: 531-622-2649, equity@mccneb.edu. The address for all of the above individuals is as follows: Metropolitan Community College 30th and Fort streets P.O. Box 3777 Omaha, NE 68103-0777



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METROPOLITAN
Community College

CAREER ACADEMY STUDENT APPLICANT BACKGROUND INFORMATION

Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone: _____ Date of Birth: _____ S.S. _____

Email Address: _____

Grade level in fall: _____ High School Name _____

Counselor Name: _____ Phone _____

Transportation: Own _____ Parent(s) _____ None _____ Driver's License Yes _____ No _____

Please rank the top three programs for which you would like to be considered (1=first choice, 2, 3, last choice)

Tuition of \$37 per credit hour for High School students. Tuition is based on the rate for the 2019-20 Academic Year for Nebraska residents. Tuition for 2020-2021 has not yet been set. MCC's tuition and fees schedule is subject to change without prior notice and at the discretion of the MCC Board of Governors.

Fort Omaha Campus (FOC) 30th and Fort, Omaha				
— Architecture (Seniors Only) Max 12 students	— Civil Engineering (Seniors Only) Max 12 students	— Construction Technology Max 12 students	— Culinary Arts Foundations Max 9 students	
— Electrical Technology Max 12 students	— Full Stack Web Development Max 12 students	— Heating, Air Conditioning and Refrigeration (HVAC) Max 12 students	— Horticulture, Land Systems and Management Max 12 students	
— IT Technician Max 12 students	— Pre-Apprenticeship Plumbing Max 12 students	— Prototype Design Max 12 students	— Welding Technology Max 12 students	
South Omaha (SOC) 27th & Q, Omaha				
— Automotive Technology (Driver's License required) Max 16 students	— Certified Nursing Assistant (CNA) Max 20 students	— Emergency Medical Technician (EMT) (Seniors Only) Max 12 students	— Diversified Manufacturing/ Process Operations Max 10 students	
Applied Technology Center (ATC) 10407 State St, Omaha			Learning Community of North Omaha 24th and Franklin	
— Auto Collision Technology Max 10 students	— Diesel Technology Max 10 students	— Fire Science Technology Max 16 students	— Early Childhood Education (Seniors Only) Max 10 students	
Elkhorn Valley (EVC), 204th & Dodge, Omaha		Omaha Community Playhouse (OCP) 6915 Cass	Sarpy Center (SRP) 91st & Giles	
— Digital Cinema/ Filmmaking Max 12 students	— 3-D Animation & Games Max 9 students	— Theatre Technology Separate application needed* Max 10 students	— Criminal Justice (Seniors Only) Max 20 students	— Office Administrative Professional Max 20 students

*Academy location is subject to change.

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METROPOLITAN
Community College

APPLICANT QUESTIONS

Please answer the following questions on a separate sheet of paper.

Remember to use your best grammar and punctuation skills. Typed essays are preferred.

- 1) Are you on track to graduate with your class? **Yes** **No** If no, why not.
- 2) The MCC Career Academy requires basic skills in math, reading and comprehension. Describe how you have the skills required to participate in the Career Academy.
 - a) What English class are you currently in and what is your grade?
 - b) What is the most recent math class you have taken and grade?
- 3) What helps you to be successful in high school?
- 4) Briefly discuss any part-time jobs (paid or unpaid), volunteer service, and/or job shadow experience that you have participated in which relates to the Career Academy program you choose. (For example: If you are applying for Fire Science, have you had any experience in this area?) What skills are you using in this job?
- 5) If you are accepted into the MCC Career Academy, attendance is **mandatory**. Any absences or tardies will be reported to your home school. If you have three (3) absences in a quarter, it could result in the instructor failing you.
 - a. Describe your school attendance/tardiness for the last two (2) years. If you have had more than three (3) absences per semester, give a brief explanation of why those absences occurred. (Examples: illness, out-of-town, sports events, etc.)
 - b. If necessary, what changes are you ready to make?
- 6) Provide any additional information as to why you feel you should be selected to participate in the Career Academy program.

Please list your school activities, community activities, honors received, offices held, and/or courses or training you have completed which will aid us in evaluating your qualifications for the Career Academy.

Please print clearly



METROPOLITAN
Community College

PARENT INFORMATION (to be completed by parent/guardian of applicant)

Parent(s) or guardian names with whom student resides:			
Father's Name:			
Cell Phone:		Daytime Phone:	
If parent(s) address is different than student address, please list the parent(s) address below:			
Address:	City		ZIP
Mother's Name:			
Cell Phone:		Daytime Phone:	
If parent(s) address is different than student address, please list the parent(s) address below:			
Address:	City		ZIP
Guardian's Name:			
Cell Phone:		Daytime Phone:	
If Guardian's address is different than student address, please list the parent(s) address below:			
Address:	City:	Zip:	

Briefly explain why the applicant is a good candidate for the MCC Career Academy:

STUDENT CERTIFICATION

I certify that the facts contained in this application are true and complete to the best of my knowledge and understand that, if selected for the MCC Career Academy, falsified statements may be grounds for removal.

I authorize investigation of all statements contained herein, the references listed in this application and all information concerning previous employers, and release all parties from liability for any damage that may result from furnishing the same to you.

I understand that as part of the work experience component of the MCC Career Academy, employers may require drug testing, insurance approval, and/or background checks.

I have read the attached information sheet and understand the high level of commitment that will be required on the part of both students and their parent(s)/guardian(s), if selected.

Student Signature

Date

Parent/Guardian Signature

Date



HONOR STATEMENT

Participation in the MCC Career Academy program requires a high level of commitment from the College, high school, students, and parents. This agreement acknowledges that students and their parents are entering into a relationship with the College built on honesty, ethical behavior, open communication and trust. A student is required to be at least 16 years of age to participate in an MCC Career Academy. All participants must adhere to the following list of guidelines: Initial each item.

- The student is required to attend all classes. Three absences per quarter will result in being dropped from the program.
- The student has access to an appeal process to review extenuating circumstances of absences and tardies at the college. During an appeal process, the student will continue to attend class.
- The student is expected to follow the Career Academy’s calendar. In addition, the student is expected to follow MCC’s inclement weather policies.
- The student is required to arrive in the classroom on time. At the College, each program has its own standards which students are to follow. Arriving late and leaving early results in a tardy or an absence.
- The student is required to provide his/her own transportation to and from the College.
- Students and parents are expected to follow the tuition payment schedule as established by the College.
- If an internship is required, a student must prepare for and accept job interviews and employment as recommended by the program. Failure to do so results in full withdrawal from the program.
- If an internship is required, the student is expected to be employed in the internship a minimum of 10-20 hours per week.
- The student is to behave in an ethical and professional manner at all times in the College and represent his/her high school and College in a way that denotes dignity and respect.
- The student must politely accept feedback from instructors, vocational advisors, college administrators, and internship employers and treat each situation as a positive learning experience.
- The student is required to immediately notify instructors, Secondary Partnerships Office, and high school counselors of problems and concerns while attending the College and/or internship. An intern cannot change jobs or quit without permission/notification of the employer, parent and Career Academy.
- The student is required to be drug free while attending the College. Appropriate action will be taken in accordance with MCC policies and procedures if substance use/abuse is suspected. Internship sites may require a drug test.
- The student is required to follow the dress code of his/her specific program area including protective clothing if necessary. Furthermore, individual classes and/or business sites may have a dress code which the student is expected to follow.
- Equipment provided by the Academy must be treated with respect and returned to the College at the end of the year in good condition. Lost or damaged equipment will result in replacement fines to be paid by the student.

Student’s Name – Print	Student’s Name – Signature	Date
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Parent/Guardian Signature	Date
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METROPOLITAN
Community College

COUNSELOR FORM

Student Name: _____

School: _____ Grade: _____

TO BE COMPLETED BY THE HIGH SCHOOL COUNSELOR: Provide name, phone number, and e-mail address of the school official who will serve as contact for issues, such as grading and attendance.

Signature of High School Counselor

Print Name of Counselor

Phone

E-mail

Please complete the following information about the applicant.

How is the applicant's attendance?

What is the applicants current GPA? _____

Please feel free to make other comments that will indicate your estimation of this student's qualifications for this program.

Have there been any school interventions to help the student be successful?

This student is on track for graduation from this high school and is academically qualified for the MCC Career Academy. ___ Yes ___ No



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PERSONAL RECOMMENDATION FORM

Student Name: _____

Provide your name, phone number, and e-mail address

Printed Name

Signature

Phone

E-mail

How do you know the student? _____

Please rate the applicant in the categories below. These attributes are very important to success at MCC.

	Below Average	Average	Above Average	Excellent (Top 10%)
Responsibility				
Attitude				
Effort				
Interpersonal Skills				
Personal Values and Ethics				

If you wish to give reasons for any of your ratings, please do so here. Often, an explanation of ratings is helpful during the selection process.

What would help this student be successful?

Please make other comments that will indicate your estimation of this student's qualifications for this program.



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STUDENTS KEEP FOR
THEIR RECORDS

CAREER ACADEMY PROGRAMS, SCHEDULE, AND DESCRIPTIONS 2020-2021

MCC's Career Academy program is designed to provide high school juniors and seniors with opportunities to jumpstart their postsecondary education. MCC Career Academies increase student knowledge in various career fields prior to high school graduation, so more informed career choices can be made. Through a MCC Career Academy, students gain practical skills for specific career areas, knowledge of safety procedures, job-seeking skills, interpersonal skills for the workplace, and exposure to a college environment.

ELIGIBILITY REQUIREMENTS:

- Must be a high school junior or senior
- Must be 16 years old and meet any criteria listed in program description
- Must have transportation to and from classes and internship/apprenticeship site
- Must complete an application and be selected to participate

LENGTH OF PROGRAM:

Students begin the program in their junior or senior year, starting in the fall. Most Career Academy programs are one year in length and provide students with a solid foundation in each area of interest.

Students may wish to take additional MCC courses, CollegeNOW!, which apply towards a certificate or an associate's degree. Visit our website mccneb.edu/secondary-partnerships for more information about our CollegeNOW! program and/or MCC Career Academies.

TIME OF DAY:

Students are expected to commit one-half of each school day to the Career Academy, from approximately 1:00 p.m. to 3:00 p.m. Specific program class times are listed on the program information page.

MCC reserves the right to cancel or modify courses.

COLLEGE AND HIGH SCHOOL CREDIT:

MCC credit is granted for the courses students successfully complete in the MCC Career Academy. Each high school/district determines whether or not high school credit is also awarded for the Career Academy course work. For information about transferring course credit to other higher education institutions, it is best to contact the institution that will receive the credit. Visit MCC's webpage, www.mccneb.edu/articulation for additional information.

COURSE CAPACITY:

Course capacities range from 10 to 22 students per program. Space is limited due to the number of workstations, room size, and equipment.

CURRICULUM:

Specific entry-level courses are determined by MCC faculty, secondary school officials, and business partners. Based on classes taken, students complete between 10 - 36 credit hours of college-level coursework per year. Refer to the program section to view courses for individual academy.

******ALL STUDENTS IN ALL ACADEMIES MUST MAINTAIN A 2.0 GPA (C or better) TO CONTINUE IN THE ACADEMY QUARTER TO QUARTER.**



GRADES:

Grades for each college course are derived using the criteria identified in the course syllabus developed by the faculty. Students receive a course syllabus at the beginning of each class. The MCC academic calendar is quarter based, and the high schools are semester based. Since MCC quarters start and end dates do not coincide with the high school semester start and end dates, for a short period of time your student’s MCC grade on his/her high school report card may reflect NG (no grade). MCC grades are assigned when the quarter ends and are reported to the high schools at that time. The high school will report the MCC grade when available.

Students must abide by the MCC Calendar. This has special meaning for seniors since they may have to continue attending classes beyond their graduation date or beyond their last day of class at their high school.

Fall Quarter 2020 20/FA	Labor Day Recess/College closed Classes begin Classes end	September 7 September 8 November 23	Monday Tuesday Monday
Winter Quarter 2020 - 2021 20/WI	Thanksgiving Day Recess/College closed Classes begin Last class day before Holiday Recess Holiday Recess/College closed Classes resume Martin Luther King Recess/College closed Classes end	November 26 – 27 December 3 December 23 December 25 – January 1 January 4 January 18 February 28	 Thursday Wednesday Monday Monday Sunday
Spring Quarter 2021 20/SP	Classes begin Spring Recess/College closed Classes resume Classes end	March 11 April 3-4 April 5 May 26	Thursday Saturday- Sunday Monday Wednesday

INSTRUCTOR ABSENCES:

In the event of an instructor’s absence, MCC will attempt to hire a substitute instructor. If a substitute instructor is unable to fill-in, then class will be cancelled. An attempt will be made to notify each individual student through their MCC email of the cancellation.

REGISTRATION:

In April, students selected for the Career Academy will receive an acceptance letter. Included with the acceptance letter will be the student registration form and Career Academy orientation information.

Students may be registered into courses with MCC students who are not high school students.

FERPA:

Students who wish to grant parental, spouse, or 3rd party access to their educational records may do so by submitting an Authorization to Release Student Information Form to the Records Office. Students will have access to the online form once they are registered for classes.

TUITION, BOOKS, AND FEES

TUITION PAYMENT:

Students are responsible for payment of all tuition and fees unless other arrangements are made by the school district or an outside agency. Tuition for the 2020-2021 year has not been set. Tuition for the 2019 – 2020 academic year was \$37 per credit hour (this cost is ½ of the standard MCC tuition rate of \$64.* per credit hour = \$32, plus \$5.00 facility fee = \$37). Information about registration and payment procedures are included with the acceptance letter. Tuition is due prior to the start of each MCC quarter. (20/FA = Fall, 20/WI = Winter, 20/SP = Spring)

** Please note - Tuition is based on the rate for the 2019-2020 academic year for Nebraska residents. MCC's tuition and fees schedule is subject to change without prior notice and at the discretion of the MCC Board of Governors.*

BOOKS:

Students will purchase their textbooks. Bookstores are located at MCC's Elkhorn, Fort, Sarpy and South campuses.

TOOLS & EQUIPMENT:

MCC provides, on loan, most of the appropriate equipment and tools. Specific programs require students to purchase T-shirts, work boots, safety glasses, and certain tools. Instructors will inform students during the first week of class if additional tools or supplies are needed. **Students are financially responsible for lost or broken tools and equipment.**

STUDENT RESPONSIBILITIES

ATTENDANCE:

Students are expected to abide by the Metropolitan Community College (MCC) Career Academy calendar which follows the traditional MCC schedule. ***If your high school is closed due to the high school scheduled holiday/break or inclement weather, as an MCC student, you are still expected to attend your MCC class.***

Class attendance is taken daily. All absences and tardies are reported to the student's high school. See your instructor's syllabus for specific attendance requirements. **Attendance policies vary by each program.** Absences above the allowed days may result in failure of the class and being dropped from the Academy. Any missed classroom activities remain the responsibility of the student.

NOTE: Non-attendance does not equal a withdrawal or relieve you from your obligation to pay.

CONFIDENTIALITY:

A level of privacy exists in each career field. What students see in customers' homes/automobiles/documents should remain confidential. A student who observes something questionable in class or at the worksite should discuss the matter with the internship supervisor immediately.

DRESS CODE:

Each Career Academy program has an established dress code. Students must follow the code as stated by the instructor, as well as by what is dictated by professional safety standards. In some programs, specific protective gear may be required. Individual classes and/or business sites may have dress codes by which students must abide.

INCLEMENT WEATHER:

On days when the weather is questionable, students should check MCC Website– mccneb.edu, local radio and television stations, or call the MCC Weather Hotline at 531-622-2499. If MCC is closed, the Career Academy classes will be cancelled.

TRANSPORTATION:

Students must provide their own transportation to the appropriate MCC campus or center.



DISABILITY SUPPORT SERVICES

MCC values the differences and commonalities of its members. Through its day to day operations and interactions, MCC demonstrates an appreciation for differences while striving to maintain the common focus of delivering a quality education for all students. MCC embraces its responsibility to promote, encourage, and foster diversity.

DELIVERY OF SERVICES

DISCLOSURE / ELIGIBILITY:

Students who request services or accommodations must disclose the nature of their disabling condition and provide documentation of disability to the campus Disability Support Services (DSS) counselor. Student accommodations at the high school do not automatically transfer to MCC. This disclosure is considered confidential, and is released to other MCC employees with the consent of the student on a “need to know” basis. There are limits to the confidentiality of student records as outlined in the College’s “Student Rights (Buckley/FERPA Amendment)” document.

