



**HASTINGS  
PUBLIC SCHOOLS**

Assuring the essential.  
Expanding the possible.

## **Work Session**

Thursday, February 16, 2023 @ 6:00 PM Central  
Board Room at HPS District Offices, 1515 W 8th St, Hastings, NE 68901

1. Roll Call -
2. Announcement - Jim Boeve -
3. Welcome to HEA reps and guests - Jim Boeve -
4. Review Board Norms/Goal - Jim Boeve -
5. Information on "Spotlight on Learning" - Jeff Schneider -
6. Legislative update - Jeff Schnieder -
7. School Improvement update - Lawrence Tunks -
8. Approve Annual Review of Policies - Jeff Schneider -
9. Addition of 3.0 FTE Elementary Teacher positions for the 2023-24 school year - Jeff Schneider -
10. Approve 2023-2024 District Calendar - Lawrence Tunks -
11. Approve 2023-24 Senior High Registration Handbook - Lawrence Tunks -

12. Approve window replacement bids - Trent Kelly -

13. Approve Paper Bid - Tom Szlanda -

14. \*Consent Agenda - Dr. Thomas Szlanda -

15. Reminders - Jim Boeve -

16. Executive Session - Jim Boeve -

17. The Board of Education returned to Open Session at p.m. - Jim Boeve -

18. Adjournment - Jim Boeve -

**\*Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

**\*\*Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

**\*\*\*Action Item:** The board reserves the right to take action on an item listed on the board agenda.

Students, staff, families and community will collaborate to maximize readiness for our student's college/career and citizenship. We will increase the rigor and relevance of each student's learning experience while meeting their academic and well-being needs.

# Hastings Public Schools

## Board of Education Norms

We will work to achieve consensus while valuing differences of opinion both within our Board and when considering the input of others.

We will conduct meetings and business in a manner that is fair and professional.

We will strive to ensure our decisions are congruent with the mission, vision, and strategic plan for the District.

Each member will be committed to the School Board process by attending meetings, being on time, coming prepared, adhering to the agenda (the President of the Board may adjust the order of the agenda to allow the fullest participation of the available members of the Board upon the request of a Board Member), *referencing Robert's Rules of Order*, and participating to their full potential.

We will gather the necessary data; seek expertise from within and outside of our District; and attempt to hear from any parent, student, or other community member in order to make wise decisions that reflect all stakeholders.

We will regularly and intentionally communicate with one another, the administration, faculty, staff, students, community, and the press to ensure information is shared openly and in a relevant, timely and appropriate manner.

We will also maintain confidentiality when necessary.

We will serve as advocates for K-12 public education within our community, as well as within the state of Nebraska.

We will recognize that, as community leaders, we will adhere to the character standards that are the core of our school: respect, responsibility, compassion, and honesty.

***Our collective and fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens.***



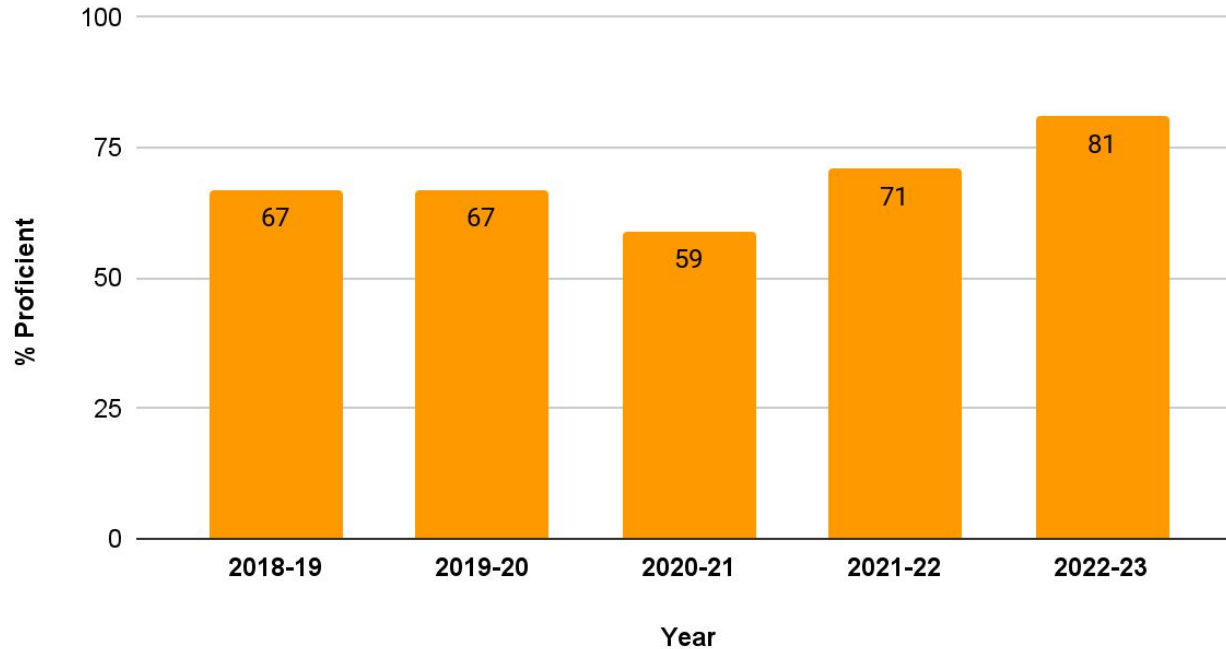
# School Improvement Update

Elementary Winter Reading Data



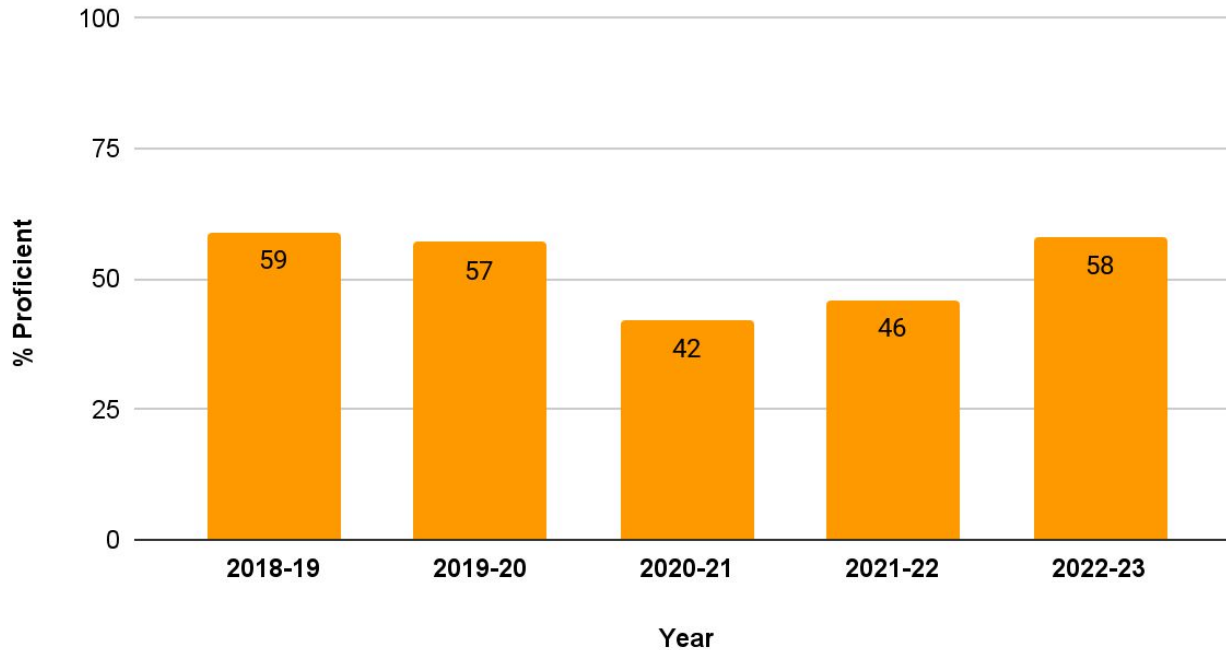
- Following the 2019-2020 COVID year, data showed significant declines in the reading/literacy skills of students
  - Mastery of specific literacy skills decline by up to 25 percentage points
  - We identified the need to improve student reading proficiency in K-5, with an emphasis on K-2 which is where the necessary foundational skills are developed
- Last year, we began extensive professional learning in Kindergarten - 2nd grade with a focus on small group instruction
  - This year, we have expanded that to 3rd grade and included professional development to strengthen our interventions & processes
- At a minimum, students are performing at pre-COVID levels
- On specific literacy skills, many of our students are performing at our highest levels to date

## Kindergarten MOY Proficiency



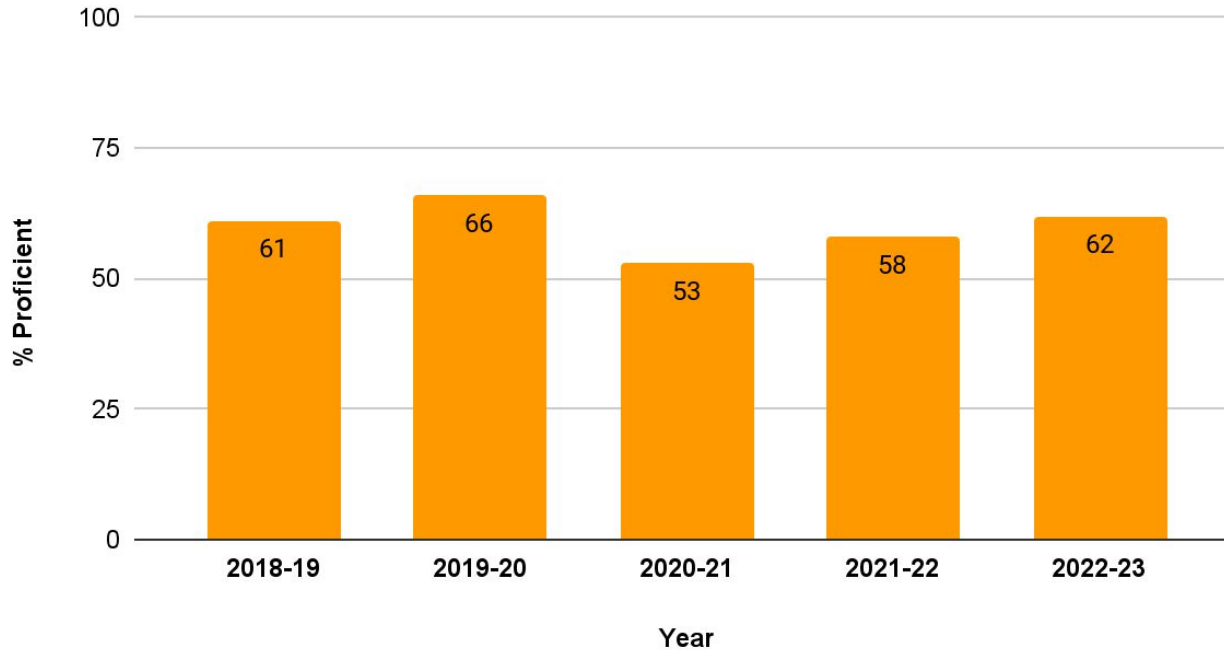
- Composite data of all K MOY basic literacy skills are at the highest levels in ten years
- The goal is to increase this by the EOY that will lead to greater success in 1st-grade

