

Board of Education Regular Meeting

February 8, 2021 7:00 PM

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

## **Agenda**

- I. Site Committee Meeting
- II. Finance Committee Meeting
- III. Call to Order and Roll Call
- IV. Notice of Open Meetings Act - Posted
- V. Consent Agenda
  - V.A. Minutes of the Previous Month's Meetings
  - V.B. Treasurer's Report
  - V.C. Statement of Activity Fund Accounts
  - V.D. Recommendation for Bill Payment
- VI. Items From Patrons on Agenda Items
- VII. Old Business
  - VII.A. Voluntary Separation Program Applications
  - VII.B. Resignations of Glenda Blum and Sue Beatty at the end of the current certified contract year
  - VII.C. Platteview High School Curriculum Guide for 2021-22
  - VII.D. Amend 2020-21 Budget
  - VII.E. Superintendent Search Update/ Discussion
  - VII.F. Legislative Bills Update/ Discussion
- VIII. Reports
  - VIII.A. COVID-19 Update/ Planning
  - VIII.B. Site Committee Report
  - VIII.C. Student and Staff Successes
- IX. Items from Patrons on Items Not on Agenda
- X. Advance Planning
- XI. Adjourn

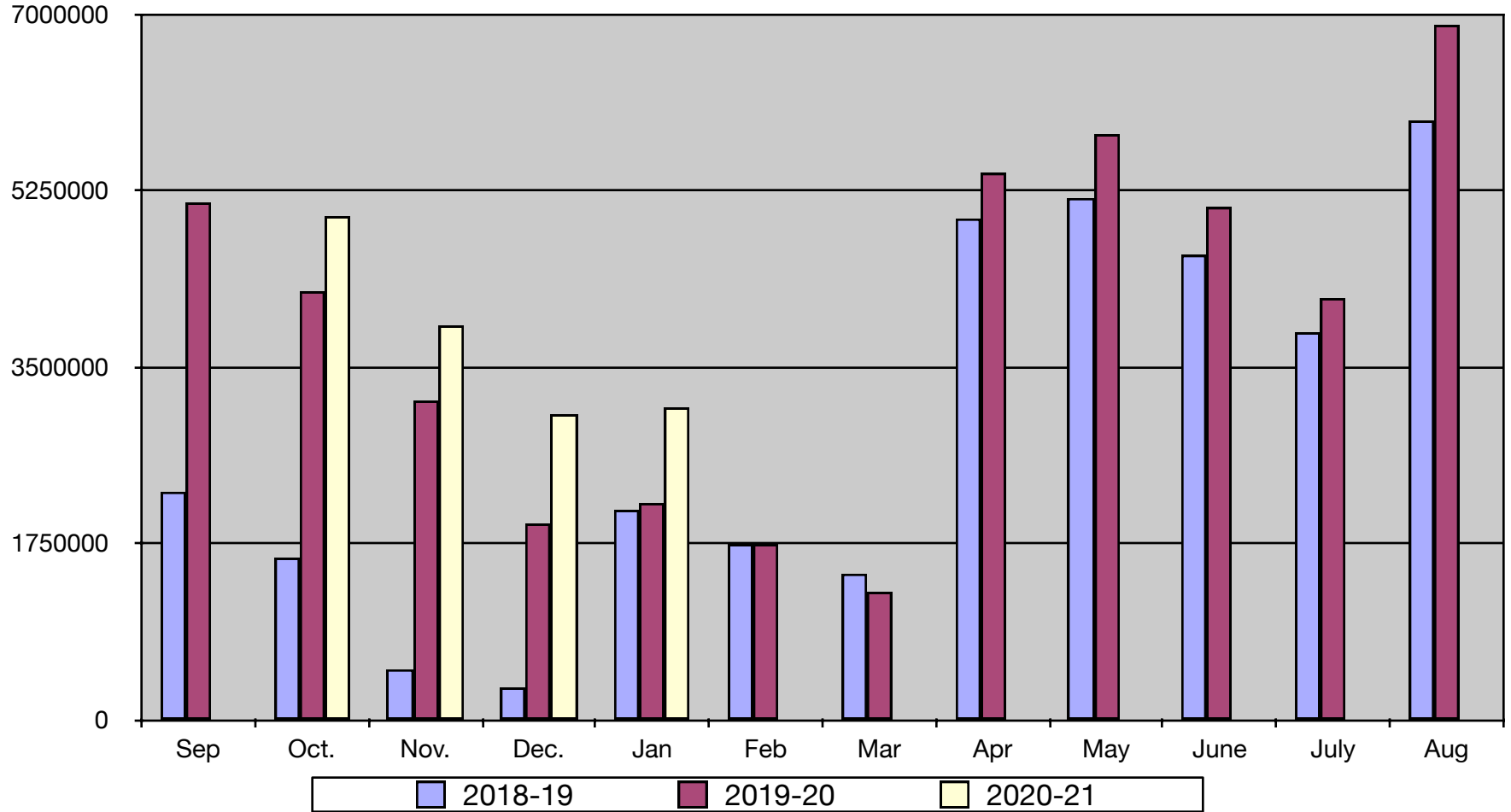
**Finance Committee Report**  
**February 2020**

- Our cash balance for the General Fund is at \$3,095,987 with the \$2 million transfer from Building Fund #2. This should be enough to get us to April when we will get a large amount of taxes.
- The Building Fund is at \$1,023,699. We will be putting together a summer maintenance/ facility improvement plan for the Site Committee to review this month.
- We've spent \$9,428,671 this year compared to \$7,073,043 this time last year. This includes the payback of \$2,055,000 from the tax anticipation note last month. Without the tax anticipation note we are at \$7,373,671 spending. This puts us about 4% spending for the fiscal year. I expect that to go to around 3-3.25% in increase in spending for 2020-21 by the time we are to August 31, 2021.
- All other funds are where expected this time of year, most with limited or no activity.

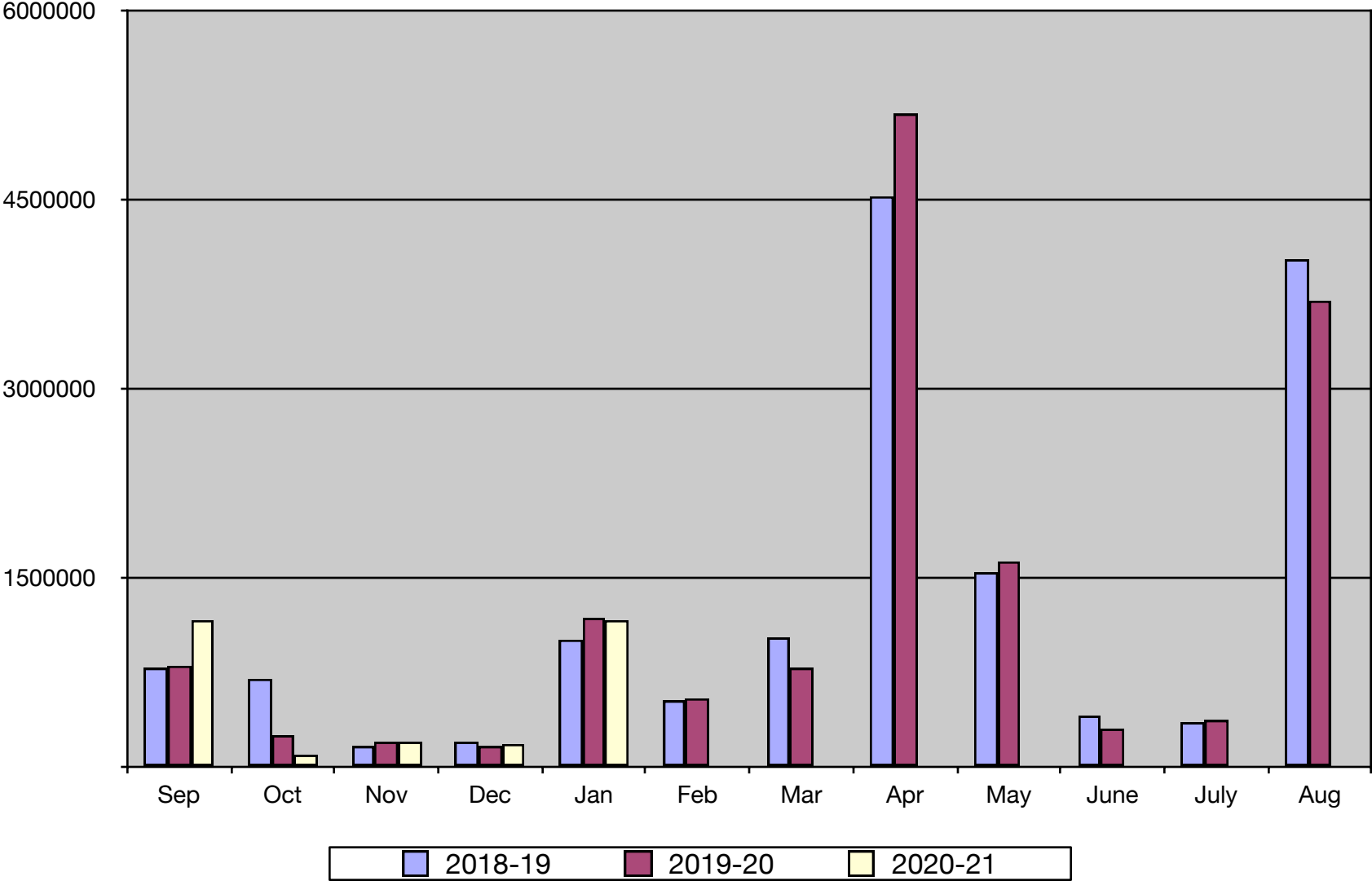
## CASH COMPARISONS as of Jan. 31, 2021

			2018-19	2019-20	2020-21
	<b>Oct.</b>	General Fund	\$ 1,621,236.98	\$ 4,256,601.00	\$ 5,006,117.43
		Emp. Benefit Fund	\$ 199,854.37	\$ 175,019.00	\$ 175,203.62
		Building Fund	\$ 994,589.43	\$ 428,208.19	\$ 855,035.78
		School Lunch	\$ 163,844.95	\$ 144,832.34	\$ 89,028.28
		Bond Fund #1	\$ 471,948.89	\$ 460,843.01	\$ 427,465.33
		Bond Fund #2	\$ 0.00	\$ 0.00	\$ 9,060,198.30
		Depreciation Fund	\$ 37,510.26	\$ 72,575.78	\$ 72,652.16
		QCPUF	\$ 304,238.05	\$ 308,094.65	\$ 5,204.17
		Oct. Total	\$ 3,793,222.93	\$ 5,846,173.97	\$ 15,690,905.07
	<b>Nov</b>	General Fund	\$ 505,607.00	\$ 3,159,199.26	\$ 3,914,021.69
		Emp. Benefit Fund	\$ 199,878.00	\$ 175,040.31	\$ 175,211.00
		Building Fund	\$ 849,413.00	\$ 446,454.62	\$ 850,907.04
		School Lunch	\$ 171,381.00	\$ 142,358.75	\$ 148,690.03
		Bond Fund	\$ 384,945.00	\$ 25,770.32	\$ 11,951.19
		Bond Fund #2	\$ 0.00	\$ 0.00	\$ 8,666,907.88
		Depreciation Fund	\$ 37,515.00	\$ 72,584.43	\$ 72,655.24
		QCPUF	\$ 70,668.00	\$ 2,669.01	\$ 6,442.66
		November Total	\$ 2,219,407.00	\$ 4,024,076.70	\$ 13,846,786.73
	<b>December</b>	General Fund	\$ 332,183.72	\$ 1,941,565.70	\$ 3,026,153.76
		Emp. Benefit Fund	\$ 174,800.94	\$ 175,063.00	\$ 175,218.50
		Building Fund	\$ 207,617.86	\$ 442,522.00	\$ 855,551.96
		School Lunch	\$ 111,709.00	\$ 140,442.00	\$ 168,446.49
		Bond Fund	\$ 37,145.27	\$ 26,484.00	\$ 13,167.12
		Bond Fund #2	\$ 0.00	\$ 0.00	\$ 8,261,988.45
		Depreciation Fund	\$ 37,519.41	\$ 72,594.00	\$ 72,658.32
		QCPUF	\$ 5,563.74	\$ 3,321.00	\$ 7,561.67
		December Total	\$ 906,539.94	\$ 2,801,991.70	\$ 12,580,746.27
	<b>January</b>	General Fund	\$ 2,074,009.28	\$ 2,162,383.20	\$ 3,085,986.66
		Emp. Benefit Fund	\$ 174,823.21	\$ 175,085.63	\$ 175,225.46
		Building Fund	\$ 370,225.94	\$ 838,128.15	\$ 1,023,699.92
		School Lunch	\$ 103,201.62	\$ 183,292.19	\$ 172,026.04
		Bond Fund	\$ 58,328.28	\$ 49,534.95	\$ 50,842.85
		Bond Fund #2	\$ 0.00	\$ 0.00	\$ 5,857,511.59
		Depreciation Fund	\$ 37,524.19	\$ 72,603.23	\$ 72,661.21
		QCPUF	\$ 28,174.91	\$ 27,910.50	\$ 30,478.21
		January Total	\$ 2,846,287.43	\$ 3,508,937.85	\$ 10,468,431.94

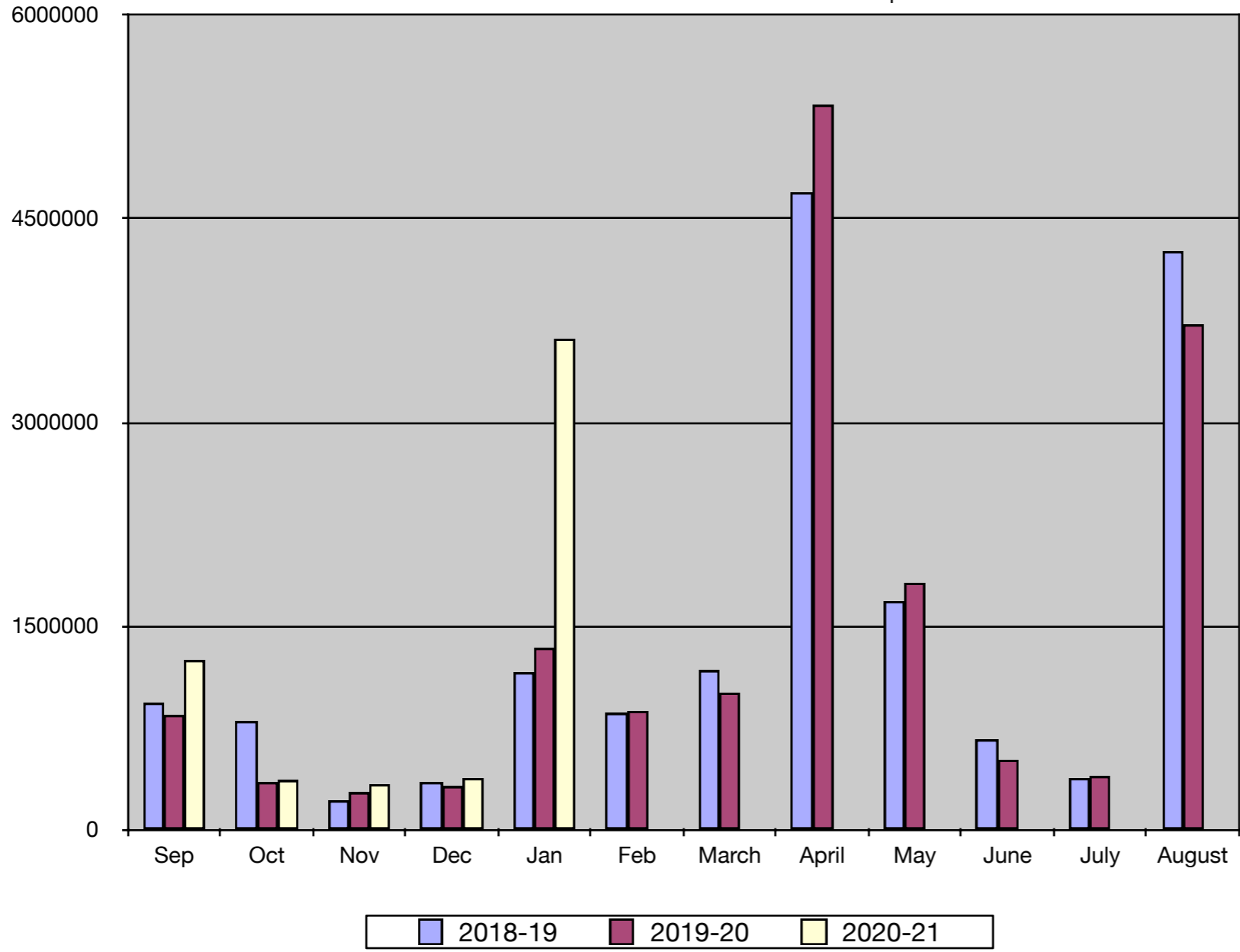
General Fund Balance 2020-21



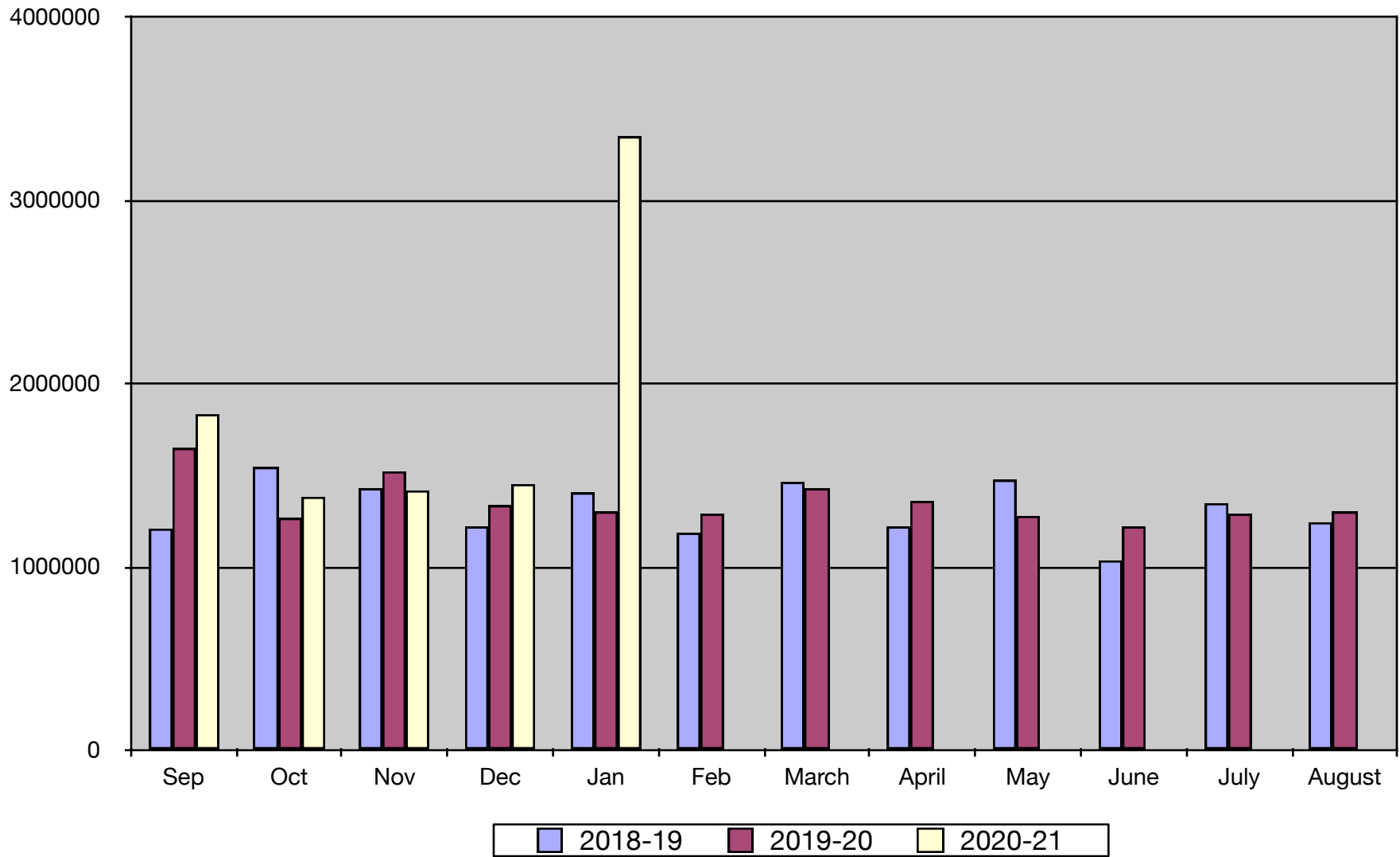
General Fund Tax Draws 2020-21



General Fund Receipts 2020-21



General Fund Expenses 2020-21



<b>Balance as of last day of the month</b>			
<b>Month</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
September	2,262,784	5,146,012	6,034
October	1,621,237	4,256,601	5,006,117
November	505,607	3,159,199	3,914,022
December	332,184	1,941,566	3,026,154
January	2,074,009	2,162,383	3,095,987
February	1,753,972	1,746,377	
March	1,457,617	1,277,310	
April	4,986,650	5,439,299	
May	5,189,232	5,814,163	
June	4,622,005	5,090,931	
July	3,843,444	4,192,685	
August	5,957,180	6,897,339	
<b>TOTALS</b>			<b>15,048,314</b>
<b>Tax Draw</b>			
<b>Month</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
September	794,849	811,549	1,173,235
October	710,175	252,712	94,660
November	167,822	209,289	205,322
December	203,071	177,342	190,129
January	1,020,166	1,185,326	1,177,144
February	527,109	552,015	
March	1,034,931	787,244	
April	4,537,279	5,192,561	
May	1,547,306	1,633,856	
June	419,632	309,899	
July	367,067	380,480	
August	4,024,777	3,703,578	
<b>TOTALS</b>	<b>15,354,184</b>	<b>15,195,851</b>	<b>2,840,490</b>
<b>Receipts</b>			
<b>Month</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
September	933,659	835,820	1,251,208
October	800,221	346,905	356,341
November	218,493	266,213	326,816
December	342,310	309,966	369,966
January	1,161,150	1,331,404	3,607,760
February	861,570	876,798	
March	1,176,426	1,002,911	
April	4,695,060	5,343,958	
May	1,676,490	1,812,553	
June	665,861	512,757	
July	369,171	393,226	
August	4,266,167	3,713,453	
<b>TOTALS</b>	<b>17,166,578</b>	<b>16,745,964</b>	<b>5,912,091</b>
<b>Expenses</b>			
<b>Month</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
September	1,203,738	1,646,988	1,829,100
October	1,546,444	1,265,293	1,379,545
November	1,423,600	1,522,015	1,420,710
December	1,221,604	1,340,222	1,452,755
January	1,399,770	1,298,525	3,346,561
February	1,184,238	1,292,350	
March	1,458,853	1,430,608	
April	1,220,185	1,360,785	
May	1,472,957	1,275,712	
June	1,037,630	1,221,768	
July	1,344,436	1,291,910	
August	1,247,098	1,296,132	
<b>TOTALS</b>	<b>15,760,553</b>	<b>16,242,308</b>	<b>9,428,671</b>

## **Board of Education Work Session**

Monday, February 1, 2021 7:00 PM

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00p.m., Monday, February 1, 2021, at the District Board Office, Central Services Building. Present: Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Absent: None.

Notice of the meeting was given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgement of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public. Statute 84- 1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Roseland informed the board and the public that the Act is located on the west wall of the board room.

There was no public comment.

The Board discussed PHS Curriculum Handbook, Scheduling, Testing and Re-Take proposals for 2021-2022. A District Wide Technology Refresh for 2021-2022, Springfield/Westmont Construction Projects Timeline, and a proposal from PHS and PC to add a full time SLP position for 2021 was also discussed.

Action to approve the resignation of Superintendent Brett Richards effective as of June 30, 2021. passed with a motion by Swanson and a second by Fisher. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve option #1 for the Nebraska Association of School Boards to conduct a search for a superintendent replacement passed with a motion by Fisher and a second by Swanson. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve the contract for services for Jodi Kohl for 2021 as presented passed with a motion by Swanson and a second by Fisher. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve a transfer for athletics to the PHS activity account in the amount of \$10,000 passed with a motion by Fisher and a second by Swanson. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve the COVID-19 Cleaning Protocol Change passed with a motion by Guenther and a

second by Osborn. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays- None.

Action to approve DK Metals for the Composite Metal Panels and Lincoln Glass for the Storefront Glass and Glazing in the upcoming Springfield Elementary Construction Project as presented passed with a motion by Osborn and a second by Swanson. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Osborn gave the Site Committee update.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to adjourn meeting at 8:41 passed with a motion by Swanson and a second by Guenther. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

## **Board of Education Regular Meeting**

Monday, January 11, 2021 7:00 PM

The Finance Committee started at 6:00 p.m. Swanson, Guenther, Fisher, Roseland, Wichman were present. Finance reports were reviewed by the committee. Discussion of the bills took place. The committee meeting adjourned at 6:47 p.m.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, January 11, 2021 at the District Board Office, Central Services Building. Present: Fisher, Osborn, Roseland, Guenther, Swanson, Wichman. Absent: None.

Notice of the meeting and committee meetings were given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgement of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public. Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Swanson informed the board and the public that the Act is located on the west wall of the board room.

The yearly Board reorganization began. Superintendent Richards chaired the election of Board President. Osborn nominated Roseland, with a second by Guenther.. There were no other nominations. Roseland is elected president for 2021.

President Roseland took the chair and proceeded with the reorganization calling for nominations for Vice President. Swanson nominated Osborn with a second by Guenther. There were no other nominations. Osborn is elected Vice President for 2021.

Nominations for Secretary were opened. Fisher nominated Wichman, with a second by Swanson. There were no other nominations. Wichman is elected Secretary for 2021.

Action to appoint Brett Richards as School District Treasurer for 2021 passed with a motion by Wichman and a second by Swanson. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

President Roseland delegated Vice President Osborn to appoint Board Member Committees that will be announced at a later meeting.

Guenther and Fisher were appointed to the Educational Foundation Board.

Action to designate THE PAPILLION TIMES as legal publication for Springfield Platteview Community Schools in 2021 passed with a motion by Swanson and a second by Wichman. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None. Action to designate SPRINGFIELD STATE BANK as the official depository and district financial institution in 2021 passed with a motion by Wichman and a second by Swanson. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Fisher was appointed to be the M.A.B.E Representative for 2021.

Fisher was appointed to be the NASB Relations Network Representative for 2021. President Roseland informed the Board that they could read the attached documents regarding conflict of interest policies.

Action to approve the Consent Agenda as presented passed with a motion by Swanson and a second by Fisher. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None. There were no items from patrons on agenda items.

Action to approve board policies 4025, 4031, 4270, 5008, 5410, and 8342 as presented passed with a motion by Osborn and a second by Fisher. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve changes to the 2020-2021 School Calendar for purposes of Teacher Planning days Associated with COVID-19 passed with a motion by Swanson and a second by Fisher. Vote: Yeas Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve the agreement for 2021 lobbyist services with Bromm, Nielsen, and Mines as presented passed with a motion by Fisher and a second by Osborn. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve the transfer of \$2 million from Building Fund #2 account to the General Fund account to be returned within the fiscal year passed with a motion by Swanson and a second by Wichman. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None. Building principals reported on student and staff successes in their respective buildings. There were no items from patrons on items not on the agenda.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to adjourn the meeting at 7:36 p.m. passed with a motion by Swanson and a second by Osborn. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

**SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS**

**Treasurer's Report**

**For the month ended January 31, 2021**

<u>General Fund Now Account</u>			
Bank Balance: Beginning of Reporting Period			\$ 340,139.63
Deposits:			
Springfield State Bank - Interest	\$ 25.92		
Transfer from Admin Revolving	\$ 0.00		
Transfers from Investment Account	\$ 3,344,736.61		
Transfers from Bond Fund	\$ 0.00		
Transfer from QCPUF	\$ 0.00		
Transfers from Lunch Fund Investment	\$ 0.00		
Transfers from Building #2 (Bond #2)	\$ 404,764.40		
Transfers from Building Fund Investment	\$ 0.00		
			\$ 3,749,526.93
			\$ 4,089,666.56
Disbursements			
			\$ 3,762,518.29
Bank Balance: End of Reporting Period			\$ 327,148.27
Outstanding Checks: End of Reporting Period			\$ 179,391.63
<b>NOW Account Balance: End of Reporting Period</b>			<b>\$ 147,756.64</b>
<u>General Fund Investment Account</u>			
Available Balance: Beginning of Reporting Period			\$ 2,683,057.43
Deposits:			
Springfield State Bank - Interest	\$ 90.74		
Sarpy County Treasurer - Local Taxes	\$ 974,715.70		
Sarpy- MVT	\$ 202,428.21		
State Aid	\$ 76,224.00		
SPED SA Reimb- State	\$ 98,858.00		
Borrowed from Building Fund #2	\$ 2,000,000.00		
Federal- IDEA SPED, Title, Perkins, HAL	\$ 236,565.00		
Medicaid	\$ 0.00		
County Fines/City Fees/ Liquor Licenses	\$ 0.00		
Summer School/ Preschool payments	\$ 300.00		
Refunds/ Reimbursements/ Payments	\$ 18,503.00		
iPad Fees and Insurance	\$ 75.00		
Other	\$ 0.00		
			\$ 3,607,759.65
			\$ 6,290,817.08
Disbursements			
Transfers to General Fund NOW	\$ 3,346,560.86		
Administrative Revolving	\$ 0.00		
Transfer to Depreciation	\$ 0.00		
Returned checks/ fees/ overpayment	\$ 0.00		
Bank and other Service Charges	\$ 0.00		
			\$ 3,346,560.86
<b>Investment Account Balance: End of Reporting Period</b>			<b>\$ 2,944,256.22</b>

<u>General Fund Administrative Revolving Account</u>		
Available Balance: Beginning of Reporting Period		\$ 2,189.55
Deposits:		
Transfers From General Fund Investment Acc't	\$ 1,824.25	
		\$ 1,824.25
		\$ 4,013.80
Disbursements		\$ 40.00
Bank Balance: End of Reporting Period		\$ 3,973.80
Outstanding Checks: End of Reporting Period		\$ 0.00
<b>Admin. Revolving Account Balance: End of Reporting Period</b>		<b>\$ 3,973.80</b>
General Fund Administrative Revolving Account		\$ 3,973.80
General Fund NOW Account		\$ 147,756.64
General Fund Investment Account		\$ 2,944,256.22
<b>TOTAL GENERAL FUND BALANCE</b>		<b>\$ 3,095,986.66</b>
<u>Employee Benefit Fund</u>		
Available Balance: Beginning of Reporting Period		\$ 175,218.50
Deposits:		
Springfield State Bank - Interest		\$ 6.96
Transfers From General Fund Investment Acc't		\$ 0.00
Bank Balance: End of Reporting Period		\$ 175,225.46
Certificate of Deposit		
Available Balance: End of Reporting Period		\$ 175,225.46
Disbursements		\$ 0.00
<b>TOTAL EMPLOYEE BENEFIT BALANCE</b>		<b>\$ 175,225.46</b>
<u>Special Building Fund #1 Account</u>		
Available Balance: Beginning of Reporting Period		\$ 855,551.96
Deposits:		
ERate Reimbursement for Fiber Project	\$ 0.00	
Springfield State Bank - Interest	\$ 37.44	
Land Transfer	\$ 0.00	
Sarpy County Treasurer - Local Taxes	\$ 168,110.52	\$ 168,147.96
		\$ 1,023,699.92
Disbursements	\$ 0.00	\$ 0.00
Available Balance: End of Reporting Period		\$ 1,023,699.92
<b>TOTAL SPECIAL BUILDING FUND BALANCE</b>		<b>\$ 1,023,699.92</b>
<u>School Lunch Investment Account</u>		
Available Balance: Beginning of Reporting Period		\$ 168,446.49
Deposits:		
Springfield State Bank - Interest	\$ 6.75	
Hot Lunches	\$ 3,592.80	
State/Federal Aid	\$ 0.00	

KidsCare Reimbursement/ Other	\$	0.00	\$	3,599.55
			\$	172,046.04
Disbursements				
Transfers to NOW	\$	0.00		
Transfer to Admin Revolving	\$	0.00		
Returned checks debit/fees	\$	20.00		
			\$	20.00
Available Balance: End of Reporting Period			\$	20.00
<b>TOTAL SCHOOL LUNCH FUND BALANCE</b>			<b>\$</b>	<b>172,026.04</b>
<u>Bond Fund #1 Investment Account</u>				
Available Balance: Beginning of Reporting Period			\$	13,167.12
Deposits:				
Springfield State Bank - Interest	\$	1.30		
Sarpy County Treasurer - Local Taxes	\$	37,674.43	\$	37,675.73
			\$	50,842.85
Disbursements			\$	0.00
Transfer to NOW			\$	0.00
Available Balance: End of Reporting Period			\$	50,842.85
<b>TOTAL BOND FUND BALANCE</b>			<b>\$</b>	<b>50,842.85</b>
<u>Building Fund #2 Investment Account (Series 2020 Bond)</u>				
Available Balance: Beginning of Reporting Period			\$	8,261,988.45
Deposits:				
Springfield State Bank - Interest	\$	287.54		
Sarpy County Treasurer - Local Taxes	\$	0.00	\$	287.54
			\$	8,262,275.99
Disbursements			\$	2,404,764.40
Transfer to NOW			\$	0.00
Available Balance: End of Reporting Period			\$	5,857,511.59
<b>TOTAL BLDG. FUND #2 BALANCE (2020)</b>			<b>\$</b>	<b>5,857,511.59</b>
<u>Depreciation Fund Account</u>				
Available Balance: Beginning of Reporting Period			\$	72,658.32
Deposits:				
Springfield State Bank - Interest	\$	2.89		
Transfers from General Fund	\$	0.00	\$	2.89
			\$	72,661.21
Disbursements				
Transfer to NOW	\$	0.00	\$	0.00
Available Balance: End of Reporting Period			\$	72,661.21
<b>TOTAL DEPRECIATION FUND BALANCE</b>			<b>\$</b>	<b>72,661.21</b>

<b>QCPUF Fund Account</b>			
Available Balance: Beginning of Reporting Period			\$ 7,561.67
Deposits:			
Transfer from Bond Fund	\$ 0.00		
Springfield State Bank - Interest	\$ 0.77		
Local Real Estate Taxes	\$ 22,915.77		
			\$ 30,478.21
Disbursements			
Transfer to NOW	\$ 0.00		
			\$ 0.00
Available Balance: End of Reporting Period			\$ 30,478.21
<b>TOTAL QCPUF FUND BALANCE</b>			<b>\$ 30,478.21</b>

# Springfield Platteview Community Schools

## Bank Account Reconciliation Report (Actual GL Detail)

Accounting Cycle: FY20-21; Bank: Springfield State Bank - ; Bank Account: 4171468 - Administrative Revolving (4);  
Statement Date: 01/29/2021; Include Unposted Transactions: No; Created On: 2/3/2021 3:40:31 PM

Trans. Date	Source Document	Trans. No.	Account Code	Trans. Line Comment	Debit	Credit
01/11/2021	00053751	00053751	01-00-00904-000	Jan 2021 A/P Transfer	\$1,824.25	\$0.00
01/15/2021	00053752	00053752	01-00-00904-000	Safe Deposit Rent	\$0.00	\$40.00
<b>Sub Total</b>					<b>\$1,824.25</b>	<b>\$40.00</b>

SPRINGFIELD STATE BANK  
 600 MAIN ST  
 SPRINGFIELD, NE 68059-3220  
 Tel: (402)253-2222

SPRINGFIELD PLATTEVIEW COMM  
 STUDENT FEE ACCOUNT  
 14801 S 108TH ST  
 SPRINGFIELD NE 68059

Statement Date: 01/29/2021 Enclosures: ( 0) Account No.: 4151129 Page: 1

**REGULAR CHECKING ACCOUNT SUMMARY**

Type : REG Status : Active

Category	Number	Amount
Balance Forward From 12/31/20		7.58
Debits		0.00
Ending Balance On 01/29/21		7.58
Average Balance (Collected)	7.58+	

Direct Inquiries About Electronic Entries To:  
 Phone: (402) 253 - 2222

**AVERAGE AND MINIMUM BALANCES**

Average Ledger Balance :	7.58	Minimum Ledger Balance :	7.58
Average Collected Balance :	7.58	Minimum Collected Balance :	7.58
Average Available Balance :	7.58	Minimum Available Balance :	7.58

**OVERDRAFT FEE SUMMARY**

	Total For This Period	Total Year-To-Date	Total Last Year
Total Overdraft Fees	\$0.00	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00	\$0.00

This Statement Cycle Reflects 29 Days

FOR "A CYBERSECURITY GUIDE FOR CONSUMERS" GO TO  
[HTTPS://WWW.FDIC.GOV/CONSUMERS/ASSISTANCE/PROTECTION/  
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P.O. BOX 1507, GRAND ISLAND, NE 68802-1507

Address Service Requested



ACCOUNT :  
DOCUMENTS :

XXXXXX7773  
0

PAGE: 1  
01/29/2021



5376 1 AB 0.428 19



SARPY COUNTY SCHOOL DIST 0046  
14801 S 108TH ST  
SPRINGFIELD, NE 68059-4925

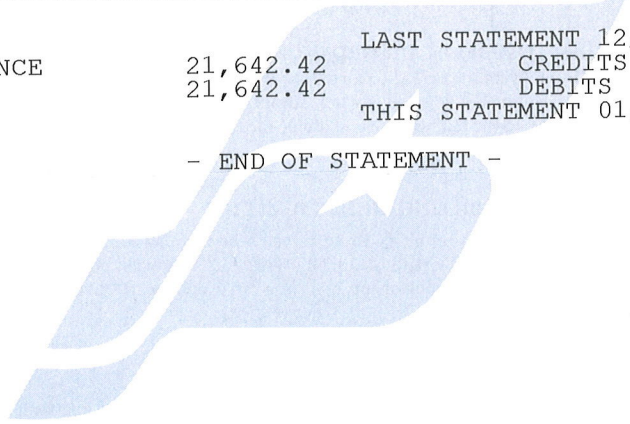


1-SPPTS-DDAs-03 210130  
001-001-005376 000144957

=====  
Business Checking ACCOUNT XXXXXX7773  
=====

		LAST STATEMENT 12/31/20	21,642.42
AVG AVAILABLE BALANCE	21,642.42	CREDITS	.00
AVERAGE BALANCE	21,642.42	DEBITS	.00
		THIS STATEMENT 01/29/21	21,642.42

- END OF STATEMENT -



# Current Cash Balance

Sorted by Site ID, Group ID; Filtered by Site.  
From 01/01/2021 to 01/31/2021.