REQUEST FOR ACCOMMODATIONS / ADEQUATE NOTICE:

Since some accommodations require more time to coordinate, students are asked to request services as soon as they register for classes and to register as early as possible. Delivery timelines for specific accommodations are available. Every effort is made to provide services, no matter when requested. Students should note that without sufficient written notice of request, timely provision of services may be delayed or denied.

At the time of request, the student and DSS Counselor will discuss the disability and services requested. Documentation will be requested and evaluated to ensure the appropriateness of the accommodations.

DOCUMENTATION OF DISABILITY:

Documentation may be hand delivered to the DSS Counselor by the student or requested via a consent form by the DSS Counselor. Current (within the past 3 years) documentation is preferred, and may be required by the DSS Counselor.

Documentation should describe the disability, how it may impact the student’s academic performance, and suggest appropriate educational accommodations. The diagnostician must be a qualified professional with credentials that qualify her/him to diagnose the disability and suggest appropriate accommodations.

TEMPORARY ACCOMMODATIONS:

Temporary accommodations may be provided during the time it takes to acquire appropriate documentation of disability. These temporary accommodations may be discontinued if supporting documentation is not received within 90 days.

***If you need accommodations while attending MCC, you must contact a DSS Counselor. DSS Counselors are available at four of MCC’s campuses. Accommodations do not transfer from high schools to MCC.**

Sarpy Center	Fort Omaha Campus	South Omaha Campus	Elkhorn Valley/ATC/Fremont Campus
	Building 10	Connector Building	
Office: 531-622-3841	Office: 531-622-2580	Office: 531-622-6260	Office: 531-622-1416

Home Page: <http://www.mccneb.edu/dss>

MUSIC - COURSE OFFERINGS **PERFORMING & VISUAL ARTS DEPARTMENT**
Faculty: Paul Ketchen, **Department Chair: Jerry Layher**
Matt King and Jerry Layher



Course #	Class Title	Course Length	Credits	Open to
120700	Advanced Placement Music Theory+	Year	2	9-12
120400	Concert Choir	Year	2	9-12
129931	Guitar 1	Semester	1	9-12
129930	Music Theory	Semester	1	9-12
120500	Varsity Band	Year	2	9-12

+indicates a weighted course

COURSE DESCRIPTIONS

ADVANCED PLACEMENT MUSIC THEORY+	
Course #: 120700	Prerequisite: n/a
Class Fee: \$72 for AP test (if taken in May)	Dual Credit: Music Fundamentals (MUS 1400), University of Nebraska Omaha
<p>This course is intended for students who wish to develop their ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The first semester of this year-long course will instill mastery of the rudiments of music hearing and notating. The second semester will progress to more sophisticated and creative tasks, such as ear training, composing, and performing on voice as well as traditional and electronic instruments.</p> <p>*Students with this course have the choice to take the course for dual credit (must take the course the designated period in the schedule with Mr. Ketchen) or as an Independent Study Option with Mr. King (these students would have to take the Advanced Placement option).</p>	
Course Outcomes:	
Fall Semester - The student will...	
<ul style="list-style-type: none"> • visually identify pitches, intervals, scales and keys, chords, meter and rhythm. • notate these elements of pitch and rhythm. • aurally identify these elements of pitch and rhythm. • perform basic singing and keyboard exercises in scales and keys, chords, etc. 	
Spring Semester - The student will...	
<ul style="list-style-type: none"> • compose simple melodies or bass lines, implying appropriate harmony. • analyze repertoire including melody, harmony, rhythm, texture and form. • perform sight-singing of simple melodies. • aurally identify common-practice melodic and harmonic compositional processes. • create musical compositions in standard notation and with electronic music sequencers. 	

CONCERT CHOIR	
Course #: 120400	Prerequisite: n/a
Class Fee: \$15.00	
<p>Course Description: Concert Choir is an elective course for high school singers who have successfully completed the choir audition requirements. In addition to a variety of school and community concerts, the choir will compete at the district music contest and other appropriate events throughout the school year. The choir will initiate and sponsor a major musical production each year. Members of the concert choir are also eligible to audition for swing choir.</p>	
Course Outcomes: "The student will..."	
<ul style="list-style-type: none"> • develop an understanding of music history. • interpret and experience various styles of music. • develop proper vocal production with regard to tone, blend, enunciation, and breath control. • improve sight reading and ear training skills. • develop proficiency in part singing. • develop self-confidence and poise through individual and group performance. • develop self-confidence and poise through individual and group performance. 	

GUITAR 1	
Course #: 129931	Prerequisite: n/a
Class Fee: Student will provide guitar or pay rental fee from local vendor.	Open to grades 9-12
Course Description: This is an elective course offering beginning instruction on guitar. This class covers proper playing technique including open chords, power chords, and melodic playing in a variety of styles. The course also includes performing alone and in small ensembles, listening, improvising, and learning how to read standard music notation and tab.	
Course Outcomes: "The student will..."	
<ul style="list-style-type: none"> • develop appropriate sitting posture and hand positions. • learn to play chords, accompaniment and melodies. • learn proper strumming, fingerstyle and flat-picking techniques. • learn to read standard music notation, chord diagrams, chord symbols and tablature. • learn to tune and care for the guitar. • develop an understanding of basic music fundamentals and theory. 	

MUSIC THEORY	
Course #: 129930	Prerequisite: n/a
Class Fee: \$30.00	Independent Study Only
Course Description: This course is intended for those high school students who are interested in more in depth study of the mechanical fundamentals of music. Students would use a guided text to move at a somewhat independent pace. Computer theory tools would be employed, as well as, the study of simple arranging practices using hand and computer notation.	
Course Outcomes: "The student will..."	
<ul style="list-style-type: none"> • begin to develop the students' knowledge of the basics of music theory. • gain understanding of musical terms through discussion, written work and demonstration. • explore new opportunities through theory, notation and simple arranging techniques. • be prepared for the next level of participation in the music program. 	

VARSITY BAND	
Course #: 120500	Prerequisite: Private audition
Class Fee: \$25.00 for uniform rental; \$85.00 for instrumental rental for school instruments only	
Course Description: Varsity band is available to those high school students who have successfully completed the band audition requirements. Members of the high school band perform at all home football and basketball games and march in field competition. During first quarter, the marching band meets at 7:00 a.m. three days each week. Band members also perform in concert competition throughout the school year. Personnel from the varsity band are selected for the Jazz Ensemble to perform at various school activities and community functions. Additional small groups and soloists are selected to perform at the district music contest. The band takes one major, out-of-state trip every four years.	
Course Outcomes: "The student will..."	
<ul style="list-style-type: none"> • demonstrate involvement in and respond to personal aesthetic experiences in music. • develop the ability to think, feel, and act creatively with music materials. • develop manipulative and organizational skills in the performance of band literature. • develop an understanding of the evolution of music through performance and conducting of music from different eras. • help promote school spirit at assemblies and sporting events. • develop basic marching skills through participation in various marching drill designs. • demonstrate skills in tone production, breath control, and musical styling. 	

Overseer/Proctor: Kirk Kingston



Registration # for all online courses: 000943

Prerequisite/process for taking an online course:

- Student is classified as a 10th-12th grade student.
- No class offered at PHS may be taken in the Online Academy.
- Minimum un-weighted grade point average of 2.67 (B-) - no roundup of GPA is permitted.
- Student has earned a B- or higher in all online academy courses taken previously at PHS.
- Student has not dropped any online course previously taken at PHS.
- Student is “on-track” for graduation.
- Student’s attendance and discipline history are reflective of a student that can succeed in an independent environment.
- Student and a parent/guardian must sign a contract that outlines the specific expectations of the Online Academy.
- Grade-level counselor or other administration must approve admittance to an online course.
- Specific courses will be selected with the help of a counselor before official enrollment with an approved vendor/college/university occurs and book(s) are ordered (if needed).

Fees: If student is admitted to the PHS Online Academy course fees for high school fees and books are covered. If a student is taking an online class for dual credit, the student and/or parent(s) are responsible for the costs of this portion of the course.

Attendance requirement(s): When officially enrolled in the PHS Online Academy, the student will be assigned a period on their schedule to report to the media center daily. All normal attendance and tardy policies (as outlined in current Student and Parent Handbook) shall apply.

Structure and class support: Students and parents both must agree that their child will be able to learn to work without daily direct instruction of a teacher. **Online learning requires:** self-discipline, daily progress and the completion of required assignments, quizzes and exams on time with no reminder from anyone else. A teacher is in the room with students daily to oversee, support and regularly check progress for every student. Parents and students will be notified by email after each progress check is completed. Progress checks occur three times a semester. Most importantly, parents and students must be aware that online education is a learning process designed to master independent online education and prepare them for education beyond high school.

Tier 1 courses can be taken by a student without administrative permission. These courses are generally part of the district's regular subscription to Edgenuity. Tier 1 courses must be approved by a high school counselor as a necessary class toward a program not offered at PHS or as a special interest course. Classes which are offered at PHS are not eligible as an online option.

TIER 1 EDGENUITY COURSES

3-D Art and Modeling	German*	Sociology
Art History	German 2*	Sociology (Dual Credit)*
Astronomy*	Health Concepts	Theater, Cinema and Film Production
Audio Engineering	Healthy Living	
Chinese*	Intro to Health Science	
Economics	Latin*	
Economics (Honors)	Medical Terminology	
French*	Modern World History	
French 2*	Nursing Assistant	

- DENOTES UNIVERSITY OF NEBRASKA HIGH SCHOOL CLASS

Tier 2 courses are those which require administrative approval before enrollment. These courses are generally NOT part of the district's regular subscription to Edgenuity but can be provided for a student if a need exists. Counselors will refer students to an official request form which will require the student to explain why the course is necessary and how they plan to use it as part of an academic program or personal interest in the future. Administration will have final approval rights on all Tier 2 courses. The following table of courses lists classes which have been taken by students in the past but is not the entire list of possible Edgenuity offerings.

TIER 2 EDGENUITY COURSES

Principles of Agriculture	Family Living and Relationships	Nutrition and Wellness
Ag Science 1	Fashion and Interior Design	Ocean Biology*
Ag Science 2	First Aid	Philosophy
American Sign Language	Forensic Science	Real World Parenting
Cosmetology	History of the Holocaust	Sports and Marketing
Criminal Justice	Intro to Film Studies*	Veterinary Science
Criminology	International Relations*	World Cultures
Discovering Music*	Law and Order	
Early Childhood Education	Mythology	

- * DENOTES UNIVERSITY OF NEBRASKA HIGH SCHOOL CLASS

PHS Online Academy

Class Application & Agreement

Student Name _____ Date _____

Diploma Pathway _____ (If known)

Student may attach additional pages if more space is needed.

Why I would like to take a class through the PHS Online Academy:

I believe I can handle the rigor and independent learning environment of an online class because:

How will the class align with my interest and/or diploma pathway?

Course Selection

Tier 1 (Admin approval not necessary)

- Advertising & Promotion
- Art History 1
- Astronomy
- Business Law
- Criminology
- Drugs & Alcohol (NE)
- Early Childhood Ed. Intro
- French Language

- Fashion & Interior Design
- First Aid & Safety (NE)
- Foundations of Personal Wellness
- German Language
- Intro to Health Science
- Latin Language
- Medical Terminology
- Modern World History

- Nursing Assistant
- Principles of Agriculture
- Sign Language
- Social Media -Connected World
- Sociology
- Sports & Ent. Marketing
- Other (Admin/Coord. approval required)**

Tier 2 (Admin approval required)

- Ag Science 1
- Ag Science 2
- Biotechnology - Intro
- Cosmetology - Skin
- Cosmetology - Styles
- Criminal Justice
- Cybersecurity
- Family Living and Relationships

- Forensic Science - Tales of the Dead
- History of the Holocaust
- International Business - Glob Comm
- Intro to Film Studies
- Law and Order
- Marine Science
- Medical Imaging and Therapeutic Ser
- Mythology & Folklore

- Philosophy - The Big Picture
- Real World Parenting
- Sociology (Dual Credit)
- Veterinary Science
- Other (Admin/Coord. approval required)**

Students are expected to attend and participate in their online courses as fully as they would attend a traditional class. Online courses are completed independently and are the responsibility of the student. However, goals will be set and expected by the Online Academy Coordinator. Students should understand that ICU will be used when quarterly goals are not met. Students must agree with the following statement for class application approval:

I will make a commitment to complete my chosen course. I will commit to logging in and working on my online class at least 5 times per week or as often as needed to stay on track. I will abide by the rules of both my online and local teachers/coordinators. I understand that if I drop this class, I am responsible for paying back the cost of the class and the cost of the book to the school district. I understand the needs and expectations of the course, and agree to fulfill my responsibilities and will work to successfully complete this online course.

I acknowledge that I have read and agree to the Online Academy terms and conditions:

Student Signature: _____

Parent Signature: _____

Counselor/Admin/Coordinator:

- Approved
- Denied
- GPA Requirement met (2.67)
- Prerequisites met (B- or higher in previous online class, never dropped an online class at PHS, successful discipline and attendance history)

Signature: _____

PE & HEALTH - COURSE OFFERINGS - PHYSICAL EDUCATION & HEALTH DEPARTMENT

Faculty: Nick Crouse, Christina Elder, Scott Jenson, Department Chairs: Scott Jenson and Adam Kuhl

Course #	Class Title	Course Length	Credits	Open to
080114	Cardio Training	Semester	1	9-12
080121	Competitive Sports and Activities	Semester	1	9-12
080100	Health*	Semester	1	10-12
089930	Individual Sports and Activities	Semester	1	9-12
080120	Lifetime Fitness	Semester	1	9-12
089931	Lifetime Sports and Activities	Semester	1	9-12
080124	Sports Officiating	Semester	1	9-12
080111	Weight Training and Conditioning	Semester	1	9-12
General Activity Interest Courses (do not count towards 2 credits of Physical Education required at PHS)				
077930	Healthcare Careers (MCC)	Semester	1	10-12
077812	Intro to Med Laws and Ethics (MCC)	Semester	1	10-12

***Course is required for graduation.**

Students must earn 2 additional Physical Education credits for graduation. At least one credit must be earned by taking an activity course. Students may repeat courses provided pre-requisites are met.

As indicated above, Healthcare Careers and Intro to Med Laws and Ethics are general activity interest courses that do not count for PE credit.

COURSE DESCRIPTIONS

<u>CARDIO TRAINING</u>	
Course #: 080114	Prerequisite: Grade of an "A" or "B" to repeat course.
Class Fee: n/a	
Course Description: The course focuses on the improvement of the student's cardiovascular endurance. Focusing specifically on exercises that improve heart and lung function. The goal of the course is to improve heart health, and will be tested by resting heart rate, working heart rate, and target heart rate. Activities practiced throughout the course are as follows: jogging/running, walking, circuit training, high intensity interval training, aerobics, and cardio kickboxing. Students will learn how to check their heart rate, and learn about the healthy heart rate zones for their age. Students will also set their own individual goals based off of where they are starting with their fitness.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • identify their own resting heart rate, working heart rate, and target heart rate. • understand the benefits of exercising the cardiovascular system. • set their own short term and long-term goals for improving heart and lung health. • learn proper injury prevention techniques through warm-up and cool down routines. • describe vocabulary related to fitness and cardio exercise. 	

<u>COMPETITIVE SPORTS AND ACTIVITIES</u>	
Course #: 080121	Prerequisite: Open to students 10-12. Student must have earned an A or B in Lifetime Sports or Individual Sports to enroll. Grade of an "A" or "B" to repeat course.
Class Fee: n/a	
Course Description: An activity-based course designed to emphasize team and individual sports in a competitive environment that have carryover value for later life. Students will enhance already developed skills and further their appreciation of various team and individual sports as well as continue to display and develop positive social traits such as teamwork, leadership, and responsibility. Active and competitive participation as well as skill refinement are both daily and unit expectations.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate and apply the knowledge of rules pertaining to team and individual sports, games and activities. • demonstrate a heightened competency in various skills necessary for different team and individual sports, games and activities. • demonstrate positive peer relationships in a physical activity setting. • participate actively on a daily basis with focus on skill refinement and competitiveness. • perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength. • understand the importance of lifetime fitness, physical activity and a healthy lifestyle. • choose a sport or activity and create a presentation that will be made to the class. 	