## 1st Gr MOY Proficiency



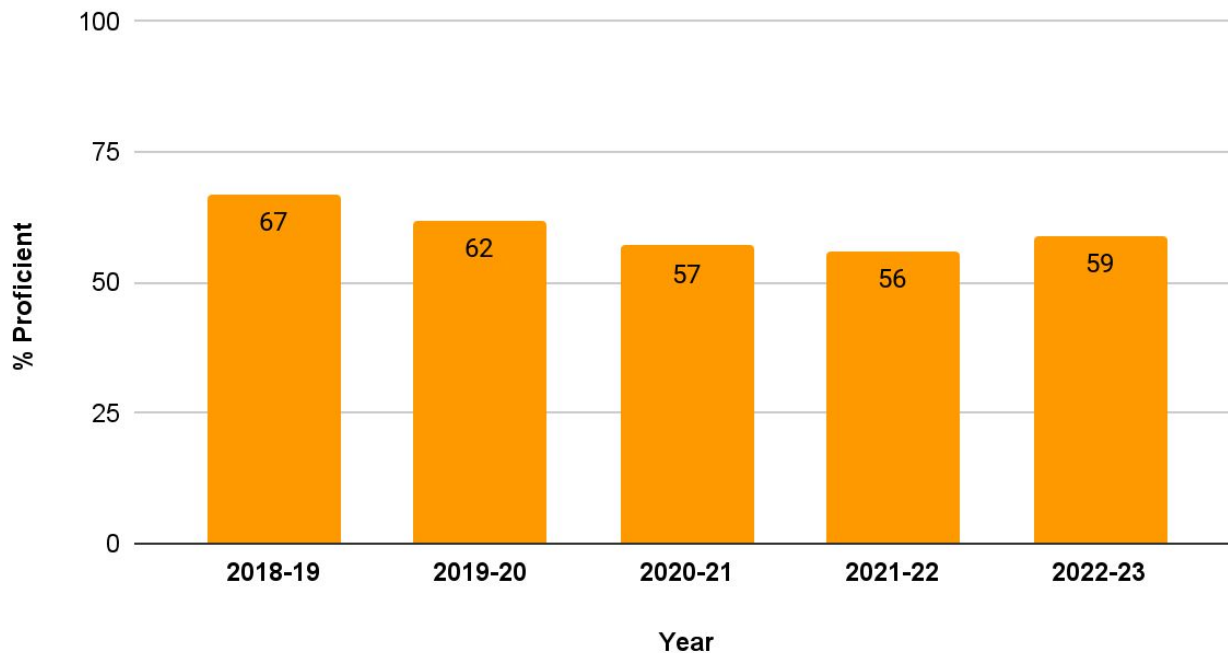
- After a significant decrease following COVID, 1st-grade students have shown noticeable growth compared to last year
- 1st-grade students are at pre-COVID levels based on their composite MOY scores (on some specific skills, they are near ATB)

## 2nd Gr MOY Proficiency



- 2nd-grade students are near pre-COVID levels based on their MOY composite scores
- Similar to 1st-grade, they are seeing student proficiency levels on specific skills at their highest points in 5-6 years

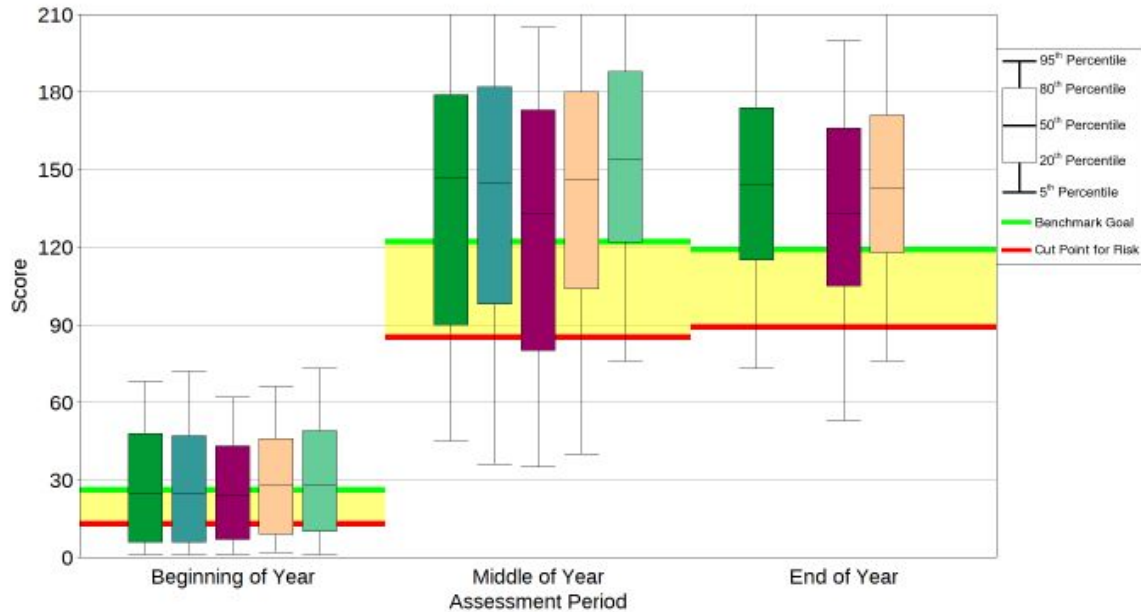
## 3rd Gr MOY Proficiency



- This is the first year that 3rd-grade has received support similar to K-2
- Students are closing the post-COVID gap & are at pre-COVID levels on specific literacy skills

### Multi-Year Box Plot

## Reading Composite Score

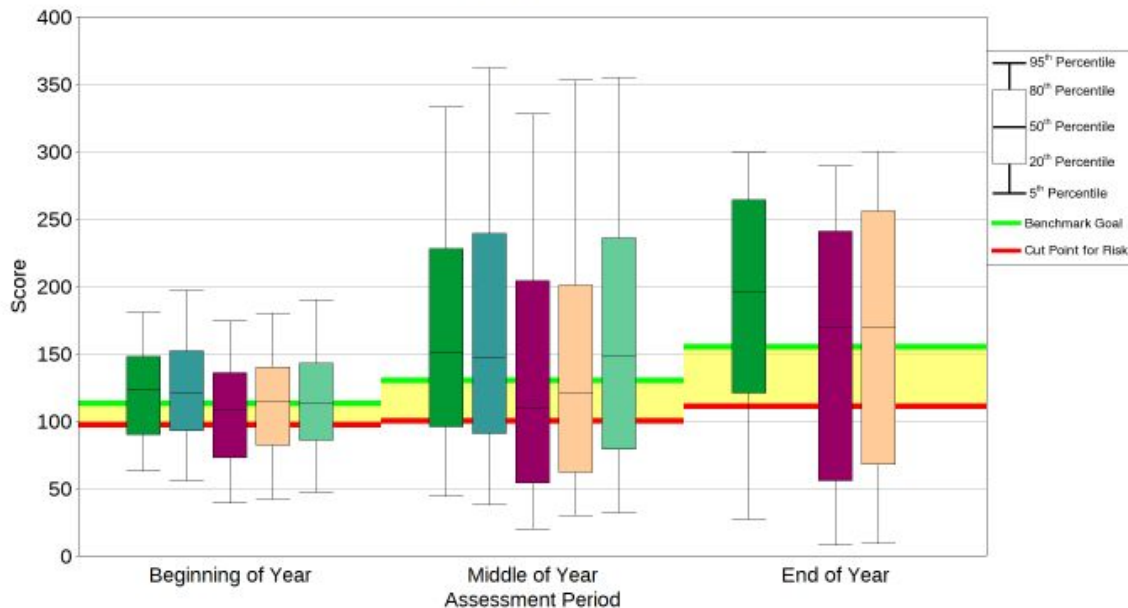


- Students in Kindergarten are at the highest levels we've seen
- Note: 5th, 20th-80th, & 95th percentiles are at all-time highs

### Multi-Year Box Plot

Acadience Reading K-6

## Reading Composite Score



- 1st-grade students are at pre-COVID levels based on their composite MOY scores (on some specific skills, they are near ATB)
- Note: 50th percentile is at the highest level since 2018-2019, also at the EOY benchmark level

**HASTINGS PUBLIC SCHOOLS**

**BOARD OF EDUCATION**

**ANNUAL REVIEW OF POLICY**

According to Board of Education Policy 205.03, “The Board will review, update, and approve the policy manual annually.” The practice of approving the policy manual, on an annual basis, is also supported by legal counsel. Given both, it is the recommendation of the Superintendent that the Board approves the policy manual as it exists of February 20, 2023, and as it may be modified from time to time by the Board of Education.