Site ID    Site Name  
Group ID    Group Name

			Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
PHS	Platteview High School						
A	Athletics		-9,495.12	4,015.46	13,248.48	2,810.48	-15,917.66
B	Activities		6,126.92	270.00	732.05	600.00	6,264.87
C	Classes		47,475.85	2,480.00	2,116.97	0.00	47,838.88
D	Clubs/Organizations		17,532.09	1,894.25	324.28	-100.00	19,002.06
E	Education		7,890.24	0.00	21.79	0.00	7,868.45
F	Fundraising		28,395.87	8,559.00	6,173.48	0.00	30,781.39
M	Miscellaneous		21,348.85	6,650.16	9,213.38	-222.75	18,562.88
N	Non-Active Accounts		0.00	0.00	0.00	0.00	0.00
	PHS	Totals:	119,274.70	23,868.87	31,830.43	3,087.73	114,400.87
		Report Totals:	119,274.70	23,868.87	31,830.43	3,087.73	114,400.87

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site.  
From 01/01/2021 to 01/31/2021.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
PCJH	Platteview Central Jr High							
D	Clubs/Organizations							
	440		National Honor Society	328.19	0.00	0.00	0.00	328.19
	465		Student Council	351.23	0.00	0.00	0.00	351.23
		D	Totals:	679.42	0.00	0.00	0.00	679.42
M	Miscellaneous							
	727		Destination Imagination	2,167.69	0.00	0.00	0.00	2,167.69
	745		Library	279.35	0.00	0.00	0.00	279.35
	750		Principal	3,431.17	1,306.04	174.70	0.43	4,562.94
	755		Parent Advisory Council	3,234.24	160.00	0.00	0.00	3,394.24
	765		Science In Motion	317.67	0.00	0.00	0.00	317.67
		M	Totals:	9,430.12	1,466.04	174.70	0.43	10,721.89
		PCJH	Totals:	10,109.54	1,466.04	174.70	0.43	11,401.31
		Report Totals:		10,109.54	1,466.04	174.70	0.43	11,401.31

*Ralph Johnson*  
2-1-2021

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site.  
From 01/01/2021 to 01/31/2021.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
SE	Springfield Elementary								
D	Clubs/Organizations								
		465	Student Council	657.87	0.00	0.00	0.00	657.87	
			D	Totals:	657.87	0.00	0.00	0.00	657.87
M	Miscellaneous								
		727	Destination Imagination	5,088.93	0.00	0.00	0.00	5,088.93	
		745	Library	1,643.22	0.00	0.00	0.00	1,643.22	
		750	Principal	6,069.53	0.00	1,244.18	0.75	4,826.10	
		760	Pop	377.02	0.00	0.00	0.00	377.02	
		775	Walk-A-Thon	5,544.79	0.00	348.41	0.00	5,196.38	
			M	Totals:	18,723.49	0.00	1,592.59	0.75	17,131.65
			SE	Totals:	19,381.36	0.00	1,592.59	0.75	17,789.52
			Report Totals:	19,381.36	0.00	1,592.59	0.75	17,789.52	

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site.  
From 01/01/2021 to 01/31/2021.

Site ID Group ID	Site Name Group Name Activity ID    Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
WE	Westmont Elementary					
D	Clubs/Organizations					
	465      Student Council	67.36	0.00	0.00	0.00	67.36
	D      Totals:	67.36	0.00	0.00	0.00	67.36
M	Miscellaneous					
	727      Destination Imagination	3,649.04	0.00	0.00	0.00	3,649.04
	745      Library	4,353.33	0.00	0.00	0.00	4,353.33
	750      Principal	2,198.69	1,100.00	386.52	0.00	2,912.17
	760      Pop	76.69	94.57	0.00	0.00	171.26
	M      Totals:	10,277.75	1,194.57	386.52	0.00	11,085.80
	WE      Totals:	10,345.11	1,194.57	386.52	0.00	11,153.16
	Report Totals:	10,345.11	1,194.57	386.52	0.00	11,153.16

*Melissa Hasty*  
2/3/2021

SPRINGFIELD STATE BANK  
 600 MAIN ST  
 SPRINGFIELD, NE 68059-3220  
 Tel: (402)253-2222

SPRINGFIELD PLATTEVIEW COMM  
 PLATTEVIEW EARLY EDUCATION CEN  
 ACTIVITY FUND  
 14801 S 108TH STREET  
 SPRINGFIELD NE 68059

Statement Date: 01/29/2021 Enclosures: ( 0)

Account No.: 3491217 Page: 1

**REGULAR CHECKING ACCOUNT SUMMARY**

	Type :	REG	Status :	Active
Category	Number			Amount
Balance Forward From 12/31/20				82.50
Debits				0.00
Ending Balance On 01/29/21				82.50
Average Balance (Collected)	82.50+			

Direct Inquiries About Electronic Entries To:  
 Phone: (402) 253 - 2222

**AVERAGE AND MINIMUM BALANCES**

Average Ledger Balance :	82.50	Minimum Ledger Balance :	82.50
Average Collected Balance :	82.50	Minimum Collected Balance :	82.50
Average Available Balance :	82.50	Minimum Available Balance :	82.50

**OVERDRAFT FEE SUMMARY**

	Total For This Period	Total Year-To-Date	Total Last Year
Total Overdraft Fees	\$0.00	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00	\$0.00

This Statement Cycle Reflects 29 Days

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# Springfield Platteview Community Schools

Check Payments By Fund Report February 8, 2021

Payee	Account Code	Reason	Amount
Alpha School	01-2-01200-569-000-01	Special Education Svs - Dec 2020 (C Harvill)	\$1,584.00
AMAZON	01-2-01100-610-001-22	Eisco Labs Porcelain Crucible	\$52.79
AMAZON	01-2-01100-610-002-11	Supplies - SE	(\$89.97)
AMAZON	01-2-01100-610-004-12	Journal Notebooks, Watercolor paint, Permanent Markers (M. Hasty)	\$97.96
AMAZON	01-2-01100-640-001-22	Psychology: Themes & Variations (H. Zierott)	\$400.90
AMAZON	01-2-01200-610-005-21	Bankers Box Storage (SPED - PC)	\$22.12
AMAZON	01-2-01200-610-005-21	Find It Games (SPED - PC)	\$24.74
AMAZON	01-2-01200-610-005-21	Goioo Wall File Organizer (SPED - PC)	\$7.99
AMAZON	01-2-01200-610-005-21	Handheld Mini Fidget Toys (SPED - PC)	\$16.99
AMAZON	01-2-01200-610-005-21	Pendaflex Color Folders (SPED - PC)	\$7.90
AMAZON	01-2-01200-610-005-21	Selizo 14 Dry Erase Tape (SPED - PC)	\$4.99
AMAZON	01-2-01200-610-005-21	Sensory Fidget Toys (SPED - PC)	\$25.95
AMAZON	01-2-01200-610-005-21	Smartdealspro Set (SPED - PC)	\$7.19
AMAZON	01-2-02220-610-001-22	Magnetic Twist Ties (A. Thayer)	\$25.97
AMAZON	01-2-02510-610-000-01	Postage Meter Labels (CO)	\$13.58
American Express	01-2-01100-643-000-01	Adobe Acropro Subs	\$16.04
American Express	01-2-02310-890-000-01	Atkinson Floral (L. Richards)	\$58.50
American Express	01-2-02560-643-000-01	Adobe Stock Adobe	\$29.99
American Express	01-2-02650-626-000-01	Fuel - B&D Pitstop	\$247.02
AT&T MOBILITY	01-2-06996-530-000-01	Wireless Services	\$617.30
AWS WELL COMPANY, INC.	01-2-02620-350-000-01	PHS - Pump Repair/Replacement	\$6,560.94
Bell, Kristina E	01-2-01100-610-001-22	Apple Movies	\$48.12
Black Hills Energy	01-2-02610-621-004-12	WE - Natural Gas	\$853.28
Bromm Nielsen & Mines	01-2-02320-314-000-01	NE Legislature Lobby Registration Fee	\$200.00
Capital Business Systems, Inc. - Printer Lease	01-2-02510-443-000-01	#107-1569973-001 Copier Lease	\$1,708.00
Capital Business Systems, Inc. - Service Plus	01-2-02510-610-001-22	Staples (PHS)	\$113.10
CENTURY LINK	01-2-02510-530-000-01	Long Distance	\$408.58
CHILDREN SUCCEED THERAPY, LLC	01-2-02161-340-000-01	OT - Grades >5	\$619.75
CHILDREN SUCCEED THERAPY, LLC	01-2-02162-340-000-01	OT - Grade 3-5	\$636.50
CHILDREN SUCCEED THERAPY, LLC	01-2-02163-340-000-01	OT - Grade 0-2	\$1,072.00
CHILDREN SUCCEED THERAPY, LLC	01-2-02171-340-000-01	PT - Grade >5	\$83.75
CHILDREN SUCCEED THERAPY, LLC	01-2-02172-340-000-01	PT - Grade 3-5	\$100.50
CHILDREN SUCCEED THERAPY, LLC	01-2-02173-340-000-01	PT - Grade 0-2	\$268.00
City Of Springfield	01-2-02610-410-002-11	Water/Sewer - SE	\$93.20
COX BUSINESS	01-2-02510-530-000-01	Telephone - PHS/PC	\$609.33
Crouse, Nicholas G	01-2-01100-810-001-22	NHSSCA Membership	\$100.00
Culligan Us Filter	01-2-02410-340-001-22	PHS - Water Cooler Rental	\$13.00
Culligan Us Filter	01-2-02510-890-000-01	DO - Water Cooler Rental	\$28.00
Decker, Inc.	01-2-02620-610-000-01	Universal Restroom Keys (D. Mann)	\$80.83
Dill, Shellee L	01-2-02141-333-000-01	Mileage Reimbursement (Dec 2020)	\$15.53
Dill, Shellee L	01-2-02141-333-000-01	Mileage Reimbursement (Jan 2021)	\$23.52
Dill, Shellee L	01-2-02141-333-000-01	Mileage Reimbursement (Nov 2020)	\$44.85
Edgenuity Inc.	01-2-01100-382-000-01	Subscription Based Electives Per Enrollment Per Semester	\$2,970.00
Educational Service Unit No. 3	01-2-02510-340-000-01	LASERFICHE Quarterly Billing 2020	\$94.00
Educational Service Unit No. 3 (SPED)	01-2-01200-562-000-01	Building Daily Charge	\$154.00
Educational Service Unit No. 3 (SPED)	01-2-01200-562-000-01	Program Services - Dec 2020 (BVS-CDC)	\$3,024.00
Educational Service Unit No. 3 (SPED)	01-2-01292-591-000-01	Program Services - ECSE (Birth-3)	\$1,976.17
Educational Service Unit No. 3 (SPED)	01-2-02181-591-000-01	SS-Vision	\$922.62
Egan Supply Company	01-2-02610-610-001-22	Cleaner/Disinfectent (D. Mann)	\$169.50
Egan Supply Company	01-2-02610-610-002-11	Cleaner/Disinfectent (D. Mann)	\$84.74
Egan Supply Company	01-2-02610-610-004-12	Cleaner/Disinfectent (D. Mann)	\$84.75
Egan Supply Company	01-2-02610-610-005-21	Cleaner/Disinfectent (D. Mann)	\$84.77

Egan Supply Company	01-2-02620-610-000-01	Kling Bowl Cleaner (D. Mann)	\$108.04
Egan Supply Company	01-2-02620-610-000-01	Snow Plow Ice Melt (D. Mann)	\$768.81
Egan Supply Company	01-2-02620-610-000-01	Versamatic Hose (D. Mann)	\$117.17
Ehrke, Kirsten L	01-2-01100-610-001-22	3-Kings Day & NYE Activities	\$56.56
Elkhorn South High School	01-2-01100-810-001-22	School Surcharge	\$35.00
Elkhorn South High School	01-2-01100-810-001-22	Total of Solos - 9	\$63.00
ERIN E VAN ROEKEL	01-2-02151-320-000-01	Speech Language Pathologist	\$2,576.25
Fiber Platform, LLC	01-2-01100-382-000-01	Internet Services - SPCS	\$2,111.63
Gopher Sport	01-2-01100-610-001-22	PE Equipment	\$945.24
Grainger	01-2-02620-610-000-01	Glue Traps (CO)	\$18.80
Grainger	01-2-02620-610-000-01	Incandescent Bulbs (D Mann)	\$17.96
Grainger	01-2-02620-610-001-22	Fluor Ballast (D. Mann)	\$22.78
Grainger	01-2-02620-610-001-22	Light bulbs (D. Mann)	\$154.06
Grainger	01-2-02620-610-001-22	PHS - Door Closer (D. Mann)	\$409.16
Grainger	01-2-02620-610-002-11	6VDC Battery (SE)	\$38.80
Grainger	01-2-02620-610-004-12	Thermal Cut-off Device - WE (D. Mann)	\$105.62
Great Plains Pest Services In	01-2-02620-420-000-01	Pest Control - Dec 2020	\$150.00
Great Plains Pest Services In	01-2-02620-420-000-01	Pest Control - Jan 2021	\$150.00
Harris School Solutions	01-2-02510-610-000-01	1099 Forms & Envelopes (R. Kastens)	\$256.50
Hayes Mechanical, LLC	01-2-02620-350-001-22	Gym Entryway Fan Coil Repair - PHS	\$1,392.51
Hillyard/Sioux Falls	01-2-02610-610-001-22	Supplies - Cleaning	\$104.35
Hillyard/Sioux Falls	01-2-02610-610-002-11	Supplies - Cleaning	\$52.18
Hillyard/Sioux Falls	01-2-02610-610-004-12	Supplies - Cleaning	\$52.17
Hillyard/Sioux Falls	01-2-02610-610-005-21	Supplies - Cleaning	\$52.18
Hillyard/Sioux Falls	01-2-02620-610-000-01	Spray Cleaner & Arsenal (D. Mann)	\$236.28
Home Depot/GECF	01-2-01100-610-001-22	Shop Class Supplies (B. Michael)	\$82.15
Home Depot/GECF	01-2-01100-610-001-22	Shop Class Supplies Avanti Pro 10" (B. Michael)	\$49.94
iFixOmaha LLC	01-2-01100-432-000-01	iPad Repairs (F. Staskiewicz)	\$1,142.10
IXL Learning, Inc.	01-2-01100-643-002-11	IXL Service Site License	\$3,156.00
Jensen Gardens, Inc.	01-2-02620-731-000-01	Kubota Snow Blower & Broom	\$6,000.00
JODI KOHL	01-2-02560-340-000-01	PR Services - Jan / Feb 2021	\$2,657.40
Johnson, Charles E	01-2-02620-420-000-01	Water Operator - Feb 2021	\$450.00
Kersulov, Michael L	01-2-01100-640-001-22	Cat's Cradle Novel	\$92.20
Ketchen, Paul R	01-2-01100-333-002-11	SE - Mileage Reimbursement	\$20.83
Ketchen, Paul R	01-2-01100-333-004-12	WE - Mileage Reimbursement	\$33.54
KSB School Law, PC LLO	01-2-02330-317-000-01	Legal Services	\$1,645.50
Kubota of Omaha	01-2-02620-610-000-01	Kubota Snowblower Parts (D. Mann)	\$52.08
Literacy Resources, LLC	01-2-01100-640-004-12	Bridge The Gap: Heggerty Intervention Lessons	\$194.37
Mark's Plumbing Parts	01-2-02620-610-002-11	Zurn 4" Aquaspec Single Lever De (G. Gentile)	\$155.78
McGraw-Hill Companies (The)	01-2-01200-640-002-11	Corrective Reading Decoding Workbooks - SE (A. Carreon)	\$865.92
MCI	01-2-02510-530-000-01	Long Distance	\$48.62
Metropolitan Utilities Dist	01-2-02610-621-000-01	Natural Gas - DO	\$414.00
Metropolitan Utilities Dist	01-2-02610-621-000-03	Natural Gas - Jan 2021	\$403.48
Metropolitan Utilities Dist	01-2-02610-621-001-22	Natural Gas - Jan 2021	\$1,904.00
Metropolitan Utilities Dist	01-2-02610-621-001-22	Natural Gas - Nov 2020	\$1,904.00
Metropolitan Utilities Dist	01-2-02610-621-002-11	Natural Gas - Dec 2020	\$153.00
Metropolitan Utilities Dist	01-2-02610-621-002-11	Natural Gas - Jan 2021	\$153.00
Metropolitan Utilities Dist	01-2-02610-621-005-21	Natural Gas - PC	\$313.54
Midlands Printing & Business Forms, Inc.	01-2-02510-610-000-01	SPCS Envelopes (2000 Window, 2000 Reg)	\$646.84
MIDWEST ALARM SERVICES	01-2-02620-420-002-11	Pull Station/Smoke Detector - SE	\$139.35
NE Public Health Enviromental Laboratory	01-2-02620-420-000-01	Water Testing (2-Postage/Bacti #3, Kit; 1-Nitrate; 1-Arsenic)	\$49.00
NHSSCA	01-2-01100-810-001-22	Member Application/Dues - A. Kuhl	\$100.00
NHSSCA	01-2-01100-810-001-22	Member Application/Dues - S. Jenson	\$100.00
Nielsen, Alexander J	01-2-01100-610-001-22	Class Supplies	\$95.39
Nielsen, Alexander J	01-2-01100-650-001-22	Class Supplies	\$59.88
O'Reilly Automotive Inc	01-2-02620-610-000-01	Battery, Supplies (D. Mann)	\$160.41
Omaha Public Power District	01-2-02610-621-000-02	Utilities - Level Pay	\$695.85
Omaha Public Power District	01-2-02610-621-001-22	Utilities - Level Pay	\$13,835.80
Omaha Public Power District	01-2-02610-621-002-11	Utilities - Level Pay	\$3,257.02
Omaha Public Power District	01-2-02610-621-004-12	Utilities - Level Pay	\$3,891.33

One Source	01-2-02510-340-000-01	Background Checks (McGovern, Havenridge, Schmidt, Wegner, Eberly, McDonal, McLaughlin)	\$250.00
One Source	01-2-02510-340-000-01	Background Checks (Rosser, Hart, Lockard, Meisinger, Stewart, Tarman, Barnes, Scanlan)	\$250.00
One Source	01-2-02510-340-000-01	Background Checks (Swick, Rosser, Hart)	\$110.00
Ortiz, Sarah D	01-2-01100-610-001-22	Classroom Supplies	\$62.83
Papillion Sanitation	01-2-02620-420-000-01	Trash Removal - DO	\$42.26
Papillion Sanitation	01-2-02620-420-001-22	Trash Removal - PHS	\$176.82
Papillion Sanitation	01-2-02620-420-002-11	Trash Removal - SE	\$290.18
Papillion Sanitation	01-2-02620-420-004-12	Trash Removal - WE	\$186.78
Papillion Sanitation	01-2-02620-420-005-21	Trash Removal - PC	\$176.82
Pearson Assessments	01-2-02140-610-000-01	WIAT, WISC, KTEA, WISC Materials (S. Dill)	\$1,798.00
Pearson Assessments	01-2-02140-610-000-01	WISC, KTEA, WISC Subscriptions (S. Dill)	\$170.15
Platteview High School	01-2-08000-913-000-01	Funds Transfer - B. Richards	\$10,000.00
Prime Communications, Inc.	01-2-01100-432-000-01	Re-install WinDSX (F. Staskiewicz)	\$172.50
Prime Communications, Inc.	01-2-02620-430-000-01	Palo Alto VPN Access Issue (F. Staskiewicz)	\$85.00
Quill Corp	01-2-01100-610-001-22	HP 12A Toner Cartridge (J. Case)	\$79.19
Quill Corp	01-2-02620-610-000-01	Duct Tape (D. Mann)	\$59.80
Ralston Public Schools	01-2-01200-562-000-01	Deaf/Hard of Hearing Services	\$2,134.81
Regal Advertising	01-2-02310-890-000-01	2 - B/W Plaque Plates (L. Richards)	\$19.50
Sarpy County Election Commission	01-2-02310-340-000-01	General Election - Nov 2021	\$2,584.74
Satellite Shelters, Inc.	01-2-02620-442-000-01	Portable Classroom Rental - SE	\$1,168.00
School Nurse Supply, Inc.	01-2-02130-610-000-01	Supplies - Nursing (H. Feldhacker)	\$216.00
School Nurse Supply, Inc.	01-2-02130-610-000-01	Supplies - Nursing (K. Haynes)	\$115.92
Sparq Data Solutions, Inc.	01-2-02310-643-000-01	Subscription & North Star Negotiations Software	\$4,700.00
SPRINGFIELD ACE	01-2-02620-610-000-01	12V Battery (D. Mann)	\$9.18
SPRINGFIELD ACE	01-2-02620-610-000-01	Fasteners, Thread Rod, Jersey Gloves (D. Mann)	\$9.04
SPRINGFIELD ACE	01-2-02620-610-002-11	SE - Supplies (D. Mann)	\$6.99
Staples Advantage	01-2-01200-610-001-22	DL2032 Battery (D. Mann)	\$9.58
Staples Advantage	01-2-02510-610-000-01	AA & C Batteries, Stamp Pad (D. Mann)	\$102.26
Staples Advantage	01-2-02620-610-000-01	Cotton Wet Mops (D. Mann)	\$79.98
Staples Advantage	01-2-02620-610-000-01	Disposable Gloves (D. Mann)	\$63.12
Staples Advantage	01-2-02620-610-000-01	Staples Rubberbands (D. Mann)	\$21.60
Staskiewicz, Frank	01-2-01100-333-000-01	Mileage Reimbursement	\$72.35
Student Transportation of NE, Inc.	01-2-02790-510-000-01	Fuel Escalator	\$778.02
Student Transportation of NE, Inc.	01-2-02790-510-000-01	Student Transportation	\$44,017.27
Student Transportation of NE, Inc.	01-2-02791-510-000-01	Student Transportation - SPED (LC Svs)	\$3,536.26
Student Transportation of NE, Inc.	01-2-02792-510-000-01	Student Transportation - SPED (Route SA)	\$4,352.32
Student Transportation of NE, Inc.	01-2-02793-510-000-01	Student Transportation - SPED (0-5)	\$4,602.22
Suburban Newspapers, Inc	01-2-02510-540-000-01	Public Notifications	\$159.43
University of NE-Lincoln (Lincoln)	01-2-01200-810-000-01	ASD Network Conf - J. Lucas	\$100.00
University of NE-Lincoln (Lincoln)	01-2-01200-810-005-21	ASD Network Conf - L. Michelle	\$100.00
University of NE-Lincoln (Lincoln)	01-2-01200-810-005-21	ASD Network Conf - M. Woodward	\$100.00
University of NE-Lincoln (Lincoln)	01-2-01291-330-000-12	ASD Network Conf. - C. Johnson	\$100.00
University of NE-Lincoln (Lincoln)	01-2-02141-810-000-01	ASD Network Conf - S. Dill	\$100.00
University of NE-Lincoln (Lincoln)	01-2-02151-810-000-12	ASD Network Conf - E. VanRoekel	\$100.00
University of NE-Lincoln (Lincoln)	01-2-02152-810-000-01	ASD Network Conf - L. Wilson	\$100.00
Verizon Wireless	01-2-02510-530-000-01	Cellular Phones	\$213.21
Verizon Wireless	01-2-06996-530-000-01	Cellular Phones	\$234.63
Westside Community Schools	01-2-01200-562-000-01	SAWalker 20-21 Qtr 1&2 (J. Lucas)	\$7,500.00
WHC NE LLC	01-2-02792-510-000-01	SPED Transportation - DEC 2020	\$1,908.86
Windstream	01-2-02510-530-000-01	Phone Service	\$438.93
		<b>SUB TOTAL</b>	<b>\$174,999.20</b>

<b>Lunch Fund</b>			
<b>Payee</b>	<b>Account Code</b>	<b>Reason</b>	<b>Amount</b>
Grainger	06-2-03100-610-000-23	Can Opener - PHS	\$75.48
Hendrickson, Jennifer	06-2-03100-890-000-23	Family Lunch Acct #1735 Reimbursement	\$42.95
OPAA! FOOD MGT. OF NE, LLC.	06-2-03100-570-000-23	Food Service - Dec 2020	\$42,679.31
OPAA! FOOD MGT. OF NE, LLC.	06-2-03100-570-000-23	Food Service - JAN 2021	\$35,021.24
		<b>SUB TOTAL</b>	<b>\$77,818.98</b>

**Building #2**

<b>Payee</b>	<b>Account Code</b>	<b>Reason</b>	<b>Amount</b>
BOYD JONES CONSTRUCTION, CO.	08-2-04500-450-000-02	SE - Construction Bond Svs	\$197,376.74
		<b>SUB TOTAL</b>	<b>\$197,376.74</b>
		<b>GRAND TOTAL</b>	<b>\$450,194.92</b>

Continued

Account Number XXXX-XXXXX7-25023

				Reference Code	Amount \$
12/24/20	B & D Pitstop	SPRINGFIELD	NE	85544020359	42.20
	REF# 85544020359	402-253-8004	12/23/20		
12/29/20	ADOBE ACROPRO SUBS A SAN JOSE		CA	31599126300	16.04
	REF# 315991263	ADOBE.LY/ENUS	12/28/20		
12/31/20	B & D Pitstop	SPRINGFIELD	NE	85544020366	23.65
	REF# 85544020366	402-253-8004	12/30/20		
01/04/21	ADOBE STOCK Adobe Sy SAN JOSE		CA	31635985900	29.99
	REF# 316359858	ADOBE.LY/ENUS	01/03/21		
01/06/21	B & D Pitstop	SPRINGFIELD	NE	85544021006	84.51
	REF# 85544021006	402-253-8004	01/05/21		
01/06/21	ATKINSON FLORAL	Atkinson	NE		58.50
	REF# vRvJmNe0Bmq	squareup.com/rec	01/06/21		
01/13/21	B & D Pitstop	SPRINGFIELD	NE	85544021013	14.00
	REF# 85544021013	402-253-8004	01/12/21		
01/13/21	B & D Pitstop	SPRINGFIELD	NE	85544021013	41.22
	REF# 85544021013	402-253-8004	01/12/21		
01/19/21	AMAZON.COM*WC9L02YP3	AMZN.COM/BILL	WA		41.44
	REF# 2AMKSI127HD	MERCHANDISE	01/18/21		

Total for BRETT A. RICHARDS

New Charges/Other Debits	351.55
Payments/Other Credits	0.00

Fuel 2650-626-000-01

001813 2/2

3606



Platteview High School

# CURRICULUM

## DESCRIPTION

# GUIDE

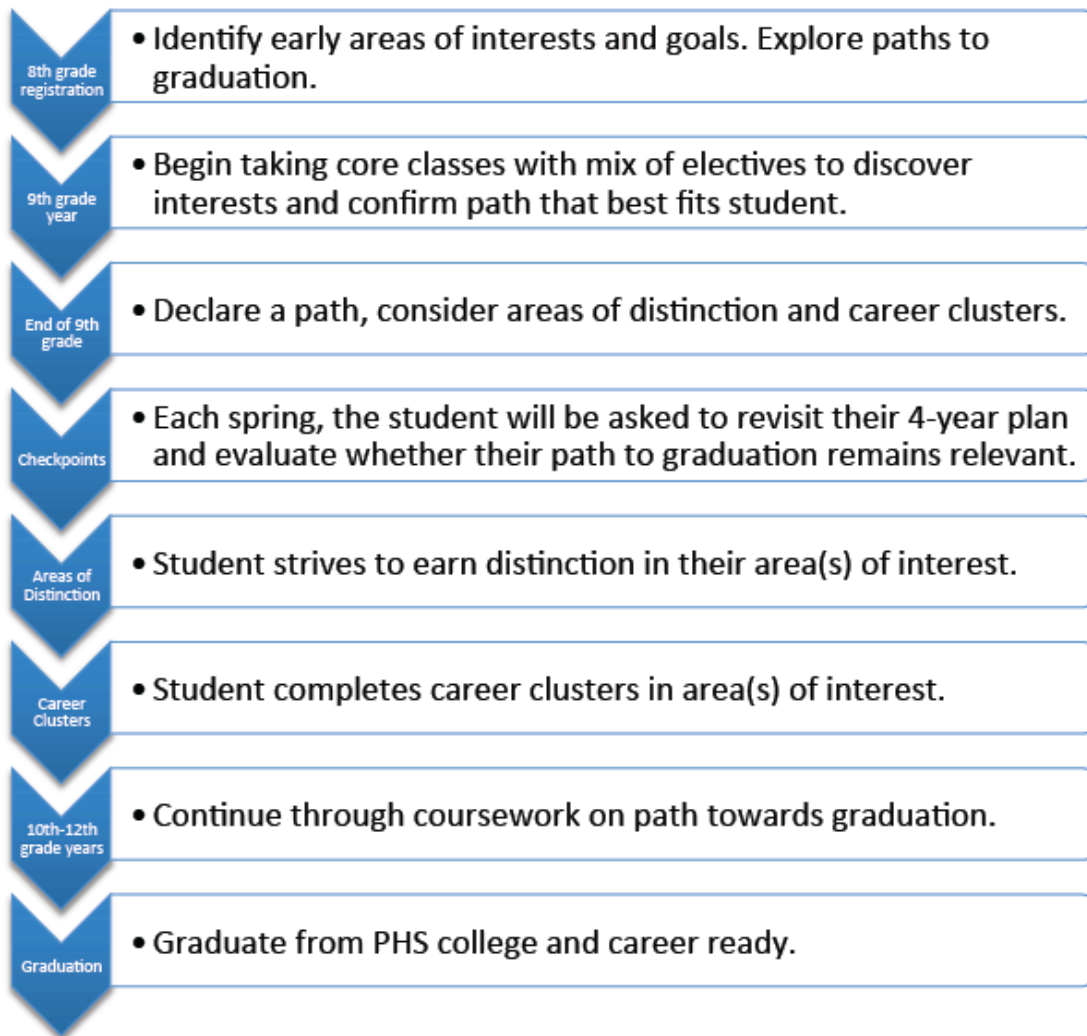


TROJANS

*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.

## **Platteview High School Daily Schedule**

Beginning with the 2021-22 school year, Platteview High School will launch the newly created *PHS Flex Schedule*. The *flexible* schedule is built upon our traditional 8-period day, that includes a bonus “0” hour for those students that would like to take an additional course prior to the regular school day beginning. One of our most prominent “0” hour courses at PHS has been a weight training course. Students that enroll in this “0” hour class love the fact that they can start each morning with a workout and then have the rest of their day to focus on their other courses. From year to year other “0” hour options are made available based on student interest.

The flex or flexibility component of the new schedule comes in the form of some courses being 44-minutes in length, while others include an 88-minute block of time. During the 2020-21 school year the PHS staff experienced block periods first-hand, and discovered that certain courses benefitted from a longer, block period. Some of the courses that benefitted from lengthened periods included Science courses with lab components, performance-based courses in Foods, Industrial Technology and Weight Training. This thought process is why Construction Tech has been offered over two periods in the past. For the students in Construction Tech, the block period is essential for their learning environment. A summary of how both periods work within the Flex schedule is below:

- 44-minute periods – students that have courses that are 44-minutes in length would meet every day during the assigned period
- 88-minute periods – students that have courses that are 88-minutes in length would meet every other day during the assigned periods; students would need to find other block options opposite their other block period
- Spanish 3 and Spanish 4 – it is important to note how these courses would be the only two block periods that would meet every day. This type of a block period is known as a 4 x 4 block. Students that choose to take either Spanish 3 or Spanish 4 with the Flex schedule can complete the year-long offering in a semester. There is considerable education-based research suggests that being immersed in the language for a larger volume of time is the most effective way to teach and learn higher levels of a foreign language.

The following page shows a sample of department offerings (in this case Physical Education) that are a blend of 44-minute and 88-minute courses.

Items to note:

- A. Example A is a course that would be an 88-minute weight training course that meets every other day during 1<sup>st</sup> and 2<sup>nd</sup> periods. A student in this offering would need to find another block course that is offered the opposite days.
- B. Example B is the same as Example A other than this is another block weight training course that is offered the opposite days of the Example A course.
- C. Example C shows a weight training course that is a 44-minute option. The schedule shows three weight training courses that are single period options (Section 6, X and the PC weights course).
- D. Example D just shows another block weights offering, this time over periods 3 and 4.
- E. Example E shows another PE course could be combined with the course in Example A (or another block course offered in another department opposite Example A).

# Sample offerings.

Physical Ed	0	1	2	3	4	5	6	7 <sup>C</sup>	8	
<i>Teacher A</i>	SEM 1	A. Weights Section 2	Plan	Plan	Weights Section 4	Weights Section 5	Weights Section 6	Weights Sect 6	PC Weights	
		B. Weights Section 3								Weights Section 11
	SEM 2	Weights Section 9			Weights Section 12	Weights Sect 13	PC Weights			
		Weights Section 10								
<i>Teacher B</i>	SEM 1	Health Section 1	PE 7	Health Section 2	PE 8	Health 8	Lifetime Fitness Sect 1	Plan	Lifetime Fitness Sect 2	
		Health Section 1		Health Section 2			Lifetime Fitness Sect 1	Plan	Lifetime Fitness Sect 2	
	SEM 2	Lifetime Fitness Sect 3	PE 7	Plan	PE 8	Health 8	Health Section 3	Health Section 4	Plan	
		Lifetime Fitness Sect 3		Plan			Health Section 3	Health Section 4	Plan	
<i>Teacher C</i>	SEM 1	Weights Sect 1	PE 7	Sports Officiating	PE 8	Ind. Sports & Activites Section 1	Plan	Ind. Sports Section 3	Plan	
		Weights Sect 1		Photography Section 1						Sports Officiating
	SEM 2	Weights Sect 1	Photography Section 2	PE 7	Lifetime Fitness Sect 4	PE 8				Ind. Sports & Activites Section 1
		Weights Sect 1	Photography Section 2		Lifetime Fitness Sect 4					Ind. Sports & Activites Section 2
<i>Teacher D</i>	SEM 1	Comp. Sports Section 1	Plan	D. Weights Section 7	Lifetime Sports Section 1	Comp. Sports Section 3	Ind. Sports Section 3	Plan		
		E. Comp. Sports Section 2		Weights Section 8					Comp. Sports Section 3	Ind. Sports Section 3
	SEM 2	Individual Sports Sect 4		Individual Sports Sect 4	Weights Section 14	Lifetime Sports Section 2	Plan	Ind. Sports Section 4		
		Individual Sports Sect 4			Weights Section 15				Lifetime Sports Section 3	Plan

### **Process for 2021-22 Course Registration**

- ✓ PHS Flex Schedule Orientation – students and parents will be invited to learn more about the Flex schedule with a series of videos for parents and small group meetings with students.
- ✓ Students will complete pre-registration meetings with counselors and administrators – during this process students will complete the rough draft of their course choices for 2021-22 with a mix of the required courses they need for graduation plus any elective courses they are interested in.
- ✓ Registration – once PHS returns from Spring Break our registration team will begin the actual registration process that will produce the initial version of every student's schedule for 2021-22.
- ✓ Adjustments – students may schedule time with the registration staff to make any adjustments to their schedule prior to the end of the school year. Once this is completed and a parent has signed off on the final schedule, no further changes may be made unless extenuating circumstances exist.

### **Questions and Answers About the PHS Flex Schedule**

**Q** Does the Flex schedule offerings change any graduation requirements or how many credits a course counts for?

**A** No. All credits and graduation requirements would remain the same. The only thing that changes is the format a particular course may be delivered through. For example, if a student is in a block (88-minute) Physics 1 course, the student would meet for this course 88-minutes during the assigned periods every other day. This is the same seat time that a student would have in a 44-minute Physics 1 course that meets every day. Both courses in this example would count for the same number of credits.

**Q** Can a student designate which course format they register for?

**A** Not initially. When a student completes pre-registration and the registration process, PowerSchool takes the student choices and builds a schedule for the student based on the grouping of choices the student has made. PowerSchool can best produce the best schedule for each student based on their individual, collective choices for courses. Once a student has their schedule from PowerSchool, the student then could request a change based on preferences with the registration team; however not all preferences can be honored since the combination of choices a student makes drives their schedule.

### ***Platteview High School Re-Take Policy***

During the past two academic years, the Language Arts and Science Departments have conducted a pilot study focused on the re-take policy. During the study, students in courses within the ELA and Science departments were allowed to earn full credit for a re-take if they met certain parameters to be eligible for a re-take (i.e. students had a two-week window to attend a scheduled intervention and complete the re-take and only one re-take per summative was permitted). The 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.*
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.*

The PHS Building Leadership Team advanced a proposal to alter the SPCS grading policy based on the parameters outlined in this section. The request was approved through the Board of Education action on Monday, February 8<sup>th</sup>, 2021 at the regular Board of Education meeting.

Beginning with the 2021-22 academic year, Platteview High School has been approved to amend the SPCS Grading Policy for all regular PHS credit earning courses as follows:

1. *The following parameters would apply to re-takes in all departments for all students in all regular, PHS credit-earning courses (dual credit and AP courses are exempt from this policy):*
  - a. *Students qualifying for a re-take in a course must schedule a re-take **within two weeks of receiving their score on a summative assessment.***
  - b. *Students must attend an intervention time with instructor prior to qualifying for the re-take examination.*
  - c. *The re-take examination must be taken on scheduled day/time (within original two week window). No extensions may be approved to this deadline.*
  - d. *Final examinations and final projects given during final exam time do not qualify for re-takes.*
2. *A student may earn up to a score of 100% for any eligible re-take examination in all PHS departments. The amended PHS re-take policy will be communicated as follows:*

- a. *Published in Student Handbook*
- b. *Published in Curriculum Guide*
- c. *Documented on every course syllabus within the department*
- d. *Emailed to all students and parents upon enrolling in a course in each department*
- e. *Noted on each course page in Schoology*

**CLASS RANK****STUDENT CLASSIFICATION**

<b><u>Classification</u></b>	<b><u>Accumulated Credits</u></b>
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.

<b><u>9<sup>th</sup> Grade</u></b>	<b><u>10<sup>th</sup> Grade</u></b>
(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 Chemistry 2 (SEM) or 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
<b><u>11<sup>th</sup> Grade</u></b>	<b><u>12<sup>th</sup> Grade</u></b>
(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 Physics 2 (SEM) or 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**

<b><u>Letter Grade</u></b>	<b><u>Percentage</u></b>	<b><u>Mark Points</u></b>	<b><u>Weighted Mark Points</u></b>
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.