<u>HEALTH*</u>	
Course #: 080100	Prerequisite: n/a
Class Fee: n/a	
Course Description: Health is designed to make students aware of various aspects of life relating to health. The course content will include the following topics: managing weight and body composition, achieving good mental health, fad diets, tobacco use, peer relationships, alcohol, sexually transmitted infections, non-communicable diseases and disabilities, and first aid emergencies.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand basic health concepts. • understand the social drugs and how they affect the body. • study major body systems and how they function. • learn basic rescue skills and test to certify for Red Cross 1st Aid and CPR certifications. 	

HEALTHCARE CAREERS	
Course #: 077930	Prerequisite: n/a
Class Fee: MCC fees	Online Through Metro Community College
Course Description: This course provides an overview of the healthcare field. Topics include healthcare delivery systems, history of healthcare, careers in healthcare, personal qualities of healthcare workers, principles of teamwork, time management, human growth and development, cultural diversity, safety issues, and computer technology in healthcare settings. Current issues in healthcare are addressed in order to enrich students' understanding and breadth of knowledge of the U.S. healthcare system and the roles and functions of various healthcare professionals.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • identify how healthcare systems impact services performed and quality of care. • summarize employability skills to enhance employment opportunities and job satisfaction. • identify roles and responsibilities as a member of the healthcare team. • interpret basic medical terminology in health care. • demonstrate proficiency in solving basic math calculations in the field of health care. • differentiate between wellness, disease, and anatomy and physiology to promote prevention and healthy behaviors. • determine effective methods of communications in healthcare environments. • describe legal responsibilities, limitations, and implications of the actions of healthcare workers. • compare ethical practices with respect to cultural, social, and ethnic differences in a healthcare environment. • identify existing and potential hazards and employ safe work practices to prevent injury or illness. • utilize information technology applications to protect the privacy and disclosure of health information as major changes in technology occur. • use critical-thinking and problem-solving skills essential to career success in the healthcare field. 	

INDIVIDUAL & DUAL ACTIVITIES	
Course #: 089930	Prerequisite: Open to students 10-12. Grade of an "A" or "B" to repeat course.
Class Fee: n/a	
Course Description: An activity-based course focused on individual and dual participation in a variety of sports, games and activities that have carryover value for later life. Students will continue to develop skills and further their appreciation of various individual and dual sports as well as display and develop positive social traits such as teamwork, leadership, and responsibility. Activities covered in this course will include (but not limited to) badminton, pickle ball, bowling, shuffleboard, archery, spike ball, golf, and table tennis.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate and apply the knowledge of rules pertaining to various individual and dual participation sports and activities. • demonstrate an elevated competency in various skills necessary for different individual and dual participation sports and activities. • demonstrate positive peer relationships in a physical activity setting participate actively in a competitive atmosphere on a daily basis with focus on advancing an already developed skill level. • perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength. • understand the importance of lifetime fitness, physical activity and a healthy lifestyle. 	

INTRODUCTION TO MEDICAL LAW & ETHICS	
Course #: 077812	Prerequisite: n/a
Class Fee: MCC fees apply.	Online Through Metro Community College
Course Description: This course gives a foundation in the federal and state laws of the medical profession and ethical issues associated with working in a healthcare setting. It explores HIPAA regulations in detail. Topics include professional, social, and interpersonal healthcare issues. Coverage also includes identification of measures to promote confidentiality as major changes in electronic health record technology occur. Students learn investigation of techniques to maintain office safety as well as the safety and confidentiality of patients and medical records.	

Course Outcomes: The student will...
<ul style="list-style-type: none"> interpret ethical and legal terminology as it relates to the medical profession. explain why knowledge of law and ethics is important to health care practitioners. identify the major purposes of the medical practice acts and the functions of the medical boards. describe legal and regulatory acts related to the medical profession which have influenced health care. define professional liability and medical malpractice, and identify measures to prevent litigation. identify measures to protect the privacy and disclosure of health information as major changes in technology occur. describe how the laws affect the workplace as related to employment, safety of staff and patients, universal precautions, and workers' compensation laws. practice critical thinking and ethical decision making skills to address various ethical and legal issues in the healthcare field.

LIFETIME FITNESS	
Course #: 080120	Prerequisite: Note that this course is a rigorous, fitness-focused class and not an activity class. Grade of an "A" or "B" to repeat course.
Class Fee: n/a	
Course Description: The fitness class is designed to help students participate in low-impact fitness activities that develop cardiovascular fitness, muscle toning, and flexibility. Students will understand the importance of these elements of fitness and be able to structure their own workouts designed to improve their individual fitness levels. In class, plan on getting a good workout for 30 minutes. Heart rate will be at working level the entire class. Yoga, Pilates, cardio kickboxing, running workouts, aerobics, core workouts, and cardio strength training will make up the workouts. Stability balls, elastic bands, medicine balls, free weights, and cardiovascular machines are equipment used for this class. The focus for students will be on physical activity that provides opportunities for enjoyment, challenge, self-expression and social interactions.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> be required to track their cardiovascular improvement based on heart rate monitoring and strength gains through journaling. practice proper goal setting and nutrition logging. learn all 5 elements of fitness and why they are important to overall fitness and health. learn basics of yoga, aerobic fitness, cardio kickboxing, Pilates. be able to understand lifetime fitness is important to overall well being. understand different vocabulary associated with fitness. understand proper form, technique, and safety measures for each fitness activity. the difference between aerobic and anaerobic exercise. improve overall strength, cardiovascular endurance, and flexibility. 	

LIFETIME SPORTS AND ACTIVITIES	
Course #: 089931	Prerequisite: Grade of an "A" or "B" to repeat course.
Class Fee: n/a	
Course Description: The focus of the course is to provide students further opportunity to further develop basic skills used in a variety of sports, games and activities as well as gain an appreciation for the value of lifetime fitness and a healthy lifestyle. Active participation and skill improvement are both daily and unit expectations.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> demonstrate and apply the knowledge of rules pertaining to team and individual sports, games and activities. demonstrate a competency in various skills necessary for different team and individual sports, games and activities. demonstrate positive peer relationships in a physical activity setting. participate actively on a daily basis with focus on skill development and improvement. perform a series of physical fitness tests to include but not limited to: flexibility, endurance, 	

cardiovascular fitness and muscular strength.
<ul style="list-style-type: none"> • understand the importance of lifetime fitness, physical activity and a healthy lifestyle. • choose a sport or activity and create a presentation that will be made to the class.

<i>SPORTS OFFICIATING</i>	
Course #: 080124	Prerequisite: Open to students in grades 10-12. Must purchase a whistle and lanyard.
Class Fee: n/a	
Course Description: This course is designed to introduce students to the basic playing rules and officiating practices in the sports of football, soccer, volleyball, and basketball. At the end of the course, students will be expected demonstrate proficiency by taking the NSAA officiating exam in each of the four sports.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate correct mechanics in each sport. • demonstrate a mastery of the playing rules in each sport. • complete NSAA officiating exam in each sport. • demonstrate proficiency during practical officiating exams. 	

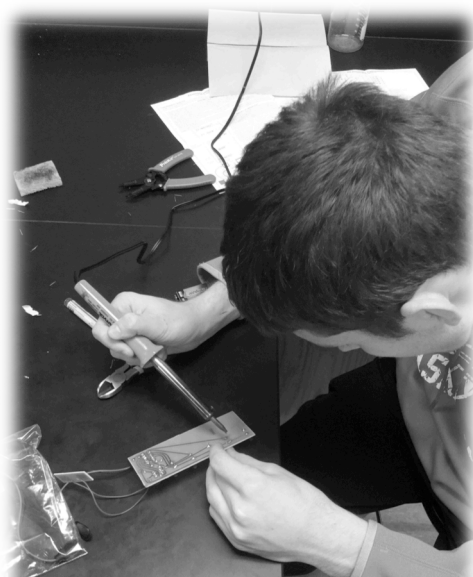
<i>WEIGHT TRAINING AND CONDITIONING</i>	
Course #: 080111	Prerequisite: Students will be placed in Beginning or Advanced based on their experience and competency in the weight room. Students may repeat course as long as a grade of "B" or higher is earned in previous semester.
Class Fee: n/a	This is not an activity course. This is a rigorous strength and conditioning course.
Course Description: This course designed to provide students the opportunity to improve body structure through various weight training, stretching and cardiovascular exercises. A variety of weight lifting exercises will be used to explore the different muscle groups. Focus of the course will be on proper weight lifting techniques and skills necessary to perform exercises in a safe and effective manner.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand and follow weight room safety policies and procedures. • perform a variety of weight lifting exercises safely, properly, and effectively. • increase muscular strength, power, and endurance through a variety of weight training methods and exercises through periodic testing. • develop speed, agility, flexibility and coordination through stretching and conditioning • develop increased cardiovascular endurance. • perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength. • understand basic muscles group, their function relative to weight training, and the affects various exercises have on each group. 	

SCIENCE - COURSE OFFERINGS

SCIENCE DEPARTMENT

**Faculty: Brian Dutcher, Alex Nielsen
Sarah Ortiz and Ellen Wulf**

Department Chair: Sarah Ortiz



Course #	Class Title	Course Length	Credits	Open to
130218	Dual Credit Biology+	Year	2	11-12
130210	Anatomy and Physiology	Semester	1	11-12
130201	Biology*	Year	2	9-12
130301	Chemistry 1*	Semester	1	10-12
139930	Chemistry 2+	Semester	1	10-12
130203	Earth and Space Science	Semester	1	10-12
100161	(PLTW) Principles of Engineering	Semester	1	11-12
	(PLTW) Environmental Sustainability	Semester	1	11-12
130211	Material Science 1	Semester	1	11-12
130419	Material Science 2	Semester	1	11-12
130303	Physics 1*	Semester	1	11-12
130307	Physics 2+	Semester	1	11-12

+Indicates a weighted course

***Indicates a course required for graduation Green print indicates a dual credit course**

Blue print indicates a specialized course offering – see course description for more details.

Platteview Science Course Offerings:

Class of 2023 - Future Graduation Requirements:

Biology 2 sem
Earth Science 1 Sem
Chemistry 1 sem
Physics 1 sem
<p>Choice: 1 sem</p> <ul style="list-style-type: none"> • Chemistry 2 • Physics 2 • Material Science • PLTW Intro to Engineering Design • Anatomy & Physiology

College & Career Pathway:

9th Grade:	Biology 1	Biology 2
10th Grade:	Chemistry 1	Earth Sci
11th Grade:	Physics 1	Choice

University Pathway:

9th Grade:	Biology 1	Biology 2
10th Grade:	Chemistry 1	Chemistry 2
11th Grade:	Physics 1	*Earth Sci

*Physics 2nd semester is strongly encouraged for Engineer & science majors

Distinguished Pathway:

9th Grade:	Biology 1	Biology 2
10th Grade:	Chemistry 1	Chemistry 2
11th Grade:	Physics 1	*Earth Sci
12th Grade:	Dual Biology or AP Chemistry	

*May double up and take Earth Science any semester

*Physics 2nd semester is strongly encouraged for Engineer & science majors

**Class of 2022
Graduation Requirements:**

Biology 2 sem

Chemistry 2 sem

Physics 2 sem

OR:

Biology 2 sem

Chemistry 2 sem

Physics 1 sem

Earth Science 1 sem

Students may take Earth Science as an elective if they are interested but it will NOT be a graduation requirement for the the class of 2022.

College & Career Pathway:

9th
Grade:

Biology 1

Biology 2

10th
Grade:

Chemistry 1

*Chemistry 2

*Students have already completed this course.

11th
Grade:

Physics 1

Phys Earth

OR

University Pathway:

9th
Grade:

Biology 1

Biology 2

10th
Grade:

Chemistry 1

Chemistry 2

11th
Grade:

Physics 1

Physics 2

Distinguished Pathway:

9th
Grade:

Biology 1

Biology 2

10th
Grade:

Chemistry 1

Chemistry 2

11th
Grade:

Physics 1

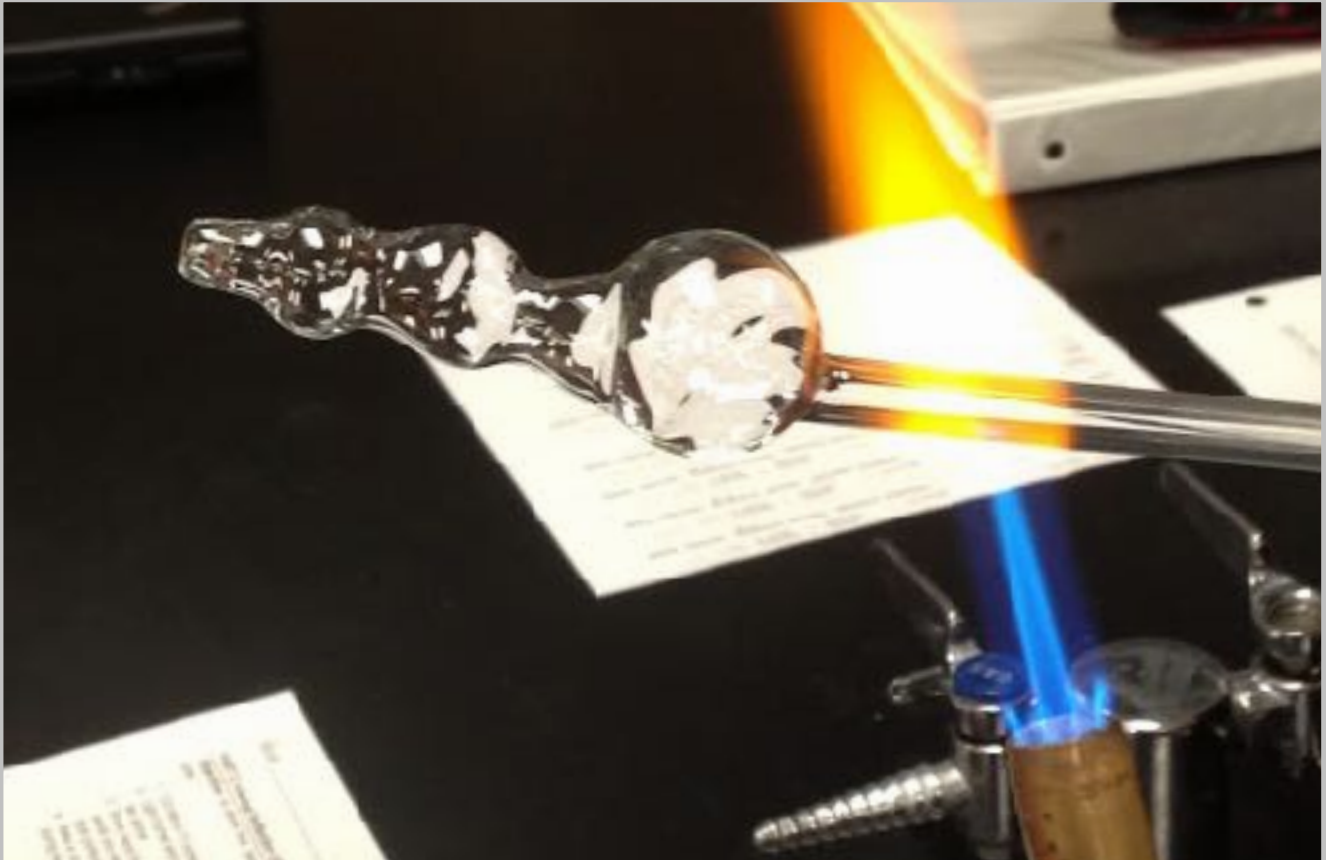
Physics 2

12th
Grade:

Dual Bio or AP Chem

Need a new class?

MATERIAL SCIENCE



MAKE
SOMETHING
AWESOME
TODAY!

Tired of sitting in classrooms? Ready to get your hands messy and spend time creating something new? Material Science is where ART and SCIENCE combine! We will...

- Make Styrofoam
- Grow crystals
- Blow glass
- Make fiber optics
- Learn to solder
- Make glass
- Raku pottery
- Ring Making
- Make nylon
- And many more!

New things are being INVENTED and CREATED daily. Our world is CHANGING. Get on the cutting edge of science and really learn

HOW STUFF IS MADE

Project Lead the Way

Connecting the Classroom to the World Beyond

Our activity-, project-, and problem-based (APB) instructional design centers on hands-on, real-world activities, projects, and problems that help students understand how the knowledge and skills they develop in the classroom may be applied in everyday life. The APB approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem.