# 2023 - 2024 Hastings Public Schools



AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Days: 12 S/16 T

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Days: 19 S/20 T

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Days: 20 S/21 T

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Days: 18 S/19 T

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Days: 15 S/15 T

**August 2023**  
 August 8-9.....New Teachers Only  
 August 10-11 & 14-15.....Teacher Pre Service  
 August 15.....First Day of Classes for Grade 7 & 8  
 (Do not attend August 16)  
 August 16.....First Day of Classes All other Grades (K-6) (9-12)

**September 2023**  
 September 4.....No School PK-12 - Labor Day  
 September 22.....No School PK-12 Professional Development Day

**October 2023**  
 October 11.....End of 1<sup>st</sup> Quarter  
 October 12.....No School PK-12 Work Day  
 October 13.....No School PK-12 P/T Conf. Payback Day  
 October 16.....Beginning of 2<sup>nd</sup> Quarter

**November 2023**  
 November 3.....No School PK-12 Work Day  
 November 22-24.....No School PK-12 Thanksgiving Break

**December 2023**  
 December 21.....End of 2<sup>nd</sup> Quarter/1<sup>st</sup> Semester  
 (Early Dismissal - 1:15 pm)  
 December 22-29.....No School PK-12 Winter Break

**January 2024**  
 January 1-2.....No School PK-12 Winter Break  
 January 3.....No School PK-12 Work Day  
 January 4.....Beginning of 3<sup>rd</sup> Quarter/2<sup>nd</sup> Semester  
 January 15.....No School PK-12 Martin Luther King Jr. Day

**February 2024**  
 February 9.....No School PK-12 P/T Conf. Payback Day  
 February 12.....No School PK-12 Professional Development Day

**March 2024**  
 March 7.....End of 3<sup>rd</sup> Quarter  
 March 8.....No School PK-12 Work Day  
 March 11-15.....No School PK-12 Spring Break  
 March 18.....Beginning of 4<sup>th</sup> Quarter  
 March 29.....No School PK-12 Holiday Break

**April 2024**  
 April 1.....No School PK-12 Holiday Break  
 April 26.....No School PK-12 Work Day

**May 2024**  
 May 19.....Graduation  
 May 21.....End of 4<sup>th</sup> Quarter/Semester  
 (Early Dismissal - 1:15 pm)  
 May 22.....Work Day

### School Hours

**Elementary:** 8:10am – 3:20pm  
 Wednesday Early Dismissal: 2:30pm

**Middle School:** 8:10am – 3:35pm  
 Wednesday Early Dismissal: 2:35pm

**High School:** 8:05am – 3:30pm  
 Wednesday Early Dismissal: 2:45pm

### KEY:

No Classes/School Break
No Classes/Professional Day
No Classes/Teacher Payback Day for P/T Conf.
Beginning/End of Quarter
New Teachers Only

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Days: 19 S/20 T

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

Days: 19 S/20 T

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Days: 14 S/15 T

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Days: 20 S/21 T

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Days: 15 S/16 T

School Days by Quarter				
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	Total
39	45	43	44	171

\*\* The calendar, including time for learning teams, may be adjusted by the District in response to inclement weather or other needs\*\*



# ***Hastings Tigers*** ***2023-2024***

## ***Registration Handbook***

***Hastings Senior High School***  
***1100 West 14<sup>th</sup> Street***  
***Hastings, NE 68901***  
***402-461-7550***  
***402-461-7535 (FAX)***  
***<http://hs.hastingspublicschools.org/>***

### **TABLE OF CONTENTS**

DISTRICT INFORMATION

3

<b>GRADUATION REQUIREMENTS</b>	<b>4</b>
<b>ACADEMIC RECOGNITIONS &amp; GRADUATION HONORS</b>	<b>5</b>
<b>CAREER AND COLLEGE PLANNING</b>	<b>7</b>
<b>ATHLETICS &amp; CO-CURRICULAR ACTIVITIES</b>	<b>9</b>
Course Registration for 9th Grade	11
Course Registration for 10th Grade	12
Course Registration for 11th Grade	13
Course Registration for 12th Grade	14
<b>ART</b>	<b>15</b>
<b>BUSINESS</b>	<b>18</b>
<b>ENGLISH</b>	<b>22</b>
<b>ENGLISH LEARNERS (EL) PROGRAM</b>	<b>31</b>
<b>FAMILY and CONSUMER SCIENCES</b>	<b>33</b>
<b>JAG - Jobs for America’s Graduates</b>	<b>38</b>
<b>MATHEMATICS</b>	<b>39</b>
<b>MUSIC</b>	<b>42</b>
<b>PHYSICAL EDUCATION</b>	<b>47</b>
<b>READING</b>	<b>49</b>
<b>SCIENCE</b>	<b>51</b>
<b>SKILLED &amp; TECHNICAL SCIENCES</b>	<b>55</b>
<b>SOCIAL STUDIES</b>	<b>61</b>
<b>SPECIAL STUDENT SERVICES</b>	<b>65</b>
<b>WORLD LANGUAGES</b>	<b>66</b>
<b>DUAL CREDIT OPPORTUNITIES</b>	<b>70</b>

## DISTRICT INFORMATION

Hastings Senior High School is in Hastings, Nebraska. Hastings is located in a rural setting close to the Platte River in south-central Nebraska. Hastings Senior High is accredited by the State of Nebraska and AdvancEd.

### **Mission Statement**

Our fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens.

### **Vision**

To attain the Mission of the Hastings Public Schools, the District will have:

- A shared focus on student learning
- An articulated curriculum that provides all students, at a minimum, with essential knowledge, skills, and dispositions
- A balanced assessment system that meets the needs of students, teachers, parents, and policy makers
- A system of intervention and enrichment based on formative assessments
- Adults working together interdependently to improve student learning and instruction/practices
- Appropriate and high expectations for each student and teacher that are based on the premise that ALL students can and will learn at high levels, and will facilitate staff and students having high expectations of themselves to meet their own potential
- A safe, supportive, and healthy learning and teaching environment that celebrates individuals' differences, diversity, growth, and achievement
- An environment where adult learning and growth is continuous and job-embedded in order to provide high quality instruction for every student
- Leadership at every level that is committed to the full implementation of the culture of a professional learning community
- A strong commitment to learning from stakeholder groups (students, staff, parents, and community leaders)

### **School Goal**

Increase rigor and relevance so that every student is college and/or career ready.

**Hastings Senior High School does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities.**

## GRADUATION REQUIREMENTS

The following chart shows graduation requirements and college admission requirements. It is important to check with the student's colleges of interest to ensure additional or specific coursework is not required for admission. Five credits are granted for a semester course. Most students will exceed minimum graduation requirements.

	<b>HHS Graduation Requirements</b>	<b>Typical 4-Year University Admission Requirements</b>
<b>ENGLISH</b>	45 credits	40 credits
<b>MATH</b>	30 credits	30 credits UNL requires 40 credits
<b>SCIENCE</b>	30 credits	30 credits
<b>SOCIAL SCIENCE</b>	30 credits	30 credits
<b>PHYSICAL EDUCATION</b>	10 credits	NA
<b>INFORMATION TECHNOLOGY</b>	5 credits	NA
<b>FOREIGN LANGUAGE</b>	NA	Varies with university, 20-40 credits of the same language
<b>PERSONAL FINANCE</b>	5 credits	NA
<b>TOTAL CREDITS</b>	225 CREDITS	

All students will register for courses during the spring semester of each year. The master schedule is built on the basis of student registration requests, teachers, and administration input. Families need to make thoughtful choices at registration, as classes fill quickly and changes later may not be possible.

A drop/add opportunity is held at the beginning of each semester, however changes will be limited to availability of another comparable course and may require administrative approval.

Seniors meeting graduation requirements must register for 25 credits per semester.

Credit is accepted from accredited high schools and accredited homeschooling programs.

Only students who have completed graduation requirements are permitted to participate in commencement exercises.

## ACADEMIC RECOGNITIONS & GRADUATION HONORS

### Honor Roll

Two Honor Rolls are announced at the end of each semester. The A Honor Roll includes the names of all students carrying courses equivalent to 25+ semester hours for the semester and having a 3.5 grade average or above and no grade lower than a "C." The B Honor Roll includes the names of all students carrying courses equivalent to 25 semester hours for that quarter and

having a 3.0 to 3.49 grade average with no grade lower than a “C.” All subjects are included in this average.

### **National Honor Society**

Membership in the Hastings Chapter of the National Honor Society is based upon scholarship, leadership, service, and character. A faculty council selects members after a student has completed at least three semesters of high school. The minimum requirements for consideration for membership include: 1) an accumulative GPA of 3.80; 2) evidence of at least three service projects in the school, home, church, or community; 3) election or appointment to an office in an organization or membership in two or more organizations which have officers; and 4) possession of a character that reflects honesty, integrity, and concern for others.

### **National Merit Recognition**

The mission of National Merit Scholarship Corporation (NMSC) is to recognize and honor the academically talented students of the United States. NMSC accomplishes its mission by conducting nationwide academic scholarship programs. Qualifications to earn National Merit recognition is based on a student’s performance on the PSAT exam taken during JUNIOR year. Students are notified in the fall of their senior year if they earn a qualifying score. The qualifying score index changes yearly and is state-based. There are two categories awarded: semi-finalist and commended. Semi-finalists continue in the competition, commended do not. Typically, an index score of 200 or better will earn recognition. Sophomores are also encouraged to take the PSAT test as a practice in order to be prepared for junior year when it counts for the competition. See your counselor if you have questions or visit the National Merit website for more information(<http://www.nationalmerit.org/>).

### **President’s Award for Educational Excellence**

Seniors with a 3.5 cumulative GPA after 7 semesters and earning an ACT Reading score of 28 or an ACT Math score of 26 will earn this award at Honors Night in May.

### **Omaha World Herald Scholars**

The Omaha World Herald recognizes students throughout the state for academic achievement. Students with an ACT of 32 or better or an SAT of 2120 or better are nominated for the All-State Academic teams. Students are featured in the OWH in May.