<b><u>Department</u></b>	<b><u># of credits needed</u></b>	<b><u>Notes</u></b>
		<b>*Represents dual credit course.</b>
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 <sup>th</sup> 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 or AP Gov't and 1 additional Social Science elective credit.
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	

**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://www.apcentral.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***

<b><i>Regular Bell Schedule (Tuesday-Friday)</i></b>			<b><i>Late Start Monday</i></b>				
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	<b>11:50am-12:56pm</b>			
Period 5	<b>11:47am-1:01pm</b>			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			
<b><i>1:25PM Early Dismissal</i></b>			<b><i>11:25AM Early Dismissal</i></b>			<b><i>Late Start Due to Weather (10:10AM start)</i></b>	
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	<b>11:59am-1:01pm</b>
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	<b>11:20am-12:19pm</b>		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

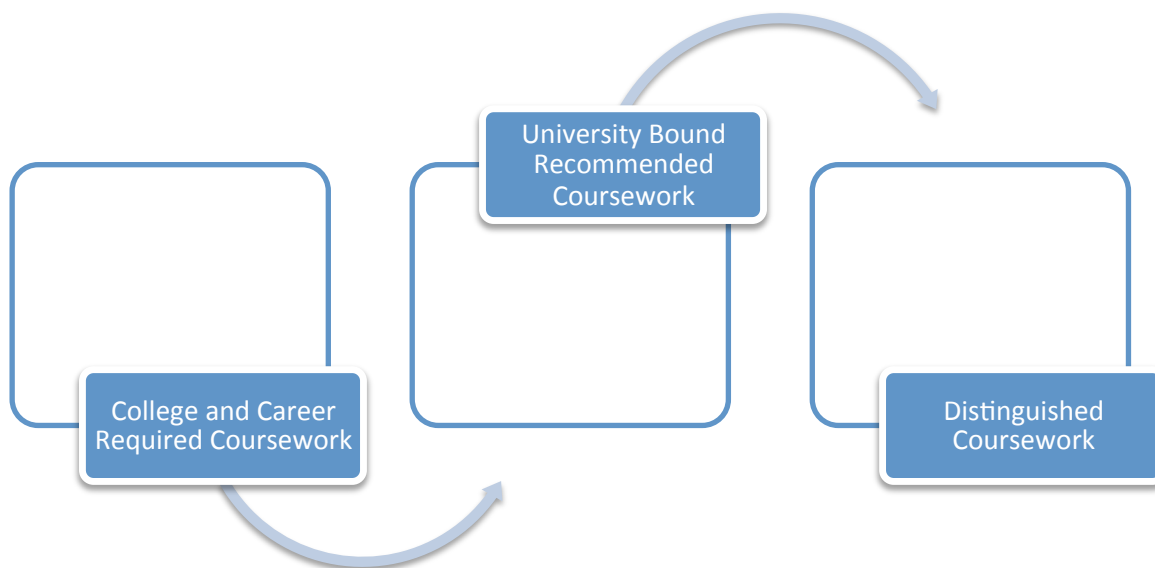
PHS offers three paths of coursework to meet the graduations requirements set forth by the Springfield Platteview Community Schools Board of Education. Each path is composed of groupings of courses that students can choose based on their specific interests and goals beyond high school. Our goal at PHS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

Students begin their journey as incoming 9<sup>th</sup> 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.

<b>Platteview High School Paths to Graduation</b>			
	<b>College &amp; Career</b>	<b>University Bound</b>	<b>Distinguished</b>
<b>BUSINESS</b>	Personal Finance	Personal Finance	Personal Finance
	College and Career Readiness	College and Career Readiness	College and Career Readiness
<b>LANGUAGE ARTS</b>	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)
<b>MATHEMATICS</b>	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Algebra 2
	Algebra 2	Algebra 2	Advanced Math
		Advanced Math	AP Calculus
<b>PHYSICAL EDUCATION</b>	2 semester PE courses	2 semester PE courses	2 semester PE courses
	Health	Health	Health
<b>SCIENCE</b>	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
		(Earth and Space Science is not a requirement for those students on Distinguished Pathway)	Dual Credit Biology or AP Chemistry  (Earth and Space Science is not a requirement for those students on Distinguished Pathway)
<b>SOCIAL SCIENCE</b>	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 + an Elective	US Government + an Elective	AP Government + an Elective
<b>WORLD LANGUAGE</b>		Spanish 1 <sup>^</sup>	Spanish 1 <sup>^</sup>
		Spanish 2 <sup>^</sup>	Spanish 2 <sup>^</sup>
<b>ONLINE LEARNING</b>			Successfully complete an online course through one of PHS approved providers
<b>COMMUNITY SERVICE OR JOB SHADOWING</b>			<b>20 hours</b> - must be approved prior to serving and log must be submitted verifying hours.
<b>COMPLETION OF PATH</b>	<b>49 credits</b>	<b>49 credits</b>	<b>49 credits</b> , required hours of community service/job shadowing and a <b>3.6 weighted GPA or higher. No rounding of GPA accepted.</b>

<sup>^</sup>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.

<b>AREAS OF DISTINCTION AT PLATTEVIEW HIGH SCHOOL</b>			
Students at Platteview High School may earn distinction by successfully completing the Distinguished Coursework Path and all stated requirements <b>and/or</b> may earn distinction in one of the identified program areas below. <b>Requirements for portfolio completion are outlined in detail later in the Curriculum Guide.</b>			
<b>Core Academic Areas</b>		<b>Career Education</b>	<b>Performing and Visual Arts</b>
<b>Language Arts</b>	<b>Science</b>	<b>Business / Computer Science</b>	<b>Instrumental Music</b>
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 AP Biology	<b>Business</b> - 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. <b>Computer Science</b> - 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.	<b>FACS</b>	<b>Vocal Music</b>
<b>Mathematics</b>	<b>Social Studies</b>	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.	<b>Industrial Technology</b>	<b>Visual Art</b>
<b>Foreign Languages</b>	<b>Advanced Placement</b>	Successfully complete two of the four career pathways in the Industrial Technology area.	Complete two of four career pathways in Art at PHS.
<b>Spanish</b>	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 26<sup>th</sup>, 2021 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:

<b>Scoring Rubric for Portfolios (All Areas)</b>		
<b>Score</b>	<b>Result</b>	<b>Description</b>
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. <b>Portfolio is presented in a folder or binder.</b>
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. <b>Portfolio is presented in a folder or binder.</b>
2.0	Student has not earned distinction	The portfolio is missing one or more required elements or is unorganized or contains frequent spelling errors. <b>Portfolio is presented in a folder or binder.</b>
1.0	Student has not earned distinction	The portfolio is missing multiple required elements and is unorganized and/or contains frequent spelling errors. <b>Portfolio is presented in a folder or binder.</b>
0.0	Student has not earned distinction	The portfolio was not submitted on time or <b>portfolio was not presented in a folder or binder.</b>

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.

Joanna Brown  
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 Springfield, NE 68059  
 jbrown@springfieldplatteview.org  
 (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. 108<sup>th</sup> 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

<b><i>Course</i></b>	<b><i>Grade Earned</i></b>	<b><i>Year</i></b>
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 page #13.

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 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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**

***The SPCS Grading Policy can be found in the Appendix section of this document. Please note the amendment to the grading policy that was approved regarding re-takes for all regular, credit-earning courses offered at PHS as described on page #5 of this document.***

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

<b>Course #</b>	<b>Class Title</b>	<b>Course Length</b>	<b>Credits</b>	<b>Open to</b>
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**

<b>ADVANCED ART</b>	
<b>Course #:</b> 029930	<b>Prerequisite:</b> Foundations of Art and two other Art classes (Painting, Drawing, 3D Art or Pottery)
<b>Class Fee:</b> \$20.00 per semester – to be paid the first week of the semester.	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• have an awareness and sensitivity to natural and man-made environments.</li> <li>• examine a variety of objects and apply the elements and principles of design.</li> <li>• use inventive and imaginative expression through art materials and tools.</li> <li>• be able to design, develop and create artworks using a variety of art materials.</li> <li>• learn to appreciate art of the past and present.</li> <li>• continue on their growth of aesthetics through visual discrimination and judgment.</li> </ul>	

<b>DRAWING</b>	
<b>Course #:</b> 020200	<b>Prerequisite:</b> Foundations of Art
<b>Class Fee:</b> \$10.00 per semester – to be paid the first week of the semester	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• draw from life with correct proportions and shading.</li> <li>• create a composition utilizing a variety of drawing materials (pencil, charcoal, ink, colored pencil, etc.</li> <li>• be able to create projects with specific guidelines.</li> <li>• understand art terms relating to art projects and art history.</li> <li>• be able to critique a work of art.</li> </ul>	

<b>FOUNDATIONS OF ART</b>	
<b>Course #:</b> 020100	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> \$15.00 per semester – to be paid the first week of the semester.	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• understand and utilize the elements and principles of art.</li> <li>• create art using various art mediums.</li> <li>• 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.</li> <li>• be able to talk about works of art, learn basic skills and gain knowledge necessary to communicate each art form.</li> <li>• explore, theorize and apply principles of aesthetics and art criticism to their own art work and the artwork of classmates.</li> <li>• develop an awareness of an appreciation for the presence of art both within the classroom and everyday experiences.</li> <li>• provide a detailed, in depth critique of another classmates artwork.</li> <li>• utilize critiques from fellow students to finish works of art.</li> </ul>	

<b>PAINTING</b>	
<b>Course #:</b> 020300	<b>Prerequisite:</b> Foundations of Art
<b>Class Fee:</b> \$15.00 per semester – to be paid the first week of the semester	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• develop confidence in using painting as a primary medium for artistic expression.</li> <li>• explore the fundamental processes of visual perception and artistic expression.</li> <li>• be able to verbalize ideas and processes in art making.</li> <li>• develop an understanding of history styles and contemporary issues in painting.</li> </ul>	

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

<b>POTTERY</b>	
<b>Course #:</b> 020400	<b>Prerequisite:</b> Foundations of Art
<b>Class Fee:</b> \$20.00 per semester – to be paid the first week of the semester	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• demonstrate the ability to perceive and describe qualities and expressive content in ceramic products.</li> <li>• demonstrate the technical skills needed to produce products with aesthetic qualities.</li> <li>• demonstrate techniques of forming pottery.</li> <li>• use vocabulary related to ceramics/pottery.</li> <li>• demonstrate an awareness of the history of pottery.</li> </ul>	

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

## **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	<b><u>Introductory or Foundational Course</u></b>	<b><u>Intermediate Course</u></b>	<b><u>Capstone Course</u></b>	<b><u>Capstone Experience</u></b>
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	<b><u>Introductory or Foundational Course</u></b>	<b><u>Intermediate Course</u></b>	<b><u>Capstone Course</u></b>	<b><u>Capstone Experience</u></b>
NDE	Video Production	Digital Media	Daktronics Video Production	Daktronics Media Production	Verified Internship

**COMPUTER SCIENCE**

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

**OTHER**

Path	Name	<b>Introductory or Foundational Course</b>	<b>Intermediate Course</b>	<b>Capstone Course</b>	<b>Capstone Experience</b>
NDE	<b>Intro to Education</b>	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**

<b>Course #</b>	<b>Class Title</b>	<b>Course Length</b>	<b>Credits</b>	<b>Open to</b>
030301	Accounting 1	Semester	1	10-12
030302	Accounting 2	Semester	1	10-12
030303	Accounting 3	Semester	1	11-12
030304	Accounting 4	Semester	1	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

<b>ACCOUNTING 1</b>	
<b>Course #:</b> 030501	<b>Prerequisite:</b> 10 <sup>th</sup> -12 <sup>th</sup> grade student
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Finance, Financial Management and Law
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• complete and explain the purpose of the steps of the accounting cycle.</li> <li>• apply generally accepted accounting principles (GAAP) to determine the value of assets, liabilities, and equity</li> <li>• prepare, interpret, and analyze financial statements for various types of business.</li> <li>• apply appropriate accounting principles to payroll, income taxation, and various forms of ownership.</li> <li>• investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting.</li> </ul>	

<b>ACCOUNTING 2</b>	
<b>Course #:</b> 030502	<b>Prerequisite:</b> 10 <sup>th</sup> -12 <sup>th</sup> grade student; Accounting 1
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Accounting
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• prepare, interpret, and analyze financial statements for corporations.</li> <li>• apply appropriate accounting principles to payroll, income taxation, and various forms of ownership.</li> <li>• investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting.</li> </ul>	

<b>ACCOUNTING 3</b>	
<b>Course #:</b> 030503	<b>Prerequisite:</b> 11 <sup>th</sup> -12 grade student; Accounting 2
<b>Class Fee:</b> n/a	<b>Independent Study Only</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• understand departmentalized accounting.</li> <li>• apply accounting adjustments and valuations.</li> <li>• plan and record general accounting adjustments.</li> <li>• apply corporate accounting concepts.</li> </ul>	

<b>ACCOUNTING 4</b>	
<b>Course #:</b> 030504	<b>Prerequisite:</b> 11 <sup>th</sup> -12 grade student; Accounting 3
<b>Class Fee:</b> n/a	<b>Independent Study Only</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	

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

<b><i>BUSINESS LAW</i></b>	
<b>Course #:</b> 270609	<b>Prerequisite:</b> Intro to Business
<b>Class Fee:</b> Fees set by Metro Community College	<b>Pathway(s):</b> Law
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> 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.	

<b><i>COLLEGE AND CAREER READINESS*</i></b>	
<b>Course #:</b> 020101	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Required of all juniors</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> 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).	

<b>DIGITAL DESIGN</b>	
<b>Course #:</b> 270611	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Business Technology, Data Science and Web Development
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• identify project's message and mission.</li> <li>• design graphics, text, and/or presentations to clearly express one's views for the intended audience.</li> <li>• examine careers in graphic arts or digital communications industries.</li> <li>• evaluate digital media projects for voice, message, visual appeal, or content.</li> <li>• demonstrate design principles and concepts.</li> <li>• demonstrate photography principles of design and composition rules.</li> <li>• analyze and comply with copyright laws.</li> </ul>	

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

<b>ECONOMICS</b>	
<b>Course #:</b> 151000	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Financial Management
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.</li> <li>• 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.</li> <li>• analyze the role of core economic institutions and incentives in the U.S. economy.</li> <li>• analyze the role of markets and prices in the U.S. economy.</li> <li>• explain the importance of productivity and analyze how specialization, investment in physical and human capital, and technological change affect productivity and global trade.</li> <li>• analyze the role of government in economic systems, especially the role of government in the U.S. economy.</li> <li>• analyze how the U.S. economy functions as a whole as measured by economic indicators.</li> </ul>	

<b>ENTREPRENEURSHIP</b>	
<b>Course #:</b> 032370	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Entrepreneurship, Management and Marketing Entrepreneurship
<b>Course Description:</b> 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).	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• explore the characteristics of an entrepreneur.</li> <li>• explain the forms of business ownership as related to entrepreneurship.</li> <li>• recognize the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture.</li> <li>• develop the elements, design, and rationale of a business plan.</li> <li>• investigate the role of entrepreneurship in the global economy.</li> <li>• analyze opportunities in entrepreneurship.</li> </ul>	

<b>HOSPITALITY &amp; TOURISM</b>	
<b>Course #:</b> 099931	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Hospitality & Tourism
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• outline the history and development of the hospitality industry.</li> <li>• describe the various aspects of tourism in the hospitality industry.</li> <li>• outline the traditional organizational chart for each segment of the hospitality industry.</li> <li>• define key terms in the industry.</li> <li>• give an overview of the hotel and restaurant business.</li> <li>• discuss recreation and leisure markets in the hospitality industry.</li> <li>• explain the elements of a successful human resource program.</li> <li>• discuss career paths for each of the major segments in the hospitality industry.</li> <li>• describe leadership and professionalism as it relates to the hospitality industry.</li> <li>• participate in a class project to develop the skills and competencies that employers have identified as necessary.</li> </ul>	

<b>INFORMATION TECHNOLOGY 1</b>	
<b>Course #:</b> 270501	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Business Technology
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• model positive digital citizenship by applying industry accepted ethical practices and behaviors.</li> <li>• use document processing applications to prepare business communications.</li> <li>• develop and demonstrate effective professional communication skills and practices.</li> </ul>	

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

<b>INFORMATION TECHNOLOGY 2 (SPREADSHEET APPLICATIONS)</b>	
<b>Course #:</b> 270502	<b>Prerequisite:</b> Info Tech 1
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Business Technology
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>organize, aggregate, and manipulate data using advanced spreadsheet features.</li> <li>synthesize relational database concepts to design, manage, evaluate, and organize information.</li> <li>understanding the importance of ethical data collection and applicable conclusions.</li> <li>critical thinking skills will be used to integrate information technology tools to access, manage, and create new information.</li> <li>examine resources to develop understanding of data science in careers.</li> </ul>	

<b>INTRODUCTION TO BUSINESS</b>	
<b>Course #:</b> 032300	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Entrepreneurship, Hospitality & Tourism, Law and Management
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>understand the basic concepts of Economics in relation to the individual and society.</li> <li>analyze the organization of a business.</li> <li>recognize management's contribution to business success</li> <li>identify fundamental marketing concepts.</li> <li>acquire a foundational knowledge of accounting to understand its nature and scope.</li> </ul>	

<b>MANAGEMENT &amp; LEADERSHIP</b>	
<b>Course #:</b> 032802	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Financial Management and Management
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>recognize the importance of business management and the role of managers as it relates to the success of business.</li> <li>understand the tools, techniques, and systems that businesses use to plan, staff, lead, and organize resources.</li> <li>analyze management functions and their implementation and integration within a business environment.</li> <li>employ leadership skills to achieve workplace objectives.</li> <li>develop personal management skills (emotional intelligence) to function effectively and efficiently in a business environment.</li> </ul>	

<b>MARKETING 1</b>	
<b>Course #:</b> 0507	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Hospitality & Tourism, Marketing and Marketing Entrepreneurship
<b>Course Description:</b> 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).	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• understand economic systems to be able to recognize the environments in which businesses function.</li> <li>• explain the concept of market and market identification.</li> <li>• explain the nature and scope of the selling function.</li> <li>• explore and identify career opportunities for future professional development decisions in marketing and other career clusters.</li> </ul>	

<b>MARKETING MANAGEMENT</b>	
<b>Course #:</b> 038200	<b>Prerequisite:</b> Marketing 1
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Marketing
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• Understand the concepts and strategies needed to communicate information about products and services.</li> <li>• Explore concepts and strategies for pricing to get maximum return and customer satisfaction</li> <li>• Explore the product life cycle and branding</li> <li>• Explore further the project management concepts, professional and ethical standards.</li> </ul>	

<b>PERSONAL FINANCE*</b>	
<b>Course #:</b> 033000	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Finance, Financial Management
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• develop and evaluate a plan to manage their money to achieve personal goals.</li> <li>• evaluate financial institutions and the services provided.</li> <li>• evaluate savings and investment strategies to achieve financial goals.</li> <li>• understand strategies used to establish, build, maintain, monitor, and control credit.</li> <li>• apply decision making skills and models to maximize consumer satisfaction when buying goods and services.</li> <li>• understand perils and risks in life and how to protect against the consequences of risk.</li> </ul>	

<b>TROJAN INTERNSHIP</b>	
<b>Course #:</b> 039930	<b>Prerequisite:</b> <ol style="list-style-type: none"> <li>1. Student is classified as a junior or senior</li> <li>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).</li> <li>3. Student is an active, dues paying member in the appropriate Career Student Organization (CSO) at Platteview High School.</li> <li>4. Student has maintained a <b>2.5 cumulative GPA or 3.0 GPA during the during the previous semester of classes.</b></li> <li>5. Student has not been suspended out of school for any behavior issues or received multiple in-school suspensions.</li> <li>6. Student has not exceeded 9 countable absences during the previous 2 semesters</li> <li>7. Student is on track to graduate.</li> <li>8. Student must complete the <b>COLLEGE AND CAREER READINESS</b> course prior to participating in the Trojan Internship Capstone program.</li> <li>9. <b>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.</b></li> <li>10. Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.</li> </ol>
<b>Class Fee:</b> n/a	<b>Pathway(s):</b>
<p><b>Course Description:</b> 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"> <li>1. <b>ARCH &amp; CONST WORK-BASED LEARNING EXPERIENCE (APPENDIX D COURSE CODE 320170)</b></li> <li>2. <b>ARTS, AV &amp; COM WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320704)</b></li> <li>3. <b>BUSINESS MGMT WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320705)</b></li> <li>4. <b>MARKETING WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320716)</b></li> <li>5. <b>HUMAN SERVICES/FACS WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320712)</b></li> <li>6. <b>INFORMATION TECHNOLOGY WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320713)</b></li> <li>7. <b>FINANCE WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320708)</b></li> </ol>	

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

<b>TROJAN ZONE</b>	
<b>Course #:</b> 039934	<b>Prerequisite:</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Student must be an active/dues paying member of a Career Student Organization (CSO). These may include FBLA, FCCLA, SKILLS USA.</li> <li>3. Student must be at least Sophomore class standing.</li> <li>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.</li> </ol>
<b>Class Fee:</b> n/a	<b>Pathway(s):</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• learn skills necessary for running a small business.</li> <li>• become proficient in operating a point of sale system.</li> <li>• complete inventory counts and tracking.</li> <li>• learn fiscal accountability.</li> <li>• gain experience in dealing with customers and the general public.</li> <li>• learn how to process payments and handle money.</li> </ul>	

<b>VERIFIED INTERNSHIP</b>	
<b>Course #:</b> 000641	<b>Prerequisites:</b> <ol style="list-style-type: none"> <li>1. Student is classified as a junior or senior</li> <li>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).</li> <li>3. Student is a member in the appropriate Career Student Organization (CSO) at Platteview High School.</li> <li>4. Student has maintained a <b>2.5 GPA</b> during the previous semester.</li> <li>5. Student has not been suspended out of school for any behavior issues or received multiple in-school suspensions.</li> <li>6. Student has not exceeded 9 countable absences during the previous 2 semesters.</li> <li>7. Student is on track to graduate.</li> <li>8. Student must complete the (Course # 00559: <b>COLLEGE AND CAREER READINESS</b> prior to participating in Work-Based Learning Internship.</li> <li>9. Student must complete the application process and other applicable documentation.</li> <li>10. Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.</li> </ol>
<b>Class Fee:</b> n/a	
<p><b>Course Description:</b> 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"> <li>1. <b>ARCH &amp; CONST WORK-BASED LEARNING EXPERIENCE (APPENDIX D COURSE CODE 320170)</b></li> <li>2. <b>ARTS, AV &amp; COM WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320704)</b></li> <li>3. <b>BUSINESS MGMT WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320705)</b></li> <li>4. <b>MARKETING WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320716)</b></li> <li>5. <b>HUMAN SERVICES/FACS WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320712)</b></li> <li>6. <b>INFORMATION TECHNOLOGY WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320713)</b></li> <li>1. <b>FINANCE WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320708)</b></li> </ol>	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• be able to understand the transition between school and job.</li> </ul>	
<ul style="list-style-type: none"> <li>• be able to apply for and properly conduct themselves during an interview process.</li> </ul>	
<ul style="list-style-type: none"> <li>• demonstrate the ability to understand the principles of good employee/employer relations and work environment.</li> </ul>	
<ul style="list-style-type: none"> <li>• develop skills in becoming a wise consumer.</li> </ul>	
<ul style="list-style-type: none"> <li>• learn how to establish and use credit and how various laws enter daily life.</li> </ul>	

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

<b>WEB DESIGN</b>	
<b>Course #:</b> 270604	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Web Development
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>plan a website for a specific purpose.</li> <li>analyze elements and principles of design to communicate ideas consistent with project goals.</li> <li>expand their knowledge as web designers through applying appropriate industry language and terminology.</li> <li>analyze legal and ethical responsibilities.</li> <li>develop and enhance employability skills.</li> <li>create and test websites designed for cross browser and mobile compatibility.</li> <li>implement quality assurance processes to deliver effective digital communication.</li> <li>critique a web site in accordance to web design principles.</li> </ul>	

<b>WORK BASED LEARNING</b>	
<b>Course #:</b> 032700	<b>Prerequisite:</b>
	<ol style="list-style-type: none"> <li>Student is classified as a senior</li> <li>Student has a minimum 2.5 cumulative GPA or a 3.0 GPA during the previous semester</li> <li>Student has a valid driver's license</li> <li>Student has not been suspended out of school for any behavior issues or received multiple in-school suspensions</li> <li>Student has not exceeded 9 countable absences during the previous 2 semesters</li> <li>Student is on track to graduate.</li> <li>Student must complete the <b>COLLEGE AND CAREER READINESS</b> course prior to participating in Work-Based Learning Internship.</li> <li><b>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.</b></li> <li>Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.</li> </ol>
<b>Class Fee:</b> n/a	<b>Pathway(s):</b>
<b>Course Description:</b> 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.	

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

**COMMUNICATION AND INFORMATION SYSTEMS - COURSE OFFERINGS**  
**CAREER EDUCATION DEPARTMENT**

**Faculty: Amy Thayer and Patti Layher**

**Department Chair: Jim Jennings**

<b>Course #</b>	<b>Class Title</b>	<b>Course Length</b>	<b>Credits</b>	<b>Open to</b>
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**

<b>DAKTRONICS MEDIA PRODUCTION</b>	
<b>Course #:</b> 270610	<b>Prerequisite:</b> Daktronics Video Production or Instructor Approval
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> Video Production
<p><b>Course Description:</b> 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>	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• Work with others to achieve objectives in a timely manner.</li> <li>• Demonstrate interpersonal skills to accomplish goals and objectives.</li> <li>• Perform the duties and responsibilities of individuals in media-related careers.</li> <li>• Apply legal boundaries and concepts (e.g., censorship, copyright, libel/slander, obscenities and vulgar language, retraction, student expression).</li> <li>• Demonstrate professional conduct that follows a professional code of ethics.</li> <li>• Use various ways to prepare production.</li> <li>• Select appropriate text structures for production.</li> <li>• Revise the content to improve writing for meaning, clarity, and purpose (e.g., quality of ideas, organization, sentence fluency, word choice, voice).</li> <li>• Evaluate and synthesize information to prioritize what is needed for production.</li> <li>• Refine writing and/or speaking skills to communicate key ideas in a variety of situations.</li> <li>• Create a proposal to submit their idea to a business/customer.</li> <li>• Demonstrate proficiency using equipment and software.</li> <li>• Demonstrate proficiency of design principles and practices.</li> <li>• Combine research, writing, and technical skills into a final production.</li> <li>• Distribute final product to target audience using appropriate outlets.</li> <li>• Assess final product to verify specified goals and purpose.</li> </ul>	

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

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

## COMPUTER SCIENCE - COURSE OFFERINGS CAREER EDUCATION DEPARTMENT

**Faculty: Julie Lodes**

**Department Chair: Jim Jennings**

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

<b><i>ADVANCED PLACEMENT COMPUTER SCIENCE A</i></b>	
<b>Course #:</b> 270700	<b>Prerequisite:</b> PLTW AP Computer Science Principles or Instructor Approval
<b>Class Fee:</b> dual credit option fees apply	<b>Pathway(s):</b> Computer Science
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• design, implement, and analyze solutions to problems.</li> <li>• use and implement commonly used algorithms.</li> <li>• use standard data structures.</li> <li>• develop and select appropriate algorithms and data structures to solve new problems.</li> <li>• write solutions fluently in an object-oriented paradigm.</li> <li>• write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset.</li> <li>• read and understand programs consisting of several classes and interacting objects.</li> <li>• read and understand a description of the design and development process leading to such a program.</li> <li>• understand the ethical and social implications of computer use.</li> </ul>	

<b><i>PLTW ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES</i></b>	
<b>Course #:</b> 270702	<b>Prerequisite:</b> Exploring Computer Science or Instructor Approval
<b>Class Fee:</b> dual credit option fees apply	<b>Pathway(s):</b> Computer Science, Software Development
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• know how the Internet works and its impacts on society.</li> <li>• program and rapidly prototype small JavaScript applications both to solve problems and to satisfy personal curiosity.</li> <li>• collect, analyze, and visualize data to gain insight and knowledge.</li> <li>• evaluate the beneficial and harmful effects to people and society brought on by computer innovations.</li> </ul>	

<b>PLTW COMPUTER SCIENCE ESSENTIALS</b>	
<b>Course #:</b> 270711	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	<b>Pathway(s):</b> PLTW Computer Science
<p><b>Course Description:</b> 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><b>Course Outcomes:</b> The student will...</p>	
<ul style="list-style-type: none"> <li>• implement the problem-solving process.</li> <li>• learn how humans use computers to solve problems.</li> <li>• use tools to build interactive animations and games.</li> <li>• create Android Apps.</li> <li>• create and use algorithms to solve problems.</li> <li>• learn the basics of abstraction and how it is used in computing.</li> </ul>	

<b>PLTW CYBERSECURITY</b>	
<b>Course #:</b> 270710	<b>Prerequisite:</b> Algebra 1 with a “C” or better
<b>Class Fee:</b> dual credit option fees apply	<b>Pathway(s):</b> Software Development
<p><b>Course Description:</b> 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><b>Course Outcomes:</b> The student will...</p>	
<ul style="list-style-type: none"> <li>• design, implement, and analyze solutions to problems.</li> <li>• use and implement commonly used algorithms.</li> <li>• use standard data structures.</li> <li>• develop and select appropriate algorithms and data structures to solve new problems.</li> <li>• write solutions fluently in an object-oriented paradigm.</li> <li>• write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset.</li> <li>• read and understand programs consisting of several classes and interacting objects.</li> <li>• read and understand a description of the design and development process leading to such a program.</li> <li>• understand the ethical and social implications of computer use.</li> </ul>	

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

<b>Course #</b>	<b>Class Title</b>	<b>Course Length</b>	<b>Credits</b>	<b>Open to</b>
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**

<b>CHILD DEVELOPMENT</b>	
<b>Course #:</b> 090119	<b>Prerequisite:</b> Open to 11 <sup>th</sup> or 12 <sup>th</sup> grade students
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• define, family, children, parenting.</li> <li>• identify methods of family planning.</li> <li>• analyze contraception.</li> <li>• simplify prenatal development and pregnancy.</li> <li>• analyze childbirth.</li> <li>• describe and demonstrate basic infant care.</li> <li>• summarize infant social, emotional, physical and intellectual development.</li> <li>• summarize toddler social, emotional, physical and intellectual development.</li> <li>• summarize pre-school social, emotional, physical and intellectual development.</li> <li>• summarize school age social, emotional, physical and intellectual development.</li> </ul>	

<b>CLOTHING AND TEXTILES</b>	
<b>Course #:</b> 090103	<b>Prerequisite:</b> Intro to Design
<b>Class Fee:</b> Varies depending on project choices	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• understand the role apparel plays in their lives.</li> <li>• examine how to make good decisions regarding clothing, apparel and textile selection.</li> <li>• demonstrate construction techniques.</li> </ul>	

<b>FAMILY RELATIONSHIPS</b>	
<b>Course #:</b> 090117	<b>Prerequisite:</b> Open to 11 <sup>th</sup> or 12 <sup>th</sup> grade students
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• describe your personality and how personality work together.</li> <li>• define family.</li> <li>• identify the roles and responsibilities of family members.</li> <li>• analyze combinations within singles, friends and families.</li> <li>• interpret couple relationships.</li> <li>• explain the impact of children on families.</li> <li>• describe basic parenting responsibilities.</li> <li>• analyze conception, prenatal development and birth.</li> <li>• justify death and dying (growing older).</li> <li>• inter – family management techniques.</li> </ul>	

<b>FOODS 1</b>	
<b>Course #:</b> 090107	<b>Prerequisite:</b> Nutrition
<b>Class Fee:</b> \$10.00	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• demonstrate nutrition and wellness practices that enhance individual and family well -being in regards to food choices, food safety and food preparation.</li> <li>• integrate knowledge, skills and practices required for careers in food sciences, food technology, dietetics and nutrition.</li> <li>• demonstrate cookery, cooking methods, and preparation techniques of various food items.</li> <li>• demonstrate food and kitchen safety practices.</li> <li>• identify kitchen equipment and correctly demonstrate usage.</li> </ul>	

<b>FOODS 2</b>	
<b>Course #:</b> 090129	<b>Prerequisite:</b> Nutrition and Foods 1
<b>Class Fee:</b> \$10.00	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• demonstrate nutrition and wellness practices that enhance individual and family well-being in regards to food choices, food safety and food preparation.</li> <li>• integrate knowledge, skills and practices required for careers in food sciences, food technology, dietetics and nutrition.</li> <li>• demonstrate cookery, cooking methods, and preparation techniques of various food items.</li> <li>• demonstrate food and kitchen safety practices.</li> <li>• identify kitchen equipment and correctly demonstrate usage.</li> </ul>	

<b>FOODS 3</b>	
<b>Course #:</b> 090130	<b>Prerequisite:</b> Nutrition, Foods 1 and Foods 2
<b>Class Fee:</b> \$10.00	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• analyze criteria that customers use in the decision making process.</li> <li>• interpret the basic principles of sanitation and safe food handling.</li> <li>• interpret the basic principles related to changes in food and food products.</li> <li>• utilize understanding of the backs principles of research and development, food analysis, and sensory evaluation in the field of food.</li> <li>• explore technological advances that affect the global food supply.</li> <li>• produce and serve flavorful, aesthetically pleasing, nutritious food.</li> <li>• demonstrate proper measurement procedures for food service.</li> <li>• explain scientific principles related to food prep.</li> <li>• evaluate critical control points and analyze hazards.</li> <li>• summarize best practices in food service.</li> <li>• demonstrate safe and efficient practices in the preparation of foods.</li> <li>• explain how customer demand drives products.</li> <li>• examine the relationship between convenience and nutrition.</li> <li>• assess career options and employment skills required in the food industry.</li> </ul>	

<b>HOUSING AND HOME FURNISHINGS</b>	
<b>Course #:</b> 090107	<b>Prerequisite:</b> Intro to Design
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• integrate knowledge, skills and practices required for (careers) designing housing, interiors and furnishings.</li> <li>• identify housing trends.</li> <li>• demonstrate elements and principles of design concepts (including color).</li> <li>• create sample boards.</li> <li>• analyze traffic patterns and floor plans.</li> <li>• define housing and homes.</li> <li>• understand basic home construction and landscaping practices.</li> <li>• identify needs of an individual or family and apply housing applications.</li> </ul>	

<b>INTRO TO DESIGN</b>	
<b>Course #:</b> 090126	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	

<b>Course Outcomes:</b> The student will...
• 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.

<b><u>NUTRITION</u></b>	
<b>Course #:</b> 090124	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
• 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**



<b>Course #</b>	<b>Class Title</b>	<b>Course Length</b>	<b>Credits</b>	<b>Open to</b>
100110	Construction Technology 1 1 <sup>st</sup> Semester	Semester (2 period block)	2	11-12
100120	Construction Technology 2 2 <sup>nd</sup> 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

<b><u>CONSTRUCTION TECHNOLOGY 1</u></b>	
<b>Course #:</b> 100140 (2 period block)	<b>Prerequisite:</b> Introduction to Skilled and Technical Sciences, Woods 1, classified as a 11 <sup>th</sup> or 12 <sup>th</sup> grade student and must possess a valid driver's license.
<b>Class Fee:</b> n/a	<b>Pathway(s):</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• have an awareness and sensitivity to natural and man-made environments.</li> <li>• examine a variety of objects and apply the elements and principles of design.</li> <li>• use inventive and imaginative expression through art materials and tools.</li> <li>• be able to design, develop and create artworks using a variety of art materials.</li> <li>• learn to appreciate art of the past and present.</li> <li>• continue on their growth of aesthetics through visual discrimination and judgment.</li> </ul>	

<b><u>CONSTRUCTION TECHNOLOGY 2</u></b>	
<b>Course #:</b> 100141 (2 period block)	<b>Prerequisite:</b> Introduction to Skilled and Technical Sciences, Woods 1, Construction Tech 1, classified as a 11 <sup>th</sup> or 12 <sup>th</sup> grade student and must possess a valid driver's license.
<b>Class Fee:</b> n/a	<b>Pathway(s):</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• have an awareness and sensitivity to natural and man-made environments.</li> <li>• examine a variety of objects and apply the elements and principles of design.</li> <li>• use inventive and imaginative expression through art materials and tools.</li> <li>• be able to design, develop and create artworks using a variety of art materials.</li> <li>• learn to appreciate art of the past and present.</li> <li>• continue on their growth of aesthetics through visual discrimination and judgment.</li> </ul>	

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

<b><u>INTRODUCTION TO SKILLED &amp; TECHNICAL SCIENCES</u></b>	
<b><u>Course #:</u></b> 100100	<b><u>Prerequisite:</u></b> None
<b><u>Class Fee:</u></b> None	<b><u>Pathway(s):</u></b>
<b><u>Course Description:</u></b> 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.	
<b><u>Course Outcomes:</u></b> The student will...	
<ul style="list-style-type: none"> <li>• accurately use appropriate measurement methods.</li> <li>• use proper drafting terminology, symbols, codes, and standards.</li> <li>• neatly sketch objects in 2D and 3D.</li> <li>• create technical drawings.</li> <li>• apply industry standards to basic dimensioning and notation practices..</li> <li>• use basic math skills to calculate scale factors.</li> <li>• use CAD to create 2D and 3D drawings.</li> <li>• explore potential interests in Industrial Technology opportunities.</li> <li>• safely use hand tools to create a project from a set of blueprints.</li> </ul>	

<b><u>ROBOTICS 1</u></b>	
<b><u>Course #:</u></b> 103195	<b><u>Prerequisite:</u></b> Introduction to Skilled & Technical Sciences
<b><u>Class Fee:</u></b> n/a until student completes Robotics 2	
<b><u>Course Description:</u></b> 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".	
<b><u>Course Outcomes:</u></b> The student will...	
<ul style="list-style-type: none"> <li>• apply safety principles, practices and guidelines to the work environment.</li> <li>• employ engineering design process principles to solve an engineering problem.</li> <li>• describe the functions of a basic robot.</li> <li>• design and assemble robots that are functionally and structurally sound.</li> <li>• investigate careers in robotics to gain knowledge for informed career decisions.</li> <li>• demonstrate use of engineering communications.</li> </ul>	

<b><u>ROBOTICS 2</u></b>	
<b><u>Course #:</u></b> 103196	<b><u>Prerequisite:</u></b> Introduction to Skilled & Technical Sciences; Robotics 1
<b><u>Class Fee:</u></b> 2 <sup>nd</sup> Semester: \$20 – Q4 Project Costs	
<b><u>Course Description:</u></b> 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".	
<b><u>Course Outcomes:</u></b> The student will...	
<ul style="list-style-type: none"> <li>• apply safety principles, practices and guidelines to the work environment.</li> <li>• employ engineering design process principles to solve an engineering problem.</li> <li>• describe the functions of a basic robot.</li> <li>• design and assemble robots that are functionally and structurally sound.</li> <li>• investigate careers in robotics to gain knowledge for informed career decisions.</li> </ul>	

- demonstrate use of engineering communications.