This approach provides students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning.

Activity, Project, Problem-based Learning Approach



Partnering to Deliver Exceptional Classroom Experiences

When developing and updating our curriculum, we seek ongoing input and feedback from students, teachers, administrators, and subject-matter experts. A critical component of this curriculum-development process is our pilot process, which gives us the opportunity to deploy new material in a limited number of classrooms and apply learnings from the pilot before releasing a new course or significant course update. Our work is also informed by current research and experts in academia and industry.

Furthermore, members of our team bring both industry and business experience to PLTW and influence the in-demand, transportable knowledge and skills we embed in our programs. This powerful combination of educators and industry professionals allows us to create a comprehensive learning experience that is unmatched.

COURSE DESCRIPTIONS

ANATOMY AND PHYSIOLOGY	
Course #: 130210	Prerequisite: students must have completed Biology (with a minimum grade of a "C") and Chemistry (with a minimum grade of a "C").
Class Fee: n/a	Semester course
Course Description: This course is designed for students who plan on pursuing a health related area of study in college. The general area of study in this course is the structure and function of the human body. Topics include, but are not limited to: Anatomical Terminology, Cells and Tissues, the Skeletal System, the Muscular System, the Cardiovascular System, the Respiratory System, Nervous System and the Digestive system. Daily activities include classroom lecture, discussions, note taking and laboratory investigations including dissections.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • distinguish between anatomy and physiology and learn how they are related. • study anatomical terminology and relative body positions/ landmarks. • identify cell types and tissue types seen in the human body. • study the bones of the skeletal system, joints and types of movement produced in the human body. • identify the major muscles and muscle groups of the human body, muscle movements and the process of producing muscle movement. • study the major components of the cardiovascular system, the processes used to transport blood, blood components and structures of the heart. • study the structure and function of the organs of the digestive system and the process of digestion. • study the structure and function of the organs of the respiratory system and the process of respiration. • study the structure and function of the organs of the nervous system. • study the senses of sight and hearing including the structure and function of the eyes, ears. 	

BIOLOGY*	
Course #: 130201	Prerequisite: n/a
Class Fee: n/a	Full year course
Course Description: This course is designed to give students an introduction to various biology fields of study including scientific method, ecology, molecular biology, bioenergetics, cell biology, genetics, zoology, microbiology, evolution and behavior. Lab investigations will be used to help understand and interpret concepts and theories. Recent developments and bio-ethical issues will be used to stimulate student interest and involvement in life science.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • recognize the scientific method as a logical problem solving strategy that applies to science, as well as, to everyday situations. • understand the ecological relationships among living organisms and between living organisms and their environment. • study energy, energy transformations, matter and recycling of matter as they relate to living organisms, ecosystems, and the biosphere. • study cells, cell structure, cell function, and cell reproduction. • study the chemistry of biological molecules as they relate to photosynthesis, cellular respiration and other metabolic processes. • understand patterns of inheritance, DNA, RNA, protein synthesis, human genetics, genetic engineering, recombinant DNA and genetic disorders. • study viruses, bacteria, protozoan's, and their importance in ecological relationships, as well as, disease-producing mechanisms. • understand the theory of evolution as it relates to heredity and population genetics. • study theories and patterns of plant and animal behavior. 	

CHEMISTRY 1*	
Course #: 130301	Prerequisite: Biology
Class Fee: n/a	Semester course
Course Description: This course is designed to meet the graduation requirement for PHS students in Science and prepare students who plan on entering college. It emphasizes chemical theories and an understanding of the periodic table. The course covers matter, measurements, atomic structure, waves, chemical & nuclear reactions, and bonding.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • learn about lab safety, lab techniques, and lab equipment used in a typical chemistry setting • investigate what matter is and how to recognize a chemical reaction • know how to take scientific measurements and apply problem solving techniques • learn the process on how to name and write chemical formulas. • identify types of chemical reactions and write their balanced formulas • explain how energy released in a fission reaction affects an atom's nucleus • predict properties of elements based on outer electrons • use mathematical equations to understand the laws that govern gas behaviors • investigate the structures of both atoms and ions, as well as, how they form. • learn how the periodic table is a vital resource for a chemist. 	

CHEMISTRY 2+	
Course #: 139930	Prerequisite: Chemistry 1 with a "C" or higher
Class Fee: n/a	Semester course
Course Description: This second semester course moves at a faster pace and is designed to prepare students who plan on entering college to pursue STEM careers. It covers solutions, gas laws, calculations for moles & stoichiometry, and acid & bases.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • apply the use of dimensional analysis to investigate mole-mass, mole-volume, and mole-particle relationships • use mathematical equations to understand the laws that govern gas behaviors • predict limiting reactants to determine the percent yield of product made • identify strong acids and bases • prepare solutions and dilute concentrated mixtures to a specific molarity • use critical thinking to prepare an airbag out of chemicals for an egg drop 	

DUAL CREDIT BIOLOGY+	
Course #: 130218	Prerequisite: Biology
Class Fee:	Full year course
Course Description: Biology is the study of life, and therefore is devoted to the study of living things and their processes. Developing a good understanding of the process of life requires students to have a broad background in the basics of biology. Students taking BIOS1010 have BIOS1010L incorporated in this course. BIOS 1010 provides this background by emphasizing ecology, molecular biology, cell structure and function, genetics, and evolution. This course includes both lecture and lab components.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • identify and explain the function of major cell structures including those involved in cell reproduction. • explain how molecules are involved in or control cellular processes. • explain the genetic basis for inheritance in living organisms. • predict how contemporary application of biotechnology impacts society. • explain how organic evolution and natural selection resulted in the diversity of organisms. • explain how biotic and abiotic factors determine the distribution and abundance of organisms. 	

EARTH AND SPACE SCIENCE*	
Course #: 130203	Prerequisite: Biology
Class Fee: n/a	Full year course
Course Description: This course is designed to give students an introduction to various earth and space science topics and help students gather, analyze, and communicate evidence. Topics covered include the universe, Earth's planetary history, Earth's movement in the solar system, properties and movements of water on Earth's surface, weather and climate regulation, use of Earth's resources, and the effects of human activities on our planet.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • explain how the universe changes over time. • demonstrate that Earth's climate and weather are influenced by energy flow through Earth systems. • demonstrate that Earth's systems are interconnected and impact one another. • interpret Earth's history through geological evidence. • describe the interactions between society, environment, and economy. 	

PLTW PRINCIPLES OF ENGINEERING	
Course #: 100161	Prerequisite: Algebra 1
Class Fee: \$25.00 for materials	Pathway(s): PLTW Engineering
Course Description: Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This is a semester long course.	
<ul style="list-style-type: none"> • Explore careers in engineering disciplines, STEM careers related to engineering, and professional Ethics • Analyze energy and power through the use of mechanisms, simple machines, mechanical advantage, and energy sources and applications. • Investigate materials and structures including vectors, forces, statistics, trusses, material properties, centroids, and tensile testing. • Apply control systems through the use of machine control, programming, sensors and motors, and fluid power (hydraulics and pneumatics). • Calculate statistics and kinematics. • Enhance their computational and analytical skills, experience engineering design, and explore tools and software. 	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • explore careers in engineering disciplines, STEM careers related to engineering, and professional Ethics. • analyze energy and power through the use of mechanisms, simple machines, mechanical advantage, and energy sources and applications. • investigate materials and structures including vectors, forces, statistics, trusses, material properties, centroids, and tensile testing. • apply control systems through the use of machine control, programming, sensors and motors, and fluid power (hydraulics and pneumatics). • calculate statistics and kinematics. • enhance their computational and analytical skills, experience engineering design, and explore tools and software. • use computer automated drafting software to design and 3D print solutions to real world problems. • create an aquaponics set up that could grow edible food right in the classroom. • study sustainable sources of energy and create a device that can run on alternative energy. 	

PLTW ENVIRONMENTAL SUSTAINABILITY	
Course #:	Prerequisite: Algebra 1
Class Fee: \$25.00 for materials	Pathway(s): PLTW Engineering
Course Description: Students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges. This is a semester long course.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • explore the overarching themes of conservation, alternative energy sources, ethics, and resource accessibility. 	
<ul style="list-style-type: none"> • analyze Environmental sustainability from a global perspective, threats to environmental sustainability, and ethics. 	
<ul style="list-style-type: none"> • investigate global water issues such as global water distribution, clean water disparity, water purification methods, water bioremediation, and water filter design. 	
<ul style="list-style-type: none"> • explore genetic engineering in terms of global food security, genetically modified organisms DNA recombinant technology, restriction enzyme analysis, and the design of genetically modified food. 	
<ul style="list-style-type: none"> • investigate and apply renewable fuel concepts such as predicting, modeling, and monitoring energy use, photosynthesis-derived energy systems, algae-derived biofuel production, ethanol biofuel production, product purification and quantification, enzyme analysis, and bio-manufacturing plant designs. 	

MATERIAL SCIENCE 1 AND 2	
Course #: 130310 (1) and 130311 (2)	Prerequisite: n/a
Class Fee: \$20.00 per semester	Semester courses
<p>Course Description: Material Science is a study of solid matter where students will explore the nature of different materials. Four major units form the basis of the course: solids, metals, ceramics/glass, and polymers (plastic). We will study the properties, design, and manufacturing of each major solid category. This course allows students to see chemistry in the real world as well as gives students a better understanding of different fields of engineering & technical careers.</p> <p>A heavy hands-on, lab based approach is used in this class. Learning will involve working in small groups, writing as a means of learning, participating in demonstrations and activities, using community experts in materials, showing videos, and using a large variety of written resources including current event articles.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> • learn to make crystals using different methods (from a solution, from precipitates of chemical reactions, and from freezing of a melt). • be able to create glass from raw ingredients and understand the bonding processes. • be able to use a variety of equipment to work with metals (rolling mills, draw plates, and digital calipers). • be able to explain the desirable properties that alloys have over their metallic components. • be able to identify and perform various heat treatments of metal (quench, anneal, and temper). • be able to define corrosion, recognize examples of corrosion, and identify factors that cause corrosion. • be able to understand the science behind the art of raku. be able to understand the process of electroplating. 	

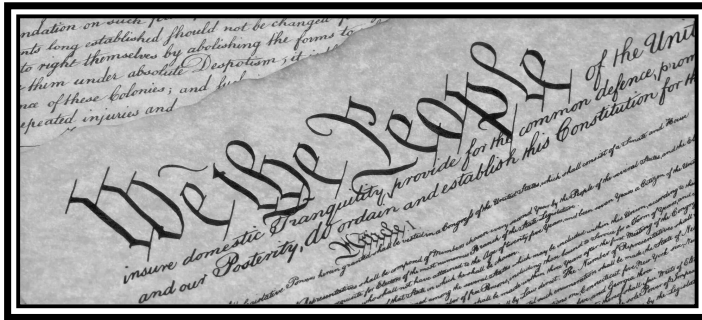
PHYSICS 1*	
Course #: 130303	Prerequisite: Student must have successfully completed Algebra 2 or be concurrently enrolled.
Class Fee: n/a	Semester course
<p>Course Description: This course is designed to meet graduation requirements at PHS in science to prepare students who plan on entering college. It emphasizes the physical world and the laws governing it. The course will cover basic kinematics, momentum, force, and energy.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> • study the relationships between displacement, time, velocity, acceleration, and forces in straight line motion. • study the concepts and relationships between work, energy, and power. • study and understand the laws of physics • study the laws that govern the transfer of electrical charge and the fields around them. 	

PHYSICS 2+	
Course #: 130307	Prerequisite: Physics 1 with a "B" or higher
Class Fee: n/a	Semester course
<p>Course Description: This course is designed to extend the knowledge that was used in the first semester of physics that will benefit students who are planning on entering into a university in a math or science field. The class will focus on the mathematical relationships of physics principles and problem solving. Students will also engineer and create solutions to real world problems using their knowledge of physics.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> • develop strong mathematical skills to use when problem solving. • master more complex kinematic equations that can solve a larger array of problems and give a deeper understanding of motion. • study motion in both one and two dimensions. • use vectors to study collisions and motion. 	

SOCIAL SCIENCES - COURSE OFFERINGS SOCIAL SCIENCES DEPARTMENT

**Faculty: Jon Comine, Steve Lundeen,
Brad Schlieman, Andrew Sonenson
and Shae Speth**

Department Chair: Steve Lundeen



Course #	Class Title	Course Length	Credits	Open to
151103	21 st Century Studies	Semester	1	11-12
151113	Advanced Placement Government	Year	2	12
150805	Honors World History+	Year	2	10
099930	Intro to Human Services	Semester	1	11-12
151300	Intro to Sociology	Semester	1	11-12
159930	Military History	Semester	1	10-12
151200	Psychology (Psychology 1010)	Semester	1	11-12
151110	US Government*	Semester	1	12
159931	US History 1 (to 1877)+	Semester	1	11
159932	US History 2 (from 1865)+	Semester	1	11
150820	US History*	Year	2	11
150700	World Geography	Semester	1	9
150800	World History*	Year	2	10

+Indicates a weighted course

***Indicates a course required for graduation – note that in addition to courses noted, students must complete 1 additional semester elective course in Social Sciences.**

Green print indicates a dual credit course

Graduation requirements for Social Sciences

9th grade – Geography (1 credit)

10th grade – World History or Honors World History

11th grade – U.S. History (2 credits) or U.S. History 1 (1 credit) AND U.S. History 2 (1 credit)

12th grade – U.S. Government (1 credit) or Advanced Placement Government (1 credit)

COURSE DESCRIPTIONS

ADVANCED PLACEMENT GOVERNMENT	
Course #: 151113	Prerequisite: n/a
Class Fee: Set by University of Nebraska Omaha	Semester course – potential of 3 college credits, will satisfy elective graduation requirement in Social Studies.
Course Description: Advanced Placement Government and Politics is available to seniors desiring a more intensive college preparatory experience. The course will give students an analytical perspective on government and politics in the United States. Topics include: Constitutional Underpinnings, Political Beliefs and Behaviors, Political Parties-Interest Groups-Mass Media, Institutions of National Government, Public Policy, and Civil Rights and Civil Liberties.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • know important facts, concepts, and theories pertaining to U.S. government and politics. • understand typical patterns of political processes and behavior and their consequences. • be able to analyze and interpret basic data relevant to U.S. government and politics. 	

HONORS WORLD HISTORY+	
Course #: 150805	Prerequisite:
Class Fee: n/a	Semester course
Course Description: Honors World History will be a Survey course of the history of our world from the Renaissance until the modern years of historical context. The course will focus on writing, reading of text and novels, cause and effect, use of technology, and factual and theoretical dissection of history.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand the European Renaissance and Reformation. • understand the Muslim world. • understand the Age of Exploration and isolation. • understand the Atlantic World. • understand Absolute Monarchs in Europe. • understand the Ages of Enlightenment and Revolution. • understand the French Revolution and Napoleon. • understand Nationalists Revolutions as they swept the west. • understand the Industrial Revolution. • understand the age of Democracy and Progress. • understand the Age of Imperialism. • understand Transformations Around the Globe. • understand the Great War. • understand the Age of Revolution and Nationalism. • examine the Years of Crisis. • understand World War II. • understand the Restructuring of the Postwar World. • understand how Colonies of the World Became new nations. • understand Struggles for Democracy. 	

INTRODUCTION TO HUMAN SERVICES	
Course #: 099930	Prerequisite: students in grades 11-12 or instructor Permission
Class Fee: Dual credit fees apply.	Semester course
Course Description: This course is an introductory course for students to explore the human services field. Students will be exposed to human perspectives, ethics, and the role of community support Human Services Practitioner in various agencies and specific areas of human service employment.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • state and describe the rules and functions of human service workers at various levels. 	

<ul style="list-style-type: none"> • identify and explain the knowledge, skills, and value bases of human services.
<ul style="list-style-type: none"> • define terms used in discussion of human services.
<ul style="list-style-type: none"> • identify society and personal values that influence human service practice and vocational choice.
<ul style="list-style-type: none"> • state historical factors in the development of human services.
<ul style="list-style-type: none"> • identify and describe a potential human service field as a vocational choice.