### **Graduation Honors**

The class standing system used will be as follows:

- Summa Cum Laude GPA 4.0 and above (With the Highest Distinction)
- Magna Cum Laude GPA 3.75-3.99 (With Great Distinction)
- Cum Laude GPA 3.50-3.74 (With Distinction)

Return to [TABLE OF CONTENTS](#)

To recognize achievement, honor cords are awarded to seniors based on cumulative GPA--excluding the 2nd semester of the graduating year.

- Orange and black honor cords      GPA 4.0 or above
- Orange and white honor cords      GPA 3.75-3.99
- Black and white honor cords      GPA 3.50-3.74
- National Honor Society collar  
Members of NHS are eligible to wear this honor collar.

### **GPA**

A student's GPA shall be calculated by dividing the total grade points achieved (standard and weighted) by the total course credits earned. Weighted grade points will apply to Honors courses.

- Points in regular courses are: A=4; B=3; C=2; D=1; F=0
- Points in honors courses are: A=5; B=4; C=3; D=1; F=0

### **Academic Letter**

Academic letters are awarded every year to those students who receive a GPA of 3.50 or above in the 1st and 2nd semester of the same school year. Students will be recognized in the fall for the prior year's recipients for grades 9-11. Seniors will be honored in the spring of their senior year at Honor's Night.

## **CAREER AND COLLEGE PLANNING**

### **Post-Secondary Planning Websites**

Planning for the future can be overwhelming. The following websites have a multitude of timely information that will be helpful in the planning process.

- **NAVIANCE (see more information below)**  
<https://naviance.com>
- <http://www.nebraskacareerconnections.org>: provides education and career planning resources

Return to [TABLE OF CONTENTS](#)

- [www.educationquest.org](http://www.educationquest.org): information on creating a resume, a financial aid estimator, college planning tips, and scholarship searches
- [www.actstudent.org](http://www.actstudent.org): register for the **ACT** test, practice questions, and college planning resources
- [www.collegeboard.org](http://www.collegeboard.org): register for the **SAT** test, practice questions, and college planning resources
- [www.hastingspublicschools.org](http://www.hastingspublicschools.org): the “Counseling Department” tab will have additional information for parents and students

### **AP Courses**

The College Board’s Advanced Placement (AP) courses are college-level classes in a wide variety of subjects that students can take while still in high school. They offer challenging coursework to give students an idea of what to expect in college. Visit [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com) for more information on AP courses, tests, and college credit and transferability. If a student is interested in taking an AP exam in a course not offered at HHS, see Ms. Schulte.

Hastings Senior High offers the following AP courses:

- World Literature Honors AP
- European History Honors AP
- American History AP Honors
- Music Theory AP
- Statistics AP Honors
- Chemistry AP
- Biology AP

### **Dual Enrollment Courses**

Please see page 66 for more information.

### **Naviance**

Naviance is a comprehensive website that students and parents can use as a tool in planning for the future. This web-based platform provided by the Hastings Public School district integrates success planning, career planning, college planning, and family engagement tools to help students become college and career ready. This is a free website to students provided by the Hastings Public School district.

Some features to explore are available under the **College, Career, and About Me tabs**:

- “Do What You Are” personality assessment enables students to better understand what college majors or careers best suit their personality types.
- Career Interest Profiler helps students discover the types of work activities and careers that match your interests.
- College Super Match provides comprehensive information on thousands of colleges. Students enter criteria such as size, location, cost, and availability of specific majors and get a list of colleges that meet the criteria.
- Scholarship information is available on Naviance. Seniors should check Naviance weekly for updates on local and regional scholarships.
- Resume Builder will rearrange the student’s information into multiple printable versions that students can use for various purposes.
- Naviance Test Prep program enables students to prepare for the ACT.

### **Playing Sports in College**

College athletic websites have student-athlete questionnaires for interested students to complete during 10th, 11th, or 12th grade. 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 do so by the end of the junior year but can do it during the senior year. 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 high school to assure they are on the right track. Visit [www.eligibilitycenter.org](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 [www.playnaia.org](http://www.playnaia.org).

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 coach about eligibility to play and rules for future transfer to a college or university. Visit [www.njcaa.org](http://www.njcaa.org) for more information.

# ATHLETICS & CO-CURRICULAR ACTIVITIES

## NON-ATHLETIC ACTIVITIES

(Sanctioned by the NSAA)

Debate  
Instrumental Music  
Journalism  
Marching Band  
Play Production  
Show Choir  
Speech  
Vocal Music

## CLUBS AND ORGANIZATIONS

Art Club  
Board Game  
Books & Bagels  
Cheerleading  
Color Guard  
DECA  
Drama Club  
Engineering Club  
Future Problem Solvers  
History Club  
Improv  
Intramural Basketball & Volleyball  
Key Club  
Manga Anime Club  
Multicultural Club  
National Honor Society  
Poetry Live  
Quiz Bowl  
Science Club  
Skills USA  
Student Council  
Tigerettes  
Newspaper  
Yearbook

## ATHLETICS

### FALL SPORTS

Boys Cross Country  
Boys Tennis  
Football  
Girls Cross Country  
Girls Golf  
Softball  
Volleyball

### WINTER SPORTS

Boys Basketball  
Girls Basketball  
Swimming & Diving  
Wrestling  
Bowling

### SPRING SPORTS

Baseball  
Boys Golf  
Boys Soccer  
Boys Track  
Girls Soccer  
Girls Tennis  
Girls Track

### COMMUNITY CLUBS

Mentoring Works

## Four Year Planning Guide

Return to [TABLE OF CONTENTS](#)

Name: \_\_\_\_\_ Plans after high school \_\_\_\_\_ Date \_\_\_\_\_

*Hastings Senior High School--Four Year Course Planner*

**9th Grade**

*Must take a minimum of seven classes*

Semester 1	Semester 2
Eng 9 or Eng 9 H	Eng 9 or Eng 9 H
World History or World History H	World History or World History H
Phy Sci or Phy Sci H	Phy Sci or Phy Sci H
Math:	Math:
Alternate:	Alternate:
Alternate:	Alternate:

**10th Grade**

*Must take a minimum of seven classes*

Semester 1	Semester 2
Eng 10 or Eng 10 H	Eng 10 or Eng 10 H
Amer History or Amer History H AP	Amer History or Amer History H AP
Biology or Biology H	Biology or Biology H
Math:	Math:
Alternate:	Alternate:
Alternate:	Alternate:

**11th Grade**

*Must take a minimum of six classes*

Semester 1	Semester 2
Eng 11 or Eng 11 H	Eng 11 or Eng 11 H
SS:	SS:
Science:	Science:
Math:	Math:
Alternate:	Alternate:
Alternate:	Alternate:

**12th Grade**

*Must take a minimum of five classes*

Semester 1	Semester 2
English:	English:
Alternate:	Alternate:
Alternate:	Alternate:

- If recommended by HMS, 9th graders will be required to take reading; however, any student may sign up for a class to improve specific skills.
- Minimum of 225 credits are needed for graduation. Most students earn 260-280 credits.
- PE I and PE II/Lifetime Fitness, Communication Arts, Information Technology, and Personal Finance are required for graduation.
- Many four-year colleges recommend two to four years in the same foreign language.
- Many four-year colleges recommend or require four years of math (Algebra I, Geometry, Algebra II and above).

## Course Registration for 9th Grade

Graduation Requirements: **225 Credits**

**No credit for Study Hall**

<p>REQUIRED CREDITS 4 years English &amp; 1 semester Communication Arts 3 years Science 3 years Math</p>	<p>REQUIRED CREDITS 3 years Social Studies 1 semester Information Technology 2 semesters Physical Education 1 semester Personal Finance</p>
--	---

9th graders must register for 70+ credits. \*semester class

### ART

- Art Fund 1 (2-D)\*
- Art Fund 2 (3-D)\*

### BUSINESS

- Info Tech 1\*
- Intro to Business

### ENGLISH Required

- English 9
- English 9 Honors

### FAMILY & CONSUMER SCIENCES

- Introduction to FCS\*
- Introduction to Design\*

### JOURNALISM

- Journalism\*

### MATHEMATICS Required

- Algebra I
- Algebra I PE
- Geometry
- Geometry Honors
- Algebra/Trig Honors

### MUSIC

- String Orchestra
- Full Orchestra  
(Before school, every other day. 5 credits/year)
- Jazz Band (Audition)  
(Before school, every other day. 5 credits/year)
- Band (Audition)
- Treble Choir
- Century Men

### PERFORMING ARTS

- Debate: Exploration
- Debate: Congress Style
- Theater I\*
- Theater II (Prerequisite Theater I)\*
- Stagecraft (Prerequisite Theater I or Basic Cab.)\*

### PHYSICAL EDUCATION

- PE I\*
- Sports Performance

### READING

- Reading I
- Reading II

### SCIENCE Required

- Physical Science
- Physical Science Honors

### SKILLED & TECHNICAL SCIENCES

- Intro to Engineering/CAD
- Intro to Manufacturing/Welding\*
- Basic Cabinetry\*

### SOCIAL STUDIES

- World History
- World History Honors

### SPECIAL STUDENT SERVICES

- Learning Lab
- EL-Emerging
- EL-Progressing
- EL-Advanced

### WORLD LANGUAGES

- French I
- German I
- Spanish I-IV (per placement exam)

## Course Registration for 10th Grade

Graduation Requirements: 225 Credits, including requirements below

4 years English & 1 semester Communication Arts 3 years Science 3 years Math	3 years Social Studies 1 semester Information Technology 2 semesters Physical Education 1 semester Personal Finance
--	--

\*denotes semester class    10th graders must register for 70+ credits    No credit is granted for Study Hall

### ART

- Art Fund 1 (2-D)\*
- Art Fund 2 (3-D)\*
- Drawing\*
- Adv Drawing\*
- Pottery\*
- Adv. Pottery\*
- Sculpture\*
- Adv Sculpture\*
- Natural Fibers\*

### BUSINESS

- Intro to Business
- Info Tech I\*
- World of Work/Careers\*
- Web Page Design & Dev\*
- Digital Media\*
- Info Tech II\*
- Marketing
- Accounting I