### ***SMALL ENGINES 1***

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

### ***WELDING 1***

<b><u>Course #:</u></b> 101930	<b><u>Prerequisite:</u></b> Introduction to Skilled & Technical Sciences
<b><u>Class Fee:</u></b> \$45	
<b><u>Course Description:</u></b> 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.	
<b><u>Course Outcomes:</u></b> The student will...	
<ul style="list-style-type: none"> <li>• demonstrate proper safety procedures and demonstrations in the woods laboratory.</li> <li>• complete written and practical safety test on all power tools used.</li> <li>• know selection and identifying materials.</li> <li>• identify quality welds that are the products of various welding techniques.</li> <li>• set up configurations or various welding equipment.</li> <li>• develop the skills needed to weld.</li> </ul>	

### ***WELDING 2***

<b><u>Course #:</u></b> 101940	<b><u>Prerequisite:</u></b> Introduction to Skilled & Technical Sciences, Welding 1
<b><u>Class Fee:</u></b> \$45	
<b><u>Course Description:</u></b> 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.	
<b><u>Course Outcomes:</u></b> The student will...	
<ul style="list-style-type: none"> <li>• demonstrate proper safety procedures and demonstrations in the woods laboratory.</li> <li>• complete written and practical safety test on all power tools used.</li> <li>• know selection and identifying materials.</li> <li>• identify quality welds that are the products of various welding techniques.</li> <li>• set up configurations or various welding equipment</li> <li>• develop the skills needed to weld at an advanced level</li> <li>• identify different types of metal</li> <li>• be able to weld different types of metal</li> </ul>	

<b><u>WOODS 1</u></b>	
<b><u>Course #:</u></b> 101920	<b><u>Prerequisite:</u></b> Introduction to Skilled & Technical Sciences
<b><u>Class Fee:</u></b> \$80	
<b><u>Course Description:</u></b> 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.	
<b><u>Course Outcomes:</u></b> The student will...	
<ul style="list-style-type: none"> <li>• understand proper safety procedures and demonstrations in the woods laboratory.</li> <li>• complete written and practical safety tests on all power tools used.</li> <li>• demonstrate correct selection and identification of materials</li> <li>• understand measurement, layout and rough out materials</li> <li>• demonstrate planning ability</li> <li>• understand adhesives, fastening, gluing and clamping</li> <li>• demonstrate knowledge of finishes</li> <li>• complete project evaluation and rubrics</li> </ul>	

<b><u>WOODS 2</u></b>	
<b><u>Course #:</u></b> 101921	<b><u>Prerequisite:</u></b> Introduction to Skilled & Technical Sciences, Woods 1
<b><u>Class Fee:</u></b> \$80	
<b><u>Course Description:</u></b> 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.	
<b><u>Course Outcomes:</u></b> The student will...	
<ul style="list-style-type: none"> <li>• demonstrate proper safety procedures and demonstrations in the woods laboratory.</li> <li>• complete written and practical safety tests on all power tools used.</li> <li>• demonstrate correct selection and identification of materials</li> <li>• understand measurement, layout and rough out materials</li> <li>• complete planning, designing, and materials list</li> <li>• understand adhesives, fastening, gluing and clamping</li> <li>• demonstrate finishing with a sprayer</li> <li>• understand CNC operation</li> <li>• complete project evaluation and rubrics</li> </ul>	

<b>WOODS 2</b>	
<b>Course #:</b> 101921	<b>Prerequisite:</b> Introduction to Skilled & Technical Sciences, Woods 1
<b>Class Fee:</b> \$80	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• demonstrate proper safety procedures and demonstrations in the woods laboratory.</li> <li>• complete written and practical safety tests on all power tools used.</li> <li>• demonstrate correct selection and identification of materials</li> <li>• understand measurement, layout and rough out materials</li> <li>• complete planning, designing, and materials list</li> <li>• understand adhesives, fastening, gluing and clamping</li> <li>• demonstrate finishing with a sprayer</li> <li>• understand CNC operation</li> <li>• complete project evaluation and rubrics</li> </ul>	

## **LANGUAGE ARTS - COURSE OFFERINGS    LANGUAGE ARTS DEPARTMENT**



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

**Department Chair: Dr. Kersulov**

<b>Course #</b>	<b>Class Title</b>	<b>Course Length</b>	<b>Credits</b>	<b>Open to</b>
050151	<b>AP Literature and Composition+</b>	Year	2	11
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	<b>English 9 Lab*</b>	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.**

<b><u>Graduation Path</u></b>	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
	<b><u>College and Career Path</u></b>	<b><u>University Bound Path</u></b>	<b><u>Distinguished Path</u></b>
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.
<b><u>ELA Electives (Semester Courses)</u></b>	<b><u>General ELA Electives (Semester Courses)</u></b>		
<b><i>These electives would meet grad requirements</i></b>	<b><i>These courses are for elective credit only and do not count towards ELA credit required for graduation.</i></b>		
Multicultural Literature	Dual Credit Speech (through Metro Community College online)		
World Literature	Publications 1 (Fall)		
Contemporary Literature	Publications 2 (Fall)		
Composition	^Theatre 1 (Fall)	^Indicates elective courses that are subject to instructor availability without a 7th assignment and to sufficient enrollment.	
Dual Credit Speech (through Metro Community College online)	^Theatre 2 (Spring)		

***Characteristics of Regular, Honors and Advanced Placement Language Arts Courses***

<b><i>Characteristic</i></b>	<b><i>Regular</i></b>	<b><i>Honors</i></b>	<b><i>Advanced Placement</i></b>
<b>Course Content</b>	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
<b>Reading Habits</b>	Reads when assigned	Reads independently and frequently for pleasure	Reads independently and frequently for pleasure and to supplement prior
<b>Learning Independence and Desire to Exceed</b>	Willing to meet class requirements	Willing to exceed class requirements	Willing to exceed class requirements
<b>Work Habits / Willingness to Study</b>	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
<b>Writing Ability</b>	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
<b>Summer Reading Requirements</b>	None	1 novel for 9 <sup>th</sup> and 10 <sup>th</sup> grade, 1 play for 11 <sup>th</sup> grade	2+ novels
<b>Average Daily Reading Requirements</b>	15 pages for 9 <sup>th</sup> and 10 <sup>th</sup> grade; 20 pages for 11 <sup>th</sup> and 12 <sup>th</sup> grade	30-35 pages for 9 <sup>th</sup> and 10 <sup>th</sup> grade; 35 pages for 11 <sup>th</sup> grade	35 pages (depending on the difficulty of the material)
<b>Enthusiasm for Subject Matter</b>	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

<b>ADVANCED PLACEMENT LITERATURE AND COMPOSITION+</b>	
<b>Course #:</b> 050051	<b>Prerequisite:</b> Completion of summer reading project; English 10 or Honors English 10
<b>Class Fee:</b> None	<b>This course serves as the honors level ELA course for seniors.</b>
<p><b>Course Description:</b> 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><b>Fall Semester: English 1010: English Language and Writing (3) (course description from Wesleyan 1010 Handbook)</b> 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><b>Spring Semester: English 1020: Composition, Language, and Literature (3) ( course description from Wesleyan 1010 Handbook)</b> 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>	
<b>Course Outcomes: (taken from Wesleyan Handbook) Fall Semester: English 1010 - The student will...</b>	
<ul style="list-style-type: none"> <li>• focus their writing on specific purposes;</li> <li>• respond to the needs of different audiences;</li> <li>• respond appropriately to a variety of rhetorical situations;</li> <li>• use conventions of format, structure and tone appropriate to particular writing tasks;</li> <li>• consider how genres shape reading and writing.</li> <li>• use writing and reading for inquiry, learning, thinking, and communicating;</li> <li>• consider how what they bring to a text guides their interpretation of that text;</li> <li>• understand a writing assignment as a series of recursive tasks, including finding, evaluating, and analyzing, and synthesizing appropriate primary and secondary sources;</li> <li>• integrate their own ideas with those of others (“enter into conversations” about various issues);</li> <li>• consider the relationships among language, knowledge and power.</li> <li>• recognize that it usually takes a multiple drafts to create a successful text;</li> <li>• develop flexible strategies for generating, revising, editing, and proofreading;</li> <li>• understand writing as an open process that permits writers to use later invention and re-thinking to revise their work;</li> <li>• understand the collaborative and social aspects of writing processes, learning to critique their own and others’ work;</li> <li>• learn to balance the advantages of relying on others with the responsibilities of contributing their input and working on their own;</li> <li>• use appropriate technologies to do research and to communicate ideas.</li> <li>• develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics:</li> <li>• practice appropriate means of documents their work;</li> <li>• think strategically about such surface features as syntax, usage, punctuation, and spelling in the context of their own and others’ work;</li> <li>• understand the holistic nature of “good” writing (i.e., that surface correctness alone does not make writing</li> </ul>	

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

<b>COMPOSITION<sup>^</sup></b>	
<b>Course #:</b> 050100	<b>Prerequisite:</b> English 11 or Honors English 11
<b>Class Fee:</b> n/a	<b>Elective ELA Course that counts for graduation</b>
<p><b>Course Description:</b> <b>Composition</b> 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 12<sup>th</sup> grade students that are not enrolled in AP Literature and Composition or English Honors 12.</p>	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• practice and expand reading, speaking, writing, spelling, and vocabulary skills at the English 12 level.</li> <li>• identify and apply different rhetorical modes for the purpose of writing.</li> <li>• identify and apply research practices and effective methods for organizing, writing, and formally presenting</li> </ul>	

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

<b><u>CONTEMPORARY LITERATURE<sup>^</sup></u></b>	
<b><u>Course #:</u></b> 059930	<b><u>Prerequisite:</u></b> English 11 or Honors English 11
<b><u>Class Fee:</u></b> n/a	<b><u>Elective ELA Course that counts for graduation</u></b>
<p><b><u>Course Description:</u></b> 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><b><u>Course Outcomes:</u></b> The student will...</p>	
<ul style="list-style-type: none"> <li>practice and expand reading, speaking, writing, spelling, and vocabulary skills at the English 12 level.</li> </ul>	
<ul style="list-style-type: none"> <li>identify and analyze different types of text related to social and cultural views of the contemporary world and related issues and concerns.</li> </ul>	
<ul style="list-style-type: none"> <li>identify and analyze different themes in literature and provide evidence from the text to support identification and analyses.</li> </ul>	
<ul style="list-style-type: none"> <li>identify and analyze elements of fiction and provide evidence from the text to support identification and analyses.</li> </ul>	
<ul style="list-style-type: none"> <li>identify and analyze elements of nonfiction or informational material and provide proof of understanding the text.</li> </ul>	
<ul style="list-style-type: none"> <li>analyze the aesthetic qualities of various forms of literature within social and cultural views of the contemporary world and related issues and concerns.</li> </ul>	
<ul style="list-style-type: none"> <li>analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays, and poems.</li> </ul>	
<ul style="list-style-type: none"> <li>analyze and express authors' political, social, and cultural ideologies as portrayed in selected works.</li> </ul>	
<ul style="list-style-type: none"> <li>understand and apply the writing process for various formal and informal purposes, including journaling, essays, digital compositions, and speeches.</li> </ul>	
<ul style="list-style-type: none"> <li>develop listening skills used as a communicator in the communication process.</li> </ul>	

<b>ENGLISH 9</b>	
<b>Course #:</b> 050021	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• write expository essays.</li> <li>• improve spelling and vocabulary skills.</li> <li>• improve composition skills—including grammar, punctuation, and capitalization.</li> <li>• know and apply the six traits of writing.</li> <li>• study various genres in literature, including, non-fiction, fiction, poetry, plays, short stories and novels.</li> <li>• identify the basic elements of literature.</li> <li>• comprehend and analyze literature.</li> <li>• practice and apply skills in oral communication.</li> <li>• use library resources for assignment research</li> <li>• use and apply listening skills.</li> </ul>	

<b>ENGLISH 9 LAB<sup>^</sup></b>	
<b>Course #:</b> 059930	<b>Prerequisite:</b> Recommended for placement to support student in ELA.
<b>Class Fee:</b> n/a	<b><i>This course counts for a general elective credit; however it does not count for 1 of the 8 credits required in ELA.</i></b>
<b>Course Description:</b> 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. <b>*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.</b>	
<b>The English Lab works to support students in the four core ELA Nebraska Standards</b>	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• learn and apply reading skills and strategies to comprehend text.</li> <li>• learn and apply writing skills and strategies to communicate.</li> <li>• develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</li> <li>• apply information fluency and practice digital citizenship.</li> </ul>	
<b>Additionally, learning objectives include improving skills in which students will be able to:</b>	
<ul style="list-style-type: none"> <li>• improve reading comprehension, closing reading gap, and reaching grade-level reading.</li> <li>• learn skills to acquire new vocabulary and use new vocabulary in formal and informal writing.</li> <li>• develop grade-level fluency in English Language Arts related to formal and informal reading and writing.</li> <li>• create written compositions in response to literature.</li> <li>• create written compositions in response to literature.</li> </ul>	

<b>ENGLISH 10</b>	
<b>Course #:</b> 050022	<b>Prerequisite:</b> English 9 or Honors English 9
<b>Class Fee:</b> n/a	
<p><b>Course Description:</b> 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.</p> <p>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.</p>	
<p><b>Course Outcomes:</b> The student will...</p>	
<ul style="list-style-type: none"> <li>• apply accepted grammatical rules to essays.</li> <li>• apply rules of punctuation and capitalization.</li> <li>• define and explain (through literature analysis) plots, characterization, setting, conflict, theme, and point of view.</li> <li>• share (through discussions and writing) a personal response to literature.</li> <li>• develop the ability to read a literature selection and then analyze it in a written essay.</li> <li>• improve spelling and vocabulary skills.</li> <li>• improve organization and note taking skills.</li> <li>• write improve critical thinking and writing skills.</li> <li>• apply the writing process in composition.</li> <li>• know the six traits of writing.</li> </ul>	

<b>ENGLISH 11</b>	
<b>Course #:</b> 050023	<b>Prerequisite:</b> English 10 or Honors English 10
<b>Class Fee:</b> n/a	
<p><b>Course Description:</b> 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.</p>	
<p><b>Course Outcomes:</b> The student will...</p>	
<ul style="list-style-type: none"> <li>• identify historical and philosophical ideas in periods of American literature.</li> <li>• improve reading strategies through an understanding of literary techniques.</li> <li>• use the writing process (focus on persuasive language and appeals).</li> <li>• apply the six traits to writing.</li> <li>• research influences on texts.</li> <li>• think and write critically, sometimes within a timed situation.</li> <li>• write from his/her own experience, as well as, from research.</li> <li>• improve the use of correct grammar, punctuation, and spelling.</li> </ul>	

<b>HONORS ENGLISH 9+</b>	
<b>Course #:</b> 059931	<b>Prerequisite:</b> Completion of a summer reading project
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• write expository essays.</li> <li>• improve spelling and vocabulary skills.</li> <li>• improve composition skills--including grammar, punctuation, and capitalization.</li> <li>• know and apply the six traits of writing.</li> <li>• study various genres in literature, including, non-fiction, fiction, poetry, plays, short stories and novels.</li> <li>• identify the basic elements of literature.</li> <li>• comprehend and analyze literature.</li> <li>• practice and apply skills in oral communication.</li> <li>• use library resources for assignment research.</li> <li>• use and apply listening skills.</li> </ul>	

<b>HONORS ENGLISH 10+</b>	
<b>Course #:</b> 059932	<b>Prerequisite:</b> Honors English 9 and completion of a summer reading project
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• develop reading, writing, and speaking vocabularies.</li> <li>• define and apply literary terms and genres.</li> <li>• pursue independent research projects.</li> <li>• respond to literature on a personal level through writing and discussion</li> <li>• discuss literary works on all levels of Bloom's taxonomy.</li> <li>• improve use of conventions in writing.</li> <li>• acquire advanced application of Step Up to Writing and Six Traits of Writing.</li> <li>• write persuasive and analytical essays in literary contexts; theme, character, plot, point of view, setting and other venues.</li> </ul>	

<b>HONORS ENGLISH 12+</b>	
<b>Course #:</b> 059934	<p><b>Prerequisite:</b> English 9, 10 and 11; and completion of a summer reading project</p> <p><b>Prerequisites for College Credit:</b></p> <p><b>Introduction to Literature:</b> To earn dual credit, students must have completed AP Lit/Comp. (ENGL 1010) (provided junior year) before beginning this course.</p> <p><b>British Literature:</b> To earn dual credit, students must have completed Introduction to Literature (ENGL 2450) before beginning this course.</p>
<b>Class Fee:</b> n/a; dual credit fees apply if taking for dual credit	
<p><b>Course Description:</b> 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.</p> <p>The following are the course descriptions for each semester of the year long course.</p> <p>Fall Semester: <b>English 2450: Introduction to Literature (3 credits)</b> 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.</p> <p>Spring Semester: <b>English 2610: British Literature (3 credits)</b> 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.</p> <p><b>Fall Semester: Introduction to Literature</b> "The student will..."</p> <ul style="list-style-type: none"> <li>• Understand literary genres of fiction, poetry, and drama;</li> <li>• Read critically and analytically;</li> <li>• Understand the process of aesthetic evaluation of written works of art;</li> <li>• Analyze archetypal literary characters, plots and themes;</li> <li>• Discern what is significant and valuable about cultures across time;</li> <li>• 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;</li> <li>• Demonstrate knowledge of literary analysis and comparison/contrast rhetorical modes and identify appropriate uses for each;</li> <li>• Apply revision methods to achieve polished final draft/presentation, using standard academic format and conventions of grammar;</li> <li>• When necessary, utilize information-literacy skills, including analysis of print and digital materials and appropriate MLA and/or APA documentation;</li> <li>• Use critical thinking and listening skills in written and oral communication as a tool for learning.</li> </ul> <p><b>Spring Semester: British Literature</b> "The student will..."</p> <ul style="list-style-type: none"> <li>• Focus their writing on specific purposes;</li> <li>• Respond to the needs of different audiences;</li> <li>• Respond appropriately to a variety of rhetorical situations;</li> <li>• Use conventions of format, structure, and tone appropriate to particular writing tasks;</li> <li>• Consider how genres shape reading and writing;</li> <li>• Use writing and reading for inquiry, learning, thinking, and communicating;</li> </ul>	

- 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.

<b><i>MULTICULTURAL AMERICAN LITERATURE<sup>^</sup></i></b>	
<b>Course #:</b> 050310	<b>Prerequisite:</b> English 11 or Honors English 11
<b>Class Fee:</b> n/a	
<p><b>Course Description:</b> 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 12<sup>th</sup> students not enrolled in AP Literature and Composition.</p>	
<p><b>Course Outcomes:</b> The student will...</p>	
<ul style="list-style-type: none"> <li>• practice and expand reading, speaking, writing, spelling, and vocabulary skills at the English 12 level.</li> </ul>	
<ul style="list-style-type: none"> <li>• identify and analyze different types of text written by African American, Asian American, Native American, and Latino American authors.</li> </ul>	
<ul style="list-style-type: none"> <li>• identify and analyze different themes in literature and provide evidence from the text to support identification and analyses.</li> </ul>	
<ul style="list-style-type: none"> <li>• identify and analyze elements of nonfiction or informational material and provide proof of understanding the text.</li> </ul>	
<ul style="list-style-type: none"> <li>• identify and analyze elements of nonfiction or informational material and provide proof of understanding the text.</li> </ul>	
<ul style="list-style-type: none"> <li>• analyze the aesthetic qualities of various forms of literature written by African American, Asian American, Native American, and Latino American authors.</li> </ul>	
<ul style="list-style-type: none"> <li>• analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays, and poems.</li> </ul>	
<ul style="list-style-type: none"> <li>• analyze and express authors' political, social, and cultural ideologies as portrayed in selected works.</li> </ul>	
<ul style="list-style-type: none"> <li>• understand and apply the writing process for various formal and informal purposes, including journaling, essays, digital compositions, and speeches.</li> </ul>	
<ul style="list-style-type: none"> <li>• develop listening skills used as a communicator in the communication process.</li> </ul>	

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

<b><i>PUBLIC SPEAKING*</i></b>	
<b>Course #:</b> 050502	<b>Prerequisite:</b> English 9 or Honors English 9
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• Speak for several different purposes.</li> <li>• Develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</li> <li>• 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.</li> <li>• 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.</li> <li>• Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.</li> <li>• Convey a perspective with clear reasoning and valid evidence.</li> <li>• Ask pertinent questions to acquire or confirm information.</li> <li>• Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.</li> <li>• Develop and demonstrate active listening skills across a variety of situations.</li> <li>• Develop, apply, and adapt reciprocal communication skills.</li> <li>• Provide evidence from literary or informational text to support analysis, reflection, and research.</li> <li>• Deliver speeches in the style of demonstration, informative, extemporaneous, persuasive, and interpretive.</li> <li>• Perform speeches within specific time frames, being aware of pacing and time constraints.</li> <li>• Assess the rhetorical situation, taking care to address audience analysis.</li> </ul>	

<b><u>THEATRE 1* AND 2*</u></b>	
<b>Course #:</b> 050401 and 050402	<b>Prerequisite:</b> Open to students 9-12
<b>Class Fee:</b> n/a	<b>Pub 1 (Semester 1); Pub 2 (Semester 2)</b>
<p><b>Course Description: Theatre I (Semester 1):</b> 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><b>Theatre II (Semester 2):</b> 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>	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• view play productions, and knowledgeably discuss and critique its elements, including acting, directing, playwriting, and design.</li> <li>• analyze a play script, and identify major elements such as theme, plot, character, and setting.</li> <li>• acquire historical background of theatre and its social, cultural, and political significance.</li> <li>• develop public speaking skills related to oral and body language in relation to acting and stageperformance.</li> <li>• use analog and digital tools for stage design, lighting, and production.</li> <li>• discuss creatively and professionally about stage performances and related literature.</li> </ul>	

<b><u>WORLD LITERATURE^</u></b>	
<b>Course #:</b> 059932	<b>Prerequisite:</b> English 11 or Honors English 11
<b>Class Fee:</b> n/a	
<p><b>Course Description: World Literature</b> 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 12<sup>th</sup> grade students that are not enrolled in AP Literature and Composition.</p>	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• practice and expand reading, speaking, writing, spelling and vocabulary skills at the English 12 level.</li> <li>• identify and analyze different types of text related to various cultures, countries, eras, and peoples of diverse ethnic backgrounds.</li> <li>• identify and analyze different themes in literature and provide evidence from text to support identification and analyses.</li> <li>• identify and analyze elements of fiction and provide evidence from text to support identification and analyses.</li> <li>• identify and analyze of nonfiction or informational material and provide proof of understanding the text.</li> <li>• analyze the aesthetic qualities of forms of literature from various cultures, countries, eras and peoples of diverse ethnic backgrounds.</li> <li>• analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays and poems.</li> <li>• analyze and express authors' political, social, and cultural ideologies as portrayed in selected works.</li> <li>• understand and apply the writing process for various formal and informal purposes, including journaling, essays and digital compositions and speeches.</li> <li>• develop listening skills used as a communicator in the communication process.</li> </ul>	

**MATHEMATICS - COURSE OFFERINGS****MATHEMATICS DEPARTMENT**

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

**Department Chair: Andrew Hopp**

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

**+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 9<sup>th</sup> 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).

# 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

Math Modeling can be taken anytime after Algebra II

Statistics

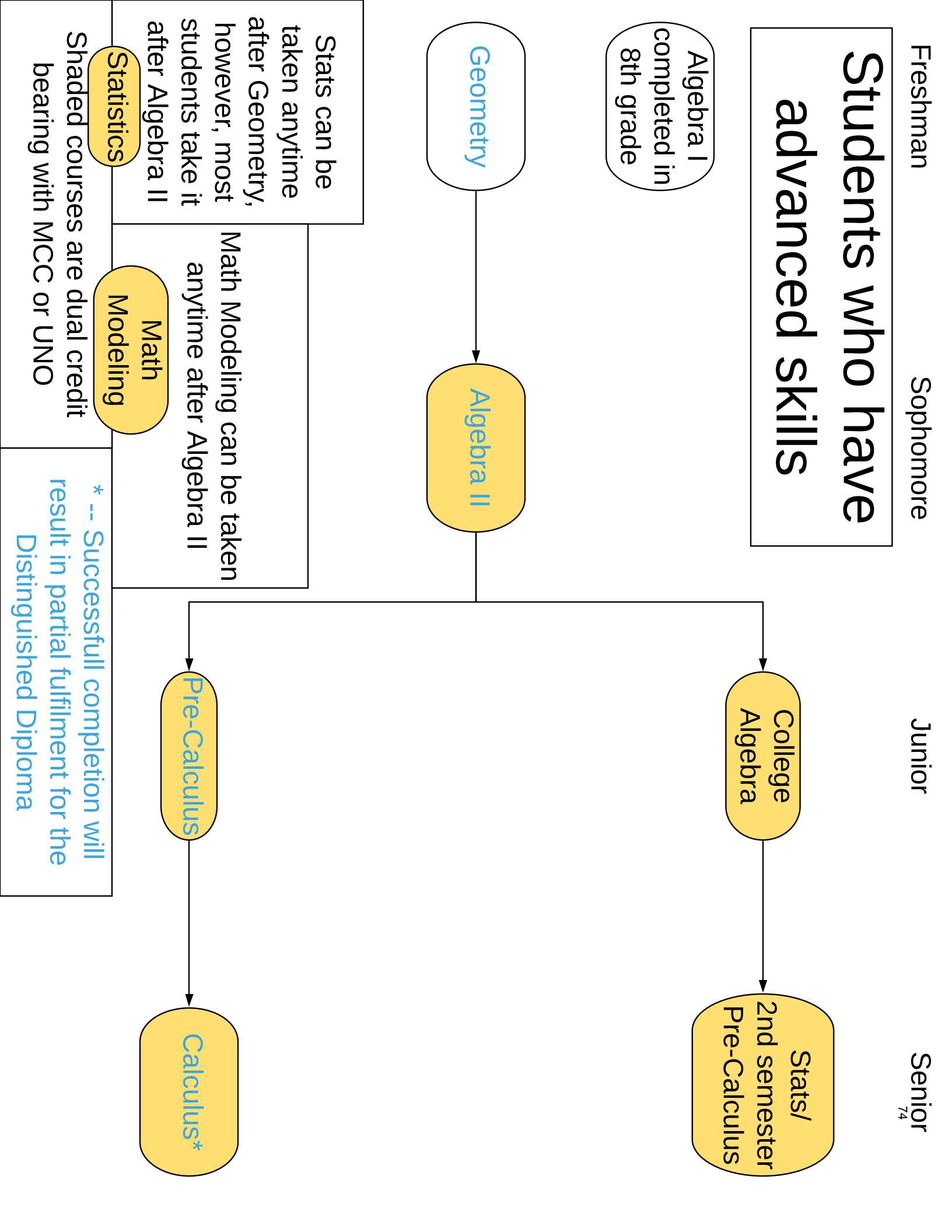
Math Modeling

Shaded courses are dual credit bearing with MCC or UNO

Pre-Calculus

Calculus\*

\* -- Successful completion will result in partial fulfillment for the Distinguished Diploma



Freshman

Sophomore

Junior

Senior

# Students who have grade level skills

Algebra I

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

Integrated Geometry

Geometry

Algebra II: Concepts & Skills

Algebra II

Algebra II: Concepts & Skills

Algebra II

Algebra II<sup>75</sup>  
College Algebra

College Algebra

Pre-Calculus

Algebra II  
College Algebra

College Algebra

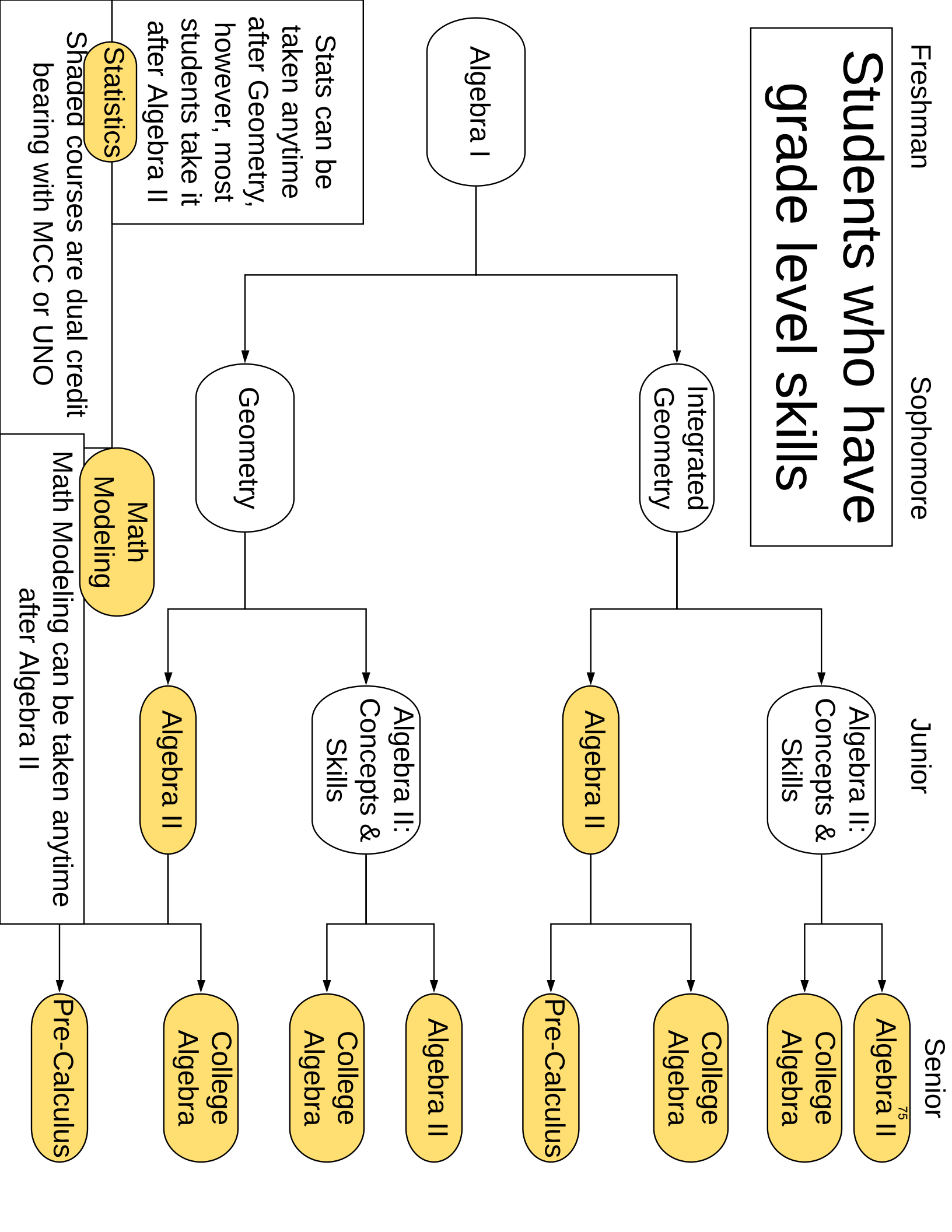
Pre-Calculus

Statistics

Shaded courses are dual credit bearing with MCC or UNO

Math Modeling

Math Modeling can be taken anytime after Algebra II



# Students who have below grade level skills

Freshman

Sophomore

Junior

Senior

Algebra I Block

Integrated Geometry

Geometry

Algebra II: Concepts & Skills

Algebra II

Algebra II: Concepts & Skills

Algebra II

Math Modeling

Algebra II

College Algebra

College Algebra

Pre-Calculus

Algebra II

College Algebra

College Algebra

Pre-Calculus

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

Statistics

Shaded courses are dual credit bearing with MCC or UNO

Math Modeling can be taken anytime after Algebra II

## COURSE DESCRIPTIONS

<b>ADVANCED PLACEMENT CALCULUS+</b>	
<b>Course #:</b> 110620	<b>Prerequisite:</b> Advanced Math**/Recommendation of Math Department
<b>Class Fee:</b> \$72 for AP Test (if taken in May), Calculus I (MATH 2410) - TBD by Metro Community College if taking for dual credit	<b>DUAL CREDIT:</b> Calculus I (MATH 2410)
<b>Course Description:</b> 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+).	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• understand the concept of limits.</li> <li>• demonstrate a working knowledge of derivatives.</li> <li>• possess the skills necessary to integrate polynomial and transcendental equations.</li> <li>• solve applications using the techniques of integration and differentiation.</li> </ul>	

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

<b>ALGEBRA 1</b>	
<b>Course #:</b> 110300	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• develop understanding of and proficiency with signed numbers.</li> <li>• understand the basic properties and definitions of algebra.</li> <li>• be able to simplify algebraic expressions.</li> <li>• recognize, develop, solve, and graph linear equations and inequalities with one or two variables.</li> <li>• be able to simplify, factor, and solve equations with polynomials.</li> </ul>	

<b>ALGEBRA 1 LAB</b>	
<b>Course #:</b> 110299	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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. <b><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></b>	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• develop understanding of and proficiency with signed numbers.</li> <li>• understand the basic properties and definitions of algebra.</li> <li>• be able to simplify algebraic expressions.</li> <li>• recognize, develop, solve, and graph linear equations and inequalities with one or two variables.</li> <li>• be able to simplify, factor, and solve equations with polynomials.</li> </ul>	

<b>ALGEBRA 2</b>	
<b>Course #:</b> 119930	<b>Prerequisite:</b> Geometry/Recommendation of Math Department/Successful Completion of Algebra 2: Concepts
<b>Class Fee:</b> *TBD by Metropolitan Community College if taking for Dual Enrollment	<b>DUAL CREDIT:</b> Course is MATH 1315
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• recognize, develop, solve, and graph linear equations and inequalities with one, two, or three variables.</li> <li>• simplify, factor, and solve equations with polynomials.</li> <li>• solve equations involving radicals or rational exponents.</li> <li>• understand and use the complex number system.</li> <li>• solve equations in the quadratic form.</li> <li>• factor higher degree polynomials.</li> <li>• solve problems using logarithms.</li> <li>• Introduced to probability.</li> </ul>	

<b>ALGEBRA 2 CONCEPTS AND SKILLS</b>	
<b>Course #:</b> 119930	<b>Prerequisite:</b> Integrated Geometry/Recommendation of Math Department
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• recognize, develop, solve, and graph linear equations and inequalities with one, two, or three variables.</li> <li>• simplify, factor, and solve equations with polynomials.</li> <li>• solve equations involving radicals or rational exponents.</li> <li>• understand and use the complex number system.</li> <li>• solve equations in the quadratic form</li> <li>• factor higher degree polynomials.</li> </ul>	

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

### **COLLEGE ALGEBRA**

<b>Course #:</b> 111306	<b>Prerequisite:</b> Algebra 2/Recommendation of the Math Department
<b>Class Fee:</b> *TBD by Metropolitan Community College if taking for Dual Enrollment	<b>DUAL CREDIT:</b> Math 1425
<b>Course Description:</b> 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+).	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• solve and graph polynomial equations.</li> </ul>	
<ul style="list-style-type: none"> <li>• identify, graph, compare, and contrast conic sections.</li> </ul>	
<ul style="list-style-type: none"> <li>• work with exponential and logarithmic functions to perform mathematical operations and solve equations.</li> </ul>	
<ul style="list-style-type: none"> <li>• understand arithmetic and geometric series and sequences.</li> </ul>	
<ul style="list-style-type: none"> <li>• use sophisticated techniques to solve simple probability problems.</li> </ul>	
<ul style="list-style-type: none"> <li>• linear algebra including cryptography.</li> </ul>	

### **GEOMETRY**

<b>Course #:</b> 111200	<b>Prerequisite:</b> Successful completion of Algebra 1
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• understand the fundamental defined and undefined terms.</li> </ul>	
<ul style="list-style-type: none"> <li>• apply inductive and deductive reasoning in geometric situations.</li> </ul>	
<ul style="list-style-type: none"> <li>• write a formal geometric proof.</li> </ul>	
<ul style="list-style-type: none"> <li>• recognize and work with various geometric figures, including parallel lines, polygons, and circles.</li> </ul>	
<ul style="list-style-type: none"> <li>• find the measurements associated with one, two, and three dimensional geometric figures.</li> </ul>	

### **INTEGRATED GEOMETRY**

<b>Course #:</b> 119931	<b>Prerequisite:</b> Teacher recommendation
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• use algebra skills to solve geometric problems.</li> </ul>	
<ul style="list-style-type: none"> <li>• graph functions and geometric figures on a coordinate plane.</li> </ul>	
<ul style="list-style-type: none"> <li>• calculate area of 2-dimensional figures.</li> </ul>	
<ul style="list-style-type: none"> <li>• understand the relationship between similar polygons.</li> </ul>	
<ul style="list-style-type: none"> <li>• use if/then statements to formulate a conclusion.</li> </ul>	
<ul style="list-style-type: none"> <li>• calculate surface area and volume of 3-dimensional figures.</li> </ul>	

<b>INTRODUCTION TO STATISTICS</b>	
<b>Course #:</b> 111700	<b>Prerequisite:</b> Algebra 2 or taking Algebra 2 concurrently
<b>Class Fee:</b> 3 credit hours tuition to the University of Nebraska-Omaha; rate is reduced and is based upon the Board of Regents	<b>Dual Credit:</b> Course is CIST 2500
<b>Course Description:</b> 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+).	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• solidify understanding of central tendency measures.</li> <li>• understand the basics of probability; including normalizing the data.</li> <li>• choose the right size for a sample.</li> <li>• understand the 'p value' for hypothesis testing.</li> </ul>	

<b>MATHEMATICAL MODELING</b>	
<b>Course #:</b> 110622	<b>Prerequisite:</b> Algebra 2
<b>Class Fee:</b> 3 credit hours tuition to the University of Nebraska-Omaha; rate is reduced and is based upon the Board of Regents	<b>Dual Credit:</b> Course is MATH 1120; *** This course MAY NOT satisfy the requirements for a STEM (Science, Technology, Engineering, Math) major
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• understand arithmetic sequence/series</li> <li>• understand geometric sequence/series</li> <li>• understand algebraic functions</li> <li>• develop introductory computer programming skills</li> </ul>	



**METROPOLITAN**  
Community College

## **CAREER ACADEMY PROGRAM PACKET 2021-2022**



### ***To Apply for a Career Academy:***

Applications are available December 7, 2020 from your high school guidance counselor, and online at [mccneb.edu/careeracademy](http://mccneb.edu/careeracademy).

Please submit the application to the address listed on the application.