INTRODUCTION TO SOCIOLOGY	
Course #: 151300	Prerequisite: students in grades 11-12 or instructor Permission
Class Fee: Dual credit fees apply.	Semester course
Course Description: This course outlines the major theories in sociology and explores the impact of culture and social structures on the individual. The topics of social inequality (race/ ethnicity, gender, and age) and the role of social institutions (family, education, and religion) are also covered.	
Introduction to Sociology is an introduction to the scientific study of society and human social behavior. Students learn about the social development of individuals in a society and consider the effects that culture, language, and status have on this development. Focus is on research methods, research findings, sociological theories, society, institutions, groups, social structure, culture, social interaction, socialization, social problems, social inequality, and social change.	
Potential Dual Enrollment: University of Nebraska at Omaha - Introduction to Sociology (SOC 1010) or Metro Community College - Introduction to Sociology (SOCI 1010)	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • TBD at this time – depends on dual credit status 	

MILITARY HISTORY	
Course #: 159930	Prerequisite: students in grades 11-12. Instructor permission required for underclassmen.
Class Fee: Dual credit fees apply.	Semester course
Course Description: This course is a survey of American military history in a global context which situates war strategies and tactics starting from Colonial America to the present. This course's primary purpose is to provide students with a better understanding of the political, social, cultural, and economic aspects of American military history on the global stage. This course is a dual credit course through Metro Community College.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • be able to describe the evolution of U.S./global military policies, tactics, and strategies from colonial times to the present. 	
<ul style="list-style-type: none"> • be able to describe the relationship between military affairs and society, especially as they pertain to social, political, economic, national security, and diplomatic traditions. 	
<ul style="list-style-type: none"> • be able to analyze the ramifications of European and American military policies and practices upon current global military actions. 	
<ul style="list-style-type: none"> • be able to analyze primary sources and describe how they help us better understand military history. 	

PSYCHOLOGY	
Course #: 151200	Prerequisite: students in grades 11-12 or instructor permission
Class Fee: Dual credit fees apply.	Semester course

Course Description: This course is an introduction to the science of psychology. The course material will include a study of the application of critical thinking, learning theory, memory, growth and development, biological and neurological xxx, abnormal behavior,

Course objectives:

Student will be able to:

- Study the core concepts and theories of psychology. They will be able to define key terms and use these terms in their everyday vocabulary.
- Understand the basic skills of psychological research. They will be able to recognize psychological principles when they encounter them.
- Develop an awareness of human similarities and accept the differences.
- Acquire critical thinking skills which will allow them to be consumers of information.
- Learn about psychology as a profession and become aware of the educational requirements that must be met to pursue a career.

Dual Credit Course Description:

This course also fulfills a University of Nebraska at Omaha General Education requirement and is aligned with the following General Education Student Learning Outcomes (SLOs). After completing the course, successful students shall be able to:

- demonstrate an understanding of the diversity of interactions between human motivations, institutional forces, and/or social behavior;
- use critical thinking and reasoning skills to analyze theories, perspectives, and/or concepts relative to the discipline(s) studied;
- identify multiple methods and modes of inquiry and their appropriate application; and
- communicate ideas and explain concepts and analyses using the language of the discipline(s).

US GOVERNMENT*	
Course #: 151110	Prerequisite: students in grades 11-12.
Class Fee: n/a	Semester course
Course Description: American Government is a survey study on the development and operation of our national government. The intent is to educate the student in the workings of our government and to foster a sense of civic pride and responsibility.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand some of the basic problems faced by the authors of our constitution. • acquire a better understanding of our rights as guaranteed by the constitution. • associate current literature involving the government with our studies. 	

U.S. History is required of all junior students at Platteview High School. PHS offers students two versions of U.S. History to satisfy the U.S. History requirement for graduation. It is important for students and parents to understand the differences between the two options and also note the restrictions on moving between the two options.

OPTION #1 for U. S. History

U.S. HISTORY*	
Course #: 150820	Prerequisite: n/a
Class Fee: n/a	Full year course
Course Description: U.S. History is required of all junior students. The course is designed to cover U.S. History from 1877 through modern times. The intent is to provide a sequential look at the transformation of our country from an agrarian society to its current status as a world power.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • gain an understanding of the facts that led to the United States emerging as a world power. • understand the problems the United States faced while solidifying its status as a world power. • understand the impact of the Cold War on the lives of Americans and the World. • gain a greater appreciation for the U.S. economic and political systems, along with a sensitivity toward the various ethnic groups that make up our United States. 	

OPTION # 2 for U. S. History – this option is broken into two semesters; however the pace is much more rigorous and the course includes Discovery-1877. Students must take and pass both semesters to satisfy the US History requirement using this option whether or not the student elects to take advantage of the Dual Credit option for this class.

Movement between two options of US History:

1. Once a student elects a particular option, the student may not move between options at any point throughout the year without grade and credit repercussions. Electing an option shall be defined as attending the first day of class.
2. In the event that a student enrolls in U.S. History 1 and fails 1st semester, the student must continue with Dual Credit II as originally enrolled. The two semesters are independent of each other. To redeem the required credit from failing 1st semester, the student in this scenario must either repeat U.S. History 1 or enroll in U.S. History (the full year option) the following year and complete both semesters.
3. In the event that a student passes the first semester of U.S. History 1 but fails 2nd semester of U.S. History 2, the student may either repeat U.S. History 2 or elect to complete the full year of U.S. History (the full year option).
4. In the event that a student fails U.S. History (the full year option), the student must repeat the semester(s) failed in same course.

US HISTORY 1 (TO 1877)	
Course #: 159931	Prerequisite: n/a
Class Fee: n/a	Semester course – can be taken for dual credit
<p>Course Description: This course is a survey of American history from discovery through and including the Civil War and reconstruction. This course is a dual- enrollment course with college credit available through Metro Community College.</p> <p>In order to function effectively in society, students need to have an understanding of the way in which the past is a part of their lives today. A firm intellectual grasp of the historical forces underlying present-day issues will result in mature, informed judgment and effective participation in community affairs. Moreover, students should come to regard history as the interdisciplinary interpretation of political, economic, geographic, social, cultural and intellectual forces, all in a time dimension. Additionally, they should also regard differing historical interpretations as a healthy opportunity to exercise their own critical judgment. This course is a survey of American history from discovery through and including the Civil War and reconstruction.</p>	
<p>Course Outcomes: At the conclusion of this course, students should be able to engage in oral and/or written discussions of the following:</p> <ul style="list-style-type: none"> • The fundamental themes of American history from the Age of Discovery to 1877. • The major aspects of North American and global geography and demonstrate how geography influenced the course of American history. • The major time periods of American history. • The interaction of various forces in American history and how the interactions influenced the future. 	

US HISTORY 2 (FROM 1865)	
Course #: 159932	Prerequisite: n/a
Class Fee: n/a	Semester course – can be taken for dual credit
<p>Course Description: This course is a survey of American History from Reconstruction to the present day. This course is a dual-enrollment course with college credit available through Metro Community College.</p> <p>In order to function effectively in society, students need to have an understanding of the way in which the past is a part of their lives today. A firm intellectual grasp of the historical forces underlying present-day issues will result in mature, informed judgment and effective participation in community affairs. Moreover, students should come to regard history as the interdisciplinary interpretation of political, economic, geographic, social, cultural and intellectual forces, all in a time dimension. Additionally, they should also regard differing historical interpretations as a healthy opportunity to exercise their own critical judgment. This course is a survey of American history from discovery through and including the Civil War and reconstruction.</p>	
<p>Course Outcomes: At the conclusion of this course, students should be able to engage in oral and/or written discussions of the following:</p> <ul style="list-style-type: none"> • The fundamental themes of American history from 1865 to the present. • The major aspects of North American and global geography and demonstrate how geography influenced the course of American history. • The major time periods of American history since 1865. • The interaction of various forces in American history and how the interactions influenced the future. 	

WORLD GEOGRAPHY*	
Course #: 1500700	Prerequisite:
Class Fee: n/a	Semester course
Course Description: The world geography course is designed to introduce students to world cultures, geographic science, map skills, and other geographic studies.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • demonstrate map reading skills. • gain an understanding of world cultures and their impact historically and globally today. • learn and use geographic science principles. 	

WORLD HISTORY*	
Course #: 150800	Prerequisite: n/a
Class Fee: n/a	Full year course
Course Description: This course is a survey style course, designed to familiarize the student, primarily through European studies, with the concepts of how mankind has advanced through the contemporary stages of societal development.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • understand the changing needs of civilization that leads to the development of nation states. • gain an understanding of the reasons behind revolutions and unification movements in Europe. • understand that through changing technologies and ideologies the world becomes an international arena in the 20th century. • become familiar with the key personalities of the different historical eras. 	

WORLD LANGUAGES - COURSE OFFERINGS

Faculty: Kirsten Ehrke and Kim Zeleny

WORLD LANGUAGES DEPARTMENT

Department Chair: Kirsten Ehrke



Course #	Class Title	Course Length	Credits	Open to
060241	Spanish 1	Semester	1	9-12
060242	Spanish 2	Semester	1	9-12
060243	Spanish 3+	Semester	1	9-12
060244	Spanish 4+	Semester	1	9-12

Green print indicates a dual credit course

+Indicates that course is weighted (if taken for dual credit)

Is my student ready for Spanish 1?

What is expected of the students in Spanish 1?

- Students in Spanish 1 are expected to have established study skills and a study routine. They know how to learn vocabulary, including spelling, of around 5-6 words a day in addition to their regular homework for class.
- Students need to be competent in reading, writing and speaking in their own language. A lot of what we do will require them to speak out loud in class and be willing participants in many activities. They should have a good grasp of common grammar terms.

My student struggles in English or Math.

- Students that tend to struggle in either or both of these subject areas tend to struggle with Spanish. It may be wise to give them another year of maturity and mastery of these two subject areas before throwing another difficult class at them.

My student rarely does his/her homework on time.

- Practice assigned in a level one class must be completed for the following day. Failure to practice makes it next to impossible to understand what is happening in class.
- Students are expected to study Spanish almost daily- close to 20 minutes a day- learning vocabulary, practicing verb conjugations, etc. Those with a low completion rate of homework may want to wait a year to mature into better homework completion habits.

My student is planning on only taking 2 years of this course.

- Since most 4 year universities require students to prove their mastery of 2 years of Spanish with a placement test, why not wait a year before starting Spanish? If their goal is to take the "2 years" and be done, it may be a better idea to wait a year to take it.

I heard Spanish is easy!- ALL they do is eat and sing.

- Many 4 year universities require a minimum of 2 years of a world language before they are admitted to their institution. This is due to the amount of higher level thinking skills required, plus the ability to show grit when faced with difficult concepts. This is not just a memorization class- however this skill is utilized frequently.
- If students do not master the basic skills in level 1, they will struggle in level 2. This class is such a concept building class- you can not learn something and forget what you have learned after the test.

My student needs to be challenged academically.

- Great! This class will challenge them to think in ways they have never had to think and study before. They should have a passion for learning to start Spanish 1 as a Freshman and continue through Spanish 4 as a Senior.

COURSE DESCRIPTIONS

SPANISH 1	
Course #: 060241	Prerequisite: n/a
Class Fee: n/a	
Course Description: This course is an introductory Spanish course. At this level the main emphasis is placed on understanding and speaking. Less stress is placed on reading and writing, although these skills are included. Whenever possible, Spanish-speaking culture is incorporated into the course through various lessons and activities.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • be able to use basic grammatical components. • develop a limited, but workable vocabulary. • discuss aspects of the Spanish culture. • combine grammar and vocabulary to develop oral and written skills. 	

SPANISH 2	
Course #: 060242	Prerequisite: Spanish 1
Class Fee: n/a	
Course Description: This course builds upon what was learned in Spanish 1. Skills introduced in Spanish 1 are reviewed, reinforced and practiced. The stress is on listening and comprehension. More emphasis is placed on reading and writing than first year Spanish. Spanish- speaking cultural study is an important aspect of learning in this course. At the completion of this level, students should feel comfortable conversing and corresponding within the limits of their vocabulary and grammatical structures.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • review and apply aspects of level one. • expand upon grammatical aspects of the language. • demonstrate the ability to compose writing samples. • recognize and understand many of the differences/similarities between the cultures. 	

SPANISH 3 (course is weighted if taken for dual credit)	
Course #: 060243	Prerequisite: Spanish 2 – students that have earned an “A” or “B” in Spanish 2 are more likely to be successful in this course.
Class Fee: dual credit option has fees that apply.	DUAL CREDIT
Course Description: Topics covered during the first two years of Spanish are reviewed, reinforced and practiced, and new concepts are introduced. All four areas of the language, including reading, writing, listening and speaking are incorporated into this level of study with an equal focus. More exploration of literature is included. Spanish-speaking countries are further explored.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • review and apply concepts from first and second year. • expand upon conversing in the present, past and future tenses. • compare cultural values. • develop advanced writing skills in Spanish. • communicate in all aspects of the language at an advanced level. 	

SPANISH 4+ (course is weighted if taken for dual credit)	
Course #: 060244	Prerequisite: Spanish 3 – students that have earned an “A” or “B” in Spanish 3 are more likely to be successful in this course.
Class Fee: dual credit option has fees that apply.	DUAL CREDIT
Course Description: The course is designed for the advanced language learner with more flexible offerings. Elementary skills should be proficient by this time. An overview of language structure will be reviewed and practiced. Other activities will include selected readings and advanced oral work in the form of presentations and conversations.	
Course Outcomes: The student will...	
<ul style="list-style-type: none"> • review and apply concepts from first , second and third year. • students will converse daily using a variety of grammatical structures and vocabulary. • compare cultural values in an in-depth manner. • develop advanced listening, reading and writing skills in Spanish. • read cultural and authentic pieces at an advanced proficiency. 	

APPENDIX SECTION



The Springfield Platteview Community Schools grading policy was created by a committee of educators from various grade levels, academic disciplines and specialty areas. The committee researched best practices in grading to develop the policy. The policy received input from educators not on the committee, parent advisory groups and the board of education. This document is meant to help clarify the grading parameters outlined in policy.

Purpose of Grading is to...

To clearly communicate student achievement toward learning standards/goals and support the process of learning.

Grading parameter #1...

Grading procedures shall only be related directly to the prescribed curriculum and the College Career Readiness learning goals established by the District. Learning goals shall be reported based upon a semester grading period. Extra credit will not be given.

Curriculum goals (also referred to as standards) are established for each course and grade level. Grades will reflect student achievement toward these curriculum goals.

College Career Readiness goals are currently part of our district mission statement. These goals were considered when designing learning outcomes in each discipline. We have not intentionally written them in as part of course/grade level goals. As a district we are working with a committee of teachers to adopt or adapt the **Nebraska Standards for Career Ready Practice**. This work is part of our strategic plan goals of creating students who are college career ready. More to come regarding the implementation of College Career Readiness goals and how they will be measured.

With assessments written to measure course/grade level standard, **extra credit** distorts achievement. If students want to get higher grades, teachers can require them to provide “extra” **evidence** that demonstrates a higher level of achievement. This would mean an additional assignment/task that is aligned to the course/grade level outcomes that would provide sufficient evidence of higher achievement.

Grading parameter #2...

Grades on the report card will be based upon content area standards and goals. Group grades will not be given.

Content area standards/goals are established for each discipline. Grades will reflect student achievement towards those goals. Cooperative learning or group work is an effective teaching/learning strategy. It is not appropriate to assign group grades. Evidence used to determine grades must come from individual evidence of achievement towards a learning goal.

Grading parameter #3...

Life skills, as defined in our College Career Readiness framework, are reported separately with established criteria.

The purpose of the grade is to communicate achievement toward a course/grade level learning objective/standard. Including life skill/behaviors, distorts the grade. The goal is to make the grade an accurate reflection of student achievement.

- a. *Effort, participation, attitude, and other behaviors shall not be included in grades but will be reported separately unless they are a stated part of the learning goal established by the District/State.*

These behaviors are described as a Citizenship grade. These expectations are clearly outlined at the elementary, junior high and high school levels.

College Career Ready Skills... from the SPCS Mission

21st century skills and behaviors are defined as follows:

- **Core Knowledge/ Literacy** (Essential Learning Proficiency (Standards): Global Literacy; Financial and Economic Literacy; Civic Literacy; Health and Wellness Literacy, Beginning Career Knowledge)
- **Higher Level Thinking Skills** (Problem Solving; Decision Making; Making Inferences; Application; Synthesis and Creativity/Innovation; and Analysis and Evaluation)
- **Communications Literacy** (Communications and Information Technology; Reading/Writing/Speaking/Listening Proficiency; Collaboration; and Research)
- **Life Skills** (Ethics; Responsibility and Personal Productivity; Self-Reflection and Direction; Social Responsibility; Leadership and Adaptability)

- b. *Late work and incomplete work (formative assessments such as homework) shall be handled as follows:*

- i. *Students are expected to complete all required formative work through each summative assessment period.*

Formative Assessment (Assessment FOR Learning)

- ✓ Formative assessment is an **important part of the learning process**. Examples include but aren't limited to homework, independent practice on daily work, and brief progress checks (i.e., quizzes, papers, journal entries, reviews, etc.). Formative assessment informs the teacher about what students have learned and is used to help decide what to do next.