### ENGLISH

- English 10
- English 10 Honors
- Communication Arts\*

### FAMILY & CONSUMER

#### SCIENCES

- Intro to FCS\*
- Fund. of Nutr. & Culinary Ess.\*
- Nutrition\*
- Food Science\*
- Parents and Families\*
- Child Development\*
- Apparel Prod. & Construction\*
- Intro to Design\*
- Fashion Design\*
- Housing & Interior Design\*
- Interpersonal Relationships\*

### JOURNALISM

- Journalism\*
- Yearbook Publication
- Tiger Cub

### MATHEMATICS

- Algebra I
- Algebra I PE
- Geometry
- Geometry PE
- Geometry Honors
- Algebra II
- Algebra/Trig Honors
- Pre-Calculus Honors

### MUSIC

- String Orchestra
- Band
- Concert Choir
- Bel Canto
- Treble Clef
- Jazz Band
- Full Orchestra
- Treble Choir
- Century Men
- Bel Canto
- Chamber Choir
- Madrigal Singers

### PERFORMING ARTS

- Debate: Exploration
- Debate: Congress Style
- Theatre I\*
- Theatre II\*
- Stagecraft\*
- Creative Writing\*

### PHYSICAL EDUCATION

- PE I\*
- PE II\*
- Lifetime Fitness\*
- Sports Performance

### READING

- Reading I
- Reading II

### SCIENCE

- Biology
- Biology Honors

### SKILLED & TECHNICAL SCIENCES

- Intro to Engineering/CAD
- Engineering Concepts
- Intro to Manufact./Welding\*
- Advanced Welding\*
- Basic Cabinetry\*
- Advanced Furniture
- Building Trades I

### SOCIAL STUDIES

- American History
- American History AP Honors

### SPECIAL STUDENT SERVICES

- Learning Lab
- EL-Emerging
- EL-Progressing
- EL-Advanced

### WORLD LANGUAGES

- French I & II
- German I & II
- Spanish I-IV (per placement exam)
- Spanish for Native Speakers

## Course Registration for 11th Grade

Graduation Requirements: 225 Credits **BOLD=DUAL CREDIT/SEE YOUR COUNSELOR**

4 years English & 1 semester Communication Arts 3 years Science 3 years Math	3 years Social Studies 1 semester Information Technology 2 semesters Physical Education 1 semester Personal Finance
--	--

\*denotes semester class      11th graders must register for 60+ credits. No credit is granted for Study Hall.

### **ART**

- Art Fund 1 (2-D)\*
- Art Fund 2 (3-D)\*
- Drawing\*
- Adv Drawing\*
- Pottery\*
- Adv. Pottery\*
- Sculpture\*
- Adv Sculpture\*
- Natural Fibers\*
- Painting\*
- Adv. Painting\*

### **BUSINESS**

- Info Tech 1\*
- Personal Finance\*
- Intro to Business
- World of Work/Careers\*
- Web Page Design & Dev\*
- Digital Media\*
- Info Tech II\*
- Marketing
- Accounting I
- Accounting II
- Entrepreneurship/Advanced Marketing

### **ENGLISH**

- English 11
- English 11 Honors
- Communication Arts\***

### **FAMILY & CONSUMER**

### **SCIENCES**

- Fund. of Nutrition & Culinary Ess.\*
- Nutrition\*
- Food Science\*
- Parents & Families\*
- Child Development\*
- Apparel Production & Construct.\*
- Intro to Design\*
- Fashion Design\*
- Housing & Interior Design\*
- Interpersonal Relationships\*
- Health Science I\*
- Medical Terminology\*

### **JAG**

- Beginning JAG
- Advanced JAG

### **JOURNALISM**

- Journalism\*
- Yearbook Publication
- Tiger Cub

### **MATHEMATICS**

- Geometry
- Geometry PE
- Algebra II
- Algebra II PE
- Algebra/Trig Honors
- Probability & Stats\*
- Trigonometry\*
- Statistics AP Honors
- Pre-Calculus Honors
- AP Calculus AB**

### **MUSIC**

- String Orchestra
- Band
- Treble Choir
- Century Men
- Bel Canto
- Jazz Band
- Full Orchestra
- Chamber Orchestra
- Chamber Choir
- Madrigal Singers
- Music Theory AP

### **PERFORMING ARTS**

- Debate: Exploration
- Debate: Congress Style
- Theater I\*
- Theater II\*
- Stagecraft\*
- Creative Writing\*

### **PHYSICAL EDUCATION**

- Life Sports\*
- Lifetime Fitness\*
- Sports Performance
- PE I\* or PE II\*

### **READING**

- Reading I
- Reading II

### **SCIENCE**

- Physics
- Physics Honors**
- Human Anatomy/Physiology
- Human Anatomy/Physiology Honors
- Chemistry
- Chemistry Honors
- AP Biology
- Science in Society

### **SKILLED & TECHNICAL**

#### **SCIENCES**

- Intro to Engineering/CAD
- Intro to Manu/Welding\*
- Basic Cabinetry\*
- Engineering Concepts
- Adv. Welding\*
- Precision Machining Processes**
- Adv. Furniture Construction
- Tiger Woodworking
- Building Trades I
- Engineering Applications**
- Intro to Transportation\***

#### **SOCIAL STUDIES**

- World Cultures\*
- Nebraska History\*
- Regional Geography\*
- Contemporary Issues\*
- Civil & Human Rights in American History\*
- History of Architecture & Technology\*
- Psychology\*
- American Government**

#### **SPECIAL STUDENT SERVICES**

- Learning Lab
- Job Training I
- EL-Emerging
- EL-Progressing
- EL-Advanced

#### **WORLD LANGUAGES**

- French I or II or III
- German I or II or III
- Spanish I or II or **Spanish III**
- Spanish for Native Speakers

## Course Registration for 12th Grade

Graduation Requirements: 225 Credits, including requirements below

4 years English & 1 semester Communication Arts 3 years Science 3 years Math	3 years Social Studies 1 semester Information Technology 2 semesters Physical Education 1 semester Personal Finance
--	--

12th graders must register for 50+ credits. No credit is granted for Study Hall.

**BOLD=DUAL CREDIT/SEE YOUR COUNSELOR** \*denotes semester class

### ART

- Art Fund 1(2-D)\*
- Art Fund 2 (3-D)\*
- Drawing\*
- Adv Drawing\*
- Pottery\*
- Adv. Pottery\*
- Sculpture\*
- Adv Sculpture\*
- Natural Fibers\*
- Painting\*
- Adv. Painting\*
- Studio Art\*

### BUSINESS

- Info Tech 1\*
- Personal Finance\*
- Intro to Business
- World of Work/Careers\*
- Web Page Design & Dev\*
- Digital Media \*
- Info Tech II\*
- Marketing
- Accounting I
- Accounting II
- Entrepreneurship/Advanced Marketing
- Business Law

### ENGLISH

- English 12
- English 12 Honors**
- World Literature AP Honors**
- Practical English
- Communication Arts\***

### FAMILY & CONSUMER SCIENCES

- Fund. of Nutrition & Culinary Ess.\*
- Nutrition\*
- Food Science\*
- Parents & Families\*
- Child Development\*
- Apparel Prod. & Construction\*
- Intro to Design\*
- Fashion Design\*
- Housing & Interior Design\*
- Interpersonal Relationships\*
- Health Science I\*
- Medical Terminology\*

### JAG

- JAG
- Advanced JAG

### JOURNALISM

- Journalism\*
- Yearbook Publication

### MUSIC

- Tiger Cub
- MATHEMATICS**
- Geometry
- Geometry PE
- Algebra II
- Algebra II PE
- Probability & Stats\*
- Trigonometry\*
- Statistics AP Honors
- Pre-Calculus Honors
- AP Calculus AB**
- MUSIC**
- String Orchestra
- Band
- Treble Choir
- Century Men
- Bel Canto
- Jazz Band
- Full Orchestra
- Chamber Orchestra
- Chamber Choir
- Madrigal Singers
- Music Theory AP

### PERFORMING ARTS

- Debate: Exploration
- Debate: Congress Style
- Theater I\*
- Theater II\*
- Stagecraft\*
- Creative Writing\*

### PHYSICAL EDUCATION

- Life Sports\*
- Lifetime Fitness\*
- Sports Performance
- PE I\* or PE II\*

### READING

- Reading I
- Reading II

### SCIENCE

- Physics
- Physics Honors**
- Human Anatomy/Physiology
- Human Anatomy/Physiology Honors
- Chemistry
- Chemistry Honors
- Science in Society
- AP Biology
- AP Chemistry

### SKILLED & TECHNICAL SCIENCES

- Intro to Engineering/CAD
- Intro to Manu/Welding\*
- Basic Cabinetry\*
- Engineering Concepts
- Adv. Welding\*
- Adv. Furniture Construction
- Tiger Woodworking
- Precision Machining Processes
- Engineering Applications**
- Intro to Transportation\***
- Architectural Drafting & Design**
- Advanced Manufacturing II**
- Building Trades I
- Building Trades II
- Vocational Auto & Transportation**

### SOCIAL STUDIES

- World Cultures\*
- Nebraska History\*
- Regional Geography\*
- Contemporary Issues\*
- Civil & Human Rights in Am. History\*
- History of Architecture & Technology\*
- Psychology\*

### AMERICAN GOVERNMENT

- American Government**
- European History AP Honors**

### SPECIAL STUDENT SERVICES

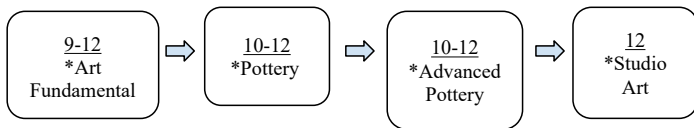
- Learning Lab
- Job Training I
- EL-Emerging
- EL-Progressing
- EL-Advanced