**Application Deadline: March 5, 2021.**

#### **QUESTIONS:**

If you have questions about the MCC Career Academy, please contact one of the following:

- Your high school guidance counselor
- Secondary Partnerships 531-MCC-2213 or [secondarypartnerships@mccneb.edu](mailto:secondarypartnerships@mccneb.edu)

**PLEASE SEE APPENDIX SECTION FOR ACADEMY DETAILS**

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

**Faculty: Paul Ketchen,  
Matt King and Jerry Layher**

**Department Chair: Jerry Layher**



<b>Course #</b>	<b>Class Title</b>	<b>Course Length</b>	<b>Credits</b>	<b>Open to</b>
120700	<b>Advanced Placement Music Theory+</b>	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**

**Green print represents a course that can be taken for dual credit.**

## COURSE DESCRIPTIONS

<b>ADVANCED PLACEMENT MUSIC THEORY+</b>	
<b>Course #:</b> 120700	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> \$72 for AP test (if taken in May)	<b>Dual Credit:</b> 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>	
<b>Course Outcomes:</b>	
<b>Fall Semester</b> - The student will...	
<ul style="list-style-type: none"> <li>• visually identify pitches, intervals, scales and keys, chords, meter and rhythm.</li> <li>• notate these elements of pitch and rhythm.</li> <li>• aurally identify these elements of pitch and rhythm.</li> <li>• perform basic singing and keyboard exercises in scales and keys, chords, etc.</li> </ul>	
<b>Spring Semester</b> - The student will...	
<ul style="list-style-type: none"> <li>• compose simple melodies or bass lines, implying appropriate harmony.</li> <li>• analyze repertoire including melody, harmony, rhythm, texture and form.</li> <li>• perform sight-singing of simple melodies.</li> <li>• aurally identify common-practice melodic and harmonic compositional processes.</li> <li>• create musical compositions in standard notation and with electronic music sequencers.</li> </ul>	

<b>CONCERT CHOIR</b>	
<b>Course #:</b> 120400	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> \$15.00	
<p><b>Course Description:</b> 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>	
<b>Course Outcomes:</b> "The student will..."	
<ul style="list-style-type: none"> <li>• develop an understanding of music history.</li> <li>• interpret and experience various styles of music.</li> <li>• develop proper vocal production with regard to tone, blend, enunciation, and breath control.</li> <li>• improve sight reading and ear training skills.</li> <li>• develop proficiency in part singing.</li> <li>• develop self-confidence and poise through individual and group performance.</li> <li>• develop self-confidence and poise through individual and group performance.</li> </ul>	

<b>GUITAR 1</b>	
<b>Course #:</b> 129931	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> Student will provide guitar or pay rental fee from local vendor.	<b>Open to grades 9-12</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> "The student will..."	
<ul style="list-style-type: none"> <li>• develop appropriate sitting posture and hand positions.</li> <li>• learn to play chords, accompaniment and melodies.</li> <li>• learn proper strumming, fingerstyle and flat-picking techniques.</li> <li>• learn to read standard music notation, chord diagrams, chord symbols and tablature.</li> <li>• learn to tune and care for the guitar.</li> <li>• develop an understanding of basic music fundamentals and theory.</li> </ul>	

<b>MUSIC THEORY</b>	
<b>Course #:</b> 129930	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> \$30.00	<b>Independent Study Only</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> "The student will..."	
<ul style="list-style-type: none"> <li>• begin to develop the students' knowledge of the basics of music theory.</li> <li>• gain understanding of musical terms through discussion, written work and demonstration.</li> <li>• explore new opportunities through theory, notation and simple arranging techniques.</li> <li>• be prepared for the next level of participation in the music program.</li> </ul>	

<b>VARSITY BAND</b>	
<b>Course #:</b> 120500	<b>Prerequisite:</b> Private audition
<b>Class Fee:</b> \$25.00 for uniform rental; \$85.00 for instrumental rental for school instruments only	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> "The student will..."	
<ul style="list-style-type: none"> <li>• demonstrate involvement in and respond to personal aesthetic experiences in music.</li> <li>• develop the ability to think, feel, and act creatively with music materials.</li> <li>• develop manipulative and organizational skills in the performance of band literature.</li> <li>• develop an understanding of the evolution of music through performance and conducting of music from different eras.</li> <li>• help promote school spirit at assemblies and sporting events.</li> <li>• develop basic marching skills through participation in various marching drill designs.</li> <li>• demonstrate skills in tone production, breath control, and musical styling.</li> </ul>	

**ONLINE ACADEMY - COURSE OFFERINGS****OTHER AREAS**

**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

<b>Course #</b>	<b>Class Title</b>	<b>Course Length</b>	<b>Credits</b>	<b>Open to</b>
080114	Cardio Training	Semester	1	9-12
080121	Competitive Sports and Activities	Semester	1	10-12
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
<b>General Activity Interest Courses (do not count towards 2 credits of Physical Education required at PHS)</b>				
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

<b><u>CARDIO TRAINING</u></b>	
<b>Course #:</b> 080114	<b>Prerequisite:</b> Grade of an "A" or "B" to repeat course.
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• identify their own resting heart rate, working heart rate, and target heart rate.</li> <li>• understand the benefits of exercising the cardiovascular system.</li> <li>• set their own short term and long-term goals for improving heart and lung health.</li> <li>• learn proper injury prevention techniques through warm-up and cool down routines.</li> <li>• describe vocabulary related to fitness and cardio exercise.</li> </ul>	

<b><u>COMPETITIVE SPORTS AND ACTIVITIES</u></b>	
<b>Course #:</b> 080121	<b>Prerequisite:</b> 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.
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• demonstrate and apply the knowledge of rules pertaining to team and individual sports, games and activities.</li> <li>• demonstrate a heightened competency in various skills necessary for different team and individual sports, games and activities.</li> <li>• demonstrate positive peer relationships in a physical activity setting.</li> <li>• participate actively on a daily basis with focus on skill refinement and competitiveness.</li> <li>• perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength.</li> <li>• understand the importance of lifetime fitness, physical activity and a healthy lifestyle.</li> <li>• choose a sport or activity and create a presentation that will be made to the class.</li> </ul>	

<b><u>HEALTH*</u></b>	
<b>Course #:</b> 080100	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• understand basic health concepts.</li> <li>• understand the social drugs and how they affect the body.</li> <li>• study major body systems and how they function.</li> <li>• learn basic rescue skills and test to certify for Red Cross 1<sup>st</sup> Aid and CPR certifications.</li> </ul>	

<b>HEALTHCARE CAREERS</b>	
<b>Course #:</b> 077930	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> MCC fees	<b>Online Through Metro Community College</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• identify how healthcare systems impact services performed and quality of care.</li> <li>• summarize employability skills to enhance employment opportunities and job satisfaction.</li> <li>• identify roles and responsibilities as a member of the healthcare team.</li> <li>• interpret basic medical terminology in health care.</li> <li>• demonstrate proficiency in solving basic math calculations in the field of health care.</li> <li>• differentiate between wellness, disease, and anatomy and physiology to promote prevention and healthy behaviors.</li> <li>• determine effective methods of communications in healthcare environments.</li> <li>• describe legal responsibilities, limitations, and implications of the actions of healthcare workers.</li> <li>• compare ethical practices with respect to cultural, social, and ethnic differences in a healthcare environment.</li> <li>• identify existing and potential hazards and employ safe work practices to prevent injury or illness.</li> <li>• utilize information technology applications to protect the privacy and disclosure of health information as major changes in technology occur.</li> <li>• use critical-thinking and problem-solving skills essential to career success in the healthcare field.</li> </ul>	

<b>INDIVIDUAL &amp; DUAL ACTIVITIES</b>	
<b>Course #:</b> 089930	<b>Prerequisite:</b> Open to students 10-12. Grade of an "A" or "B" to repeat course.
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• demonstrate and apply the knowledge of rules pertaining to various individual and dual participation sports and activities.</li> <li>• demonstrate an elevated competency in various skills necessary for different individual and dual participation sports and activities.</li> <li>• 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.</li> <li>• perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength.</li> <li>• understand the importance of lifetime fitness, physical activity and a healthy lifestyle.</li> </ul>	

<b>INTRODUCTION TO MEDICAL LAW &amp; ETHICS</b>	
<b>Course #:</b> 077812	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> MCC fees apply.	<b>Online Through Metro Community College</b>
<b>Course Description:</b> 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.	

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

<b>LIFETIME FITNESS</b>	
<b>Course #:</b> 080120	<b>Prerequisite:</b> Note that this course is a rigorous, fitness-focused class and not an activity class. Grade of an "A" or "B" to repeat course.
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>be required to track their cardiovascular improvement based on heart rate monitoring and strength gains through journaling.</li> <li>practice proper goal setting and nutrition logging.</li> <li>learn all 5 elements of fitness and why they are important to overall fitness and health.</li> <li>learn basics of yoga, aerobic fitness, cardio kickboxing, Pilates.</li> <li>be able to understand lifetime fitness is important to overall well being.</li> <li>understand different vocabulary associated with fitness.</li> <li>understand proper form, technique, and safety measures for each fitness activity.</li> <li>the difference between aerobic and anaerobic exercise.</li> <li>improve overall strength, cardiovascular endurance, and flexibility.</li> </ul>	

<b>LIFETIME SPORTS AND ACTIVITIES</b>	
<b>Course #:</b> 089931	<b>Prerequisite:</b> Grade of an "A" or "B" to repeat course.
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>demonstrate and apply the knowledge of rules pertaining to team and individual sports, games and activities.</li> <li>demonstrate a competency in various skills necessary for different team and individual sports, games and activities.</li> <li>demonstrate positive peer relationships in a physical activity setting.</li> <li>participate actively on a daily basis with focus on skill development and improvement.</li> <li>perform a series of physical fitness tests to include but not limited to: flexibility, endurance,</li> </ul>	

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

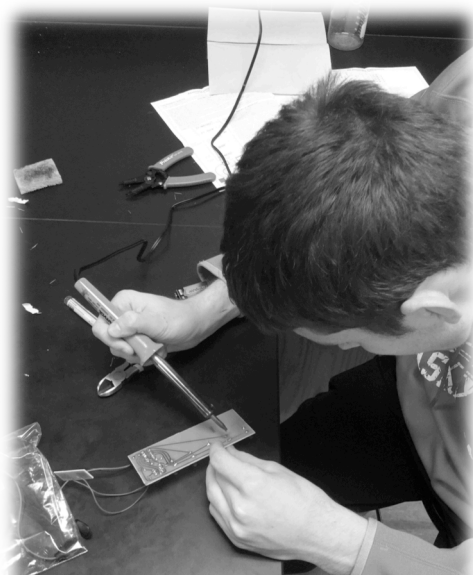
<b><u>SPORTS OFFICIATING</u></b>	
<b>Course #:</b> 080124	<b>Prerequisite:</b> Open to students in grades 10-12. Must purchase a whistle and lanyard.
<b>Class Fee:</b> n/a	
<b>Course Description:</b> This course is designed to introduce students to the basic playing rules and officiating practices in 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• demonstrate correct mechanics in each sport.</li> <li>• demonstrate a mastery of the playing rules in each sport.</li> <li>• complete NSAA officiating exam in each sport.</li> <li>• demonstrate proficiency during practical officiating exams.</li> </ul>	

<b><u>WEIGHT TRAINING AND CONDITIONING</u></b>	
<b>Course #:</b> 080111	<b>Prerequisite:</b> 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.
<b>Class Fee:</b> n/a	<b>This is not an activity course. This is a rigorous strength and conditioning course.</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• understand and follow weight room safety policies and procedures.</li> <li>• perform a variety of weight lifting exercises safely, properly, and effectively.</li> <li>• increase muscular strength, power, and endurance through a variety of weight training methods and exercises through periodic testing.</li> <li>• develop speed, agility, flexibility and coordination through stretching and conditioning</li> <li>• develop increased cardiovascular endurance.</li> <li>• perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength.</li> <li>• understand basic muscles group, their function relative to weight training, and the affects various exercises have on each group.</li> </ul>	

**SCIENCE - COURSE OFFERINGS****SCIENCE DEPARTMENT**

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

**Department Chair: Sarah Ortiz**



<b>Course #</b>	<b>Class Title</b>	<b>Course Length</b>	<b>Credits</b>	<b>Open to</b>
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
130203	(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
<b>Choice: 1 sem</b> <ul style="list-style-type: none"> <li>• Chemistry 2</li> <li>• Physics 2</li> <li>• Material Science</li> <li>• PLTW Intro to Engineering Design</li> <li>• Anatomy &amp; Physiology</li> </ul>

## 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:	AP Biology	

\*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

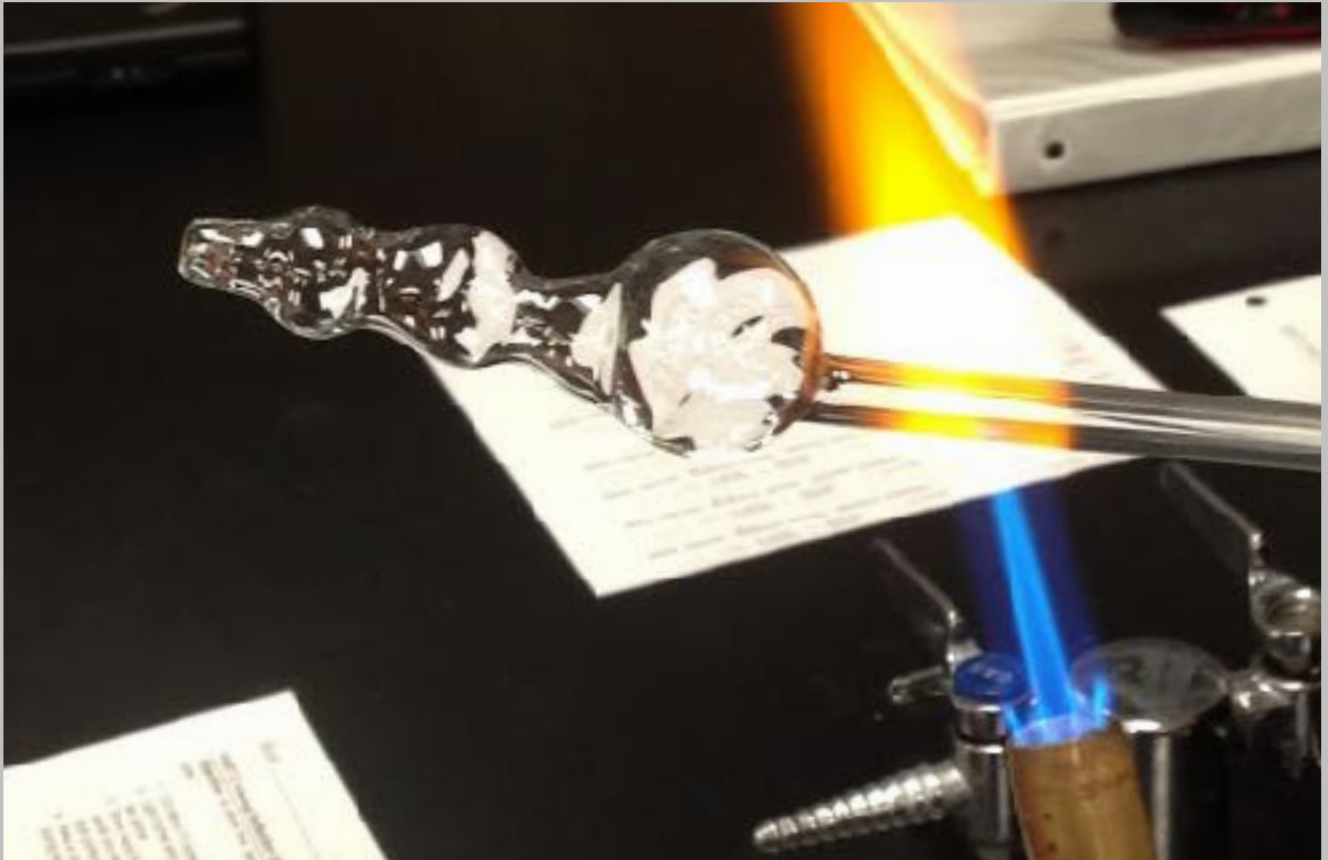
Physics 2

12th  
Grade:

AP Biology

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**

<b>AP BIOLOGY+</b>	
<b>Course #:</b> 130218	<b>Prerequisite:</b> Biology
<b>Class Fee:</b>	Full year course
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• identify and explain the function of major cell structures including those involved in cell reproduction.</li> <li>• explain how molecules are involved in or control cellular processes.</li> <li>• explain the genetic basis for inheritance in living organisms.</li> <li>• predict how contemporary application of biotechnology impacts society.</li> <li>• explain how organic evolution and natural selection resulted in the diversity of organisms.</li> <li>• explain how biotic and abiotic factors determine the distribution and abundance of organisms.</li> </ul>	

<b>ANATOMY AND PHYSIOLOGY</b>	
<b>Course #:</b> 130210	<b>Prerequisite:</b> students must have completed Biology (with a minimum grade of a "C") and Chemistry 1 (with a minimum grade of a "C").
<b>Class Fee:</b> n/a	Semester course
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• distinguish between anatomy and physiology and learn how they are related.</li> <li>• study anatomical terminology and relative body positions/ landmarks.</li> <li>• identify cell types and tissue types seen in the human body.</li> <li>• study the bones of the skeletal system, joints and types of movement produced in the human body.</li> <li>• identify the major muscles and muscle groups of the human body, muscle movements and the process of producing muscle movement.</li> <li>• study the major components of the cardiovascular system, the processes used to transport blood, blood components and structures of the heart.</li> <li>• study the structure and function of the organs of the digestive system and the process of digestion.</li> <li>• study the structure and function of the organs of the respiratory system and the process of respiration.</li> <li>• study the structure and function of the organs of the nervous system.</li> <li>• study the senses of sight and hearing including the structure and function of the eyes, ears.</li> </ul>	

<b>BIOLOGY*</b>	
<b>Course #:</b> 130201	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	Full year course
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• recognize the scientific method as a logical problem solving strategy that applies to science, as well as, to everyday situations.</li> </ul>	
<ul style="list-style-type: none"> <li>• understand the ecological relationships among living organisms and between living organisms and their environment.</li> </ul>	
<ul style="list-style-type: none"> <li>• study energy, energy transformations, matter and recycling of matter as they relate to living organisms, ecosystems, and the biosphere.</li> </ul>	
<ul style="list-style-type: none"> <li>• study cells, cell structure, cell function, and cell reproduction.</li> </ul>	
<ul style="list-style-type: none"> <li>• study the chemistry of biological molecules as they relate to photosynthesis, cellular respiration and other metabolic processes.</li> </ul>	
<ul style="list-style-type: none"> <li>• understand patterns of inheritance, DNA, RNA, protein synthesis, human genetics, genetic engineering, recombinant DNA and genetic disorders.</li> </ul>	
<ul style="list-style-type: none"> <li>• study viruses, bacteria, protozoan's, and their importance in ecological relationships, as well as, disease-producing mechanisms.</li> </ul>	
<ul style="list-style-type: none"> <li>• understand the theory of evolution as it relates to heredity and population genetics.</li> </ul>	
<ul style="list-style-type: none"> <li>• study theories and patterns of plant and animal behavior.</li> </ul>	

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

<b>CHEMISTRY 2+</b>	
<b>Course #:</b> 139930	<b>Prerequisite:</b> Chemistry 1 with a "C" or higher
<b>Class Fee:</b> n/a	Semester course
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• apply the use of dimensional analysis to investigate mole-mass, mole-volume, and mole-particle relationships</li> <li>• use mathematical equations to understand the laws that govern gas behaviors</li> <li>• predict limiting reactants to determine the percent yield of product made</li> <li>• identify strong acids and bases</li> <li>• prepare solutions and dilute concentrated mixtures to a specific molarity</li> <li>• use critical thinking to prepare an airbag out of chemicals for an egg drop</li> </ul>	

<b>EARTH AND SPACE SCIENCE*</b>	
<b>Course #:</b> 130203	<b>Prerequisite:</b> Biology
<b>Class Fee:</b> n/a	Full year course
<b>Course Description:</b> 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. Students on the University or Distinguished Pathway that take Chemistry 2 and Physics 2 are not required to take this course.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• explain how the universe changes over time.</li> <li>• demonstrate that Earth's climate and weather are influenced by energy flow through Earth systems.</li> <li>• demonstrate that Earth's systems are interconnected and impact one another.</li> <li>• interpret Earth's history through geological evidence.</li> <li>• describe the interactions between society, environment, and economy.</li> </ul>	

<b>PLTW PRINCIPLES OF ENGINEERING</b>	
<b>Course #:</b> 100161	<b>Prerequisite:</b> Algebra 1
<b>Class Fee:</b> \$25.00 for materials	<b>Pathway(s):</b> PLTW Engineering
<p><b>Course Description</b> 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.</p> <ul style="list-style-type: none"> <li>• Explore careers in engineering disciplines, STEM careers related to engineering, and professional Ethics</li> <li>• Analyze energy and power through the use of mechanisms, simple machines, mechanical advantage, and energy sources and applications.</li> <li>• Investigate materials and structures including vectors, forces, statistics, trusses, material properties, centroids, and tensile testing.</li> <li>• Apply control systems through the use of machine control, programming, sensors and motors, and fluid power (hydraulics and pneumatics).</li> <li>• Calculate statistics and kinematics.</li> <li>• Enhance their computational and analytical skills, experience engineering design, and explore tools and software.</li> </ul>	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• explore careers in engineering disciplines, STEM careers related to engineering, and professional Ethics.</li> </ul>	
<ul style="list-style-type: none"> <li>• analyze energy and power through the use of mechanisms, simple machines, mechanical advantage, and energy sources and applications.</li> </ul>	
<ul style="list-style-type: none"> <li>• investigate materials and structures including vectors, forces, statistics, trusses, material properties, centroids, and tensile testing.</li> </ul>	
<ul style="list-style-type: none"> <li>• apply control systems through the use of machine control, programming, sensors and motors, and fluid power (hydraulics and pneumatics).</li> </ul>	
<ul style="list-style-type: none"> <li>• calculate statistics and kinematics.</li> </ul>	
<ul style="list-style-type: none"> <li>• enhance their computational and analytical skills, experience engineering design, and explore tools and software.</li> </ul>	
<ul style="list-style-type: none"> <li>• use computer automated drafting software to design and 3D print solutions to real world problems.</li> </ul>	
<ul style="list-style-type: none"> <li>• create an aquaponics set up that could grow edible food right in the classroom.</li> </ul>	
<ul style="list-style-type: none"> <li>• study sustainable sources of energy and create a device that can run on alternative energy.</li> </ul>	
<b>PLTW ENVIRONMENTAL SUSTAINABILITY</b>	
<b>Course #:</b> 130203	<b>Prerequisite:</b> Algebra 1
<b>Class Fee:</b> \$25.00 for materials	<b>Pathway(s):</b> PLTW Engineering
<p><b>Course Description:</b> 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.</p>	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• explore the overarching themes of conservation, alternative energy sources, ethics, and resource accessibility.</li> </ul>	
<ul style="list-style-type: none"> <li>• analyze environmental sustainability from a global perspective, threats to environmental sustainability, and ethics.</li> </ul>	
<ul style="list-style-type: none"> <li>• investigate global water issues such as global water distribution, clean water disparity, water purification methods, water bioremediation, and water filter design.</li> </ul>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	

<b>MATERIAL SCIENCE 1 AND 2</b>	
<b>Course #:</b> 130310 (1) and 130311 (2)	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> \$20.00 per semester	Semester courses
<p><b>Course Description:</b> 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 &amp; 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><b>Course Outcomes:</b> The student will...</p> <ul style="list-style-type: none"> <li>• learn to make crystals using different methods (from a solution, from precipitates of chemical reactions, and from freezing of a melt).</li> <li>• be able to create glass from raw ingredients and understand the bonding processes.</li> <li>• be able to use a variety of equipment to work with metals (rolling mills, draw plates, and digital calipers).</li> <li>• be able to explain the desirable properties that alloys have over their metallic components.</li> <li>• be able to identify and perform various heat treatments of metal (quench, anneal, and temper).</li> <li>• be able to define corrosion, recognize examples of corrosion, and identify factors that cause corrosion.</li> <li>• be able to understand the science behind the art of raku. be able to understand the process of electroplating.</li> </ul>	

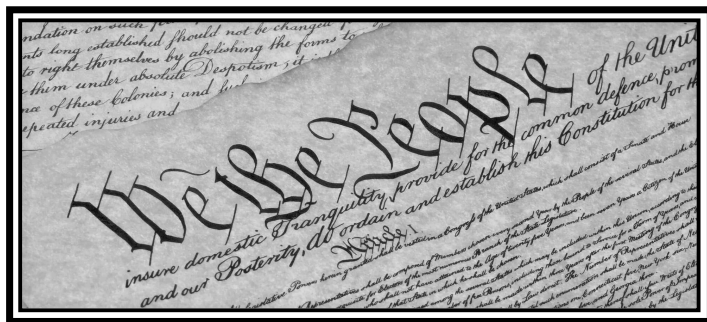
<b>PHYSICS 1*</b>	
<b>Course #:</b> 130303	<b>Prerequisite:</b> Student must have successfully completed Algebra 2 or be concurrently enrolled.
<b>Class Fee:</b> n/a	Semester course
<p><b>Course Description:</b> This course is designed to meet graduation requirements at PHS in science to prepare students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

<b>PHYSICS 2+</b>	
<b>Course #:</b> 130307	<b>Prerequisite:</b> Physics 1 with a "B" or higher
<b>Class Fee:</b> n/a	Semester course
<p><b>Course Description:</b> 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><b>Course Outcomes:</b> The student will...</p> <ul style="list-style-type: none"> <li>• develop strong mathematical skills to use when problem solving.</li> <li>• master more complex kinematic equations that can solve a larger array of problems and give a deeper understanding of motion.</li> <li>• study motion in both one and two dimensions.</li> <li>• use vectors to study collisions and motion.</li> </ul>	

## SOCIAL SCIENCES - COURSE OFFERINGS SOCIAL SCIENCES DEPARTMENT

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

**Department Chair: Steve Lundeen**



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

9<sup>th</sup> grade – Geography (1 credit)

10<sup>th</sup> grade – World History or Honors World History

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

12<sup>th</sup> grade – U.S. Government (1 credit) or Advanced Placement Government (1 credit)

## **COURSE DESCRIPTIONS**

<b>ADVANCED PLACEMENT GOVERNMENT</b>	
<b>Course #:</b> 151113	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> Set by University of Nebraska Omaha	Semester course – potential of 3 college credits, will satisfy elective graduation requirement in Social Studies.
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• know important facts, concepts, and theories pertaining to U.S. government and politics.</li> <li>• understand typical patterns of political processes and behavior and their consequences.</li> <li>• be able to analyze and interpret basic data relevant to U.S. government and politics.</li> </ul>	

<b>HONORS WORLD HISTORY+</b>	
<b>Course #:</b> 150805	<b>Prerequisite:</b>
<b>Class Fee:</b> n/a	Semester course
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• understand the European Renaissance and Reformation.</li> <li>• understand the Muslim world.</li> <li>• understand the Age of Exploration and isolation.</li> <li>• understand the Atlantic World.</li> <li>• understand Absolute Monarchs in Europe.</li> <li>• understand the Ages of Enlightenment and Revolution.</li> <li>• understand the French Revolution and Napoleon.</li> <li>• understand Nationalists Revolutions as they swept the west.</li> <li>• understand the Industrial Revolution.</li> <li>• understand the age of Democracy and Progress.</li> <li>• understand the Age of Imperialism.</li> <li>• understand Transformations Around the Globe.</li> <li>• understand the Great War.</li> <li>• understand the Age of Revolution and Nationalism.</li> <li>• examine the Years of Crisis.</li> <li>• understand World War II.</li> <li>• understand the Restructuring of the Postwar World.</li> <li>• understand how Colonies of the World Became new nations.</li> <li>• understand Struggles for Democracy.</li> </ul>	

<b>INTRODUCTION TO HUMAN SERVICES</b>	
<b>Course #:</b> 099930	<b>Prerequisite:</b> students in grades 11-12 or instructor Permission
<b>Class Fee:</b> Dual credit fees apply.	Semester course
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• state and describe the rules and functions of human service workers at various levels.</li> </ul>	

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

### INTRODUCTION TO SOCIOLOGY

<b>Course #:</b> 151300	<b>Prerequisite:</b> students in grades 11-12 or instructor Permission
<b>Class Fee:</b> Dual credit fees apply.	Semester course
<b>Course Description:</b> 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)	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• TBD at this time – depends on dual credit status</li> </ul>	

### MILITARY HISTORY

<b>Course #:</b> 159930	<b>Prerequisite:</b> students in grades 11-12. Instructor permission required for underclassmen.
<b>Class Fee:</b> Dual credit fees apply.	Semester course
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• be able to describe the evolution of U.S./global military policies, tactics, and strategies from colonial times to the present.</li> </ul>	
<ul style="list-style-type: none"> <li>• be able to describe the relationship between military affairs and society, especially as they pertain to social, political, economic, national security, and diplomatic traditions.</li> </ul>	
<ul style="list-style-type: none"> <li>• be able to analyze the ramifications of European and American military policies and practices upon current global military actions.</li> </ul>	
<ul style="list-style-type: none"> <li>• be able to analyze primary sources and describe how they help us better understand military history.</li> </ul>	

### PSYCHOLOGY

<b>Course #:</b> 151200	<b>Prerequisite:</b> students in grades 11-12 or instructor permission
<b>Class Fee:</b> 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*	
<b>Course #:</b> 151110	<b>Prerequisite:</b> students in grades 11-12.
<b>Class Fee:</b> n/a	Semester course
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• understand some of the basic problems faced by the authors of our constitution.</li> <li>• acquire a better understanding of our rights as guaranteed by the constitution.</li> <li>• associate current literature involving the government with our studies.</li> </ul>	

***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*	
<b>Course #:</b> 150820	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	Full year course
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• gain an understanding of the facts that led to the United States emerging as a world power.</li> <li>• understand the problems the United States faced while solidifying its status as a world power.</li> <li>• understand the impact of the Cold War on the lives of Americans and the World.</li> <li>• 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.</li> </ul>	

***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 1<sup>st</sup> 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 1<sup>st</sup> 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 2<sup>nd</sup> 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.

<b>US HISTORY 1 (TO 1877)</b>	
<b>Course #:</b> 159931	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	Semester course – can be taken for dual credit
<p><b>Course Description:</b> 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><b>Course Outcomes:</b> 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"> <li>• The fundamental themes of American history from the Age of Discovery to 1877.</li> <li>• The major aspects of North American and global geography and demonstrate how geography influenced the course of American history.</li> <li>• The major time periods of American history.</li> <li>• The interaction of various forces in American history and how the interactions influenced the future.</li> </ul>	

<b>US HISTORY 2 (FROM 1865)</b>	
<b>Course #:</b> 159932	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	Semester course – can be taken for dual credit
<p><b>Course Description:</b> 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><b>Course Outcomes:</b> 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"> <li>• The fundamental themes of American history from 1865 to the present.</li> <li>• The major aspects of North American and global geography and demonstrate how geography influenced the course of American history.</li> <li>• The major time periods of American history since 1865.</li> <li>• The interaction of various forces in American history and how the interactions influenced the future.</li> </ul>	

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

<b>WORLD HISTORY*</b>	
<b>Course #:</b> 150800	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	Full year course
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• understand the changing needs of civilization that leads to the development of nation states.</li> <li>• gain an understanding of the reasons behind revolutions and unification movements in Europe.</li> <li>• understand that through changing technologies and ideologies the world becomes an international arena in the 20th century.</li> <li>• become familiar with the key personalities of the different historical eras.</li> </ul>	

**WORLD LANGUAGES - COURSE OFFERINGS***Faculty: Kirsten Ehrke and Kim Zeleny***WORLD LANGUAGES DEPARTMENT***Department Chair: Kirsten Ehrke*

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

<b>SPANISH 1</b>	
<b>Course #:</b> 060241	<b>Prerequisite:</b> n/a
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• be able to use basic grammatical components.</li> <li>• develop a limited, but workable vocabulary.</li> <li>• discuss aspects of the Spanish culture.</li> <li>• combine grammar and vocabulary to develop oral and written skills.</li> </ul>	

<b>SPANISH 2</b>	
<b>Course #:</b> 060242	<b>Prerequisite:</b> Spanish 1
<b>Class Fee:</b> n/a	
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• review and apply aspects of level one.</li> <li>• expand upon grammatical aspects of the language.</li> <li>• demonstrate the ability to compose writing samples.</li> <li>• recognize and understand many of the differences/similarities between the cultures.</li> </ul>	

<b>SPANISH 3 (course is weighted if taken for dual credit)</b>	
<b>Course #:</b> 060243	<b>Prerequisite:</b> Spanish 2 – students that have earned an “A” or “B” in Spanish 2 are more likely to be successful in this course.
<b>Class Fee:</b> dual credit option has fees that apply.	<b>DUAL CREDIT</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• review and apply concepts from first and second year.</li> <li>• expand upon conversing in the present, past and future tenses.</li> <li>• compare cultural values.</li> <li>• develop advanced writing skills in Spanish.</li> <li>• communicate in all aspects of the language at an advanced level.</li> </ul>	

<b>SPANISH 4+ (course is weighted if taken for dual credit)</b>	
<b>Course #:</b> 060244	<b>Prerequisite:</b> Spanish 3 – students that have earned an “A” or “B” in Spanish 3 are more likely to be successful in this course.
<b>Class Fee:</b> dual credit option has fees that apply.	<b>DUAL CREDIT</b>
<b>Course Description:</b> 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.	
<b>Course Outcomes:</b> The student will...	
<ul style="list-style-type: none"> <li>• review and apply concepts from first , second and third year.</li> <li>• students will converse daily using a variety of grammatical structures and vocabulary.</li> <li>• compare cultural values in an in-depth manner.</li> <li>• develop advanced listening, reading and writing skills in Spanish.</li> <li>• read cultural and authentic pieces at an advanced proficiency.</li> </ul>	

# **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+	<b>97-100</b>	4.0	5.0
A	<b>93-96</b>	4.0	5.0
A-	<b>90-92</b>	3.67	4.67
B+	<b>87-89</b>	3.33	4.33
B	<b>83-86</b>	3.0	4.0
B-	<b>80-82</b>	2.67	3.67
C+	<b>77-79</b>	2.33	3.33
C	<b>73-76</b>	2.0	3.0
C-	<b>70-72</b>	1.67	2.67
D+	<b>67-69</b>	1.33	2.33
D	<b>63-66</b>	1	2.0
D-	<b>60-62</b>	0.67	1.67
F	<b>0-59</b>	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 9<sup>th</sup> grade: \_\_\_\_\_

Total credits earned in 10<sup>th</sup> grade: \_\_\_\_\_

Total credits earned in 11<sup>th</sup> grade: \_\_\_\_\_

### **Check which statement applies to your request:**

\_\_\_\_\_ I am requesting to graduate after the 1<sup>st</sup> 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

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Principal .....Date

\*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 5<sup>th</sup> day of the semester.**

Counselor's Signature: \_\_\_\_\_

Date:        /        / \_\_\_\_\_

DATE FORM RECEIVED:        /        / \_\_\_\_\_

\_\_\_\_\_

# CAREER ACADEMY

## PROGRAMS, SCHEDULE, AND DESCRIPTIONS

### 2021-2022

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](http://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](http://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. Course capacity is subject to change due to current classroom space guidelines.

#### 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.

***Students participating in a Career Academy 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.

**CALENDAR:**

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.

<b>Fall Quarter</b> 2021 21/FA	Labor Day Recess/College closed Classes begin Classes end	September 6 September 7 November 22	Monday Tuesday Monday
<b>Winter Quarter</b> 2021 - 2022 21/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 25 – 26 December 2 December 22 December 24 – January 2 January 3 January 17 February 28	Thursday Wednesday   Monday Monday Monday
<b>Spring Quarter</b> 2022 21/SP	Classes begin Spring Recess/College closed  Classes resume Classes end	March 10 April 16-17  April 18 May 25	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 2021-2022 academic year has not yet been set. Tuition for the 2020-2021 academic year is \$38 per credit hour (this cost is ½ of the standard MCC tuition rate of \$64.\* per credit hour = \$33, plus \$5.00 facility fee = \$38). Information about registration and payment procedures are included with the acceptance letter. Tuition is due prior to the start of each MCC quarter. (21/FA = Fall, 21/WI = Winter, 21/SP = Spring)

*\* Please note - Tuition is based on the rate for the 2020-2021 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. Books are subject to change, dependent upon the course criteria and without prior notice. Please go to Follett Bookstore's web site at [www.efollett.com](http://www.efollett.com) start typing in Metropolitan Community College. For classes held at the South Campus select South Omaha; for classes held at the Sarpy Center select Sarpy; for classes held at the Applied Technology Center or Fort Campus select Omaha; for classes at the Elkhorn Campus or Fremont Center select Elkhorn.

### **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](http://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>

#### **Nondiscrimination and Equal Opportunity Statement**

Metropolitan Community College affirms a policy of equal education, employment opportunities and nondiscrimination in providing services to the public. To read our full discrimination policy statement visit [mccneb.edu/nondiscrimination](http://mccneb.edu/nondiscrimination).

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## 3-D Animation and Games

Elkhorn Valley Campus – 204<sup>th</sup> and Dodge

Students create models, characters, and imaginative spaces that are the foundation of 3D in games, real-time simulations, and the film industry. These skills also apply to marketing, web design, architecture, and social media.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	DIMA 1620	Introduction to 3-D Modeling & Animation	4.5	12:30-3:30	M, W
	DIMA 1600	Introduction to the Game Industry	4.5	12:30-3:30	T, TH
<b>December, 2021 – February, 2022</b>					
	DIMA 2625	3-D Modeling for Animation & Games	4.5	12:30-3:30	M, W
	DIMA 1400	Game Design Fundamentals	4.5	12:30-3:30	T, TH
<b>March – May, 2022</b>					
	DIMA 2640	3-D Lab	4.5	12:30-3:30	M, W
	DIMA 2700	3-D Games Development	4.5	12:30-3:30	T, TH
<b>TOTAL CREDIT HOURS</b>			<b>27</b>		

### COURSE DESCRIPTIONS

**DIMA 1400 - Game Design Fundamentals** This course explores the practice and theory of interactive art. Students study the history of both analog and digital games and pursue the creative possibilities of interaction and play-based systems.

**DIMA 1600 - Introduction to the Game Industry** This course surveys the video game industry from its beginnings to the present day. Students acquire an understanding of the evolution of games in our culture, as well as introductory knowledge of the wide variety of career options available in the video game industry through hands-on projects and learning.

**DIMA 1620 - Introduction to 3-D Modeling and Animation** This course is an introduction to the production of motion picture graphics using 3-D modeling and animation software. Student's study and practice techniques of 3-D model execution and scene design with light and camera placement.

**DIMA 2625 - 3-D Modeling for Animation and Games** This course builds on the topics presented in DIMA 1620 with further explorations of the techniques of modeling, material definition, and animation. It emphasizes the development of 3-D models with techniques that are particularly suitable for games.

**DIMA 2640 - 3-D Lab** This course requires an animation or game project that offers students an opportunity to build upon and integrate existing technical skills, share ideas with students from diverse animation disciplines, and produce a more complex product.

**DIMA 2700 - 3-D Game Development** This course is an introduction to the production of motion picture graphics using 3-D modeling and animation software. Techniques of 3-D model execution and scene design with light and camera placement are practiced and refined.

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## Administrative Technology

Sarpy Center – 91<sup>st</sup> & Giles

Office professionals are the core of most businesses. As businesses continue to expand and work with increasingly complex technology, the need for advanced training and professional certification becomes more important every day. This flexible and broadly based degree prepares students for a career in a variety of office and administrative support professions by providing students with a broad knowledge of Microsoft Office™ applications, business office knowledge, and communication and interpersonal skills. These skills provide students the foundation needed to keep the offices organized and running smoothly and to work with much of the valuable data that companies need in today's rapidly changing business world. Aspiring supervisors, executive assistants, and general office workers find this program useful in developing their productivity and capacity for advancement.

### Year 1 Student 2021-2022 - Students obtain the Office Administrative Professional Career Certificate

Dates	Course	Title	Credits	Times	Days
<b>September – November 2021</b>					
	INFO 1001	Information Systems and Literacy	4.5	1:00 – 3:00	M, W
	INFO 1010	Customer Service Skills	4.5	1:00 – 3:00	T, TH
	INFO 1013	Keyboard Skillbuilding	2.0	1:00 – 3:00	F
<b>December, 2021 – February, 2022</b>					
	INFO 1008	Business Office Communications	4.5	1:00 – 3:00	M, W
	INFO 1228	MS Office Apps 1	4.5	1:00 – 3:00	T, TH
<b>March – May, 2022</b>					
	INFO 1227	Technology Applications	4.5	1:00 – 3:00	M, W
	INFO 1229	MS Office Apps 2	4.5	1:00 – 3:00	T, TH
		<b>TOTAL CREDIT HOURS</b>	<b>29</b>		

### COURSE DESCRIPTIONS

**INFO 1001 - Information Systems and Literacy** - This course introduces students to computer technology concepts and skills needed to be successful in their academic and professional lives. Topics include hardware, desktop and cloud-based applications, computer ethics, effective research techniques, security, and the Internet. NOTE: A basic understanding of computer systems is recommended prior to taking this course.

**INFO 1008 - Business Office Communications** - Students explore the use of technology and methods used for effective written and verbal communication in today's business environment. Students learn to compose and edit various types of business communications that include the proper usage of basic English grammar and punctuation rules to structure and organize their writing. Students also acquire technology skills using the Microsoft Office Outlook software to compose and send electronic mail and to maintain electronic calendars, task lists, and contact lists. Students learn the objectives for the Microsoft® Office Specialist certification exam for Outlook.

**INFO 1010 - Customer Service Skills** - Students study the importance of customer service satisfaction and the functions of customer relations systems. Students also learn the soft skills needed to provide effective customer service and support in a variety of business environments.