Homework

- ✓ The purpose of **homework** is to:
 - Prepare students for upcoming instruction; is considered diagnostic and used to give student feedback regarding improvement.
 - Provide practice and repetition of essential skill previously taught.
 - Promote study skills, responsibility and accountability.
 - Promote the development of independent learning skills.
 - Give students' opportunities to self-evaluate progress.
- ✓ The teacher's responsibility regarding homework is to:
 - Ensure that it is meaningful and tied to the learning objectives.
 - Provides timely and specific feedback.
 - Assign the appropriate amount based on age/grade/learning ability.
 - Provide necessary resources and support for each student to complete the task.
 - Monitor and hold students accountable for assignments through interventions.
- ✓ The student's responsibility regarding homework is to:
 - Put forth his/her best effort.
 - Seek help from the teacher or other school resources.
 - Complete and turn in all assignments on time.
 - Use feedback from the homework for self-evaluation and improve performance.
- ✓ The parent's responsibility regarding homework is to:
 - Work with the school in making sure that their child is putting for his/her best effort and communicating if there are concerns.
 - Provide an environment at home where a student has study/homework requirements without distraction.
 - Teach responsibility and accountability.
 - Provide assistance and help for his/her child.

- ii. *Before summative assessments, teachers may set due dates and deadlines for all marked work that will be part of a student grade.*

Summative Assessment (Assessment OF Learning)

- ✓ Summative assessments determine a formal conclusion of what a student knows and can do towards course/grade level standards or outcomes. Examples of summative assessments include but aren't limited to: unit assessments; major performance tasks; district assessments; etc. Summative assessments mark the **end of learning process**.

- iii. *In determining semester grades, teachers must decide whether they have sufficient evidence of achievement. Work that is not submitted will be identified as **I** (Incomplete). Zeros will not be used unless the student fails to complete required work prior to the student taking the summative/unit assessment. Penalties on late work shall not exceed 10% if it is turned in prior to the student taking the summative/unit assessment.*

When zeros are combined with other evidence, the resulting grade doesn't accurately reflect achievement. Assigning zeros can create a situation in which a student can't recover. The behavior of "being late" should be reflected in the citizenship grade.

- c. *Absences shall be handled as follows:*
 - i. *Students shall not be penalized for excused absences. Course work during unexcused absences will be treated as late work.*
 - ii. *Students with excused absences shall be given at least 1 day, per day of absence, for make-up opportunities for all missed assignments/assessments (marked work that will be part of student grades) without penalty.*
 - iii. *See student-parent handbook for additional attendance procedures/policies.*

An absence for any of the following reasons may be **excused**, provided the required procedures have been followed:

- Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents),
- Illness which causes a student to be absent from school,
- Doctor or dental appointment which require student to be absent from school,
- Court appearances that are required by a court order,
- School sponsored activities which require students to be absent from school,
- Family trips in which student accompanies parent(s)/legal guardian(s), and
- Other absences which have received prior approval from the Principal.

Grading parameter #4...

Summative/unit assessments shall be determined as follows:

- a. Marks from formative assessment shall not exceed 30% of overall grade.
- b. Summative assessments shall account for at least 70% of the overall grade.
- c. Students who fail a summative assessment *are given an opportunity* to retake the assessment. Second chance assessment opportunities shall be made available to students who score below a 79% in grades 6-12. Second chance assessment opportunities shall be made available to students who score "Progressing" in grades K-5. Students must follow teacher guidelines for second chance assessment opportunities. The highest grade a student can attain on a second chance summative assessment is a 79% or "Proficient". *Retake opportunities are not available for semester finals.*
- d. *Summative projects: If a student does not complete a summative project on the due date, they will have a 10% reduction on the first day through the 4th day the assignment is late. The student's parents will be informed of a late summative project. On the 5th day, the assignment is late the student may not receive higher than a 79%. On the 6th day, the student will receive a zero.*

Formative assessments are intended to be part of the learning process. It is practice. The intent is not to "grade" the practice but to put emphasis on the learning. Learning is a process. Summative assessments are the "end" of learning. The grade gives a summary of student achievement at a particular point in time. Thus, these assessments carry more weight.

Teacher guidelines for second chance assessments are determined at the building.

e. *Grading Scale for grades K-5 and K-6 Specials (Art, PE and Music):*

Advanced AD	Advanced level of understanding beyond grade level expectations.
Proficient PF	Proficient level indicates a solid understanding of grade level expectations.
Progressing PG	Progressing level indicates a partial understanding of grade level expectations.
Beginning BG	Beginning level indicates a limited understanding of grade level expectations.

K-5 classroom teachers and K-6 specials teachers design assessments according to these levels of achievement. Cut scores and rubrics are used to determine the achievement level of each student. With this information, students are better able to self-reflect and see growth in learning over time based upon a learning target.

f. Grading Scale for grades 6-12

Letter Grade	Percentage	Mark Points	Weight (Grades 9-12)
A+	97-100	4.0	5.0
A	93-96	4.0	5.0
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.0	4.0
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.0	3.0
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1	2.0
D-	60-62	0.67	1.67
F	0-59	0	0.0

The ten point scale allows our students to be competitive for scholarships with other students from area schools.

5. *Other details on grading can be found in parent/student handbooks and course syllabi at each school.*

Platteview High School Online Academy Agreement / Consent Form

The Platteview High School Online Academy will allow students to enroll in online courses throughout the academic day. The intent of the PHS Online Academy is to provide students with the opportunity to pursue curricular interests in areas that are not offered on site. This program will allow students to design and pursue their individual pathways and interests as they work towards graduation and preparing themselves for college and the workplace. To support students, two staff members will help facilitate the student's experience through the Online Academy Lab.

Springfield Platteview Community Schools will pay for a total of 96 students to pursue this opportunity (16 seats over 6 periods). **SPCS will pay for the course fee for high school credit. If a course is taken for dual credit, parents would be responsible for the portion of the fee relative to college credit.** Qualifying for a seat is highly selective. Students must complete the PHS Online Academy Application found in the Appendix section of this guide to apply for consideration. Qualification is based upon a number of factors including:

- Written justification for purpose of taking the online course (must be tied to student's pathway)
- Students that have declared the University-bound pathway will have priority (taking a college credit, online class is required for students on this pathway)
- Demonstration of ability of student to handle the rigor of an online class
- Attendance history
- Discipline history
- Documentation that student is on-track for graduation

Platteview High School will use a variety of accredited providers for the online offerings including (but not limited to): University of Nebraska High School, E2020, University of Nebraska Omaha, Nebraska Wesleyan University, Metro Community College, Peru State College, etc.

For all requirements and guidelines regarding the Online Academy, please refer to the Platteview High School Parent-Student Handbook.

Agreement and Consent Section

I understand that qualifying for a seat in the Online Academy is a highly selective process and that if my student is selected I agree to the following conditions:

- My son/daughter is prepared for and understands the rigor and independent nature of online courses.
- My son/daughter will complete the course in full even if the material/course is difficult.
- I agree that the Springfield Platteview Community Schools will pay for the course if taken for high school credit. If the course is taken for college credit, I will be responsible for the payment.
- I agree to abiding by the terms and conditions of the syllabus for the online course.

Parent Signature: _____

Date: _____ / _____ / _____



OPEN PERIOD REQUEST – SENIOR STUDENTS ONLY

Date: ____ / ____ / ____

Student Name: _____

Grade: _____ Graduation Year: _____ Period Requested: _____

In order to be eligible for an open period, a senior must meet (and maintain) all of the following qualifications:

- A minimum of a 2.50 cumulative grade point average during preceding semester.
- No unexcused absences the preceding semester.
- Less than nine (9) countable absences in all class periods during preceding semester.
- Less than six (6) tardies to any single period the preceding semester.
- Counselor verification that the student is on track for graduation.
- No discipline resulting in an out-of-school suspension during the preceding semester.
- No more than five (5) days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods:

- The only periods eligible for an open period are 1st or 8th.
- A student may apply each semester for eligibility for an open period.
- A student may request to have a maximum of one open period per day.
- Students with an open period may not be on campus during the open period unless the student has scheduled time with a staff member.
- Students violating any of the criteria listed above may have their open period revoked immediately.
- The high school administration may assign alternate schedules to a student when extenuating circumstances arise.
- The application for approval of a student to have an open period must be completed and submitted prior to school ending the preceding semester.

This application must receive approval from the following parties:

- Principal or Assistant Principal _____ Date: ____ / ____ / ____
- Guidance Counselor _____ Date: ____ / ____ / ____
- Advisory period teacher _____ Date: ____ / ____ / ____
- Student _____ Date: ____ / ____ / ____
- Parent _____ Date: ____ / ____ / ____



APPLICATION FOR EARLY GRADUATION

Date: _____ / _____ / _____

Student Name: _____

Grade: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Credit History:

Total credits earned in 9th grade: _____

Total credits earned in 10th grade: _____

Total credits earned in 11th grade: _____

Check which statement applies to your request:

_____ I am requesting to graduate after the 1st semester of my senior year.

_____ I am requesting to graduate at the end of my junior year.

Dear Parent:

Your child has requested to graduate early. When a student completes all graduation requirements and withdraws from school, the student automatically becomes ineligible to participate in any school activities regulated by the Nebraska School Activities Association.

The only formal commencement exercise held at Platteview High School is in May of each school year. We encourage all students to participate. This form is due no later than June 1 of the summer preceding the date of intent to graduate.

As a parent, I understand the nature of this request and I am executing the authorization for my child to graduate early.

Parent Signature: _____ Date: _____ / _____ / _____

Principal's Signature: _____ Date: _____ / _____ / _____



INDEPENDENT STUDY PROPOSAL

Date: _____ / _____ / _____

Student Name: _____

Grade: _____ Graduation Year: _____

1. Area of study covered by Independent Study:

2. Activities to be carried out during Independent Study.

3. Evidence the student will produce indicating the progress being made throughout the Independent Study.

4. Procedure used in evaluating the Independent Study.

5. Amount of credit to be received for Independent Study? _____

We the undersigned agree to the above outlined proposal.

_____/_____/_____
Student Date

_____/_____/_____
Supervising Teacher Date

_____/_____/_____
PrincipalDate

***Attach additional sheets if necessary.**



TEACHER AIDE REQUEST

Student Name: _____

Grade: _____ Class Period: _____

Sponsoring Staff Member: _____

Signature: _____ Date: _____ / _____ / _____

Description of what tasks the Teacher Aide will be doing for the Sponsoring Teacher if approved:

Guidelines:

1. The agreement is good for one semester.
2. A teacher may have only one teacher aide per period.
3. Teacher aides must be kept busy and may not use cell phones or teacher's computer during period serving as an aide.
4. Teacher aids must maintain good grades, attendance and discipline history while serving as an aide.
5. Teacher aides who are listed on D-F List will be removed from assignment.
6. Teacher aides must report on time and remain under the supervision of sponsoring teacher during period.
7. Teacher aides must have a pass to be outside of the classroom for any reason during the class period.
8. Teacher aides are not permitted to grade papers or view academic records of other students.

Student Signature: _____ Date: _____ / _____ / _____

Parent Signature: _____ Date: _____ / _____ / _____

Administrator Signature: _____ Date: _____ / _____ / _____



REQUEST FOR SCHEDULE CHANGE

Student Name: _____

Grade: _____

This request form must be submitted within the first five days of the semester to be considered. One form must be completed for each class that the student wishes to drop or add.

Class to drop: _____

or

Class to add: _____

Reason for Schedule Change: _____

Parent Signature: _____

Date: ____ / ____ / ____

If dropping a year-long course at the semester, approval of teacher is required below:

Teacher Signature: _____

Date: ____ / ____ / ____

Principal's Signature: _____

Date: ____ / ____ / ____

Submit this form to counselor for your grade. Form must be received by no later than 5th day of the semester.

Counselor's Signature: _____

Date: ____ / ____ / ____

DATE FORM RECEIVED: ____ / ____ / ____

Platteview High School Building Leadership Team

I. Proposal to implement a flexible schedule for Platteview High School beginning with the 2021-22 school year

Setting the stage...

Strategic Objective #2: By 2019, SPCS will have selected flexible schedule options to enhance learning opportunities that recognize the needs/interests of all students. (The options may include 1) alternate annual calendar; 2) consideration of block scheduling; 3) additional before and after school learning opportunities; 4) reviewing current late start PLC time; 5) increase in online and/or distance learning opportunities.)

Driven by Goal #2 of the current SPCS Strategic Plan, the Platteview High School Building Leadership Team (BLT) led a comprehensive study of our current scheduling format. Although studying alternative scheduling possibilities has been included in the SPCS Strategic Plan for many years, this year presented the first opportunity for many of our staff to experience a block schedule first-hand.

This experience, although not to be confused with the type of instruction that would occur in a non-pandemic block period, led to the leadership team taking advantage of the situation to explore and propose an alternate (flexible) schedule.

In conducting the study, the PHS BLT recognized a number of factors that would drive whether or not an alternative schedule would be feasible to consider at Platteview High School. These factors are listed below.

- 1. The flexible schedule would have to be created around the 8-period day that Platteview High School and Platteview Central currently share without impacting graduation requirements, teacher course loads, and common plan periods for our core subjects.*
- 2. The flexible schedule would have to work with our shared teachers (Platteview High School and Platteview Central) without affecting Platteview Central's assigned periods for these staff members.*
- 3. The flexible schedule would have to accommodate a mix of 44- and 88-minute periods.*
- 4. The study would have to examine what courses serve students better with an 44-minute period vs. an 88-minute period.*
- 5. The flexible schedule would have to provide students access to courses at a level equal to or greater than what they have now.*
- 6. The flexible schedule would have to accommodate our co-teaching model, serving special needs students.*

The process that was followed...

The following process was followed throughout the course of our study on flexible scheduling.

1. (Staff Input) The PHS Building Leadership Team, which represents each of the departments at PHS, met with each staff member within their department to begin providing input as to what courses would fit best in which period option (44-minute vs. 88-minute).
2. (Flexible Model Creation) Mr. Alexander was asked to build a working model based on the feedback from staff and departments.
 - a. The current 8-period schedule was used as the framework for the flexible schedule model.
 - b. All shared teaching assignment periods were honored.
 - c. Common plan time for core departments maintained.
3. (Further Study) The BLT and PHS staff were given the first draft of the model to review and continue discussions at the department level.
4. (Revisions) Mr. Alexander continued to revise the working model as departments provided feedback.
5. (New Draft) Mr. Alexander created a new draft of the schedule.
6. (Special Education) Mr. Wood, Mr. McLaughlin, and Mrs. Christiansen identified co-teaching sections and resource time for special education.
7. (Mock Registration) Mr. McLaughlin and Mrs. Christiansen chose 16 current students and attempted to register the students in the same courses they had now, using the working model schedule. The students were chosen specifically from the various tracks of students at PHS (i.e. Honors student, Special Needs student, student in band and choir, and students from other common groups).
8. (Issues Resolved) Mr. Alexander, Mr. McLaughlin and Mrs. Christiansen found and removed any conflicting trends that occurred.
9. (Final Draft) Mr. Alexander created a final draft of the proposed schedule. *It should be noted that if this schedule is adopted, registration will dictate some movement within the model (i.e. number of sections and periods offered).
10. (Presentation of Proposal) Mrs. Ortiz, on behalf of the PHS BLT, presented the proposal to Mrs. Zierott and Mr. Richards.
11. (Communication of Proposal) The BLT and Mr. Alexander shared the proposal with (and gathered feedback from) the Parent and Student Advisory groups.
12. (Final Approval) Proposal submitted to the Board of Education no later than Friday, January 8, 2021 before presenting to the Board of Education at the scheduled Work Session on Monday, January 25, 2021.

What does the research say about block scheduling? ...