### WORLD LANGUAGES

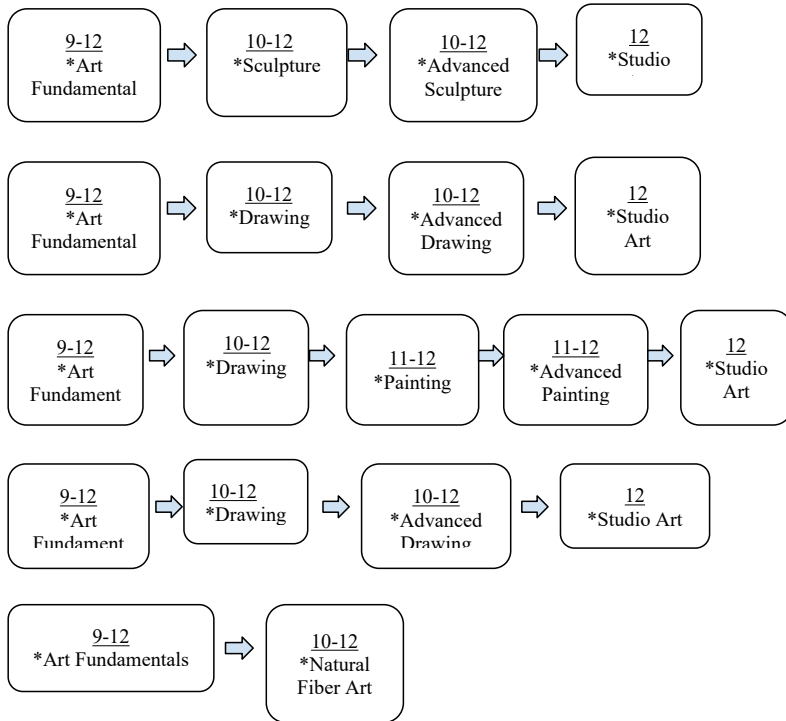
- French I or II or III or IV
- German I or II or III or IV
- Spanish I or II **Spanish III or IV**
- Spanish for Native Speakers

# ART

\*Semester class



Return to [TABLE OF CONTENTS](#)



## **ART**

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>ART FUNDAMENTALS I (2-D Foundations)</b> 5 credits	9-12		This course is designed to give a solid foundation in 2-D design and is the first class a student should take if they are interested in drawing and painting. It is the prerequisite for all beginning 2-D art classes. Beginning students learn the foundation skills of 2-D art (drawing and painting and other applicable media) through the study of art elements (line, shape/form, texture, space, value and color theory)

			and composition as applied to 2-D artwork. Students who want to take additional drawing and painting classes must take this class. Students who want to do both 2-D and 3-D art or who are interested in pursuing art post high school should take <b>both</b> this class and Art Fundamentals II (3-D Foundations).
<b>ART FUNDAMENTALS II (3-D Foundations)</b> 5 credits	9-12		This course is designed to give a solid foundation in 3-D design and is the first class a student should take if they are interested in ceramics and sculpture. It is the prerequisite for all beginning 3-D art classes. Beginning students learn the foundation skills of 3-D art (ceramic, sculpture materials and other 3-D media) through the study of art elements (line, shape/form, texture, space, value and color theory) and composition as applied to 3-D artwork. Students who want to take additional pottery and sculpture classes must take this class. Students who want to do both 2-D and 3-D art or who are interested in pursuing art post high school should take <b>both</b> this class and Art Fundamentals I (2-D Foundations).
<b>DRAWING</b> 5 credits	10-12	Art Fund. I  Instructor/Counselor/ Assistant Principal Approval	This course is designed to improve drawing techniques and skills. A variety of media is involved. This class provides an excellent background for other two-dimensional art classes offered.
<b>ADVANCED DRAWING</b> 5 credits--2nd semester only	10-12	Drawing  Instructor/Counselor/ Assistant Principal Approval	Students will be provided with an historical background of artists, techniques, and media with an emphasis on the elements and principles of design and the study of composition.
<b>PAINTING</b> 5 credits--1st semester only	11-12	Drawing  Instructor/Counselor/ Assistant Principal Approval	This course introduces students to techniques in tempera, acrylic and watercolor painting.
<b>ADVANCED PAINTING</b> 5 credits--2nd semester only	11-12	Painting  Instructor/Counselor/ Assistant Principal Approval	Builds on the techniques developed in Painting with additional work in acrylic painting and watercolor techniques.
<b>POTTERY</b> 5 credits	10-12	Art Fund II  Instructor/Counselor/ Assistant Principal Approval	Introduces students to a basic understanding of clay, tools, methods of handbuilding and wheel throwing pottery, as well as a variety of decorating and glazing techniques.
<b>ADVANCED POTTERY</b> 5 credits--2nd	10-12	Pottery  Instructor/Counselor/ Assistant Principal	This course builds on the advanced techniques developed in Pottery including hand building, wheel thrown techniques, and advanced surface finishes.

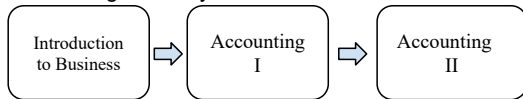
semester only		Approval	
<b>NATURAL FIBER ART</b> 5 credits--1st semester only	10-12	Art Fund I or II  Instructor/Counselor/ Assistant Principal Approval	Introduces students to a variety of fiber arts such as weaving, paper-making, handmade books, and batik.
<b>SCULPTURE</b> 5 credits	10-12	Art Fund II  Instructor/Counselor/ Assistant Principal Approval	This course introduces students to a variety of skills and techniques for creating sculpture in a wide range of media. Design elements are emphasized.
<b>ADVANCED SCULPTURE</b> 5 credits	10-12	Sculpture  Instructor/Counselor/ Assistant Principal Approval	This course builds on advanced techniques developed in Sculpture including modeling, casting, construction, and carving. A variety of mediums and techniques are explored.
<b>STUDIO ART</b> 5 credits--2nd semester only	12	Minimum of a beginning and advanced class in the same medium area  Instructor/Counselor/ Assistant Principal Approval	Studio Art offers the art student an opportunity for extended study in a particular medium and media of which he/she has taken both beginning and advanced classes prior to this course. Students may be expected to purchase part of their own supplies, depending upon the medium chosen.

**\*\*\*A \$15 lab fee will be charged for all art classes based on projects chosen.**

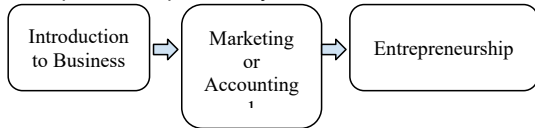
# BUSINESS, MARKETING, & MANAGEMENT

## Business Administration Cluster

### Accounting Pathway

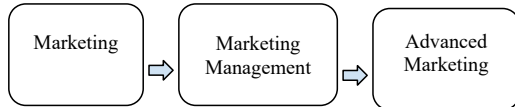


### Entrepreneurship Pathway

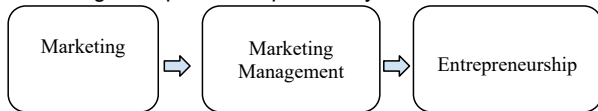


## Marketing Cluster

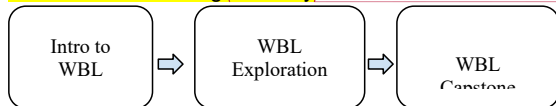
### Marketing Pathway



### Marketing Entrepreneurship Pathway

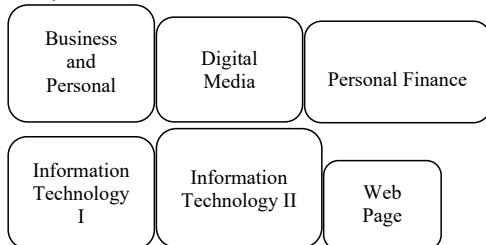


## Work Based Learning Pathway



**Commented [MOU1]:** One repurposed class (WOW) & one new WBL course (intermediate), descriptions are found below

## Independent Classes



# BUSINESS

Commented [MOU2]: Will need to add Tiger Vision course to offerings

COURSE TITLE	RECOMMENDED GRADE	PREREQUISITES	COURSE DESCRIPTION
<b>INTRODUCTION TO BUSINESS</b> 10 credits  NDE COURSE CODE: 032300	9-12		Students will be provided an opportunity to understand the role of business in today's society. It also provides a basis for further study in business, as well as, offering useful and practical aspects of living for all students. Students will be given hands-on opportunities to work on projects, simulations, decision-making cases, personal finance and banking practices, and technology-research tools. The class is designed to help students become wise consumers, good citizens, and efficient employees while contributing to the development of their total economic understanding.
<b>INTRODUCTION TO WORK-BASED LEARNING</b> 5 credits  NDE COURSE CODE: 320101 (NEED TO CHANGE)	11 (1st Sem.)	2 courses within a specific CTE Area	This course is designed to introduce students to the Work-Based Pathway. Students will explore their strengths, skills, and abilities. We will explore all the career fields, practice job-interviewing techniques, and improve their Career Readiness skills. Resumes and cover letters will be developed. The Nebraska Career Education model will be used as a resource.
<b>WORK-BASED LEARNING EXPLORATION</b> 5 credits  NDE COURSE CODE: 320101 (NEED TO CHANGE)	11 (2nd Sem.)	Intro to WBL	This course will provide students with the <b>academic, technical and decision-making skills</b> needed to compete successfully in the workforce, at the post-secondary level, and in the global community. Students will research, job shadow, interact with guest speakers in specific Career and Technical Education (CTE) areas of interest to them.
<b>INFORMATION TECHNOLOGY I</b> 5 credits  NDE COURSE CODE: 270501	9-12		In today's technological society, it is imperative that all students have knowledge of computers and is a prerequisite for many jobs today. This course provides the student with opportunities to perform basic to advanced operations on the computer. Students will develop skills in word processing and spreadsheets. <b>Graduation requirement.</b>