**INFO 1013 - Keyboard Skillbuilding** - Students complete diagnostic testing using the alphabetic keyboard and numeric keypad to determine current keyboarding skills. Students then use the alphabetic keyboard and numeric keyboard to complete individualized practice drills to improve keyboarding speed and accuracy and complete variety of progress check timings to evaluate improvement of keyboarding skills during the course. **NOTE:** Students must have prior keyboarding experience. Recommended speed for enrollment and optimal success is 30 wpm. Because students progressively improve keyboarding skills throughout the course, proficiency testing to receive credit for the course is not provided.

## **Administrative Technology Continued**

**INFO 1228 - MS Office Apps I** – Students use basic features of Microsoft Word, Excel, and PowerPoint to produce professional documents, spreadsheets, and presentations. INFO 1229, MS Applications II, is a continuation of this course.

**INFO 1227 - Technology Applications** – Students utilize modern technology tools to learn and apply practices for effective management of information. Students also gain an overview of ethics in technology, government regulations, and advances in information security.

**INFO 1229 - MS Office Apps II** – This course is a continuation of INFO 1228, MS Applications I. Students use intermediate and advanced features of Microsoft Word, Excel, and PowerPoint to edit and refine professional documents, spreadsheets, and presentations. Students who successfully complete this course are prepared to take the Microsoft Office Specialist (MOS) Associate level Word, Excel, and PowerPoint certification exams.

## Advanced Manufacturing

South Omaha Campus – 27<sup>th</sup> & Q – Center for Advanced Manufacturing (CAM)

This program is a fast-paced, highly technical environment that provides hands-on skill development in **Welding, Precision Machine, Electrical, Motors, and Robotics** to offer students a competitive edge in today's workforce. Upon successful completion of this career academy, students will have employable skills local industry need. Students will have the opportunity to earn industry certifications from OSHA, NIMS, MSSC, and FANUC. This academy is for someone that has not decided on a specific trade's area as the knowledge and skills learned will be useful in a broad spectrum of manufacturing occupations.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	PROT 1010	Safety Topics for Manufacturing	4.5	12:30 – 3:00	M, W
	PROT 1000	Introduction to Power and Process	4.5	12:30 – 3:00	T, TH
<b>December, 2021 – February, 2022</b>					
	PRMA 1400	Precision Machine Safety and Principles	4	12:30 – 3:00	M, W
	WELD 1262	Welding QuickStart	3	12:30 – 3:30	T, TH
<b>March - May, 2022</b>					
	PRMA 1401	Precision Machine Tool I	6	12:30 – 3:00	M, T, W, TH
<b>TOTAL CREDIT HOURS</b>			<b>22</b>		

### Year 2 Student 2022-2023 (students who took 1<sup>st</sup> year in 2021-2022)

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2022</b>					
	PROT 1250	Basic Electricity	6	12:30 – 3:00	M, T, W, TH
<b>December, 2022 – February, 2023</b>					
	DRAF 1050	AutoCAD for Fabrication	4.5	12:30 – 3:30	M, W
	ELME 1210	Introduction to Motors	4.5	12:30 – 3:30	T, TH
<b>March – May, 2022</b>					
	INCT 2050	Problem-Solving	3	12:30 – 3:30	M
	INCT 2100	Introduction to Industrial Robotics	4	12:30 – 3:30	T, W, TH
<b>TOTAL CREDIT HOURS</b>			<b>22</b>		
<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>			<b>44</b>		

### Course Descriptions

**PROT 1000 - Introduction to Power and Process** - This course introduces students to various equipment and components found in the process and power operations industry. Topics include preventive and predictive maintenance, safety, lubrication, precision measuring devices, compressors, pumps, valves, steam systems, heat exchangers, cooling systems, and process instrumentation.

**PROT 1010 - Safety Topics for Manufacturing** - Students learn how safety topics apply to manufacturing, process and power industries. During this course students have the ability to earn the OSHA 10 hour Industrial Safety credential.

**PRMA 1400 - Precision Machine Safety and Principles** Students learn machine safety, metrology and metallurgy along with basic machine principles related to hole making bench work and layout.

## **Advanced Manufacturing Continued**

**WELD 1262 - Welding QuickStart** - This course gives students a quick start into a welding career by preparing them to pass the type of welding test given by many employers. Students learn the fundamentals of oxy-acetylene cutting, gas metal arc welding, and air carbon arc cutting. It also explores print reading for welders.

**PRMA 1401 - Precision Machine Tool I** - This course introduces machines, tools, and processes associated with the machine trade. It covers fundamentals in bench layout, metal removal processes, drill presses, and horizontal and vertical saws. This course also covers the use of all precision measuring tools. NOTE: Completion of PRMA 1401 with a grade of C or better is required to advance to the next level class.

## Architecture Technology – Seniors Only

Fort Omaha Campus – 30th and Fort – Construction Education Center

This program builds a strong foundation of architectural engineering knowledge through project-based and hands-on learning. It prepares students to enter architectural engineering-related industry as BIM/CAD technicians capable of supporting the work of engineers, manufacturers and contractors. Students learn how cutting edge technology and construction techniques influence the production of design and construction documents.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November 2021</b>					
	ARCH 1160	AutoCAD for Architecture	9	1:00 – 3:00	M-TH
<b>December, 2021 – February, 2022</b>					
	ARCH 1115	REVIT Essentials	9	1:00 – 3:00	M-TH
<b>March – May, 2022</b>					
	ARCH 1200	Wood Frame Architecture	9	1:00 – 3:00	M-TH
<b>TOTAL CREDIT HOURS</b>			<b>27</b>		

### COURSE DESCRIPTIONS

**ARCH 1115- REVIT Essentials** - Through hands-on experience, students learn to navigate and operate Autodesk Revit software. Students employ Revit to represent architecture in 2D and 3D space as a means of producing technical construction documents. This course is focused on learning how to model and annotate building parts while utilizing Revit's ability to organize complex data sets. Students also learn how to generate renderings from Revit projects.

**ARCH 1200 - Wood Frame Architecture** - Students investigate the process by which architects and drafters determine the form of a small wood-frame building and produce the set of drawings, models, and specifications used to build the building.

**ARCH 1160 - AutoCAD for Architecture** - Students learn 2D computer-aided drawing techniques and foundational skills in an architectural context. Students identify and use AutoCAD software applications to create drawings, documents and schedules for building projects. Students critically analyze needs and problems presented and demonstrate solutions to classic construction document challenges.

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**Automotive Collision Technology**  
South Omaha Campus – 27<sup>th</sup> and Q St

This program provides students with the skills and knowledge necessary for an entry level position in the auto body industry. Students repair damaged auto body parts and completes detailed painting of vehicles in accordance with factory and dealership specifications using hand tools and power tools.

**Year 1 Student 2021-2022**

<b>Dates</b>	<b>Course</b>	<b>Title</b>	<b>Credits</b>	<b>Times</b>	<b>Days</b>
<b>September – November, 2021</b>					
	AUTB 1200	Non Structural Repair I	6	12:30 – 4:30	M, W
<b>December, 2021 – January, 2022 – 1<sup>st</sup> 5 weeks</b>					
	AUTB 1040	Auto Collision Repair Welding	3	12:30 – 4:30	M, W
<b>January – February, 2022 – 2<sup>nd</sup> 5 weeks</b>					
	AUTB 2450	Collision Estimating I	3	12:30 – 4:30	M, W
<b>March – April, 2022 – 1<sup>st</sup> 5 weeks</b>					
	AUTB 2300	Automotive Refinishing I	3	12:30 – 4:30	M, W
<b>April – May, 2022 – 2<sup>nd</sup> 5 weeks</b>					
	AUTB 1100	Structural Repair I	3	12:30 – 4:30	M, W
<b>TOTAL CREDIT HOURS</b>			<b>18</b>		

**Year 2 Student 2021-2022 (students who took 1<sup>st</sup> year in 2020-2021)**

<b>Dates</b>	<b>Course</b>	<b>Title</b>	<b>Credits</b>	<b>Times</b>	<b>Days</b>
<b>September – November, 2021</b>					
	AUTB 1210	Non Structural Repair II	6	12:30 – 4:30	T, TH
<b>December, 2021 – February, 2022</b>					
	AUTB 2310	Automotive Refinishing II	6	12:30 – 4:30	T, TH
<b>March – May, 2022</b>					
	AUTB 1220	Non Structural Repair III	6	12:30 – 4:30	T, TH
<b>TOTAL CREDIT HOURS</b>			<b>18</b>		
<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>			<b>36</b>		

**Supplies:** Safety glasses and program shirt(s) will be required. Information about where to purchase will be discussed at orientation or the first day of class.

**COURSE DESCRIPTIONS**

**AUTB 1040 – Auto Collision Repair Welding** - Students learn techniques of oxy-acetylene cutting and welding for automotive applications. Students study and practice the theory and use of metal inert gas (MIG) welding, the plasma-cutting torch, and resistance welding in the repair of high-strength steel structural and nonstructural body components. In addition, this course provides practice in advanced automotive welding skills, including various types of position welds.

**AUTB 1100 – Structural Repair I** - Students learn to analyze various types of vehicle damage, interpret dimension specification sheets, and select and set up various types of measuring systems used for damage analysis.

## Automotive Collision Continued

**AUTB 1200 – Non Structural Repair I** - This course provides the fundamentals of shop safety, tool application, damage repair preparation, metal straightening techniques, and the use of body fillers in the repair of collision-damaged vehicles.

**AUTB 1210 – Non Structural Repair II** - *Prerequisite: AUTB 1200.* This course continues to build skills acquired in the basic course. Students learn the techniques of door skin replacement and how to work with trim and hardware. Other related subjects are covered.

**AUTB 1220 – Non Structural Repair III** - *Prerequisite: AUTB 1210.* This course focuses on evaluating major body damage and determining the necessary repairs. The complete job is stressed, from body repair to final refinishing.

**AUTB 2300 – Automotive Refinishing I** - Students are introduced to EPA, personal health, and safety equipment regulations. It covers introductions to finish systems, metal prep, sealers and primers, and masking techniques.

**AUTB 2310 – Automotive Refinishing II** - *Prerequisite: AUTB 2300.* This course is a continuation of Automotive Refinishing I with emphasis placed on solving paint application problems. Students practice paint mixing, matching and application, finish defects, and causes and cures.

**AUTB 2450 - Collision Estimating I** - Students learn the systematic approach to analyzing collision damage and creating a damage report manually. It covers different types of damage, plan for repairs, repair or replace decisions, and use of crash guides.

**Automotive Technology**  
South Omaha Campus – 27<sup>th</sup> & Q

This program provides students with the skills and knowledge necessary for entry-level positions in the automotive field. This program helps students develop skills in diagnosing and repairing common entry level items, while developing a career path focusing on personal growth. The program presents the fundamentals of automotive systems and emphasizes human relations and critical thinking skills for entry-level technicians.

**Year 1 Student 2021-2022**

<b>Dates</b>	<b>Course</b>	<b>Title</b>	<b>Credits</b>	<b>Times</b>	<b>Days</b>
<b>September – December 2021</b>					
	AUTT 1111	Auto 1: Automotive Fundamentals Theory	4	12:45 – 3:00	M-TH Online
	AUTT 1112	Auto 1: Automotive Fundamentals Lab	8	12:45 – 3:00	M-TH
<b>January – May 2022</b>					
	AUTT 1121	Auto 2: Minor Repair Theory	4	12:45 – 3:00	M-TH Online
	AUTT 1122	Auto 2: Minor Repair Lab	8	12:45 – 3:00	M-TH
	<b>TOTAL CREDIT HOURS</b>		<b>24</b>		

**Additional Supplies and Fees:**

ASE student certification testing fee will be assessed when the student enrolls in the AUTT 1112 fall quarter class (Fee for 2020/2021 year was \$40.00.) Supplies required: Safety glasses, program t-shirt, steel toed shoes or boots must be worn in lab. No shorts. MCC will provide, on loan, most of the appropriate supplies and tools for each course. Students will be held responsible for lost and/or broken equipment and tools.

Automotive Youth Educational Systems (AYES): AYES is a partnership among participating automotive manufacturers, dealerships and select automotive programs. It is designed to encourage young people to consider careers in retail automotive service. Visit <https://www.ayes.org/Home.aspx> for more information.

**Review**

- ✓ Driver's License Required
- ✓ All classes use a blended format - in class and on-line
- ✓ Good attendance required.
- ✓ Students must maintain a 3.0 GPA in the automotive classes and a 2.0 GPA in their high school to be in the AYES program. Students that do not meet this requirement may remain in the program provided they are passing all classes, but they will lose the AYES status.
- ✓ Students with traffic violations; DUI, drug arrest, speeding ticket, and loss of driver's license, may find employment difficult.
- ✓ Students may be asked to interview in March/April for the summer program internship.\*\*
- ✓ Internship can be done during the summer of either the first and/or second year. This is not a requirement for the AYES program. Students must meet the MCC internship requirements.

## Automotive Technology Continued

### COURSE DESCRIPTIONS

**AUTT 1111 – Auto 1: Automotive Fundamentals** - Theory Students explore basic elements of the auto repair trade including safety, chemicals, basic tool use, tire repair, TPMS systems, and introduction to electrical repair. Soft skills, such as, attitude, ethics, professionalism, and on-the-job communication are encouraged.

**AUTT 1112 – Auto 1: Automotive Fundamentals Lab** - Students apply the basic fundamentals covered by AUTT 1111 to hands-on experience with changing oil, tap and dye, basic electrical, charging and starting systems, use of hand tools, and the basics of tire service. In this course, students gain the skills necessary to obtain an entry-level work position.

**AUTT 1121 – Auto 2: Minor Repair Theory** - Students learn the basic theory and operations of engines, transmissions, and drivetrains including basic ignition systems, hydraulic principles, and related industry-established maintenance. Students also study brake rotor and drum resurfacing, brake system components, and a variety of testing equipment.

**AUTT 1122 – Auto 2: Minor Repair Lab** - Students apply the fundamentals covered by AUTT 1121 to hands-on experience working with basic ignition systems, hydraulic principles, and related industry-established maintenance. Students perform brake and rotor drum resurfacing and utilize a variety of testing equipment.

## Certified Nursing Assistant (CNA)

South Omaha Campus – 27<sup>th</sup> & Q – Mahoney Building and Fort Omaha Campus – 30<sup>th</sup> and Fort St

A certified nursing assistant is considered part of the interdisciplinary health care team and assists the registered nurse or practical nurse with providing nursing care to patients. Responsibilities include basic nursing tasks related to meeting physical needs and activities of daily living.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	HIMS 1120	Medical Terminology I	4.5	1:00–2:45	M *hybrid
	WORK 1400	Employability Skills	4.5	1:00–2:45	T, TH
<b>December, 2021 – February, 2022</b>					
	HIMS 1130	Medical Terminology II	4.5	1:00–2:45	M *hybrid
<b>December, 2021 – First 3 weeks</b>					
	EMSP 1000	Cardiopulmonary Resuscitation*	1	1:00–4:00	F
<b>January, 2022 – 2<sup>nd</sup> 7 weeks</b>					
	EMSP 1012	Community Emergency Response Team*	1	1:00–4:00	F
<b>March – May, 2022 – Fort Omaha Campus</b>					
	HLTH 1200	Long Term Care / Certified Nursing Assistant	6.5	1:00-3:00	M-TH
<b>May TBD</b>					
	HLTH 1200	Clinicals (must attend all days)		<b>6:00-2:30</b>	M, W, TH
<b>May TBD</b>					
	State Testing			TBA	TBA
<b>TOTAL CREDIT HOURS</b>			<b>22</b>		

\* **Attendance in all sessions of EMSP 1000 and EMSP 1012 are mandatory to continue in the program.**

\* **Hybrid format; these courses combine classroom learning with a significant online component.**

\* **Times for clinicals are subject to change**

### Application Process and Fees:

- Career Academy CNA Application/Technical Standards form signed and submitted.
- Background Check form signed and submitted by both student and parent if under 19.
- Provide proof Mantoux PPD Skin Test (TB -Tuberculosis Test) that will remain current through the end of the spring quarter classes.
- SSN or I-94 required for State Registry
- Student Liability Insurance Program\*\* fee will be assessed when the student enrolls in the spring quarter class HLTH 1200 CNA Long Term Care / Certified Nursing Assistant. (Fee for 2020-2021 year was \$14.50.)
- Background Check fee will be assessed when the student enrolls in the spring quarter class is necessary prior to starting HLTH 1200. (Fee for 2020-2021 year was \$45.00.)

*\*\*Students enrolling in certain health occupations and human services programs requiring clinical practice, laboratory or experiences that place the student in the position of providing patient care must be covered by a student liability insurance program. The specific policy shall be determined by the College with the cost paid by the student as part of the fee assessment upon initial enrollment in the clinical, laboratory or patient care class.*

## CNA Continued

### COURSE DESCRIPTIONS

**EMSP 1000 – Cardiopulmonary Resuscitation for Healthcare Providers** - This course will teach the participant how to recognize and respond to life-threatening emergencies, such as cardiac arrest, respiratory arrest, and foreign-body airway obstruction (choking). The student will learn to recognize heart attack and stroke symptoms in adults and breathing difficulty in children. This course teaches the skills needed to respond to emergencies identified. The participant will learn the skills of CPR for victims of all ages (including ventilation with barrier devices and bag-mask devices), use of an automated external defibrillator (AED), and relief of foreign-body airway obstruction (FBAO).

**EMSP 1010 – Heartsaver First Aid with CPR and AED** - This course teaches rescuers to effectively identify and treat adult emergencies in the critical first minutes of injury or illness until emergency medical service personnel arrive. The course provides basic training solutions for first aid, adult CPR, and automated external defibrillator.

**HIMS 1120 – Medical Terminology I** - This course assists students in establishing a solid foundation of medical terminology and abbreviations and introduces prefixes, suffixes, and word roots used in the language of medicine. The course emphasizes medical vocabulary as it applies to the anatomy, physiology, and pathology of the human body. Students study the functioning of the body systems, clinical/surgical procedures, and therapies and examine normal, pathological, clinical, and laboratory considerations in order to best prepare for entrance into the healthcare professions. The course also emphasizes correct spelling and pronunciation.

**HIMS 1130 – Medical Terminology II** - *Prerequisite: HIMS 1120 with C or better.*

This course is a continuation of HIMS 1120. It presents additional body systems, specialty medical areas, clinical procedures, laboratory tests, medical terms, and abbreviations. Students study practical applications with case reports, operative and diagnostic tests, and laboratory and x-ray reports. The course also emphasizes correct spelling and pronunciation.

**HLTH 1200 – Long Term Care/Certified Nursing Assistant** - The course meets the Nebraska Health and Human Services System training requirements for nursing assistant certification and employment in long-term care facilities. The course combines classroom lecture, laboratory application, and clinical experience for development of basic skills needed to care for the elderly. Course content focuses on teaching nursing assistants to provide safe, effective, and caring services to the elderly or chronically ill patients of any age in a long-term care facility. Upon enrollment: Background Check and Student Liability Insurance Program fee is assessed to the student's account.

- State statute requires that all students be present for 76 hours of instruction to successfully complete this course. No student can miss more than 2 consecutive hours of any class period unless exception is made by the Dean. If a class is less than 2 hours, consecutive starts at the beginning of the following class meeting. No more than a cumulative total of 5 hours of class or lab time may be missed.

**WORK 1400 – Employability Skills** - This course allows students to enhance their interpersonal skills, improve their ability to work in teams, learn to communicate effectively, think creatively, use problem-solving techniques, and explore competitive job-seeking strategies.

## Civil Engineering Technology – Seniors Only

Fort Omaha Campus – 30th and Fort – Construction Education Center

The Civil Engineering Technology program prepares students for employment in the civil engineering field as civil engineering technicians. Civil engineering technology is one of the broadest fields in engineering because it is involved with many facets of our infrastructure, including roads, bridges, utilities, buildings and water treatment facilities.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November 2021</b>					
	SCET 1120	AutoCAD Essentials	9	1:00 – 3:00	M-TH
<b>December, 2021 – February, 2022</b>					
	SCET 1150*	AutoCAD Civil 3-D Fundamentals	9	1:00 – 3:00	M-TH
<b>March – May, 2022</b>					
	SCET 1000	Civil Engineering Fundamentals (First five weeks)	4.5	1:00 – 3:00	M-TH
	SCET 2410	Civil Site Design (Second five weeks)	4.5	1:00 – 3:00	M-TH
	<b>TOTAL CREDIT HOURS</b>		<b>27</b>		

Students must pass each course with a C or better to continue.

### COURSE DESCRIPTIONS

**SCET 1120 - AutoCAD Essentials** - Students learn 2-D computer-aided drawing techniques using AutoCAD software, including AutoCAD user interface, basic drawing and editing tools, organizing drawing objects in layers, text creation and editing, dimensioning, plotting and file management. Students also learn model space and layout, annotation with text, use of blocks, attributes and xrefs.

**SCET 1150 – AutoCAD Civil 3-D Fundamentals** - *Prerequisite (1) SCET 1120 must be completed prior to taking this course.* Students learn to operate AutoCAD Civil 3D software. Students focus on tools applied specifically for civil engineers, including creating site plan, utility and roadway design, profiles, and section sheets.

**SCET 1000 – Civil Engineering Fundamentals** - Students learn an introduction to basic tools necessary for success as a Civil Engineer. Included are such topics as the history of civil engineering, professional ethics, the business practice of engineering, leadership, sustainability, emerging technologies, a discussion of the various disciplines within the field of Civil Engineering, and concepts of design and professional communication.

**SCET 2410 – Civil Site Design** - Students gain logical and practical design criteria for civil site project design, including site grading and earthwork, hydrologic analysis, hydraulic systems, and storm water management.

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## Construction Technology

Fort Omaha Campus – 30th and Fort – Construction Education Center

Students partake in classroom and practical application exercises, which supply them with knowledge and skills in the construction management area. A 30-hour OSHA construction safety certification is included.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November 2021</b>					
	CNST 1005	Introduction to Construction Industry	4.5	1:00 – 3:00	M, W
	CNST 1050	Introduction to Carpentry	4.5	1:00 – 3:00	T, TH
<b>December, 2021 – February, 2022</b>					
	EMSP 1010	Heartsaver First Aid with CPR and AED (First five weeks)	1	12:30 – 3:10	F
	CNST 1110	Construction Safety (Next five weeks)	1	1:00 – 3:00	F
	CNST 1370	Exterior Finish	6.5	1:00 – 3:00	M-TH
<b>March – May, 2022</b>					
	CNST 1240	Interior Finish & Cabinetry	9	1:00 – 3:00	M-TH
<b>TOTAL CREDIT HOURS</b>			<b>26.5</b>		

### Year 2 Student 2021-2022 (students who took 1<sup>st</sup> year in 2020-2021)

Dates	Course	Title	Credits	Times	Days
<b>September – November 2021</b>					
	CNST 1360	Floor, Wall, Stair & Ceiling Framing	9	1:00 – 3:00	M-TH
<b>December, 2021 – February, 2022</b>					
	CNST 2360	Roof Framing	6.5	1:00 – 3:00	M-TH
<b>March – May, 2022</b>					
	CNST 1400	Introduction to Masonry	6.5	1:00 – 3:00	M-TH
<b>Summer 2022 Dates TBA</b>					
	CNST 2981	Internship	4		
<b>TOTAL CREDIT HOURS</b>			<b>26</b>		
<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>			<b>52.5</b>		

### COURSE DESCRIPTIONS

**CNST 1005 – Introduction to Construction Industry** - This course will introduce students to the methods and material used in the construction industry. The course also covers construction efficiency and safety in the delivery, handling, and installation of building materials. It covers information on building materials, products, systems, and procedures.

**CNST 1050 – Introduction to Carpentry** - This course covers the safe use of hand and power tools. Students practice the proper set up of tools and the manufacture of jigs and templates. They take part in a lab project involving all stationary and hand power tools, as well as carpentry hand tools. This course is a must for practitioners who want their tools to perform as designed.

**CNST 1110 – Construction Safety** - This course provides training outlined by the Occupational Safety and Health Administration (OSHA). This course supplies students with the recommended safety requirements for working in the construction field.

## Construction Technology Continued

**CNST 1370 – Exterior Finish** - This course includes terms and definitions used in the construction field pertaining to exterior finish. It covers theory and practical application of various types of wall covering, roof covering, exterior doors, windows, and trim and emphasizes estimation of labor and materials in all areas. Students install exterior siding, roofing, windows, doors, and roofing materials on a house in the indoor lab.

**CNST 1240 – Interior Finish and Cabinetry** - This course presents interior finish terms and definitions that are used in the construction field. It covers theory and practical application of various types of wall and ceiling finish, interior door hanging, and various applications of interior trim and cabinets. The course emphasizes estimation of labor and materials in all areas.

**EMSP 1010 – Heartsaver First Aid with CPR and AED** - This course teaches rescuers to effectively identify and treat adult emergencies in the critical first minutes of injury or illness until emergency medical service personnel arrive. The course provides basic training solutions for first aid, adult CPR, and automated external defibrillator.

**CNST 1360 – Floor, Wall, Stair & Ceiling Framing** - Students learn the fundamentals of floor framing, wall parts, wall construction, stair parts, stair construction and installation of ceiling posts. Students construct a full-scale house in the indoor learning lab.

**CNST 2360 – Roof Framing** - This course covers the principles, calculations, and cutting of all components of gable, hip, and valley rafters. Students frame an actual roof on a house in the indoor lab.

**CNST 1400 - Introduction to Masonry** - This course emphasizes brick and block construction. Students mix mortar and use the trowel, spread mortar, cut brick and concrete blocks, and level and plumb laid-up units. It includes dry bonding techniques and various brick-block patterns.

**CNST 2981 – Internship** - *Prerequisites (2) GPA of 2.5 and career certificate or equivalent in framing, concrete, masonry management, cabinetry, or commercial construction; or instructor approval.* This internship gives students the opportunity to develop skills in the field and exposes them to established craftspeople. Applications for internships must be made through the program full-time faculty. Based on state guidelines, students must complete 40 hours of work for each credit hour.

## Criminal Justice – Seniors Only

Sarpy Center – 91<sup>st</sup> & Giles

Criminal Justice is the study of crime and the criminal justice system, including law enforcement, courts, and corrections. Criminal Justice uses scientific perspectives and methodologies to examine crime and society's response to crime in the United States and around the world. These government entities work to maintain control in the public arena, prevent and manage crime, authorize punishment for criminal activities, and offer rehabilitation.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	CRIM 1010	Introduction to Criminal Justice*	4.5	1:00-3:00	M, W
	CRIM 2300	Community Relations	4.5	1:00-3:00	T, TH
<b>December, 2021 – February, 2022</b>					
	CRIM 2030	Police and Society**	4.5	1:00-3:00	M, W
	CRIM 1030	Courts and the Judicial Process	4.5	1:00-3:00	T, TH
<b>March – May, 2022</b>					
	CRIM 1020	Introduction to Corrections	4.5	1:00-3:00	M, W
	CRIM 2120	Community Based Corrections	4.5	1:00-3:00	T, TH
		<b>TOTAL CREDIT HOURS</b>	<b>27</b>		

### COURSE DESCRIPTIONS

**CRIM 1010 – Introduction to Criminal Justice** - This course is an overview of the history, development, and philosophies of crime control within a democratic society. It examines the criminal justice system with emphasis on the police, the prosecution and the defense, the courts and the correctional agencies.

**CRIM 1020 – Introduction to Corrections** - This course outlines corrections as a systematic process, showing the evolving changes within institutional and community-based corrections. Topics include the history of corrections, the influence of social thought and philosophy on the development of corrections, the rights of the incarcerated inmate, and the duties of the correctional officer.

**CRIM 1030 – Courts and the Judicial Process** - This course examines legal aspects of investigation and arrest procedures as well as rules governing the admissibility of evidence in court. It focuses primarily on police and correctional due process, application of the law, and civil liability concerns. Topics include search and seizure, arrest and interrogation, revocation, probation and parole, probable cause, and other timely issues.

**CRIM 2030 – Police and Society** - *Prerequisite: CRIM 1010.* This course examines the role of the police in relationship to the duties of law enforcement and their policing in a diverse society. Specific topics include key demographic trends related to the growth of multicultural communities. Also covered are key issues associated with immigration and how those issues affect law enforcement in their everyday job.

**CRIM 2120 – Community-Based Corrections** - This course outlines a number of community-based corrections programs such as probation, parole, electronic monitoring, and fines designed to meet the level of risk and needs of the offender. The course covers the balanced approach that reflects a strong emphasis on practical and legal matters. It also discusses the historical, philosophical, social, and legal contexts of community-based corrections.

**CRIM 2300 – Community Relations** - *Prerequisite: CRIM 1010.* This course examines the traditional and current problems that inhibit understanding among all segments of the criminal justice system and the public. It explores methods of creating understanding and confidence by using various means of communication.

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## Culinary Arts Foundations

Fort Omaha Campus – 30th and Fort – Institute for the Culinary Arts

Students who successfully complete all courses are eligible to receive a Career Certificate in Culinary Arts Foundations. (CAFSD)

### 1 Year Academy 2021-2022

Dates	Course	Title	Credits	Times	Scheduled Days
<b>September – November 2021</b>					
	CHRM 1000	Orientation	1.5	2:05 – 3:30	M
	CHRM 1020	Sanitation	2	12:30 – 1:25	M-T
	CHRM 1030	Introduction to Professional Cooking	4	1:40 – 3:30	T
				12:30 – 3:30	W-TH
<b>December, 2021 – February, 2022</b>					
	MATH 1242	Applied Math for Hospitality	4.5	12:30 – 2:30	M-T
	CHRM 1210	Baking Basics	4	2:35 – 3:30	M-T
				12:30 – 3:30	W-TH
<b>March – May, 2022</b>					
	CHRM 2350	Culinary Nutrition	4.5	12:30 – 3:30	M* & W
	HUMS 1160	Humanities and Food Culture	4.5	12:30 – 3:30	T* & TH
		*Hybrid lecture format with some online content required			
		<b>TOTAL CREDIT HOURS</b>	<b>25</b>		

### COURSE DESCRIPTIONS

**CHRM 1000 - Orientation** - This course is an introduction to the culinary, hospitality, research, and management program. Topics include the professional kitchen, an overview of the tremendous career opportunities available in the industry, and portfolio development.

**CHRM 1020 – Sanitation** - This course includes the study of safe food handling, identification of food-borne illness and establishment of a food safety system. The study of the flow of food through the operation, as well as safe storage, sanitary facilities, and equipment are included. Other topics include establishment of an integrated pest management system, accident prevention, and crisis handling. There will be an extensive discussion of sanitary regulations, agencies, and employee sanitation training. In order to pass this course, students must successfully pass the National Restaurant Association Education Foundation, ServSafe Food Handler test, and will subsequently receive a certificate of achievement. All further Culinary lab classes require successful completion of this course.

**CHRM 1030 - Introduction to Professional Cooking** - This course guides students through the principles of introductory food handling, preparation, and cooking. Students learn and apply professional techniques common to restaurants and other food-service outlets. (Formerly Culinary Foundations 1: Skills) CHRM

**CHRM 1210 - Baking Basics** - Students learn to apply fundamental baking skills in preparing yeast breads, quick breads, laminated dough, cookies, pies, pastries, cakes, custards, creams, and sauces.

**CHRM 2350 - Nutrition** - This course orients students to basic nutrition in the context of a modern food service operation. Emphasis is placed on nutrition guidelines for various population groups and disease states to enable the professional to respond knowledgeably to customers' specific nutrition needs. Students apply nutrition principles in developing menus and preparing various meals reflecting current health and dietary guidelines. Students also explore health-centered cooking techniques and prepare meals suitable for common dietary restrictions.

## Culinary Arts Foundations Continued

**HUMS 1160 - Humanities and Food Culture** - Students explore the historical and contemporary Humanities and Food Culture from various regions around the world. Humanist expression through the fine arts, storytelling, religion, and the performing arts reflects the uniqueness of a culture, in the same way that food culture is distinct. The two components of the classroom will engage both cultural expressions. In lecture, students will be introduced to a sample of the humanities of a chosen cultural region. Lab work will compliment that exploration with a study of the cuisine of each respective region.

**MATH 1242 - Applied Math for the Hospitality - Industry** This course covers the development and application of the mathematical skills needed to understand the financial concepts and solve problems related to the hospitality industry. Topics include basic math principles, conversions, yields, recipe costing, recipe conversions, selling prices, baking formulas, checking accounts and services, payroll, and payroll taxes.

**Books Needed: \*Books are subject to change, dependent upon the course criteria and without prior notice.**

Please go to Follett Bookstore's web site at [www.foollett.com](http://www.foollett.com) start typing in Metropolitan Community College. Most books for the Culinary Arts Foundation Career Academy will only be available at MCC's Fort Omaha Campus Bookstore.

### **TOOLS & EQUIPMENT:**

A knife kit is required. Cost is approximately \$300. Uniforms and tools are available through the bookstore at MCC's Fort Omaha Campus. A specific list of what is required will be sent to each member of the Career Academy. Additional tools and equipment are supplied by MCC in each lab. ***Students are financially responsible for lost or broken tools and equipment.***

### **DRESS CODE:**

The Culinary Arts Foundation Career Academy requires students to provide and maintain their own uniform. Uniforms are available at MCC's Fort Omaha Campus bookstore and cost about \$75 each. It is recommended that students have more than one uniform so they may participate in each lab class in a clean uniform.

## Diesel Technology

Applied Technology Center – 10407 State St, Omaha

The Diesel Technology program prepares students for a career in the growing diesel technology field. Using the latest equipment and technologies, the curriculum is built upon a foundation that includes the fundamentals of compression ignited internal combustion engines and their variations, shop safety, shop operations, brakes, drive trains, suspension, steering, electrical/electronic systems and heat/air conditioning.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>June 5 – July 8, 2021</b>					
	DESL 0900	Basics of Diesel Mechanics	1.5	8:00-11:00	M, T, W,
<b>July 9</b>	Parent Night			6:00p-8:00p	Th
<b>September – November, 2021</b>					
	DESL 1000	Diesel Preventive Maintenance	4	1:00-4:25	M, W
<b>December, 2021 – February, 2022</b>					
	DESL 1230	Diesel Engine Fundamentals	4	1:00-4:25	M, W
<b>March – May, 2022</b>					
	DESL 1200	Fundamentals of Hydraulics	4	1:00-4:25	M, W
<b>TOTAL CREDIT HOURS - per group</b>			<b>13.5</b>		

### Year 2 Student 2021-2022 (students who took 1<sup>st</sup> year in 2020-2021)

Dates	Course	Course Title	Credits	Times	Days
<b>SUMMER QUARTER 2021</b>					
<b>RECOMMENDED for Career Certificate DDES1:</b>					
	DESL 2200	Steering and Suspension	4.0 credits	2 afternoons / wk	
	WELD 1261	Combination Welding - Automotive	3.0 credits	Welding Department	
<b>TOTAL CREDIT HOURS</b>			<b>7.0</b>		
<b>*OPTIONAL</b>	DESL 2981	Diesel Internship I (with Host Employer from the Industry with pay)	8	As required	
<b>September – November, 2021</b>					
	DESL 1210	Electricity and Electronics	6	1:00-5:45	M, W
<b>December, 2021 – February, 2022</b>					
	DESL 2150	Truck ABS and Brakes	4	1:00-4:25	T,TH
<b>March – May, 2022</b>					
	DESL 1620	Climate Control/Heating and Air Conditioning	4	1:00-4:25	T, TH
<b>TOTAL CREDIT HOURS</b>			<b>14*</b>		
<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>			<b>27.5*</b>		

## Diesel Technology Continued

**1. First Year students are required to attend and pass the DESL 0900 summer session for screening into the fall program.**

**2. Attendance is required.**

**3. \*\*TOTAL CREDIT HOURS for Year 2 students does not include DESL 2981 Diesel Internship I or recommended classes for career certificate.**

**4. Shirt(s) will be required; purchase ONLINE. (For 2020-2021 year, cost was \$12.00/shirt)**

**Required Books: \*Books are subject to change, dependent upon the course criteria and without prior notice.**

All classes listed above need: CDX Medium/Heavy Duty Diesel System Textbook & Engine Textbook Bundle + 2yr. Online Access code. Bundle is used for ALL MCC Diesel courses.

ISBN Kit # 9781284152975 (Complete Kit available at our MCC bookstore only). **2020 cost \$708 + tax.**

### COURSE DESCRIPTIONS

**DESL 0900 – Basics of Diesel Mechanics** - This class provides the student with an overview of the profession of diesel mechanics. In addition, it gives the beginning student hands-on experience with tasks designed to enhance mechanical ability, as well as the opportunity to explore the broad areas of a career in diesel technology.

**DESL 1000 – Preventive Maintenance** - This course is the study of truck and equipment preventive maintenance and inspection. Focus will be emphasized in shop tools, equipment and practices to start a career in diesel technology.

**DESL 1200 – Fundamentals of Hydraulics** - This course is the study of basic principles relating to hydraulic systems and component identification. Activities involving schematic usage and symbol identification enhance students' diagnostic skills.

**DESL 1210 – Electricity and Electronics** - *Prerequisite: DESL 1000 Diesel Preventive Maintenance and earn a "C" or better* **Note:** *Students should qualify by proper testing to enter at minimum Math 1240 before registering for DESL 1210.* This course presents electrical principles and basic introductory electronics used in the Diesel Technology career field for service of medium duty truck, heavy duty truck, heavy equipment, and power generation applications. Theory, operation and testing of common systems will be investigated with MCC hands-on trainers and live work.

**DESL 1230 – Diesel Engine Fundamentals** - *Prerequisite DESL 1000 Diesel Preventive Maintenance and earn a "C" or better.* This course is the study of diesel engine principles and component identification. Students gain knowledge through lecture and entry-level hands-on engine assembly and disassembly.

**DESL 1620 – Climate Control/Heating and Air Conditioning** - *Prerequisite: DESL 1210.* This course is the study of diesel heating, air conditioning, and support systems in-depth. Students troubleshoot and make repairs in the shop with a variety of trucks and equipment.

**DESL 2150 – Truck ABS and Brakes** - *Prerequisites (2): DESL 1000 Diesel Preventive Maintenance & DESL 1200 Fundamentals of Hydraulics and earn a "C" or better; or it may be taken with Instructor Permission in conjunction with either one or both of these 2 courses as a co-requisite.* This course with professional lab presentations studies, analyzes, and repairs ABS systems on both medium- and heavy-duty trucks. Students learn to repair, rebuild, and maintain air brake systems through lab experiences in wheel-end repair and maintenance.

**RECOMMENDED for Career Certificate DDES1: not part of the academy\***

**\*DESL 2200 – Steering and Suspension** - *Prerequisites (2): DESL 1000 Diesel Preventive Maintenance & DESL 1200 Fundamentals of Hydraulics and earn a "C" or better; or it may, with Instructor Permission, be taken in conjunction with either one or both of these 2 courses as a co-requisite.* This course is a study of heavy-duty truck steering and suspension systems. Students learn to repair, align, and maintain these systems.

**\*WELD 1261 Combination Welding – Automotive** - This course acquaints students with the various welding and cutting techniques applicable to the automotive field.

## **Diesel Technology Continued**

**\*DESL 2981 – Diesel Internship I** - This internship gives students the needed experience to advance their skills, while working with a qualified mentor in a diesel repair shop or dealership. The experience provides students the opportunity to practice their skills in real life work situations. Applications for internships must be approved by program faculty.