1. Can reduce number of preps a teacher has for a given day.
2. Can reduce number of tests, assignments, or projects that a student has in a given day.
3. Block periods give teachers expanded opportunities for active teaching strategies and opportunities for greater student involvement.
4. Allows students variable amounts of time for learning without lowering standards.
5. Typically improves student grades in classes due to more “hands-on” group work, projects, and deeper investigation of material and learning.
6. Seem to neither improve nor harm standardized test scores.
7. Consideration needs to be made for special education students within a block schedule.
8. Decrease in transition times and fewer students in the hallways.
9. Decreases absenteeism rates.
10. As with all learning, is as effective as the teacher is.

Findings...

It is important to start with the factors we identified as requisites that must be met in order to consider a flexible schedule as a viable option for Platteview High School.

1. *The flexible schedule would have to be created around the 8-period day that Platteview High School and Platteview Central currently share without impacting graduation requirements, teacher course loads, and common plan periods for our core subjects.*
 - **The model that was created met this requirement. The schedule did not alter and graduation requirements, did not increase any teacher course loads (or current number of teaching assignments), and did not change any shared planning time for core departments.**
2. *The flexible schedule would have to work with our shared teachers (Platteview High School and Platteview Central) without affecting Platteview Central's assigned periods for these staff members.*
 - **The model schedule did not affect any of the shared teaching assignments. Furthermore, the model schedule left all Platteview Central periods in their current state.**
3. *The flexible schedule would have to accommodate a mix of 44- and 88-minute periods.*

- **The schedule affords the opportunity for both blends of periods.**
 - **The study also found that having a balanced mix of offerings is important to the viability of the schedule.**
4. *The study would have to examine what courses serve students better with an 44-minute period vs. an 88-minute period.*
- **The study found certain courses fit the 88-minute period better than the 44-minute period. Examples included Science courses (especially those with labs); Performance-based courses such as FCS, Industrial Technology, and Physical Education; and the upper levels of Spanish.**
5. *The flexible schedule would have to provide students access to courses at a level equal to or greater than what they have now.*
- **The study found that the schedule could meet this requirement; however, in order to achieve this result, a lot of up front/hands-on work would have to be done with students during the registration process.**
 - **This was viewed as a positive by the counseling and administrative staff. With scheduling, the counseling staff either has a lot of work before or after the scheduling process. Being hands-on with each student during the registration process will build relationships with students, will help with every student's college and career planning, and will help to alleviate scheduling issues that could be avoided.**
6. *The flexible schedule would have to accommodate our co-teaching model, serving special needs students.*
- **The study found that all co-teaching sections could be accommodated and met the recommendations for "best format" for these students.**

Conclusions...

After studying and gathering considerable staff feedback, the Platteview High School Building Leadership Team strongly recommends moving forward with the proposed PHS Flexible Scheduling Model with the following conditions:

- 1. Counselors and administrative staff meet with all 8th-11th grade students during registration. (Parent signature required before schedule is finalized)*
- 2. Departments must provide an educationally-sound justification for a course to be considered for a block period (88-minutes).*
- 3. Priority will be given to performance-based courses, including courses with labs.*
- 4. During the registration period, if any conflicts arise in scheduling sections of students, the administrative team may determine that a block course must be moved to a 44-minute period to accommodate the overall schedule.*
- 5. The special education team will determine co-taught sections in each curricular area before the registration process begins.*
- 6. Courses will be evaluated annually to determine if movement should be made either way with a course (i.e. from a 44-minute period to an 88-minute period or vice versa) that is in the best interest of students and staff.*
- 7. Any teacher that teaches a block period will attend a Block Instructor Academy before the school year.*

II. Proposal to implement/alter the re-take policy at Platteview High School.

Setting the stage...

In alignment with the Standards for Success Focus Area under Curriculum and Academics, the PHS BLT asks for permission to amend the grading policy to allow departments to establish a retake policy for all courses that is specific to their department.

*High expectations for students and being successful at our schools are at the core of providing a quality curriculum and academic experience. It is important for students to be active participants in their education; therefore, attention to their responsibilities are required in the Springfield Platteview Community Schools. The district will provide the resources and programs necessary for **ALL** students to be successful in the district.*

Over the past two school years, the ELA and Science departments have conducted a pilot re-take policy with the following parameters:

1. A student in an ELA or Science course (dual credit and Advanced Placement courses being exempt) may request and be permitted a retake for any summative examination (to exclude final exams or projects) under the following parameters:
 - a. The student must schedule the re-take within two weeks of receiving his or her score back from the teacher.
 - b. During the two-week window the student must schedule and attend an intervention time with the respective teacher.
 - c. The student will be eligible for one re-take, per summative.
 - d. The re-take must be taken on scheduled date/time, within the two week window described above.
 - e. The student can receive up to 100% on the re-take attempt.

This request is rooted in the idea that having students master course standards for any class should be a goal for all teachers and students. A sweeping policy that caps all summative retakes at 79% dictates a C+ grade even when a student masters a standard and produces a B-level or even A-level material on a retake.

The pilot better served student at all learning levels. With the implementation of the Trojan Academic Center and our PHS Co-Teaching Model, PHS took an important step in meeting the needs of all learners. Our Building Leadership Team believes that would could further this by adopting the re-take proposal.

Therefore, PHS asks permission to establish an allowable range for departments to work within, much like the professional latitude that is extended in the formative/summative percentages.

What did the pilot study in ELA and Science show us?

The ELA and Science pilot study yielded the following results:

1. *Significantly more students attempted a re-take than under current grading policy.*
 - a. *Which is exactly what we want – we want learning to be continuous; failure should not to be final takeaway for a student; and to have the student-teacher relationship to be a partnership.*

Fall of 2019 # of retakes	99	# of Different Students (2019-20)	98
Spring of 2020 # of retakes	62	Approximate Average Score Change	+19%
Fall of 2020 # of retakes	81	Approximate % of Students Earning a 100%	ELA <1%
Total # of retakes	242		SCI 9%
Hours of Intervention:		60.5	

2. *Increased student mastery of standards.*
3. *Increased student re-engagement of material.*
4. *Increased grades which more accurately reflected a student's ability and current achievement.*
5. *Increased student intervention attendance.*
6. *Increased relationships with students and parents.*

7. *Increased student's confidence.*
8. *Reduced test anxiety.*
9. *Disproved the assumption that retakes are easy or that allowing re-takes promotes laziness or apathy (the opposite really proved true).*
 - a. *Re-takes did not guarantee an improved score.*
 - b. *Frequently students declined a re-take because they did not want to meet for an intervention.*
 - c. *In some cases, students only took one re-take in a course due to their increased understanding of study strategies, structure of assessments and of foundational material that supported new material as course progressed.*

How would this proposal allow an increase of student learning and differentiation at PHS?

1. Grades should represent what students learn in a course; the route the students take to learn should not matter, nor should the route itself be graded.
 - a. Provides a framework (and incentive) for students to reengage material in which they did not meet the standard assessed.
 - b. Promotes a culture of learning rooted in revision, improvement, and recovery rather than a label of failure.
 - c. Promotes ideology that grades are to measure demonstrated skills and mastery of standards, not effort, work ethic, or timeliness. However, we recognize that it can be implied that succeeding at a standard itself can represent effort, work ethic, and personal character. We believe that measuring such non-standard qualities within a grade are over-emphasized in the current grading policy, whereas these traits are already emphasized by a student who goes through the process of a retake: re-learning, attending interventions, and scoring higher.
2. Provides a policy that meets educational philosophies of multiple departments and teachers from all disciplines: 1.) Supports courses that are performance based learning (i.e. FACS, Industrial Technology, Music, PE, etc.). For example, a course assessing welding, culinary arts, or safety regulations or other performance based skills, demands a true mastery of the standard. 2.) Coincides with educational philosophy that students can rebound from failure and can master a standard even after initially failing (i.e. TAC, English Lab, Science Lab).

What community concerns do we foresee if the proposal is approved? How do we respond to them?

1. Concern that students who do not “try enough” to prepare for the first summative are “rewarded” with an option to retake for 100% credit.
 - a. Grades are not “rewards,” they are measurements.
 - b. Retakes are not easy. They require extra work for students.
 - c. Grades are not to reflect effort, but rather achievement.
 - d. Since not all students learn at the same pace, method, or route, we must provide as many avenues as possible for them to achieve as much as they can - more differentiation of learning.

2. Concern that if we allow a 100% credit for retakes, we are not teaching students to be responsible or that they will not be prepared for “the real world.”
 - a. Providing retakes that reflect the true work of a student teaches students that credit should be earned where credit is due.
 - b. Provided opportunities to relearn material and better understand required skills and standards.
 - c. By providing such a policy, teachers do not allow students’ immaturity to dictate their learning, achievements, or grades.
 - d. Promotes and important “real world” value that if one does not at first succeed or achieve that one should not give up but work to improve oneself.
 - e. Professional testing and assessment in the “real world” allow retakes for 100% credit: LSAT, MCAT, ACT, SAT, Pilot’s licensure, Praxis, Mechanic licensure, and so on...

3. Concern that if we allow a 100% credit for retakes (if a departments decided to do so), it could lower expectations for students and the school.
 - a. Retakes for 100% has shown to improve students’ mastery of standards and summative scores.
 - b. Retakes actually set ***higher expectations***, telling students that teachers do not accept failure as a final decision.
 - c. Concern that if different departments have different grading policies, it will create confusion for students.
 - d. Departments already have vast differences between them related to material, standards, projects, formative/summative weights, and teachers. If the proposal is accepted, we will emphasize that every departments’ individualized grading policy will be communicated in the Student Handbook, all class syllabi, and with parents and students at the beginning of each semester.
 - e. Students could benefit from understanding that different disciplines, locations, and work environments have different expectations and social/ professional protocols.

- f. Pedagogical approaches should meet the needs of departments, material, and teachers, just as much as they should meet the needs of students.

Conclusions...

After a two-year study (pilot) of an amended grading policy and frequent staff-wide discussions, the Platteview High School Building Leadership Team strongly recommends that Platteview High School be able to modify the re-take policy for all high school credit earning courses as follows:

1. Each academic department at Platteview High School, in collaboration with the administrative team, would establish the department re-take policy for all courses taught (by all instructors within) the department with the following parameters in place:
 - a. Students in all regular, credit earning courses (dual credit and AP courses would be exempt) would be allowed a re-take for a summative assessment.
 - b. Departments would establish what score would qualify for a re-take
 - i. Some departments would remain at current policy of scoring lower than a XX% to qualify for a re-take while others might allow any score to qualify (to promote continual learning or for performance-based assessments).
 - c. Students qualifying for a re-take in a course must schedule a re-take within two weeks of receiving their score on the summative assessment.
 - d. Students must attend an intervention time with instructor prior to qualifying for the re-take.
 - e. Re-take must be taken on scheduled day/time (within original two week window).
 - f. Departments would establish what score a re-take could earn.
 - i. We would likely see a range of a department or two staying with the 79% cap while others allow for up to 100% being allowed.
 - g. Final examinations and final projects given during final exam time do not qualify for re-takes.
2. Once established in each department, the re-take policy in all courses within the department will be communicated as follows:
 - a. Published in Student Handbook
 - b. Published in Curriculum Guide
 - c. On every course syllabus
 - d. Emailed to all students and parents upon enrolling in a course
 - e. Noted on each course page in Schoology

Board of Education Work Session
01.25.2021

Platteview High School Curriculum Guide Summary of Changes for 2021-22

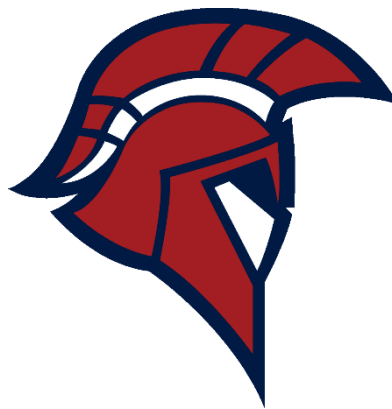
*Please note a few sections will be updated based on the Board of Education action on the two PHS Building Leadership Team proposals. This would include the Table of Contents, some scheduling notes (i.e. course load requirements, etc.), and the Grading Policy section.

Also the MCC material has not been released yet for next year. This section will be updated when available.

Major changes -

1. Addition of new Project Lead the Way courses – all courses now in Computer Science except AP Computer Science are now PLTW certified; and added PLTW Environmental Sustainability as a Science elective. The Science department believes the Environmental Sustainability course will be a great option for students not pursuing the University or Distinguished pathways.
2. Added improved communication for parents and students as to vision and purpose of PLTW courses.
3. Honors English 12 will now be offered as a dual credit course (English 2450 and English 2610 Dual Credit) which will expand our dual credit in ELA considerably.
4. Added weighted status to Physics 2 and Spanish 3 (for students enrolled in dual credit).
5. The Math department recommended a name change for Math Block to Math Lab; also would like to serve students that struggle in any Math course instead of only Algebra 1.
6. Added AP (Dual Credit) Music Theory – Mr. Ketchen is certified as a dual credit instructor.
7. Added Intro to Sociology as a Social Studies elective. We are pursuing the ability to offer this as a dual credit option.

Springfield Platteview Community Schools



Connecting Passion with Potential



January 13, 2021

Members of the Springfield-Platteview Board of Education,

We appreciate the opportunity to share the NASB Search Proposal with the Board of Education. The Nebraska Association of School Boards provides a multitude of services to our members, including superintendent search services. The team at NASB would value the opportunity to work with the school district through the search process.

As the Director of the Search Service, I will be the lead on the search. We also have a full staff at NASB who participate in the search process depending on the district needs.

We have two pricing options for school districts for the search fee. The first is Option I which includes all items on pages 3 and 4. The cost to the Springfield-Platteview district for this option will be \$6,500. The Option II search fee is \$3,500. This is a shortened version of the search process; however, NASB will still receive and screen all applications and take care of all interview details including interview schedule, questions, and assessments.

Again, the team at NASB would value the opportunity to work with the Springfield Platteview school district through the search process. Please contact me at the below number if you have any questions.

Respectfully submitted,

Shari L. Becker

Shari L. Becker
Director of NASB Education Leadership Search Services
402.416.4483 Cell



Education Leadership Search Service Outline of NASB Search Service Process – Option I

Search Service Protocol

In the following section, you will see a detailed outline of the NASB Search Protocol. We typically meet with the full board/committee three times during the search as indicated by Work Session I, II and Special Meeting III.

Preliminary Work

- Advertise vacancy on NASB Site immediately and other applicable sites to follow
- Distribute District Needs Assessment Survey to board members

Work Session I

- Collaborate with the board/committee to design a timeline to guide the search process
- Review and discuss Board Survey results (All Board Survey comments compiled) and District Specific Leadership Profile documents

NOTE: Leadership Profile is developed from input directly from board members. Board will review the Profile and NASB will amend, as necessary. Profile is then used to guide the process of selecting interview questions, selecting interview candidates, and assessing the interviews. The Profile will ultimately guide the Planning Session in the Fall of 2021.

- Begin selection of interview questions and interview schedule structure

NASB Duties

- Recruit to identify quality applicants
- Receive, process and screen all completed online applications and supporting documentation (*Description of applicant screening process on page 5*)
- Conduct comprehensive professional and personal reference checks including internet search, criminal background, adult/child abuse check and credit check

District Staff/Community Needs Visit

- Engage staff, students, parents, patrons and community leaders through onsite visit, online questionnaire and/or paper questionnaire
- Compiled survey comments are provided for board review prior to/at Special Meeting III

Work Session II

- Review and discuss current district documents including superintendent job description, superintendent evaluation tool, and superintendent contract (Note: the Association stipulates in the Search agreement that following discussion of the contract, the board will communicate and work with the district's school attorney to authorize any and all changes as the Board deems appropriate to the contract)
- Discuss NASB Statewide Superintendent Salary Survey and compensation package
- Collaborate to design interview questions, interview schedule and format

Board Special Meeting III

- NASB presents all applicants and screening results to the Board of Education for review and consideration unless board requests otherwise
- Finalize interview schedule and questions
- NASB provides a Candidate Assessment document for the board's use during the interview and deliberation process to compare candidate materials and interview

Final Duties - District

- Interview candidates for the position
- Negotiate with the candidate of choice (NASB will assist at the board's request)
- Ratify the contract at an advertised meeting of the board

Final Duties - NASB

- Handle communications with applicants and interview candidates
- Conduct post-interview conference with interview candidates and communicate information to the board
- Conduct Leadership Team session with the board after August 1, 2021, in one of the optional areas: Goal Planning, Strategic Planning, Community Engagement, etc. This session fee is included in the search fee except for travel to the district.
- Provide a two-year guarantee for boards who complete the final Leadership Team session

NASB Applicant Screening Process

It is essential the board understands the experience and qualities each applicant brings to the position. NASB will process and screen all completed applications and supporting documentation. The Association protocol for applicant reference checks and background screenings are characteristics that set us apart from competing search consultants. In addition to the references that are provided during the application process, we will make contact with numerous other individuals who have worked with the applicant in their current and past positions. This process ensures communication with 10 – 20 character references per applicant that our screeners will personally contact.