Commented [MOU3]: Changing World of Work to Intro to WBL

Commented [MOU4]: New WBL course – intermediate level

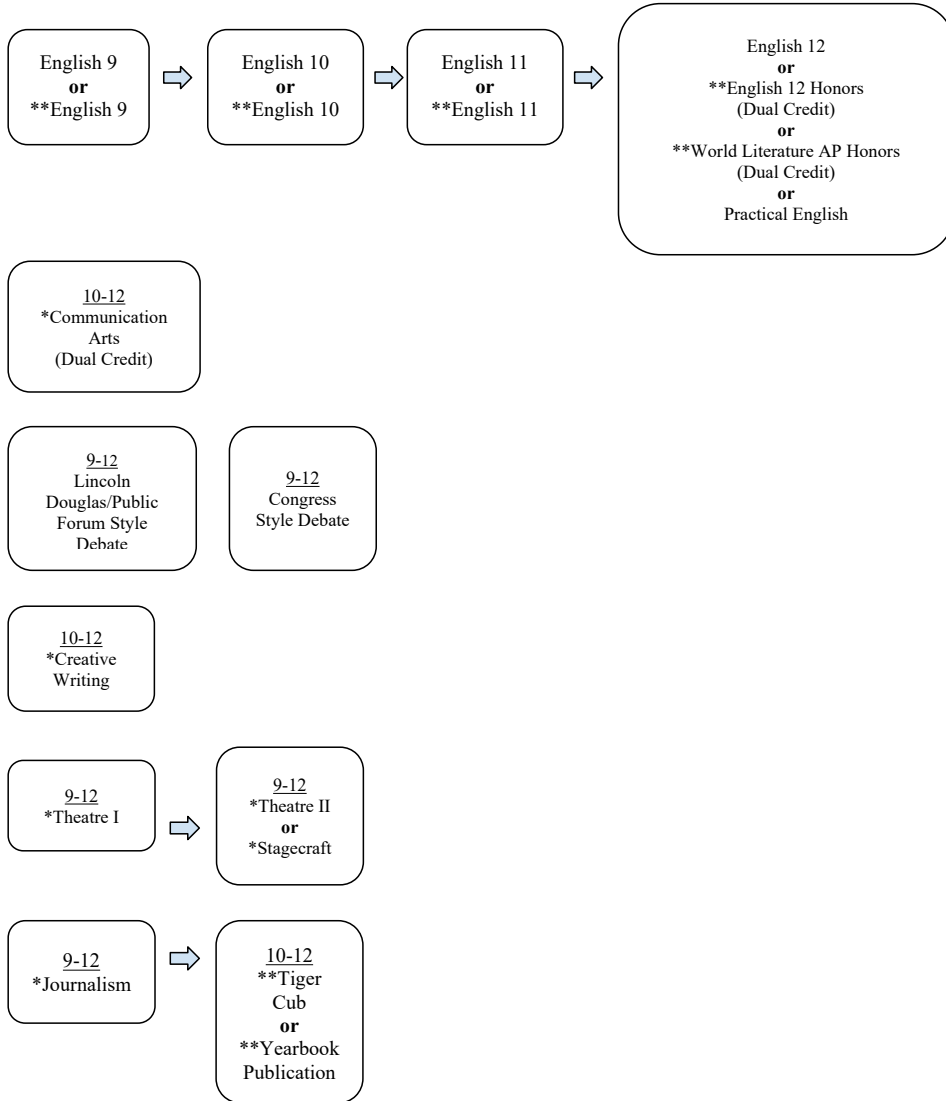
<b>INFORMATION TECHNOLOGY II</b> 5 credits  NDE COURSE CODE: 270502	9-12	Information Technology I	This course builds on the skills taught in Information Technology I and will focus on skill development in advanced spreadsheet, database and utilizing advanced features.
<b>DIGITAL MEDIA</b> 5 Credits  NDE COURSE CODE: 270602	10-12	Information Technology I	This course will introduce students to the technical tools and processes used in digital design. Students will create, design, and produce digital media including sound, video, graphics, and text. Students will demonstrate proper use of fair use guidelines. Career opportunities in digital design will be explored.
<b>WEB PAGE DESIGN &amp; DEVELOPMENT</b> 5 credits  NDE COURSE CODE: 270706	10-12	Information Technology I	Students will learn how to create web pages by utilizing HTML (HyperText Markup Language) and CSS (Cascading Style Sheets).
<b>ACCOUNTING I</b> 10 credits  NDE COURSE CODE: 030300	10-12		Students will study the principles and concepts of double-entry accounting and evaluate various accounting careers. They will perform accounting, both manual and automated, for a service business organized as a proprietorship and for a merchandising business organized as a partnership. Students will complete business simulations that provide them on-the-job experience. They will also gain knowledge about personal financial management. This class is highly recommended for students pursuing a business degree in college.
<b>ACCOUNTING II</b> 10 credits  NDE COURSE CODE: 030301	11-12	Accounting I	This course studies advanced principles and concepts of accounting. Students will perform accounting, both manual and automated, for a corporation. Other topics studied will include taxes and the stock market. Students will complete automated business simulations. This course is highly recommended for students pursuing a business degree.

<p><b>MARKETING/ MARKETING MANAGEMENT</b> 10 credits</p> <p>NDE COURSE CODE: 038100/038101</p>	10-12		<p>This introductory course of the two-year marketing education program is designed to prepare students for vocations in the field of marketing, merchandising, and management in a retail, industrial, or service type business. Emphasis will be placed on salesmanship, advertising, display, job preparation, communications, consumer buying behavior, product planning, distribution, promotion, pricing, and human relations. Membership in DECA (an Association of Marketing Students) is an important part of this class and is highly recommended.</p>
<p><b>ENTREPRENEURSHIP/ ADVANCED MARKETING</b> 10 credits</p> <p>NDE COURSE CODE: 032370/038200</p>	11-12	Marketing	<p>Students will relate the concepts learned in Marketing and apply them to Internet marketing, international marketing, entrepreneurship and business ownership. First semester will concentrate on entrepreneurship, business ownership and writing a business plan. Second semester will concentrate on international marketing including: how to meet the challenges of culture, political and business differences. Trade barriers, letters of credit, importing, exporting, international economies, financing, social/cultural differences and career opportunities will be explored. Students will experience marketing as it pertains to real life situations. Membership in DECA is an important part of this class and is highly recommended. A business start-up plan is developed during this class that may be used for DECA competition at the state level.</p>
<p><b>BUSINESS and PERSONAL LAW</b> 10 credits</p> <p>NDE COURSE CODE: 030900</p>	11-12		<p>This course is designed to help students learn about the law and how it is involved in their daily lives. Business and personal law will emphasize the sources of today's laws, and how it affects their lives as minors, employees, consumers, business owners, employers, parents, and citizens.</p>
<p><b>PERSONAL FINANCE</b> 5 credits</p> <p>NDE COURSE CODE: 033000</p>	11-12		<p>The goal of Personal Finance is to help students to become financially responsible, conscientious members of society. To reach that end, this course develops student understanding and skills in such areas as income, money management, budgeting, financial goal attainment, the wise use of credit, insurance, and investments. <b>Graduation requirement.</b></p>

# ENGLISH

\*Semester class

\*\*Teacher recommendation required



# ENGLISH

In English 9, English 10, and English 11, Hastings High School offers an honors course in addition to the regular class. A student may register for the level of instruction the student and his/her parent/guardian feel is appropriate.

The Honors courses are challenging and demanding. They prepare students for college-level work. Students who register for an honors course should plan to commit a great deal of time and effort to the course and should have a history of performing well in a demanding English class.

All other English classes should be seen as courses that also prepare students for college, but are not solely college-prep courses. These classes are also appropriate for students who plan to attend a technical school, join a branch of the military service, or pursue some other, similar post-high school experience.

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>ENGLISH 9</b> 10 credits	9		All freshmen must take either this course or English 9H. This course builds on the language and literacy skills introduced in previous years. Students will improve reading and comprehension skills by emphasizing critical thinking. Students study major types of literature, creative and expository writing, grammar and usage, and vocabulary. Literature includes short stories, novels, and drama. Two writing assessments are required. Writing assessments must meet all department requirements.
<b>ENGLISH 9 HONORS</b> 10 credits	9	English 9H is designed for students who have excelled in previous English classes. Students with a 2 or 1 grade <b>should not enroll</b> in English 9 Honors.	This course expands and delves into language and literacy skills. Students will improve reading and comprehension skills by emphasizing critical thinking. Students will analyze major types of literature, write essays in formal styles with the expectation of appropriate grammar and usage, and enhance their academic vocabulary. Literature includes short stories, <i>The Hunger Games</i> , <i>The Tragedy of Romeo and Juliet</i> , and <i>The Unvanquished</i> . Two writing assessments are required. Writing assessments must meet all department requirements. Ultimately, what makes Honors English 9 different from other English 9 courses is that students are expected to do more at a faster pace with a deeper immersion in literature and writing.

<b>COMMUNICATION ARTS</b> 5 credits	10-12		This course is required of all students to be taken during 10th, 11th or 12th grade. This course develops skills in public speaking, interpretation, persuasion, discussion, and other forms of communication. A student who does not present an informative speech and persuasive speech cannot earn credit in Communication Arts. Both speeches must meet all of the process and product requirements set by the teacher, and the student must meet deadlines set by the teacher. <b>Graduation requirement.</b>
<b>COLLEGE COMMUNICATION ARTS</b> 5 credits	11-12		This semester course takes the place of the high school Communication Arts requirement, and is open to juniors and seniors who would like to take it for college credit through Central Community College. Activities are modified for what would be expected in a required college public speaking course. Students will work on their nonverbal and verbal communication skills, plan outlines for speeches, identify different kinds of speeches for different situations, interact with other students in a group setting, experience what it is like to do online communication, understand communication etiquette and cultural diversity when communicating, know the difference between researched informative and persuasive speeches versus conjecture, and be ready for job interviews. Students will do seven to eight speeches and take tests over each unit the speeches cover. Students must have a passing grade for each speech to be considered for college credit. <b>Dual Credit available (CCC)</b>
<b>ENGLISH 10</b> 10 credits	10	English 9	All sophomores must take either this course of English 10 Honors. This course builds on the language and literary skills introduced in previous years. Students will improve reading and comprehension skills by emphasizing critical thinking. Students study major types of literature, creative and expository writing, grammar and usage, and vocabulary. Literature includes short stories, poems, novels, and drama. Three formal writing assessments are required. Papers must meet all department requirements. Students will build an argument using a strong thesis and support.