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**Digital Cinema and Filmmaking**  
Elkhorn Valley Campus – 204<sup>th</sup> & Dodge

This program teaches students the production process for television, film, commercial and other media production. Students learn to use professional moving image cameras in the field and the studio. Students learn how to record quality professional audio in the field and studio. Students learn how to write scripts for feature films, commercials and cooperate industrial media. Students also learn how to edit and manipulate visual and sound media using industry standard professional tools and software.

**Year 1 Student 2021-2022**

<b>Dates</b>	<b>Course</b>	<b>Title</b>	<b>Credits</b>	<b>Times</b>	<b>Days</b>
<b>September – November, 2021</b>					
	PHOT 1500	Moving Image Lab	6	1:00 - 2:30	M, T, W, TH
<b>December, 2021 – February, 2022</b>					
	VACA 1130	Video I - Studio	4.5	1:00 - 4:00	M, W
	VACA 1110	Introduction to Scriptwriting***	4.5	1:00 - 3:05	T, TH
<b>March – May, 2022</b>					
	VACA 2900	Art in Film	4.5	1:00 - 3:00	M, W
	VACA 2130	Video II – Field	4.5	1:00 – 4:00	T, TH
<b>TOTAL CREDIT HOURS</b>			<b>24</b>		

**\*\*\*Note: VACA 1110 requires: Excellent English grades**

**COURSE DESCRIPTIONS**

**PHOT 1500 – Moving Image Lab** - This course is an overview of methods used in moving image production. By investigating the pre-production, production and post-production processes, students achieve an understanding of how these principles integrate with still photography, video production, and multimedia.

**VACA 1110 – Introduction to Scriptwriting** - This course introduces scriptwriting for video production, television, and motion picture film. Using the two-column and screenplay formats, students complete lab exercises and assignments about the structure of concept, treatment, and finished script. It reviews broadcast or corporate examples. Students can use the scripts for projects in Moving Image Lab, Video II, and Video III.

**VACA 1130 – Video I – Studio** - This course is an introduction to the video medium. Students learn and practice the basics of operating a video camera, recording quality images and sound, and editing tape. Both studio and location assignments provide practical learning opportunities. NOTE: PHOT 1500 is required for Video majors only.

**VACA 2130 – Video II – Field** - Camera operation, sound recording, and editing assignments provide an intermediate skill level of learning and practice. It introduces and applies lighting for the studio and on location.

**VACA 2900 – Art in Film** - *Prerequisite: PHOT 1500* This course examines film as an art form, emphasizing the connection between form and content. Students will gain a greater understanding of the visual language of cinema by studying the conscious aesthetic choices made by the filmmakers to convey the story and/or meaning. Students view and discuss a variety of films from various genres, including noir, screwball comedy and documentary. The course also covers important movements in cinema such as French New Wave and Italian Neo-realism, examining both stylistic traits as well as historical importance. Beyond covering and analyzing the components of filmmaking, this course delves into basic concepts of film theory.

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## Early Childhood Education – Seniors Only

24<sup>th</sup> and Franklin, Learning Center

The Early Childhood Education program strives to prepare student for the early childhood workforce. The program is designed to continuously improve practices and methodology in preparing effective, dedicated and competent early childhood educators.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	ECED 1150	Introduction to Early Childhood Education	4.5	12:30-2:00	T, TH
	ECED 1110	Infant/Toddler Development	4.5	12:30-2:00	M, W
<b>December, 2021– February, 2022</b>					
	ECED 1120	Preschool Child Development *	4.5	12:30-2:00	M, W
	ECED 1050	Expressive Arts	4.5	12:30-2:00	T, TH
<b>March – May, 2022</b>					
	ECED 1060	Observation, Assessment/Guidance*	4.5	12:30-2:00	M, W
	ECED 1260	Children’s Health & Nutrition	4.5	12:30-2:00	T, TH
		<b>TOTAL CREDIT HOURS</b>	<b>27</b>		

\* Observation outside of class time will be required for all ECED courses.

#### Additional Fees:

State licensing requires a background check fee to be assessed when taking Early Childhood Education courses. Background check fee is estimated at \$35.00.

Students participating in the Early Childhood Education Academy will be required to:

1. Participate in field observations
2. Provide own transportation
3. Actively participate in all class activities
4. Have knowledge of basic computer skills
5. Complete all writing assignments using APA formatting
6. Participate in classroom presentations
7. Use PowerPoint and other digital platforms
8. Adhere to deadlines

#### COURSE DESCRIPTIONS

**ECED 1050 – Expressive Arts** - Students study the theories and strategies for supporting creative thinking in young children. Students learn to integrate children's creativity, play, and the arts into their curriculum in a way that fosters learning and development and meets accountability measures. Numerous strategies will be learned to differentiate instruction for making adaptations for diverse learners. Students learn to assess and evaluate children's play, games, and inventions. They plan and prepare developmentally appropriate activities in the different developmental domains of learning and development. Students understand and reflect on the teacher's role in supporting children's creative expression, play, assessing the creative process, and products. Students will explore working with diverse families and communities. Reflect and discuss the effective design and use of environments, materials, and resources.

## Early Childhood Education Continued

**ECED 1060 – Observation, Assessment and Guidance** - Students learn how to observe, record, and interpret the development of children ages three through five by utilizing different types of observation tools to document each aspect of development. Students observe and record what young children are like and how to support them in their early development with hands-on activities. Students gain knowledge and skills for observing in the early childhood education environment, key issues, and new research. Students will learn through observing the progression of children's skill development in six primary areas of emotional, social, physical, cognitive, language, and creative. Students focus on child development versus child behaviors, preparing students to become avid observers, recording what they see objectively, learning how to interpret/analyze the data. Students will become adept at using the observations to plan for young individuals in different types of early childhood programs.

**ECED 1110 – Infant/Toddler Development** - Students gain knowledge and understanding of infant and toddler development from birth to 36 months. Young children with and without special needs will be studied. Students focus on developmentally appropriate curriculum and program planning and guidance using a relationship-based model for infants and toddlers. Students learn the importance of families' and teachers' relationships and responsiveness interactions with young children. Students study the importance of diverse cultures and populations and their impact on quality programming for infants and toddlers. Students explore the most recent research and trends in development and adult interactions with young children.

**ECED 1120 – Preschool Child Development** - Students create self-directed learning environments in their own and future classroom. Students learn how to set up different learning centers (e.g., music/dance), including detailed instructions on what to include in the center and how children can use it. Learning activities and strategies will be learned, which can be integrated into appropriate centers. The students gain knowledge and understanding about the self-directed learning approach that encourages children to become deeply involved in their learning. Students learn the importance of the teacher's role as facilitator and intentional teacher of learning.

**ECED 1150 – Introduction to Early Childhood Education** - Students gain an in-depth introduction to early childhood education and care for young children birth to age 8. In this course, students learn the foundation of early childhood education from history to current issues in the field. Responsive relationships in early childhood programming will be examined. Developmentally Appropriate practices will be introduced with teaching the understanding of theories of learning and development and their application in the classroom. Students learn the foundations of intentional teaching and how to plan curriculum for diverse groups of children. Through planning, students develop guidance strategies and how to create a developmentally appropriate environment for young children. Standardized testing, assessment, and diverse learners will be explored.

**ECED 1260 – Children's Health and Nutrition** - Students focus on practical, comprehensive practices that help them understand interrelationships among nutrition, health, and safety. Students take the information learned and share their knowledge with children and their families. Reflective practices will be used that promote thinking about professional situations that students will face in their own classrooms and teaching situations. Student focus on wellness strategies that prepares them to teach diverse populations in a variety of early childhood settings.

## Electrical Technology

Fort Omaha Campus – 30th and Fort – Construction Education Center

The Electrical Technology program provides education and training for students who are seeking a career in the electrical field. Students entering into this program will study electrical systems in residential wiring, commercial wiring and industrial motor controls.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	ELTR 1200	Basic Electricity	8	1:00 – 3:00	M, T, W, TH
<b>December, 2021 – February, 2022</b>					
	ELTR 1210	Residential Wiring*	9	1:00-3:00	M, T, W, TH
<b>March – May, 2022</b>					
	ELTR 1220	Commercial Wiring I	9	1:00-3:00	M, T, W, TH
<b>TOTAL CREDIT HOURS</b>			<b>26</b>		

### Year 2 Student 2021-2022 (students who took 1<sup>st</sup> year in 2020-2021)

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	ELTR 2250	Commercial Wiring II	6	1:00-3:00	M, W
<b>December, 2021 – January, 2022</b>					
	ELTR 2331	Electric Services & Transformers	6	1:00-3:00	M, W
	EMSP 1010	Heartsaver First Aid with CPR and AED (First three weeks)	1	12:30 – 3:10	F
	CNST 1110	Construction Safety (Next four weeks)	1	1:00 – 3:00	F
<b>March 10 – May, 2022</b>					
	ELTR 1250	Electric Equipment Controls	6	1:00-3:00	M, W
<b>TOTAL CREDIT HOURS</b>			<b>20</b>		
<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>			<b>46</b>		

**Tools and Supplies:** Students must purchase tool pouch, wire strippers, lineman's pliers, 4 in 1 screwdriver, multi-meter (recommended Ideal #61-744), calculator, safety glasses and colored pencil set with green, yellow, red, black, blue, violet and brown. Safety glasses and closed toe shoes must be worn in lab. MCC will provide, on loan, most of the appropriate supplies and tools for each course. Students will be held responsible for lost and/or broken equipment and tools.

### COURSE DESCRIPTIONS

**CNST 1110 – Construction Safety** - This course provides training outlined by the Occupational Safety and Health Administration (OSHA). This course supplies students with the recommended safety requirements for working in the construction field.

**ELTR 1200 – Basic Electricity** - This course includes an introduction to electrical theory and series and parallel circuits. Topics include alternating current, Ohm's Law, meters, grounding, preview of the National Electric Code, troubleshooting, and repair. NOTE: Completion of ELTR 1200 with a grade of C or better is required to advance to next level class.

## Electrical Technology Continued

**ELTR 1210 – Residential Wiring** - *Prerequisite: ELTR 1200 with grade of C or better.* This course is designed to give students a basic knowledge of the electrical circuitry found in residential wiring. Students learn to apply the National Electrical Code standards.

**ELTR 1220 – Commercial Wiring** - *Prerequisite: ELTR 1210 with grade of C or better.* This course includes the study of branch circuits, wiring methods, and application of the National Electrical Code. Following the requirements of the National Electrical Code, students learn how to select the proper type and size of boxes, raceways, and conductors. Students also learn how to calculate box fill, conduit fill, and conduit bending.

**ELTR 2250 – Commercial Wiring II** - This course is a continuance of Commercial Wiring I. Students will focus on advanced devices, installation of equipment installations, and trouble shooting and repairs. Further understanding of calculations for equipment and the National Electrical Code will be included.

**ELTR 2331 Electric Services and Transformers** - *Prerequisite (1) ELTR 1220 with grade of C or better - must be completed prior to taking this course.* This course explains electric service, system transformers, and the principles of grounding and bonding electrical systems.

**ELTR 1250 Electrical Equipment Controls** - Students learn the electric controls for general motor controllers, such as, time clock lighting controls, AC and DC controls, and heat pumps among others. Students learn the allowable ampacities for various circuits and the NEC code regulations that define each. Troubleshooting procedures are explained and practiced.

**EMSP 1010 – Heartsaver First Aid with CPR and AED** - This course teaches rescuers to effectively identify and treat adult emergencies in the critical first minutes of injury or illness until emergency medical service personnel arrive. The course provides basic training solutions for first aid, adult CPR, and automated external defibrillator.

## Emergency Medical Technician (EMT) – Seniors Only

South Omaha Campus – 27<sup>th</sup> & Q – Mahoney Building

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	HIMS 1120	Medical Terminology I	4.5	1:00–2:45	T * hybrid
<b>September, 2021 – 1<sup>st</sup> 5 weeks</b>					
	EMSP 1012	Community Emergency Response Team*	1	1:00–4:00	F
<b>October, 2021 – 2<sup>nd</sup> 5 weeks</b>					
	EMSP 1000	Cardiopulmonary Resuscitation*	1	1:00–4:00	F
<b>December, 2021 – February, 2022</b>					
	HIMS 1130	Medical Terminology II	4.5	1:00–2:45	T * hybrid
	WORK 1400	Employability Skills	4.5	1:00–3:00	M, W
<b>March – May, 2022</b>					
	EMSP 1100	EMT	12	1:00–4:00	M-F
<b>TOTAL CREDIT HOURS</b>			<b>27.5</b>		

**Note:** In EMSP 1100 -National Registry Exam -Upon satisfactory completion of the course the student may schedule their National Registry test leading to a license.

\* **Attendance in all sessions of EMSP 1000 and EMSP 1012 are mandatory to continue in the program.**

\* **Hybrid format; these courses combine classroom learning with a significant online component.**

### Application Process and Fees:

- EMT Application/Technical Standards form signed and submitted
- Background Check form signed and submitted by both student and parent if under 19.
- Provide proof of all immunizations, including Hepatitis B and Mantoux PPD Skin Test (TB -Tuberculosis Test) that will remain current through the end of the spring quarter classes. SSN required for State Registry
- Driver's License or government ID
- Need CPR Card from EMSP 1000 for EMSP 1012 and EMSP 1100
- National Registry Exam test fee will be assessed when the student enrolls in the spring quarter class EMSP 1100 EMT (Fee for 2020-2021 year was \$80.00.)
- Student Liability Insurance Program\*\* fee will be assessed when the student enrolls in the spring quarter class EMSP 1100 EMT (Fee for 2020-2021 year was \$14.50.)
- Fire Department Ride Along fee will be assessed when student enrolls in the spring quarter class EMSP 1100 EMT (Fee for 2020-2021 year was \$25.00.)
- Fire Department FIDAP Ride Along program scheduler fee will be assessed when student enrolls in the spring quarter class EMSP 1100 EMT (Fee for 2020/2021 year was \$15.)
- Background Check fee will be assessed when the student enrolls in the spring quarter class is necessary prior to starting EMSP 1100 EMT (Fee for 2020-2021 year was \$45.00.)
- Drug Testing will be assessed when the student enrolls in the spring quarter class is necessary prior to starting EMSP 1100 EMT (Fee for 2020-2021 year was \$54.00)
- Tools and Supplies: stethoscope, uniform (polo, pants, black shoes), pen and notepad, watch with second hand will be required in the Spring Quarter.

\*\*Students enrolling in certain health occupations and human services programs requiring clinical practice, laboratory or experiences that place the student in the position of providing patient care must be covered by a student liability insurance program. The specific policy shall be determined by the College with the cost paid by the student as part of the fee assessment upon initial enrollment in the clinical, laboratory or patient care class.

## Emergency Medical Technician Continued

### COURSE DESCRIPTIONS

**EMSP 1000 – Cardiopulmonary Resuscitation for Healthcare Providers** - This course will teach the participant how to recognize and respond to life-threatening emergencies, such as cardiac arrest, respiratory arrest, and foreign-body airway obstruction (choking). The student will learn to recognize heart attack and stroke symptoms in adults and breathing difficulty in children. This course teaches the skills needed to respond to emergencies identified. The participant will learn the skills of CPR for victims of all ages (including ventilation with barrier devices and bag-mask devices), use of an automated external defibrillator (AED), and relief of foreign-body airway obstruction (FBAO).

**EMSP 1012 – Community Emergency Response Team** - (CERT) This program educates students about disaster preparedness for the hazards that may impact their area and trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations. CERT offers a consistent, nationwide approach that professional responders can rely on during disaster situations. Through CERT the capabilities to prepare for, respond to and recover from disasters is built and enhanced.

**EMSP 1100 – Emergency Medical Technician** - This Emergency Medical Technician course provides an introduction to Emergency Medical Care. Modules of training will include medical-legal, roles and responsibilities of the EMT, documentation and communication, human body anatomy and physiology of the major human systems, medical terminology, lifting and moving, airway management basic and advanced, patient assessment, medical and trauma, medical emergencies, treatment, and use of assisted medications and IV maintenance, bleeding control and shock, trauma emergencies, use of immobilization devices, obstetrical emergencies, childbirth, pediatrics and children emergencies, ambulance operations, hazardous materials, mass casualty, and triage. This course consists of 110 didactic hours, 55 hours of lab, and 15 hours of field experience with 5 patient contacts. NOTE: Requirements for this course include a completed application, completed background check form, and proof of current CPR Certification for Healthcare Provider or CPR for the Professional Rescuer. Upon enrollment the National Registry Test Fee, Student Liability Insurance, Fire Department Ride Along fee, Fisdap fee, drug testing fee, and Background Check fee are assessed to the student's account.

- Student cannot miss more than 16 hours during the duration of this course.

**HIMS 1120 – Medical Terminology I** - This course assists students in establishing a solid foundation of medical terminology and abbreviations and introduces prefixes, suffixes, and word roots used in the language of medicine. The course emphasizes medical vocabulary as it applies to the anatomy, physiology, and pathology of the human body. Students study the functioning of the body systems, clinical/surgical procedures, and therapies and examine normal, pathological, clinical, and laboratory considerations in order to best prepare for entrance into the healthcare professions. The course also emphasizes correct spelling and pronunciation.

**HIMS 1130 – Medical Terminology II** - *Prerequisite: HIMS 1120.* This course is a continuation of HIMS 1120. It presents additional body systems, specialty medical areas, clinical procedures, laboratory tests, medical terms, and abbreviations. Students study practical applications with case reports, operative and diagnostic tests, and laboratory and x-ray reports. The course also emphasizes correct spelling and pronunciation.

**WORK 1400 – Employability Skills** - This course allows students to enhance their interpersonal skills, improve their ability to work in teams, learn to communicate effectively, think creatively, use problem-solving techniques, and explore competitive job-seeking strategies.

## Fire Science Technology

Applied Technology Campus – 10407 State Street, Omaha, Nebraska

The Fire Science Technology program at Metropolitan Community College focuses on the studies that will provide the successful graduate with the knowledge and tools to perform as a firefighter as effectively as possible.

### Juniors 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	FIST 1000	Principles of Emergency Services	3	12:30-3:30	TU
	FIST 1020	Fire Behavior & Combustion	4	12:30-3:30	WE
<b>December, 2021 – February, 2022</b>					
	FIST 1060	Occupational Safety & Health for Emergency Services	3	12:30-3:30	TU
	FIST 2040	Principles of Fire & Emergency Services Safety & Survival	3	12:30-3:30	WE
<b>March – May, 2022</b>					
	FIST 1070	Fire Protection Systems	3	12:30-3:30	TU
	FIST 2020	Fire Prevention, Inspection & Codes	4	12:30-3:30	WE
		<b>TOTAL CREDIT HOURS</b>	<b>20</b>		

### Seniors 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	FIST 2030	Legal Aspects of Emergency Services 3	3	12:30-3:30	TU
	FIST 2000	Incident Command System	3	12:30-3:30	WE
<b>December, 2021 – February, 2022</b>					
	FIST 1050	Building Construction for Fire Protection	3	12:30-3:30	TU
	FIST 2010	Fire Investigation I	3	12:30-3:30	WE
<b>March – May, 2022</b>					
	FIST 2900	Selected Topics in Fire Science*	3	12:30-3:30	TU
	FIST 2050	Introduction to Fire & Emergency Services Administration	3	12:30-3:30	WE
		<b>TOTAL CREDIT HOURS</b>	<b>18</b>		
		<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>	<b>38</b>		

**GRADUATION SUMMER** – any senior who completes year one and is 18 by the start of the class will be guaranteed a spot in FIST 1090. Students completing both years are also guaranteed a spot in class the summer they graduate if they are 18 by the start of the class.

<i>FIST 1090**</i>	<i>Firefighter I</i>	<i>10</i>	<i>5:00-9:00p</i>	<i>WE</i>
			<i>8:30-3:00p</i>	<i>SAT</i>

**FIST 2900 is not part of the FSAAS degree but is required**

**Students must receive passing grades in order to remain in the academy.**

**\*\* must be 18 years or older by June in order to take FIST 1090 (Firefighter I).**

## Fire Science Continued

### COURSE DESCRIPTIONS

**FIST 1000 – Principles of Emergency Services** - This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; and life safety initiatives. NOTE: Course formerly Introduction to Fire Protection Principles.

**FIST 1020 – Fire Behavior & Combustion** - This course explores the theories and fundamentals of how and why fires start, spread, and are controlled. Topics include fundamental laws of chemistry, states of matter, gas laws, chemical bonding, and thermodynamics with applications to various industrial processes.

**FIST 1050 – Building Construction for Fire Protection** - This course provides a basic understanding of how the construction type, alternative design, and materials influence a building's reaction to fire. This course provides recognition of relevant information about a building before a fire, as well as fire ground 'reading' of the building that provides the ability to assess building stability and resistance to fire and determine likely paths of fire extension. Students become familiar with the materials and types of construction used for the various parts of buildings in this class. This course covers building code requirements; steel, timber, and masonry construction; structures of the common form; lift-slab and tilt-up construction; and developments in the building construction field. This course teaches building construction as it relates to the firefighter and life safety.

**FIST 1060 – Occupational Safety and Health for Emergency Services** - This course introduces the basic concepts of occupational health and safety as it relates to emergency service organizations. Topics include risk and hazard evaluation and control procedures for emergency service organizations.

**FIST 1070 – Fire Protection Systems** - This course provides information relating to the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection, and portable fire extinguishers.

**FIST 2000 – Incident Command System** - This course provides an introduction to the basic principles of the Incident Command System within the National Incident Management System (NIMS) compliant framework. The course covers the Department of Homeland Security Incident Command courses 100, 200, and 700. These are the minimum Federal ICS requirements for first responders within the United States. In addition to the course reading material and lecture, the course relies heavily on a final group activity and an understanding of inter-agency dynamics. Personnel accountability, safety at the scene, planning for the continuity of operations, and logistical requirements for incidents of all risks and sizes are only a few of the major components that are covered.

**FIST 2010 – Fire Investigation I** - This course provides students with the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the fire-setter, and types of fire causes. NOTE: Course formerly Incendiary Fire Analysis and Investigation.

**FIST 2020 – Fire Prevention, Inspection and Codes** - This course is an examination and evaluation of the techniques, procedures, programs, and agencies involved with fire prevention. It gives consideration to related governmental inspection and education procedures.

**FIST 2030 – Legal Aspects of Emergency Services** - This course is an introductory course that addresses the federal, state, and local laws that regulate emergency services and includes a review of national standards, regulations, and consensus standards.

## Fire Science Continued

**FIST 2040 – Principles of Fire & Emergency Services Safety & Survival** - This course introduces the basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavioral change throughout the emergency services.

**FIST 2050 – Introduction to Fire and Emergency Services Administration** - This course is designed for the entire fire service or the student that would like to enter the career field. FIST 2050 focuses heavily on the management and day to day operation of fire and emergency services departments. Hiring, promotion and disciplinary issues will be stressed as well as the management principles of effective leadership at all levels of the organization. This course is written to the National Fire Academy (NFA) FESHE curriculum.

**FIST 2900 – Selected Topics in Fire Science\*** - This course provides students with practical instruction and lab demonstration in all areas of a Fire Fighting Career without placing them in an Immediately Dangerous to Life or Health Situation (non-IDLH). Such practical instruction and lab demonstration will include: Search & Rescue Techniques; Use of Portable Fire Extinguishers; PPE; Ropes & Knot Tying; Use of Fire Hose, Nozzles and Appliances; Salvage & Overhaul Procedures; Tools & Equipment; and Ladders. Upon enrollment, Student Liability Insurance fees are assessed to the student's account.

**FIST 1090 – Firefighter I** - *Prerequisites: Medical screening compliant with NFPA 1582 Corequisites: FIST 2070*  
This course includes the information and skills to perform basic firefighting functions on the fire ground. Upon completion, students can take the Nebraska State Firefighter I Certification Test. This course prepares students to meet the requirements of Firefighter I per NFPA 1001 Standard for Firefighter Professional Qualifications and Hazardous Materials Awareness per NFPA 472 Standard for Responders to Hazardous Materials Incidents. **\*\*student must be 18 years or older**

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**Full Stack Web Development**  
Fort Omaha Campus – 30th and Fort

This program is designed to teach students HTML5, CSS, and basic computer development concepts such as flow control and object-oriented programming concepts. Students gain the knowledge and skills of the essential elements of web application development (i.e. Full Stack Web Development). This program prepares students for employment as entry-level web application developers.

**Year 1 Student 2021-2022 (High School Web Development Level I Career Certificate)**

Dates	Course	Title	Credits	Times	Days
<b>June – August 2021</b>					
	INFO 1001	Introduction to Information Literacy	4.5	Online/Remote Delivery	
<b>September – November 2021</b>					
	INFO 1003	Problem Solving and Programming Logic	4.5	1:00 – 3:00	W
	INFO 1311	Web Page Creation	4.5	1:00 – 3:00	TH
<b>December, 2021 – February, 2022</b>					
	INFO 1521	Java Programming I	4.5	1:00 – 3:00	W
	INFO 1325	Software Engineering Foundation I	4.5	1:00 – 3:00	TH
<b>March – May, 2022</b>					
	INFO 1620	Introduction to Database Design	4.5	1:00 – 3:00	W
	INFO 1335	Software Engineering Foundations II	4.5	1:00 – 3:00	TH
<b>TOTAL CREDIT HOURS</b>			<b>27</b>		

**Year 2 Student 2022-2023 (students who took 1<sup>st</sup> year in 2021-2022)**  
**(High School Web Programming Level II Career Certificate)**

Dates	Course	Title	Credits	Times	Days
<b>September – November 2022</b>					
	INFO 1531	Java Programming II	4.5	1:00 – 3:00	W
	INFO 2124	JavaScript I	4.5	1:00 – 3:00	TH
<b>December, 2022 – February, 2023</b>					
	INFO 1541	Java Programming III	4.5	1:00 – 3:00	W
	INFO 1134	React	4.5	1:00 – 3:00	TH
<b>March – May, 2023</b>					
<b>Choose Two from the List Below:</b>					
	INFO 2134	React Native	4.5	1:00 – 3:00	M
	INFO 2439	Mobile Application Development (Flutter)	4.5	1:00 – 3:00	TH
	INFO 2981	Internship	4.5		
	INFO 2991	Full-Stack Capstone/Internship	4.5		
<b>TOTAL CREDIT HOURS</b>			<b>27</b>		
<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>			<b>54</b>		

## Full Stack Web Development Continued

All students must have a basic knowledge of computer technology. All classes are Hybrid format. MCC's credit online, hybrid and web-enhanced courses are delivered via a Learning Management System called Canvas. Canvas is a website that provides a user-friendly way for teachers to place course materials, interactive and/or collaborative activities, and assessments online. Students have an intuitive way to interact with the course materials and with other students. With Canvas, students can upload files to submit assignments, post messages to forums, take tests and more. Students can check their progress and grades at any time during the course.

### **COURSE DESCRIPTIONS**

**INFO 1001 - Introduction to Information Literacy** - This course is designed to illustrate what it means to be digitally literate and to demonstrate what can be accomplished using a computer. Topics include hardware, software, operating systems, peripherals, and troubleshooting. Skills or working in an Internet or networked environment and for maximizing your communication, education, collaboration, and social interaction in a safe and ethical way is also discussed in the course. Students will also learn to use popular software application programs to process documents found in a business or school environment. The course is aligned with the IC3 Digital Literacy Certification.

Note: A basic understanding of computer systems is recommended prior to taking this course. Students desiring to take a basic introductory computer course should enroll in WORK 0900 Introduction to Microcomputer Technology.

**INFO 1003 - Problem Solving and Programming Logic** - Students learn techniques that will help build a firm foundation in problem solving and programming concepts. These techniques present the concepts of problem solving, and introduction to how problems are solved on computers, mathematical concepts required for problem solving using a computer and logic needed to understand a problem. Students use flowcharts, pseudocode, and algorithms to document and demonstrate logic as a solution to a problem.

**INFO 1134 – React Web Application Development** - Students learn Full Stack development workflow using React, a JavaScript library for building user interfaces and applications using the latest innovative technologies emerging in the world of web development.

**INFO 1311 - Web Page Creation** - This course teaches students how to create basic websites using HTML and CSS specifications. It covers creating HTML pages that include links, images, tables, multimedia, and forms and discusses additional advanced features such as implementing Web interactivity using JavaScript and jQuery. Students use CSS to control the format and layout of Web pages and learn how to use responsive design for print, mobile devices, and tablets.

**INFO 1325 - Software Engineering Foundation I** - Students explore the tools, techniques, and processes used for software engineering, development and deploying. Students are introduced to version management tools and techniques using the Command Line interface to interact with development tools. Students are also introduced to team-based development concepts.

**INFO 1335 - Software Engineering Foundations II** - *Prerequisites: INFO 1003, INFO 1325, INFO 1521, and INFO 2124 — must be completed prior to taking this course.* Students explore software engineering concepts including project management and software architecture, design methodologies, and software testing practices in a collaborative development environment.

**INFO 1521 - Java Programming** - *Prerequisite: INFO 1003 must be completed prior to taking this course.* This course introduces the Java object-oriented programming language. Topics and activities include Java language essentials, writing Java programs in order to solve a variety of basic problems, design and testing techniques, working with arrays and simple data structures, creating basic graphical interfaces using applications and applets, and working with input and output files.

## Full Stack Web Development Continued

**INFO 1531 - Java Programming II** - *Prerequisite: INFO 1521 must be completed prior to taking this course.* This course is for students experienced with Java and object-oriented programming. Topics include additional exception handling, data structures, database access and applications, multimedia, multithreading, and Internet/browser applications.

**INFO 1541 - Java III** - *Prerequisites: INFO 1003, INFO 1521, INFO 1531 must be completed prior to taking this course.* Students build on the basics of Java to create the backend of a web application. Frameworks are used alongside Java to enable dependency injection and database access. Students use the Application Programming Interface (API) for each framework covered in the course. Concepts covered are Model, View, Controller (MVC), Dependency Injection, Servlets, Containers, and Version Control for industry level backend development.

**INFO 1620 - Introduction to Database Design** - *Prerequisite: INFO 1003 must be completed prior to taking this course.* This course is an introduction to database design, implementation, and management. It covers the basics of database design and manipulation. Topics include relationships, database normalization, constraints, data modeling, multi-user database architectures, and exploration of various DBMS software products. Students learn how to design and manipulate the database in order to maintain and present data that is accurate, meaningful, and supportive to a business environment. NOTE: Students must receive a C or better in this course to enroll in a capstone course.

**INFO 2124 - JavaScript I** - *Prerequisites: INFO 1003 and INFO 1311 must be completed prior to taking this course.* Students learn basic data structures and methods used to work with JavaScript on the client side as well as on the server side.

**INFO 2134 – React Native Mobile Development** - Students learn client-side JavaScript, outlining basic data structures and methods used to work with JavaScript on the client side as well as on the server side. Students build on concepts introduced in JavaScript I. Students are also introduced to a modern front-end framework and will learn to build engaging mobile apps using React Native, a JavaScript framework that integrates directly with mobile platforms.

**INFO 2439 – Mobile Application Development (Flutter)** - Students learn hybrid mobile application development using the Flutter framework with the Dart programming language.

**INFO 2981 – Internship** - The internship provides students with the opportunity to apply their knowledge, learn new techniques, and get on-the-job training at approved work sites. Interested students must contact their faculty advisors to develop internships to meet their academic and career goals. Based on state guidelines, students must complete 40 hours of work for each credit hour.

**INFO 2991 – Full-Stack Capstone/Internship** - Students integrate skills and knowledge acquired throughout the Full-Stack Web Development curriculum in developing, managing, and executing a web application project from concept to completion. NOTE: This course should be taken during the final quarter of the degree program. This course is offered in the fall and spring quarter.

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**Google IT Support Professional**  
Fort Omaha Campus – 30<sup>th</sup> and Fort

The Google IT Support Professional Certificate is a hands-on, online program designed to prepare beginner learners for entry-level jobs in IT Support upon completion of the certificate, or continued education in the field. The program is exclusively developed by Google and covers all the fundamentals of IT support, including troubleshooting, customer service, networking, operating systems, system administration, and security.

**Year 1 Student 2021-2022**

<b>Dates</b>	<b>Course</b>	<b>Title</b>	<b>Credits</b>	<b>Times</b>	<b>Days</b>
<b>September – November 2021</b>					
	INFO 1000	Workplace Skills Technology	4.5	1:00 – 3:00	M, W
	INFO 1022	IT Support Fundamentals	4.5	1:00 – 3:00	T, TH
<b>December, 2021 – February, 2022</b>					
	INFO 1030	Computer Networking and Desktop Support	4.5	1:00 – 3:00	M, W
	INFO 1135	Operating Systems Management For Desktop Support	4.5	1:00 – 3:00	T, TH
<b>March – May, 2022</b>					
	INFO 2261	System Administration and IT Infrastructure Services	4.5	1:00 – 3:00	M, W
	INFO 2942	IT Security for Desktop Support	4.5	1:00 – 3:00	T, TH
<b>TOTAL CREDIT HOURS</b>			<b>27</b>		

**Course Descriptions**

**INFO 1000 – Workplace Skills Technology** - Students experience multiple opportunities to apply Nebraska Career Readiness Standards including developing interpersonal skills, working in teams, practicing effective communication skills, and utilizing problem-solving techniques. Students gain knowledge in establishing a personal brand, skills in networking, and develop a professional career portfolio including an industry-specific resume, work projects, and accomplishments. Students learn IT industry work expectations and job search strategies. (Cross-listed as WORK 1400)

**INFO 1022 – IT Support Fundamentals** - Students will study the concepts, standards, and practices to prepare them for a role as an entry-level IT Support Specialist. Students focus on topics such computer hardware concepts, the internet, computer software, troubleshooting, and customer service fundamentals.

**INFO 1030 – Computer Networking and Desktop Support** - This course provides students with insight to networking concepts most often associated with the IT support desk function. Students focus on topics such as the TCP/IP model, commonly used protocols, network troubleshooting strategies, and providing support for cloud-based products.

**INFO 1135 – Operating Systems Management for Desktop Support** - This course provides students with the knowledge and skills to effectively perform critical tasks essential to manage software, users, and hardware. Topics include overviews of the Windows and Linux operating systems, installation and configuration tasks, and user account creation and maintenance.

**INFO 2261 – System Administration and IT Infrastructure Services** - Students study concepts associated with providing support across an enterprise network. Students will master common tasks associated with maintaining computer systems in a multi-user environment such as server configuration, computer and user management, and user productivity. Students will also study concepts associated with cloud computing and managing cloud resources.

## Google IT Support Professional Continued

**INFO 2942 – IT Security for Desktop Support** - During this course, students examine a wide variety of security topics, tools, and best practices. Topics covered include security threats, attacks, tools, and hardware used to secure networks. Other topics include encryption, safeguarding data, and authentication/authorization/accounting services. Students will demonstrate knowledge of information security concepts through the creation of a multi-layered security architecture.

**Heating, Air Conditioning, and Refrigeration (HVACR)**  
Fort Omaha Campus – 30th and Fort – Construction Education Center

The Heating, Air Conditioning and Refrigeration (HVAC) program covers all aspects of installing, troubleshooting and servicing heating, ventilating and air conditioning and refrigeration systems. This program combines class work with realistic hands-on lab experiences to prepare students for career opportunities as repair persons, business owners, wholesalers and in residential sales.

**Year 1 Student 2021-2022**

<b>Dates</b>	<b>Course</b>	<b>Title</b>	<b>Credits</b>	<b>Times</b>	<b>Days</b>
<b>September – November 2021</b>					
	HVAC 1101	HVACR Electrical Systems & Components	8.0	1:00 – 3:00	M-TH
<b>December, 2021 – February, 2022</b>					
	HVAC 1102	HVACR Shop Practices	6.0	1:00 – 3:00	M-TH
<b>March – May, 2022</b>					
	HVAC 1103	Introduction to HVACR Principles & Theory	8.0	1:00 – 3:00	M-TH
<b>TOTAL CREDIT HOURS</b>			<b>22</b>		

**Year 2 Student 2021-2022 (students who took 1<sup>st</sup> year in 2020-2021)**

<b>Dates</b>	<b>Course</b>	<b>Title</b>	<b>Credits</b>	<b>Times</b>	<b>Days</b>
<b>September – November 2021</b>					
	HVAC 1201	Heating System Fundamentals	8	1:00 – 3:00	M-TH
<b>December, 2021 – February, 2022</b>					
	HVAC 1202	Commercial Refrigeration Installation & Service	8	1:00 – 3:00	M-TH
<b>March – May, 2022</b>					
	HVAC 1104	Sheet Metal Fundamentals 1 (1 <sup>st</sup> 5 weeks)	4.5	1:00 – 3:00	M-TH
	HVAC 2604	Sheet Metal Fundamentals 2 (2 <sup>nd</sup> 5 weeks)	4.5	1:00 – 3:00	M-TH
<b>TOTAL CREDIT HOURS</b>			<b>25</b>		
<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>			<b>47</b>		

**COURSE DESCRIPTIONS**

**HVAC 1101 - HVACR Electrical Systems and Components** - Students learn proper electrical vocabulary, safety, and test procedures through a combination of classroom and lab lectures and activities. Students also become familiar with basic circuit structures such as series, parallel, and combination circuits and their rules; in the process they also learn Ohm's and Watt's laws that govern the behavior of all electrical circuits.

**HVAC 1102- HVACR Shop Practices** - Students practice using tools in basic HVAC/R jobs such as tube bending, flaring, swaging, soldering, brazing, and making drain lines out of copper. Students learn to cut and thread gas pipe and how to fabricate drain lines in schedule 40 and 80 PVC, and vinyl tubing. Students learn and gain certification in trappipe. Students become acquainted with standard shop tools and equipment in order to meet or exceed industry standards.

## HVACR Technology Continued

**HVAC 1103 - Introduction to HVACR Principles and Theory** - Students are provided experience in actual refrigeration service practice. Typical service problems are worked out by each student. The fundamentals of controls, definitions, measurements, electric controls, safety controls and refrigerant controls are included. This course covers the usage of EPA approved equipment to remove, recycle and reclaim refrigerant. Students take the EPA test with a Pass/Fail rate of 75% minimum.

**HVAC 1201 - Heating System Fundamentals** - Students study heating fundamentals and operations of gas and electric heating systems. Installation and service problems are investigated along with wiring, operating and safety controls, use of test instruments, venting, combustion air, gas piping and trouble-shooting. Efficiency tests are conducted in the lab with emphasis on safety.

**HVAC 1104 - Sheet Metal Fundamentals 1** - Students learn to identify and create basic fittings used in residential air conditioning and heating systems. Students also become familiar with typical hand tools, project layout and fabrication tasks, and safe operation of sheet metal machinery.

**HVAC 2604 - Sheet Metal Fundamentals 2** - Students learn how to properly size and run ductwork, how to use an air duct calculator, and to seal, insulate and pressure-test ductwork. Students practice building plenums onsite and installing flexible ductwork.

**HVAC 1202 - Commercial Refrigeration Installation and Service** - Students install a complete refrigeration system (low temperature/medium temperature) using hard drawn copper tubing. Various systems are studied and the student solves typical service problems. Refrigerant leaks are repaired, components replaced, systems evacuated and dehydrated, oil and refrigerant charge installed, and systems tested and adjusted.