The board will be provided a verbal summary of these calls including programs implemented and strengths of the applicant as well as any concerns or areas of growth for the applicant. We also complete an internet search for each applicant, a check of their certificate with NDE and a One Source background check including adult/child abuse, criminal and credit history for each individual the board selects to interview.

NASB will take their direction from the board regarding what manner the board would like applicants presented. We typically present all names of applicants to the board. We also provide verbal screening information for all applicants. Consultants will lead the board through the strengths of candidates and any areas of growth. We will utilize both open and closed session for this process. NASB will take direction from the board on the number of top candidates they would like us to focus on and the number of finalists the board would like to consider.

Summary of Screening Process

- Screen all completed applications/supporting documentation
- Contact 10-20 references per applicant for verbal questionnaire
- Bring forward all candidates (unless requested otherwise by the board)
- Provide verbal summary of all applicant information to the board
- Share strengths and areas of growth
- Utilize open and closed session for this process
- One Source background check on each interview candidate selected

Recent Searches

2019-2020 Search Year

Auburn Public Schools

Chadron Public Schools

Elba Public Schools

Fort Calhoun Community Schools

Nebraska City Public Schools

Valentine Community Schools

Fremont High School Principal

Learning Community of Douglas and Sarpy Counties CEO

Bertrand Community Schools

Crawford Public Schools

Elm Creek Public Schools

Kimball Public Schools

Rock County Public Schools

Wood River Rural Public Schools

Interims

Centennial Public School

Dundy County Stratton Public Schools

Gering Public Schools

Ponca Public Schools

Scribner-Snyder

Shelby-Rising City

2018-19 Search Year

Ainsworth Community Schools

Crete Public Schools

Educational Service Unit #13

Garden County Schools

Maxwell Public Schools

Sandhills Public Schools

York Public Schools

Callaway Public Schools

Crofton Community Schools

Freeman Public Schools

Gothenburg Public Schools

Norris School District 160

Winside Public Schools

2017-18 Search Year

Banner County Schools

Hemingford Public Schools

Minden Public Schools

Ord Public Schools

Thedford Public Schools

Blair Community Schools

Kimball Public Schools

Mullen Public Schools

Shickley Public Schools

Board Member References

Ainsworth Community Schools

Jim Arens, Board President

(402) 387-2381

Elmwood-Murdock Public Schools

Dave Oehlerking, Past Board President

(402) 867-2307

Garden County Schools

Randy Stanczyk, Board President

(308) 778-6876

Gothenburg Public Schools

Nathan Wyatt, Board President

(308) 529-0070

Leigh Community Schools

Jason Mullenhoff, Past Board President

(402) 487-2425

Minden Public Schools

Craig Grams, Board President

(308) 830-0189

North Platte Public Schools

Mike Morrell, Board President

(308) 530-0313

NASB Search Team

The search for a Superintendent for Springfield Platteview Community Schools will be conducted by Director of Search Services, Shari Becker and staff members that specialize in searches and board development. I have included a description for staff members who assist with searches.

Shari Becker, NASB Director of Education Leadership Search Service



Shari has worked with the Association Search Service since 2007 as a field consultant and was promoted in April 2013 to the role of Director. Shari has worked on over 70 searches with the Association. Being a Field Consultant provided her the opportunity to grow her skills. Specifically, she handles recruiting and advertising for quality educators, screening applicants, and facilitating community/district engagement and board work sessions.

Shari brings a wide range of knowledge to her role with the Association. Prior to her employment with NASB she provided recruitment, hiring and training services to a local financial/management company for 13 years. She has her Bachelor's degree in Administrative Resource Management as well as a Post-Baccalaureate in Education.

Anne Silknitter, NASB Search Service Associate



Anne has been with the Association since December of 2019. She brings experience in early childhood and elementary education to her role as a Search Service Associate. She has a BA from Midland University in Behavioral Science. Her work includes reviewing and screening applicants, contacting references, and presenting candidates. She also helps provide the school board tools to assist them in picking the best candidate for their district.

Lisa Steinkuhler, NASB Executive Administrative Assistant to Search Director



Lisa has been with Association since 2015. Her primary duties with the Search Service include conducting stakeholder engagement meetings with students, staff and community and participating in Board of Education meetings. Lisa takes the lead on the superintendent salary survey and compensation piece of a search. She is also a primary file screener.

NASB Fees Associated with the Search

No cost for proposal

Option 1 Search Fee for Springfield Platteview Community Schools \$6,500

Includes:

- All details described in Search Service Protocol pages 3 and 4
- Advertising Options with no fee
- Miscellaneous (One Source background checks, copies, postage, and other office expenses)
- Leadership Team Session in Fall of 2021

Does not include:

- Fee Based Advertising (OWH Optional - billed back to district)
- Travel expenses – mileage and meals

A breakdown of the NASB billing process for Option 1 is listed below:

- NASB will bill the first 60% of the search fee, \$3,900, at the onset of the search or once the first planning work session is scheduled/conducted. The remaining 40% will be billed once the district has successfully negotiated and taken action on a contract with the new superintendent.

- The final bill will include:
 - Remaining 40% of base fee, \$2,600
 - Travel expenses from the NASB office in Lincoln to the district for meetings
 - Meal expenses incurred due to travel

Option 2 Search Fee for Springfield Platteview Community Schools \$3,500

Includes:

- All details listed under Meeting I and III on Search Service Protocol pages 3 and 4
- Application handling and screening of all applications, presentation of all applicants to the board

Does not include:

- Fee Based Advertising (OWH Optional - billed back to district)
- Meeting II Elements (including District Staff/Community Needs visit/survey)
- Two-year guarantee
- Leadership Team Session in Fall of 2021
- Travel expenses – mileage and meals

Additional Options/Fees

- Additional planning meeting (beyond the number included in the Search Option selected)
\$500 per additional meeting

Apple Inc. Education Price Quote

Customer:	Frank Staskiewicz SPRINGFIELD PLATTEVIEW CMTY SCHOOLS Phone: 4025921300 email: fstaskiewicz@springfieldplatteview.org	Apple Inc:	Ryan Meyer One Apple Park Way Cupertino, CA 95014 email: meyer@apple.com
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Apple Quote: 2206827037

Quote Date: Friday, January 22, 2021

Quote Valid Until: Wednesday, January 06, 2021

Quote Comments:

Please reference Apple Quote number on your Purchase Order.

Budgetary estimate.

#	Product Description	Qty	Unit List Price	Discount per Unit	Unit Discounted Price	Extended Discounted Price
1	13-inch MacBook Air: Apple M1 chip with 8-core CPU and 7-core GPU, 256GB – Space Gray (5-Pack) Part Number MGNG3LL/A Configuration: <ul style="list-style-type: none"> 065-C99J 16-core Neural Engine 065-C99K Apple M1 chip with 8-core CPU and 7-core GPU 065-C99M 8GB unified memory 065-C99Q 256GB SSD storage 065-C9CK Touch ID 065-C9CJ Two Thunderbolt / USB 4 ports 065-C9CH Force Touch trackpad 065-C9CL Retina display with True Tone 065-C9DG Backlit Magic Keyboard – US English 065-C9DN Accessory Kit 	115	\$879.00	\$0.00	\$879.00	\$101,085.00
2	STM Dux Case for 13-inch MacBook Air (M1 & Retina 2020/2018 Models) – Clear/Black – Special 5-Pack Pricing Part Number BR312LL/A STM Dux Case for 13-inch MacBook Air (M1 & Retina 2020/2018 Models) – Clear/Black Part Number: HPA52ZM/A	23	\$174.75	\$0.00	\$174.75	\$4,019.25

Quantity: 115

3	10.2-inch iPad Wi-Fi 32GB – Space Gray (10-pack) Part Number MYLU2LL/A	1,220	\$294.00	\$0.00	\$294.00	\$358,680.00
4	Logitech Rugged Combo 3 Case with Integrated Smart Connector Keyboard for 10.2-inch iPad (7th and 8th generation) – Blue Part Number HNMA2ZM/A	720	\$99.95	\$0.00	\$99.95	\$71,964.00
5	AppleCare Help Desk Support (3 Years) Part Number D8084LL/A	1	\$1,197.00	\$1,197.00	\$0.00	\$0.00
6	3-Year AppleCare+ for Schools – iPad 8th Gen. no service fee Part Number S7831LL/A	1,220	\$49.00	\$0.00	\$49.00	\$59,780.00
7	APS CUSTOM IPAD DEPLOY OFFSITE SVCS-USA Part Number D6160LL/A	1,220	\$17.50	\$5.00	\$12.50	\$15,250.00
8	STM Dux Plus Duo for 10.2-inch iPad (7th and 8th generation) with built-in holder for Apple Pencil – Black – Special 10-pack pricing Part Number BPG22LL/A	50	\$349.50	\$0.00	\$349.50	\$17,475.00
	STM Dux Plus Duo for 10.2-inch iPad (7th and 8th generation) with built-in holder for Apple Pencil – Black Part Number: HNU02ZM/A Quantity: 500					
9	APS CUSTOM MAC DEPLOY OFFSITE SVCS-USA Part Number D6156LL/A	115	\$21.00	\$10.50	\$10.50	\$1,207.50

Extended EDU List Price Total \$637,965.25

Total Discount \$8,504.50

Extended Discounted Price Subtotal \$629,460.75

- Additional Tax \$0.00

- Estimated Tax \$0.00

Extended Discounted Total Price* \$629,460.75

*In most cases Extended discounted Total price does not include Sales Tax

*If applicable, eWaste/Recycling Fees are included.
Standard shipping is complimentary

Complete your order by one of the following:

- This document has been created for you as Apple Quote ID 2206827037. Please contact your institution's Authorized Purchaser to submit the above quote online. For account access or new account registration, go to <https://ecommerce.apple.com>. Simply go to the Quote area of your Apple Education Online Store, click on it and convert to an order.
 - For registration assistance, call 1.800.800.2775
- If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to institutionorders@apple.com. **Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.**
 - For more information, go to provision C below, for details.

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 - PURCHASE ORDER NUMBER
 - VALID SIGNATURE OF AN AUTHORIZED PURCHASER
 - APPLE PART NUMBER AND/OR DESCRIPTION OF PRODUCT AND QUANTITY
 - TOTAL DOLLAR AMOUNT AUTHORIZED OR UNIT PRICE AND EXTENDED PRICE ON ALL LINE ITEMS
 - CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL
- D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL Wednesday, January 06, 2021 UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE.
 - APPLE MAY MODIFY OR CANCEL ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF IT CONTAINS A TYPOGRAPHIC OR OTHER ERROR.
- E. THE AMOUNT OF THE VOLUME PURCHASE PROGRAM (VPP) CREDIT SHOWN ON THIS QUOTE WILL ALWAYS BE AT UNIT LIST PRICE VALUE DURING REDEMPTION ON THE VPP STORE.
- F. UNLESS SPECIFIED ABOVE, APPLE'S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

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Date of last revision – June 20th, 2016



Agreement For Services

Springfield Platteview Community Schools is entering into an agreement with Jodi Kohl as a **Coordinator of Special Events** to include the following services for the district:

- Meet with Director of Public and Community Relations/ Superintendent at least once monthly to coordinate special events and fundraising as needed by the Board of Education and Superintendent.
- Coordinate district special events.
- Other activities as needed by the Superintendent and Director of Community and Public Relations.

This agreement is valid from January 1, 2021 to December 31, 2021.

Payment Terms: The district will be billed for 12 months at a rate of \$1,328.70 per month on the 1st day of each month for a total of \$15,944.40. Payment for services will be mailed out the day after the Regular Board of Education meeting, which is the 2nd Monday of each month.

All expenses related to travel, cell phone use, etc. are included in the costs of the agreement. Use of a district laptop, copiers, and other equipment/materials related to district events are available through the district.

Signatures below indicates acceptance of the agreement by both parties:

Brett Richards, Superintendent

Jodi Kohl

Date: _____

Date: _____

Speech Language Pathologist Proposal for 20-21 School Year

For the past three school years we have contracted .6 FTE for a secondary speech language pathologist, serving our Platteview Central and Platteview High School speech students.

Caseload

The secondary speech caseload has increased significantly over the past three school years. From the 2018-19 school year through December 2020 of this school year, the average secondary SLP caseload has increased from 24 to 35. This represents a 46% increase.

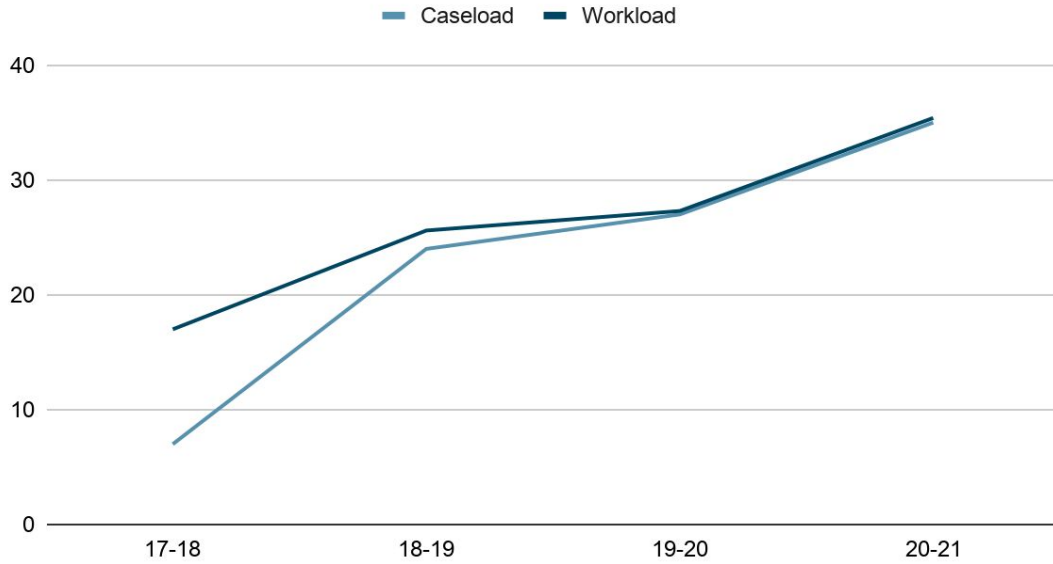
Workload

American Speech-Language Hearing Association guidance also recommends we look not just at caseloads but workloads to consider the exact needs of students we serve. Workload refers to all activities required and performed by school based SLP, to include face to face direct students as well as time spent performing other activities necessary to support student's education programs and implement best practices for speech language services. Our speech pathologists have collected their workload data the past three years as well. The secondary workload was 25.6 for the 18-19 school year and is currently at 35.4. This represents a 38% increase.

Proposal

As our secondary speech caseload and workload shows continued growth, I would like to propose eliminating our contracted SLP service and hiring a 1.0 FTE SLP position for the 21-22 school year to ensure we can continue to support the needs of our PC and PHS speech students.

Secondary Speech



Current contracted salary .6 FTE: \$45/hour Minimum State Approved Contracted Rate-

Amount paid for contacted SLP services in 19-20- \$23,276.00

To meet the needs of our secondary SLP caseload next year, we will need 1.0 FTE- Contracted amount minimum would be \$66,240

Proposed 1.0 FTE salary and benefits- Step 1 MA \$40,684 + Benefits



***Future Planning
February 1, 2021***

- 2/8/21 Site Committee 6 PM
 Finance Committee 6:30 PM
 Amended Budget Hearing 6:50 PM
 Regular Meeting 7 PM

- 2/10-11/21 Parent/ Teacher Conferences

- 2/11-12/21 No School- Comp Day/ Teacher Planning

- 2/20/21 Foundation Board Work Session 7:30 AM

- 2/22/21 Board Work Session 7 PM

- 3/8/21 Personnel/ Evaluation Committee 6 PM
 Finance Committee 6:30 PM
 Regular Meeting 7 PM

- 3/22/21 Board Work Session 7 PM