## Horticulture, Land Systems and Management

Fort Omaha Campus – Building 29

This program establishes a hands-on learning environment which enhances workplace and interpersonal skills by promoting the knowledge of proper plant care and maintenance and the knowledge of plant structures and functions while meeting current industry needs and evaluation of environmental impact of choices made.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September 2021 – November 2022</b>					
	HLSM 1010	Introduction to Horticulture	6	1:00 – 3:00	M-TH
<b>December, 2021 – February 2022</b>					
	HLSM 2430	Plant Physiology	4.5	1:00 – 3:00	MTW
	HLSM 1000	HLSM Orientation	1	1:00 – 3:00	TH
<b>March – May 2022</b>					
	HLSM 1120	Pomology	3	1:00 – 3:00	M, W
	HLSM 1350	Turfgrass and Landscape Maintenance	3	1:00 – 3:00	T, TH
<b>TOTAL CREDIT HOURS</b>			<b>17.5</b>		

### Year 2 Student 2022-2023 (students who took 1<sup>st</sup> year in 2021-2022)

Dates	Course	Title	Credits	Times	Days
<b>September 2022 – November 2023</b>					
	HLSM 1100	Perennials	3	1:00 – 3:00	M, W
	HLSM 2425	Entomology	3	1:00 – 3:00	T, TH
<b>December, 2022 – February 2023</b>					
	HLSM 2410	Plant Propagation	3	1:00 – 3:20	M, W
	HLSM 1030	Intro to Floral Design	3	1:00 – 3:20	T, TH
<b>March – May 2023</b>					
	HLSM 1050	Intro to Landscape Design	3	1:00 – 3:20	M, W
	HLSM 2510	Olericulture	3	1:00 – 3:20	T, TH
<b>TOTAL CREDIT HOURS</b>			<b>18</b>		
<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>			<b>35.5</b>		

### COURSE DESCRIPTIONS

**HLSM 1000 – HLSM Orientation** – This course is an introduction to the horticulture land systems management program (HLSM). Students seeking an associate's degree, certificate of achievement or career certificate in the HLSM program should take this course during the first quarter of enrollment.

**HLSM 1010 – Introduction to Horticulture** - This course forms the basis for all the other horticulture courses. It includes the study of structures and functions in plants; requirements for growth and production, including soil and fertilizers, temperature, light, growth stimulants and retardants, and water use and application; propagation; and growing problems as they relate to the production of vegetables, bedding plants, bulbs, nursery stock, potted plants, and cut flowers. Hands-on laboratory experience is provided.

## Horticulture, Land Systems and Management Continued

**HLSM 1030 - Introduction to Floral Design** - Students explore the basic skills, mechanics, artistry, and career possibilities present in the professional floral design industry. Students apply design techniques and use materials common to the field to produce floral arrangements for various events. Students will design and decorate with cut flowers, potted plants and permanent botanicals.

**HLSM 1050 - Introduction to Landscape Design** - Students are introduced to the areas involved in planning, designing and drawing landscapes including the proper use of drafting equipment and technology. This course covers the basics of sites and site maps, how to draw maps, the tools to use and how to perform basic site analysis.

**HLSM 1100 - Perennials: Culture and Identification** - This course studies perennials in the landscape focusing on perennials of the Midwest and Nebraska natives. Emphasis is placed on culture, flower/leaf morphology, texture, color, proper location, soil and blooming periods.

**HLSM 1120 - Pomology: Culture and Identification** - Students identify fruit and fruit bearing plants of the region by their common and botanical names. Students will evaluate fruit and fruit products from a marketing and sales perspective and investigate different methods of preparation and preservation of product. Students will also learn the cultural and physical care requirements for those plants and use the information to create a planting and maintenance plan for a project site.

**HLSM 1350 - Turfgrass & Landscape Maintenance** - Students will learn how to maintain turfgrass areas and landscape beds. Students will learn how to use and properly maintain the tools used in turfgrass and landscape maintenance. Students will learn how to properly calculate mulch, fertilizer and soil requirements and how to properly plant a variety of plant materials. Students will learn how to cost out a maintenance project.

**HLSM 2410 - Plant Propagation** - This course covers the principles and practices of plant propagation. Emphasis is placed on the importance of clones/cultivars that are maintained by seed and vegetative means. Students study the physiological development of plants from seed to maturity and the many ways to propagate them in these stages. The course also offers hands-on introduction to these propagation techniques as well as learning the wide range of plants that are propagated in each area.

**HLSM 2425 – Entomology** - This course examines detection, identification, and control of insects that damage ornamental plants. Identifying insect characteristics, life cycles, and IPM control methods are examined.

**HLSM 2430 - Plant Physiology** - This is an introductory course studying plant morphology and physiology of herbaceous and woody plant divisions within the plant kingdom.

**HLSM 2510 – Olericulture** - Students learn about food systems through cultivating a diverse vegetable garden. Emphasis is placed on organic and biodynamic management practices.

**IT Technician**  
Fort Omaha Campus –30th and Fort

The certificate’s curriculum directly aligns to the following IT industry certifications: CompTIA IT Fundamentals+, CompTIA A+, Microsoft Desktop Associate (MDA), and Cisco Certified Network Associated (CCNA):

**Year 1 Student 2021-2022**

<b>Dates</b>	<b>Course</b>	<b>Title</b>	<b>Credits</b>	<b>Times</b>	<b>Days</b>
<b>September – November 2021</b>					
	INFO 1002	Introduction to Information Technology	4.5	1:00 – 3:00	M
	INFO 1200	Cisco Introduction to Networks	4.5	1:00 – 3:00	T
<b>December, 2021 – February, 2022</b>					
	INFO 1105	IT Essentials PC Repair I	4.5	1:00 – 3:00	M
	INFO 1201	Cisco Switching, Routing, and Wireless	4.5	1:00 – 3:00	T
<b>March – May, 2021</b>					
	INFO 1125	IT Essentials PC Repair II	4.5	1:00 – 3:00	M
	INFO 2220	Cisco Enterprise Networking, & Security	4.5	1:00 – 3:00	T
<b>TOTAL CREDIT HOURS</b>			<b>27</b>		

**Year 2 Student 2021-2022 (students who took 1<sup>st</sup> year in 2020)**

<b>Dates</b>	<b>Course</b>	<b>Title</b>	<b>Credits</b>	<b>Times</b>	<b>Days</b>
<b>September – November 2022</b>					
	INFO 1110	Windows Operating Systems I	4.5	1:00 – 3:00	M, W
	INFO 2225	CCNA Security	4.5	1:00 – 3:00	T, TH
<b>December, 2022 – February, 2023</b>					
	INFO 1120	Windows Operating Systems II	4.5	1:00 – 3:00	M, W
	INFO 1111	Linux Operating Systems I	4.5	1:00 – 3:00	T
<b>March – May, 2023</b>					
	INFO 2806	Network Attacks, Intrusions, and Penetration Testing	4.5	1:00 – 3:00	T, TH
<b>TOTAL CREDIT HOURS</b>			<b>22.5</b>		
<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>			<b>49.5</b>		

All students must have a basic knowledge of computer technology. All classes are Hybrid format. MCC’s credit online, hybrid and web-enhanced courses are delivered via a Learning Management System called Canvas. Canvas is a website that provides a user-friendly way for teachers to place course materials, interactive and/or collaborative activities, and assessments online. Students have an intuitive way to interact with the course materials and with other students. With Canvas, students can upload files to submit assignments, post messages to forums, take tests and more. Students can check their progress and grades at any time during the course.

## IT Technician Continued

### COURSE DESCRIPTIONS

**INFO 1002 - Introduction to Information Technology** - Students examine the role of information technology in organizations including fundamentals of hardware and software, logical problem-solving techniques, creating secure environments, database fundamentals and the integration of web technologies. Students conduct a skills gap analysis and create career plan.

**INFO 1110 – Windows Operating Systems I** - This course introduces students to Microsoft Windows desktop operating system. Students learn fundamental concepts to effectively use and manage the Microsoft Windows desktop operating system. Many of the objectives comply with industry standard certification exam objectives. NOTE: Students must receive a C or better in this course to enroll in a capstone course.

**INFO 1120 – Windows Operating Systems II** - *Prerequisite: INFO 1110.* Students learn fundamental concepts of effective use and management of the Microsoft Windows desktop operating system. This course continues the exploration of the Microsoft Windows desktop operation system from an administration perspective. Course objectives align with objectives of the Microsoft Desktop Administrator Associate certification.

**INFO 1105 - IT Essentials PC Repair I** - This course emphasizes the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities, students learn how to assemble and configure a computer, install operating systems and software, and perform basic troubleshooting of hardware problems. This course prepares students for Comp TIA A+ certification.

**INFO 1111 - Linux Operating Systems I** - Students gain a broad overview of the Linux operating system. Students learn the fundamental concepts of Linux required to use the system effectively. Topics include the BASH shell, getting help, editors, variables, redirection and piping, directories and files, links, the FHS, locating and searching files, and other basic topics. INFO 1121 picks up where this course leaves off in covering the sections of TestOut's Linux Pro product. Together they prepare the student for Linux+ certification.

**INFO 1125 - IT Essentials PC Repair II** - *Prerequisite: INFO 1105 must be completed prior to taking this course.* Students experience advanced, hands-on topics of hardware and software repair. Students conduct basic electronic trouble shooting, wireless networking, and system security. Through hands-on activities, students learn configuration procedures and more advanced trouble shooting procedures. Topics of discussion and written labs include printers, mobile devices, and wireless operations. This course further prepares students for the Comp TIA A+ certification.

**INFO 1200 – Cisco Introduction to Networks** - Students are introduced to the architecture, structure, functions, components, and models of the Internet and other computer networks. Concepts covered include: numbering systems, networking models and protocols, networking equipment types and configuration, and core network security principles. Students will design, build, and troubleshoot a small network and configure and secure routers and switches.

**INFO 1201 – Cisco Introduction to Networks** - *Prerequisite: INFO 1200.* Students will examine the architecture, components, and operations of routers and switches in a small network. Students configure routers and switches based on specifications to enable basic network functionality for both wired and wireless networks. Students will troubleshoot routers and switches and resolve common issues to include virtual LANs, spanning-tree protocol, EtherChannel, inter-VLAN routing, and redundant links in both IPv4 and IPv6 networks. Students will examine network vulnerabilities and harden devices to mitigate attacks. Students develop the knowledge and skills needed to implement DHCP.

## IT Technician Continued

### **INFO 2200 – Cisco Enterprise Networking, Security, and Automation** - *Prerequisite: INFO 1200 and INFO 1201*

Students examine the architecture, components, and operations of routers and switches in a larger and more complex network. Students will develop and apply advanced configurations for routers and switches enabling advanced functionality to include more complex security configuration. By the end of this course, students will configure and troubleshoot routers and switches and resolve common issues with OSPF, ACLs, NAT, VPN, and QoS. Students will also develop network monitoring performance metrics and learn virtualization and automation concepts.

**INFO 2225 – CCNA Security** - *Prerequisite: INFO 2220*. Students learn basic security concepts and apply them to realistic scenarios given a set of specifications. Students will develop and apply advanced configurations for routers and switches enabling enhanced security. By the end of this course, students will configure and troubleshoot routers, switches, and firewalls to provide a secure network for data transmission. Students will develop a network security policy and implement the policy through a secure network design.

**INFO 2806 - Network Attacks, Intrusions, and Penetration Testing** - This course covers attack and intrusion methods and how to defend against them. By studying network security from the point of view of the cracker and hacker, students get hands-on exposure to penetration testing and intrusion detection systems as well as methods used to circumvent systems, malicious code and its impact on systems, and defense against attacks.

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## Pre-Apprenticeship Plumbing

Fort Omaha Campus – 30th and Fort – Construction Education Center

This program is for students interested in learning about the plumbing profession, preparing them for a plumbing apprenticeship, or seeking the skills to find a job in that field.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	PLBG 1010	Introduction to Plumbing	9	1:00 – 3:00	MTWTH
<b>December, 2021– February, 2022</b>					
	PLBG 1020	Basic Residential Plumbing	9	1:00 – 3:00	MTWTH
	EMSP 1010	Heartsaver First Aid with CPR and AED (First three weeks)	1	12:30 – 3:10	F
	CNST 1110	Construction Safety (Next four weeks)	1	1:00 – 3:00	F
<b>March – May, 2022</b>					
	PLBG 1030	Basic Commercial Plumbing	9	1:00 – 3:00	MTWTH
<b>TOTAL CREDIT HOURS</b>			<b>29</b>		

### COURSE DESCRIPTIONS

**PLBG 1010 - Introduction to Plumbing** – This course will introduce the students to the Plumbing Trade. The topics covered in this course will include plumbing history, plumbing tools, materials, safety, applicable math for the trade, work ethic, and careers in the industry.

**PLBG 1020 - Basic Residential Plumbing** – Students continue to learn the residential side of plumbing, focusing mainly on wood structures, materials, and tools. The items discussed in this course direct attention on wood-framed structures such as single and multi-family dwellings along with the different types of materials and tools that are commonly used with these structures.

**PLBG 1030 - Basic Commercial Plumbing** – Students study the commercial side of the plumbing trade. The focus is on metal stud framed, masonry, and concrete structures. The items discussed in the class direct attention to the metal, masonry, and concrete structures along with the different types of materials and tools that are common with these structures.

**CNST 1110 - Construction Safety** - This course provides training outlined by the Occupational Safety and Health Administration (OSHA). This course supplies students with the recommended safety requirements for working in the construction field.

**EMSP 1010 - Heartsaver First Aid with CPR and AED** - This course teaches rescuers to effectively identify and treat adult emergencies in the critical first minutes of injury or illness until emergency medical service personnel arrive. The course provides basic training solutions for first aid, adult CPR, and automated external defibrillator.

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## Prototype Design

Fort Omaha Campus – 30<sup>th</sup> and Sorensen – Center for Advanced and Emerging Technology

A prototype is a sample or model built to test a concept or process for a particular application that can be replicated or used to learn from. A prototype designer uses troubleshooting skills, creative thinking, and analytical skills to design the product. Students use hands-on application skills from product conception to completion.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September - November 2021</b>					
	WIDX 1000	Intro to Prototype Design	4.5	1:00-3:00	M, W
	WIDX 2900	Special Topics in Prototype Design	4.5	1:00-3:00	T, TH
<b>December 2021 – February 2022</b>					
	WIDX 1105	Digital Electronics in Prototyping	4.5	1:00 - 3:00	M, W
	WIDX 1210	Prototyping with SolidWorks	4.5	1:00 - 3:00	T, TH
<b>March - May 2022</b>					
	WIDX 1225	How to Build Almost Anything	4.5	1:00 - 3:00	M, W
	WIDX 1320	Intermediate SolidWorks	4.5	1:00 - 3:00	T TH
			<b>TOTAL CREDIT HOURS:</b>	<b>27</b>	

### Year 2 Student 2021-2022 (students who successfully completed 1<sup>st</sup> year classes)

Second year options are available for students wishing to continue. Classes are determined based on student interest.

All students must have a basic knowledge of computer technology.

#### COURSE DESCRIPTIONS

**WIDX 2900 – Special Topics in Prototype Design** - In a world that is increasingly changing, this course is designed to offer special topics in prototype design that is not currently covered in workforce curriculum. This hands-on course is built around student-designed projects.

**WIDX 1000 – Introduction to Prototype Design** - Explore the fundamentals of prototype design. Study the three integrated concepts of: design thinking, business acumen, and low-volume production to ideate, prototype and manufacture a human-centered product. Compare careers and occupations that require prototyping skills. This course includes a Tape and Rule Measurement Certification and an Occupational Safety and Health Administration (OSHA) Certification. Additional cost of \$100 for project materials and certifications.

**WIDX 1105 – Digital Electronics in Prototyping** - Students are introduced to basic electronic circuits, digital devices, and digital circuits. This course emphasizes the concepts and principles through hands-on, project-based activities. Concepts include electronic components, microcircuits, and basic electronics theory. Students also learn to read schematic diagrams, build circuit prototypes, test prototypes, and construct circuits using a variety of tools and circuit boards. This course includes the National Career Readiness Certification (NCRC) and the Gallup StrengthsFinder assessment. There is an additional cost of \$50 for materials and supplies.

## Prototype Design Continued

**WIDX 1210 – Prototyping with SolidWorks** - Students explore the SolidWorks interface and use fundamental techniques, tools and workflows to bring prototypes to life in three dimensions. Through hands-on exercises, assignments, and team projects, students use digital sketch tools to draw, create, and modify solids and complex shapes and then print the shapes, parts and assemblies using a variety of materials and equipment. There is an additional cost of \$50 for materials and supplies.

**WIDX 1225 – How to Build Almost Anything** - Students learn advanced methods of prototype design using a variety materials and equipment found in the Prototype Design Laboratory. Students build at least two major projects and several mini projects that enable them to develop skills using a variety of materials and equipment. The focus of the course is application of skills rather than theory and concepts. There is an additional cost of \$50 for materials and supplies.

**WIDX 1320 – Intermediate SolidWorks** - Students use the SolidWorks interface and intermediate techniques, tools and workflows to bring prototypes to life in three dimensions. Through hands-on exercises, assignments, and team projects, students use digital sketch tools to draw, create, and modify solids and complex shapes and then print the shapes, parts and assemblies using a variety of materials and equipment. There is an additional cost of \$50 for materials and supplies.

**\*Extra cost: project fees, and certification.**

## Theatre Technology

The Omaha Community Playhouse – 6915 Cass

This program allows students to gain necessary skills to work behind-the-scenes in theatre doing costuming, scenery, lighting, or sound. Students accepted into the Theatre Technology Apprenticeship program are expected to spend at least 15 hours per week in training. The Theatre Technology Apprenticeship program is a two-year program run in conjunction with the Omaha Community Playhouse.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – November, 2021</b>					
	THEA 1110	Theatre Technology I	4	2:30 - 4:25	M-F
	THEA 2981	Cooperative Study I	4	TBA	M-F
<b>December, 2021 – February, 2022</b>					
	THEA 1120	Theatre Technology II	4	2:30 - 4:25	M-F
	THEA 2982	Cooperative Study II	4	TBA	M-F
<b>March – May, 2022</b>					
	THEA 1130	Theatre Technology III	4	2:30 - 4:25	M-F
	THEA 2983	Cooperative Study III	4	TBA	M-F
<b>TOTAL CREDIT HOURS</b>			<b>24</b>		

### Year 2 Student 2021-2022 (students who took 1<sup>st</sup> year in 2020-2021)

Dates	Course	Title	Credits	Times	Days
<b>June – July, 2021</b>					
	THEA 2150	Stage Rigging	4.5	5:15 - 9:45	MW
<b>September – November, 2021</b>					
	THEA 2160	Principles of Stage Lighting	4.5	5- 9 PM	TBA
	THEA 2984	Cooperative Study IV	4	TBA	TBA
<b>December, 2021 – February, 2022</b>					
	THEA 2985	Cooperative Study V	4	TBA	TBA
<b>March – May, 2022</b>					
	THEA 2986	Cooperative Study VI	4	TBA	TBA
<b>TOTAL CREDIT HOURS</b>			<b>21</b>		
<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>			<b>45</b>		

Theatre students need to interview with Apprenticeship Coordinator. Call 402-661-8518 to set up that appointment.

- After completing the courses listed in the Year 1 program, students will have satisfied the requirements for a Career Certificate in Theatre Technology (THETD).
- By taking 13.5 credits of Gen Ed (ENGL, MATH, and Humanities), students will have satisfied the requirements for the Certificate of Achievement in Theatre Technology (THETC) after Year 2 of the program. Ideal times to take those Gen Ed courses would be summer quarter between Year 1 & 2 as well as the fall quarter of Year 2.
- As a reminder, by taking all the courses listed on the previous pages the student (apprentice) will receive an Omaha Playhouse Certification of Skills, the THETD Career Certificate and the THETC Certificate of Achievement if the Gen Ed requirements are met.

## Theatre Technology Continued

### COURSE DESCRIPTIONS

**THEA 1110 – Theatre Technology I** - Beginning and experienced students learn the basic arts and crafts of technical theatre in a professional theatre environment. The course includes overviews of the procedure and safety issues and practices set construction, lighting, and costume. It is a prerequisite for admission to the certified Theatre Technology Apprentice program offered through the Omaha Community Playhouse.

**THEA 1120 – Theatre Technology II** - *Prerequisite: THEA 1110.* Students continue work begun in THEA 1110 with focus on real work situations and experiences. Topics include overview and practice in properties, scenic painting, and sound design and support. Students also begin work in their chosen areas of emphasis. These areas include sound, lights, construction, scenic painting, costume, props, stage management, box office, and house management.

**THEA 1130 – Theatre Technology III** - *Prerequisite: THEA 1120.* Students continue the work begun in THEA 1110 and 1120 with focus on real work situations and experiences, continuing their rotation within their selected artistic areas of emphasis. These areas include sound, lights, construction, scenic painting, costume, props, stage management, box office and house management. Students begin the process of career development through the creation of professional materials, such as resumes and portfolios.

**THEA 2150 – Stage Rigging** - *Prerequisite: THEA 1110.* The course builds on concepts and skills introduced in Theatre Technology I with specific emphasis on stage rigging. It covers rigging topics, including repair and maintenance, motorized rigging, trussing, and special applications in the lecture portion and reinforces them during labs under non-production conditions. Students apply fundamental skills in the installation of flying scenery, as well as use of stage rigging equipment under show conditions.

**THEA 2160 – Principles of Stage Lighting** - *Prerequisite: THEA 1110.* This course builds on concepts and skills introduced in THEA 1110 with specific emphasis on stage lighting. It covers lighting topics, including wiring and repair of electrical cables, basic color theory, and refraction principles in the lecture portion and reinforces them during labs under non-production conditions. Students apply fundamental skills in light console operation and temporary installations of lighting systems under show conditions.

**THEA 2981, 2982, 2983, 2984, 2985, 2986 – Cooperative Study I, II, III, IV, V, VI** - The Cooperative Study courses are special cooperative education experiences with the College and the Omaha Community Playhouse. The student works a minimum of 165 hours per quarter in conjunction with the Playhouse and its staff. Students who successfully complete this course sequence receive an apprentice certificate.

## Welding and Fabrication Technology

Fort Omaha Campus – 30th and Fort – Construction Education Center

The Welding Technology program provides training in the basic and advanced skill levels of different welding processes which includes lecture and hands-on lab training under the close supervision of qualified instructors.

### Year 1 Student 2021-2022

Dates	Course	Title	Credits	Times	Days
<b>September – October, 2021</b>					
	WELD 1100	Industrial Cutting Processes	3	1:00-3:10	M, T, W, TH
<b>October - November, 2021</b>					
	WELD 1300	Oxy Fuel Welding	3	1:00-3:10	M, T, W, TH
<b>December, 2021 – January, 2022</b>					
	WELD 1500	Shielded Metal Arc Welding (SMAW)	3	1:00-3:10	M, T, W, TH
<b>January – February, 2022</b>					
	WELD 1200	Gas Metal Arc Welding (MIG) - Steel I	3	1:00-3:10	M, T, W, TH
<b>December – February, 2022</b>					
	WELD 1910	Special Topics in Welding-Skills USA Training I	1	1:15-2:45	F
<b>March – April, 2022</b>					
	WELD 1400	Gas Tungsten Arc Welding (GTAW) - Steel 1	3	1:00-3:10	M, T, W, TH
<b>April - May, 2022</b>					
	WELD 1700	Introductory Fabrication	3	1:00-3:10	M, T, W, TH
		<b>TOTAL CREDIT HOURS</b>	<b>19</b>		

### Year 2 Student 2021-2022 (students who took 1<sup>st</sup> year in 2020-2021)

Dates	Course	Title	Credits	Times	Days
<b>September – October, 2021</b>					
	WELD 2200	Gas Metal Arc Welding (MIG)	3	12:00-4:20	M, T, W, TH
<b>October - November, 2021</b>					
	WELD 1410	Gas Tungsten Arc Welding (TIG)	3	12:00-4:20	M, T, W, TH
<b>December, 2021 – January, 2022</b>					
	WELD 1510	SMAW (Stick) - Vertical	3	12:00-4:20	M, T, W, TH
<b>January – February, 2022</b>					
	WELD 2500	SMAW (Stick) - Horizontal	3	12:00-4:20	M, T, W, TH
<b>March – April, 2022</b>					
	WELD 2510	SMAW (Stick) - Overhead	3	12:00-4:20	M, T, W, TH
<b>April - May, 2022</b>					
	WELD 1420	Gas Tungsten Arc Welding (TIG)	3	12:00-4:20	M, T, W, TH
		<b>TOTAL CREDIT HOURS</b>	<b>18</b>		
		<b>TOTAL CREDIT HOURS AFTER 2 YEARS</b>	<b>37</b>		

**Tools and Materials:** Students provide work boots and safety glasses. MCC will provide, on loan, most of the appropriate equipment and tools for each course. Students will be held responsible for lost and/or broken equipment and tools.

### COURSE DESCRIPTIONS

**WELD 1100 - Industrial Cutting Processes** - Students gain a working knowledge of oxy-fuel cutting (manual and machine), plasma cutting (manual and machine), and air carbon arc and plasma gouging.

## Welding Continued

**WELD 1200 - Gas Metal Arc Welding (MIG) - Steel I** - This course uses the theory and techniques in basic gas metal arc welding to produce sound fillet welds and sound groove welds in both the flat and vertical positions. Students weld using short-circuit and spray modes of metal transfer.

**WELD 1300 - Oxy-Acetylene Welding** - This course covers the basic skills and use of equipment necessary to be knowledgeable in this discipline. Students learn to weld various joint types in all positions with steel and braze filler materials. This is an excellent preparatory class for TIG welding classes.

**WELD 1400 - Gas Tungsten Arc Welding (TIG) - Steel I** - This course emphasizes the theory and techniques used in basic gas tungsten arc welding of steel fillet and groove welds in the flat and vertical positions. It covers the equipment and its proper adjustment and also includes the many types of tungsten electrodes and the use of different gases.

**WELD 1500 - Shielded Metal Arc Welding (Stick) – Flat** - This course covers fundamental understanding and skills in the safe use of arc welding equipment. Typical operations include striking the arc, making fillet welds in the flat position, and making groove welds in the flat position. It uses a variety of methods to examine the weldments such as visual inspection, fillet weld break tests, and root/face bend test specimens.

**WELD 1700 - Introductory Fabrication** - *Prerequisite: WELD 1100, WELD 1200.* This is a basic course in the fabrication of projects. It explores the use of layout tools and project drawings or sketches and emphasizes actual vs. estimated time and cost considerations.

**WELD 1910 - Special Topics in Welding-Skills USA Training I** - Required course for all students. This course is designed for first year students to learn more about industry standards and help those who have signed up to participate in Skills USA state/national competition.

# CAREER ACADEMY APPLICATION 2021-2022

## 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 - 9 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. Program capacity may change to accommodate current classroom space guidelines.

## 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](mailto:secondarypartnerships@mccneb.edu)

## APPLICATION DEADLINE: March 5, 2021

**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 affirms a policy of equal education, employment opportunities and nondiscrimination in providing services to the public. To read our full discrimination policy statement visit [mccneb.edu/nondiscrimination](http://mccneb.edu/nondiscrimination).

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## 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 \$38 per credit hour for Nebraska High School students. Tuition is based on the rate for the 2020-2021 Academic Year for Nebraska residents. Tuition for 2021-2022 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				
<input type="checkbox"/> Architecture <i>(Seniors Only)</i> <i>Max 12 students</i>	<input type="checkbox"/> Civil Engineering <i>(Seniors Only)</i> <i>Max 12 students</i>	<input type="checkbox"/> Construction Technology <i>Max 12 students</i>	<input type="checkbox"/> Culinary Arts Foundations <i>Max 9 students</i>	
<input type="checkbox"/> Electrical Technology <i>Max 12 students</i>	<input type="checkbox"/> Full Stack Web Development <i>Max 20 students</i>	<input type="checkbox"/> Google Desktop Support Specialist <i>Max 20 students</i>	<input type="checkbox"/> Heating, Air Conditioning and Refrigeration (HVAC) <i>Max 12 students</i>	
<input type="checkbox"/> Horticulture, Land Systems and Management <i>Max 12 students</i>	<input type="checkbox"/> IT Technician <i>Max 20 students</i>	<input type="checkbox"/> Pre-Apprenticeship Plumbing <i>Max 12 students</i>	<input type="checkbox"/> Prototype Design <i>Max 12 students</i>	<input type="checkbox"/> Welding Technology <i>Max 12 students</i>
South Omaha (SOC) 27th & Q, Omaha				
<input type="checkbox"/> Automotive Technology <i>(Driver's License required)</i> <i>Max 16 students</i>	<input type="checkbox"/> Advanced Manufacturing <i>Max 10 students</i>	<input type="checkbox"/> Certified Nursing Assistant (CNA) <i>Max 20 students</i>	<input type="checkbox"/> Emergency Medical Technician (EMT) <i>(Seniors Only)</i> <i>Max 12 students</i>	
Applied Technology Center (ATC) 10407 State St, Omaha			Learning Community of North Omaha 24th and Franklin	
<input type="checkbox"/> Auto Collision Technology <i>Max 10 students</i>	<input type="checkbox"/> Diesel Technology <i>Max 10 students</i>	<input type="checkbox"/> Fire Science Technology <i>Max 16 students</i>	<input type="checkbox"/> Early Childhood Education <i>(Seniors Only)</i> <i>Max 10 students</i>	
Elkhorn Valley (EVC), 204th & Dodge, Omaha		Omaha Community Playhouse (OCP) 6915 Cass	Sarpy Center (SRP) 91st & Giles	
<input type="checkbox"/> Digital Cinema/Filmmaking <i>Max 12 students</i>	<input type="checkbox"/> 3-D Animation & Games <i>Max 9 students</i>	<input type="checkbox"/> Theatre Technology <i>Separate application needed*</i> <i>Max 10 students</i>	<input type="checkbox"/> Administrative Technology <i>Max 20 students</i>	<input type="checkbox"/> Criminal Justice <i>(Seniors Only)</i> <i>Max 20 students</i>

\*Academy location is subject to change.

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## 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.

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**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.

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Student’s Name – Print

Student’s Name – Signature

Date

---

Parent/Guardian Signature

Date

Please print clearly

## 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

**Intentionally left blank**

Please print clearly

## 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.

	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Excellent (Top 10%)</b>
Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Values and Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

**Intentionally left blank**

STUDENTS KEEP FOR  
THEIR RECORDS

## CAREER ACADEMY PROGRAMS, SCHEDULE, AND DESCRIPTIONS 2021-2022

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](http://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](http://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. Course capacity is subject to change due to current classroom space guidelines.

### 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.

***Students participating in a Career Academy 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.

**CALENDAR:**

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.

<b>Fall Quarter</b> 2021 21/FA	Labor Day Recess/College closed Classes begin Classes end	September 6 September 7 November 22	Monday Tuesday Monday
<b>Winter Quarter</b> 2021 - 2022 21/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 25 – 26 December 2 December 22 December 24 – January 2 January 3 January 17 February 28	Thursday Wednesday  Monday Monday Monday
<b>Spring Quarter</b> 2022 21/SP	Classes begin Spring Recess/College closed  Classes resume Classes end	March 10 April 16-17  April 18 May 25	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 2021-2022 academic year has not yet been set. Tuition for the 2020-2021 academic year is \$38 per credit hour (this cost is ½ of the standard MCC tuition rate of \$64. \* per credit hour = \$33, plus \$5.00 facility fee = \$38). Information about registration and payment procedures are included with the acceptance letter. Tuition is due prior to the start of each MCC quarter. (21/FA = Fall, 21/WI = Winter, 21/SP = Spring)

*\* Please note - Tuition is based on the rate for the 2020-2021 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. Books are subject to change, dependent upon the course criteria and without prior notice. Please go to Follett Bookstore's web site at [www.efollett.com](http://www.efollett.com) start typing in Metropolitan Community College. For classes held at the South Campus select South Omaha; for classes held at the Sarpy Center select Sarpy; for classes held at the Applied Technology Center or Fort Campus select Omaha; for classes at the Elkhorn Campus or Fremont Center select Elkhorn.

### **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](http://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>

# CAREER ACADEMY

## SECOND YEAR STUDENT APPLICATION

**2021-2022**

Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ MCC ID \_\_\_\_\_

High School Name: \_\_\_\_\_ Counselor Name: \_\_\_\_\_

*Tuition of \$38 per credit hour for Nebraska High School students. Tuition is based on the rate for the 2020-2021 Academic Year for Nebraska residents. Tuition for 2021-2022 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		
<input type="checkbox"/> Construction Technology <i>Max 12 students</i>	<input type="checkbox"/> Electrical Technology <i>Max 12 students</i>	<input type="checkbox"/> Heating, Air Conditioning and Refrigeration (HVAC) <i>Max 12 students</i>
South Omaha (SOC) 27th & Q, Omaha		Omaha Community Playhouse (OCP) 6915 Cass
<input type="checkbox"/> Automotive Collision <i>Max 12 students</i>	<input type="checkbox"/> Welding Technology <i>Max 12 students</i>	<input type="checkbox"/> Theatre Technology <i>Separate application needed* Max 10 students</i>
Sarpy Center (SRP) 91st & Giles	Applied Technology Center (ATC) 10407 State St, Omaha	
<input type="checkbox"/> Administrative Technology <i>Max 20 students</i>	<input type="checkbox"/> Diesel Technology <i>Max 10 students</i>	<input type="checkbox"/> Fire Science Technology <i>Max 16 students</i>

Check the 2<sup>nd</sup> year Academy you are applying for:

**TO BE COMPLETED BY THE HIGH SCHOOL CONTACT/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 Official

\_\_\_\_\_  
Print Name of Official

\_\_\_\_\_  
Phone

\_\_\_\_\_  
E-mail

READ and INITIAL!!

## 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. A tardy is defined as no more than ten (10) minutes late. Leaving early results in a tardy or an absence. If employed in an internship, arriving late on the job will be subject to the rules of the employer.
- 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	School
Student's Name – Signature	Date

Parent/Guardian Signature	Date
---------------------------	------

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

**Name:** \_\_\_\_\_ **Daytime Phone:** \_\_\_\_\_

**Cell Phone:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Daytime Phone:** \_\_\_\_\_

**Cell Phone:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

If parent(s) address is different than student address, please list the parent(s) address below:

**Address:** \_\_\_\_\_ **City:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Daytime Phone:** \_\_\_\_\_ **Work Phone:** \_\_\_\_\_

**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](mailto:secondarypartnerships@mccneb.edu)

**APPLICATION DEADLINE: March 5, 2021**

# NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Springfield Platteview Community Schools (77-0046) in Sarpy County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 8th day of February, 2021 at 6:50 o'clock, PM, at Central Office- 14801 S. 108th St, Springfield, NE, 68059 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

The total amount of the 2020-21 budget will not change. The budget will change in the Bond Fund from \$15,700,060 to \$700,060. The budget will also change in the Special Building Fund from \$4,678,573 to \$19,678,573. This will allow the expenditures from the Special Building Fund, for the approved bond facility projects, rather than be used from the Bond Fund as originally budgeted.

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2018-2019 (1)	2019-2020 (2)	2020-2021 (3)			
General	\$ 15,738,588.00	\$ 16,506,000.00	\$ 19,711,253.00	\$ 6,259,202.00	\$ 11,080,455.00	\$ 15,040,404.00
Depreciation	\$ -	\$ -	\$ 72,644.00		\$ 72,644.00	
Employee Benefit	\$ 187,978.00	\$ -	\$ 175,195.00	\$ -	\$ 175,195.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 498,879.00	\$ 500,000.00	\$ 700,000.00	\$ 173,879.00	\$ 873,879.00	
School Nutrition	\$ 411,384.00	\$ 390,000.00	\$ 650,000.00	\$ 150,516.00	\$ 800,516.00	
Bond	\$ 431,160.00	\$ 448,707.00	\$ 15,700,060.00	\$ 612,711.00	\$ 15,612,711.00	\$ 707,131.00
Special Building	\$ 8,098,018.00	\$ 3,400,000.00	\$ 4,678,573.00		\$ 2,128,573.00	\$ 2,575,758.00
Qualified Capital Purpose Undertaking	\$ 347,593.00	\$ 346,642.00	\$ 695,593.00	\$ 174,880.00	\$ 524,473.00	\$ 349,495.00
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ 15,330.00	\$ 20,000.00	\$ 25,008.00	\$ -	\$ 25,008.00	
	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTALS</b>	<b>\$ 25,728,930.00</b>	<b>\$ 21,611,349.00</b>	<b>\$ 42,408,326.00</b>	<b>\$ 7,371,188.00</b>	<b>\$ 31,293,454.00</b>	<b>\$ 18,672,788.00</b>

	Bond Purposes	Non-Bond Purposes	Total
Breakdown of Property Tax	\$ 1,052,724.00	\$ 17,620,064.00	\$ 18,672,788.00

### Proposed Budget Amendment

Bond	\$ 431,160.00	\$ 448,707.00	\$ 700,060.00	\$ 612,711.00	\$ 612,711.00	\$ 707,131.00
Special Building	\$ 8,098,018.00	\$ 3,400,000.00	\$ 19,678,573.00		\$ 17,128,573.00	\$ 2,575,758.00

## PHASE 1B PRIORITIZATION

Priority Tier	Local Health Dept. Focus		Healthcare/Pharmacy/ Community Clinic Focus
<b>Priority</b>	Age 65+		
<b>TIER I</b>	First Responder	Dispatch Police/State Patrol/FBI Fire Adult/Child Welfare	Age 18-64 with high risk <u>medical conditions</u> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Cancer (Currently have Cancer)</li> <li>• Cerebrovascular Disease affecting Blood Vessels</li> <li>• Chronic Kidney Disease</li> <li>• Chronic Liver Disease</li> <li>• COPD (Chronic Obstructive Pulmonary Disease)</li> <li>• Cystic Fibrosis</li> <li>• Chronic Lung Disease</li> <li>• Diabetes Type 1</li> <li>• Diabetes Type 2</li> <li>• Down Syndrome</li> <li>• Heart Conditions such as Heart Failure, Coronary Artery Disease or Cardiomyopathies</li> <li>• High Blood Pressure (Hypertension)</li> <li>• Neurologic Conditions (such as Dementia)</li> <li>• Pulmonary Fibrosis</li> <li>• Sickle Cell Disease</li> <li>• Thalassemia (a Type of Blood Disorder)</li> <li>• Weakened Immune System due to Solid Organ Transplant (Kidney, Liver, Pancreas, Heart, or Lung)</li> <li>• Weakened Immune System from Blood or Bone Marrow Transplant, HIV, using Steroid or Other Medications</li> </ul>
	Utilities	Power Water Gas Sanitation	
	Homeless Shelter Staff		
	Corrections Staff		
	Educators	Teachers — public, private, higher ed Support staff Licensed daycare providers	
<b>TIER II</b>	Funeral Homes	Funeral homes Coroners	
	Grocery		
	Food Processing	Meat packing plants Food processing Co-ops	
<b>TIER III</b>	Transportation	Trucking Railroad	
	US Postal Service		
	Public Transit	Bus Air	

*\*\*ACIP defines phase 1B as the subset of workers at highest risk for work-related exposure to SARS-CoV-2, the virus that causes COVID-19, because their work-related duties must be performed on-site and involve being in close proximity (<6 feet) to the public or to coworkers*



***Future Planning  
February 8, 2021***

- 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 Americanism 6 PM  
Finance Committee 6:30 PM  
Regular Meeting 7 PM
- 3/22/21 Board Work Session 7 PM