<b>ENGLISH 10 HONORS</b> 10 credits	10	Instructor Approval  Students with a D or F average in English 9 Honors or a C, D, or F average in English 9 should not enroll in English 10 Honors.	All sophomores must take either this course or English 10. English 10 H is designed for students who have excelled in previous English. This course is designed for the student who is a skilled reader that enjoys studying and discussing literature which explores a variety of real world questions. Required literature includes novels, a play, a variety of articles, short stories, poems, and films. Students are expected to read approximately 60 pages per week outside of class. Students will also complete a variety of activities to deepen their level of understanding of the given texts, as well as complete writing and grammar assignments. Students must write at least four formal writing assessments using the writing process focusing on ideas and content, organization, voice and word choice, and sentence fluency and conventions.
<b>ENGLISH 11</b> 10 credits	11	English 10	All juniors must take either this course or English 11 Honors. This course includes a study of representative works in American literature with emphasis on significant themes, literary forms, and historical and cultural heritage. Composition, vocabulary, usage skills, and MLA format will be emphasized. Required literature includes various novels <i>and</i> a survey of Nebraska authors. An intensive study of grammar usage prepares students for the ACT and academic writing. A student must complete at least four formal writing assessments and meet the identified Power Essentials and Targets at the proficient to advanced level.
<b>ENGLISH 11 HONORS</b> 10 credits	11	Instructor Approval  Students with a C average in Integrated English 10 Honors or a B average in non-honors English 10 must complete an essay stating their reasons for registering for the honors classes.	All juniors must take either this course or English 11. English 11 Honors is an advanced, college-preparatory class that meets the junior English requirement. Honors English 11 is designed for students who have excelled in previous English classes. Emphasizing American literature, the course is divided into 4 thematic units: Perspectives, Choices, Society, and Relationships. Each unit consists of an anchor novel plus shorter fiction and non-fiction works related to the theme of the unit, including poetry, memoirs, short stories, essays, songs, and media. Students write in several formats including analytical essays, responses to informational text, and presentation scripts. Modern Language Association (MLA) format is reviewed and required. During the study of novels, students will read between 80 and 140 pages of text a week outside of class. In order to receive credit, students must satisfactorily complete two required writing assignments per semester.

<b>ENGLISH 12</b> 10 credits	12	English 11	All seniors must take this course or another senior-level English course. This course is designed to expose the student to a variety of prominent literary works along with the works of modern American authors. Students will write persuasive essays as well as discuss them orally. Students will write a formal research paper using MLA format. The research project must meet all the process and product requirements and deadlines set by the teacher.
<b>English 12/ ENGL 1010 English Composition I</b> (CCC Dual Credit/3 credits)  5 credits-1st semester only	12		The goal of this course is to provide practice in writing clear, coherent, effective essays for multiple purposes and audiences according to commonly accepted standards of usage and mechanics; facilitate the development of ideas and clear insights to provoke critical and creative thinking; offer students opportunities to develop and refine writing skills through peer and self-revision; provide students opportunities to analyze and evaluate writing in order to identify and employ rhetorical strategies; introduce the use of research skills to responsibly evaluate and ethically incorporate information using a standard citation method; introduce strategies for collection and evaluation of information from a variety of sources, to include the use of institutional databases and library resources.
<b>English 12/ENGL 1020 English Composition II</b> (CCC Dual Credit/3 credits)  5 credits-2nd semester only	12	ENGL 1010 English Composition I	The goal of this course is to provide opportunities to expand rhetorical knowledge; emphasize techniques of effective argumentation; promote information literacy; provide practice in reading, thinking, and writing critically; reinforce application of the writing process; expand knowledge of academic writing conventions.
<b>PRACTICAL ENGLISH</b> 10 credits	12	English 11 and teacher recommendation/ placement	All seniors must take this course or another senior-level English course. This course is designed to expose the student to a variety of literary works and modern pieces at a practical pace. Students will practice a variety of writing techniques and receive step-by-step instruction to help them develop practical writing skills. Students will write persuasive essays as well as discuss them orally. Students will write a formal research paper using MLA format. The research project must meet all the process and product requirements and deadlines set by the teacher.

<p><b>AP WORLD LITERATURE HONORS</b> 10 credits</p>	<p>12</p>	<p>Instructor Approval</p>	<p>All seniors must take this course or another level English class. AP World Literature is an advanced, college-level course. This course fulfills Hastings High's requirement of four years of English along with entry level college English courses 1010 and 1020. English 1010 is 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. English 1020 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 discussion of 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. This fulfills six general education requirements. This class is also AP English Literature and Composition where students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.</p> <p><b>Dual Credit available through Nebraska Wesleyan University.</b></p>
---	-----------	----------------------------	--

<b>CREATIVE WRITING</b> 5 credits	10-12		This is a writing elective for students who have a wide range of ability and interests. The course is largely an individualized writing course that emphasizes working a writing task using appropriate phases from prewriting to drafting to editing to publishing. Students explore the creative processes professional writers use by choosing topics and types of writing, trying out new techniques and skills, and reflecting on what does and doesn't work in their own writing. Students are responsible for creating a portfolio of their work in various genres during the course.
<b>JOURNALISM</b> 5 credits	9-12		In this introductory course, students study journalistic writing and layout styles. Newspaper, yearbook, advertising, public relations, and computer skills will be emphasized so that students will be capable of assuming leadership roles on the student newspaper and yearbook as upperclassmen. At least once each semester, students may submit materials to the various HHS publications for possible inclusion. THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.
<b>YEARBOOK PUBLICATION</b> 10 credits	10-12	Beginning journalism, application and interview process or by teacher permission.	Members of this class produce THE TIGER (yearbook). Strong organizational skills, creative and expository writing ability, task commitment, and the ability to deal effectively with the public are required. The students must commit to working outside normal class times. Students must demonstrate strong interview skills-both online and in person. Editorial positions will be assigned according to seniority AND ability of applicants. THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.
<b>TIGER CUB</b> 10 credits	10-12	Beginning journalism, application and interview process or by teacher permission.	Members of this class are responsible for the publication of the online and print school newspaper. Creative thinking and writing clarity are stressed as well as self-discipline, time management, and group cooperation. Staff positions of an editorial nature will be assigned according to seniority AND ability of the applicant. THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.

<p><b>DEBATE: ONE-TO ONE CLASH STYLE</b> 10 credits</p> <p>(See Congress as another option)</p>	9-12	Continued participation must have instructor approval after the first year.	<p>This type of debate is for students who want to be ready for any class in college because college courses require every skill we do. Furthermore, if you want to delve deeper and discuss political, social, global, and moral beliefs and issues, this class is also for you! If you want to be an advocate for change, this will teach you how to do it the right way. Students will learn different competitive styles of debate: one-to-one and partner settings. Topics range from human and civil rights issues, ethics of war, the importance of environmental protection, and conflicts surrounding controversial policies and laws. Research, making cases, speaking skills, and group dynamics are developed and enhanced. Students are required to go to a minimum of one tournament per semester in order to use these skills in a professional setting. There are lots of tournament date opportunities to choose from. The competition season runs from November through March, with most tournaments taking place on Saturdays. Tournaments are held in Lincoln and Omaha allowing for new experiences and connections outside of the traditional learning environment.</p> <p>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.</p>
<p><b>DEBATE: CONGRESS GROUP STYLE</b> 10 credits</p> <p>(See One-to-One Clash as another option)</p>	9-12	Continued participation must have instructor approval after the first year.	<p>This type of debate is for students who want to be ready for any class in college because college courses require every skill we do. If you enjoy problem-solving and want to discuss political and social views in a group setting, this class is for you! Students create and debate over a wide range of policies. Topics cover a variety of domestic and international current events and seek ways to solve them. This course will simulate real-world group meeting procedures when debating issues. Research, making cases, speaking skills, and group dynamics are developed and enhanced. Students are required to go to a minimum of one tournament per semester in order to use these skills in a professional setting. There are lots of tournament date opportunities to choose from. The competition season runs from November through March, with most tournaments taking place on Saturdays. Tournaments are held in Lincoln and Omaha allowing for new experiences and connections outside of the traditional learning environment.</p> <p>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.</p>

**Commented [MOU5]:** Currently offered as Debate Exploration – change of name & description:

This type of debate is for students who want to delve deeper and examine political, social, global, and moral issues. Students learn different competitive styles of debate: one-on-one, team, and group discussion settings. Topics range from rights violations, ethics of war, the importance of environmental protection, and conflicts surrounding political ideologies. Students interested in law enforcement, politics, education, community involvement, and general public speaking will be greatly benefited by this course. Extensive research, speaking skills, and group dynamics are stressed. **Students are required to go to a minimum of one tournament per semester.** The competition season runs from November through March, with most tournaments taking place on Saturdays. **THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.**

**Commented [MOU6]:** Currently offered as Congress Style – change of name & description:

This type of debate is for students who enjoy problem-solving and want to discuss political views in a group discussion social setting. Students create and debate over a wide range of legislation policies. Topics cover a variety of issues to include, but not limited to, gun control, immigration, global warming, abortion, animal testing, gender and sexuality roles. They will simulate real-world meeting procedures when debating issues. Students interested in law enforcement, politics, education, community involvement, and general public speaking will be greatly benefited by this course. Extensive research, speaking skills, and group dynamics are stressed. Students compete in a group of 15 to 30 debaters from other schools in a mock congress session. A typical competitive day has three or four sessions, lasting between one and two hours each. The competition season runs from November through March, with most tournaments taking place on Saturdays. **Students are required to go to a minimum of one tournament per semester.**

**THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.**

<b>THEATRE I</b> 5 credits	9-12		<p>In this course, through improvisational scene work, theater games, class exercises, scene work, discussions, readings, lecture/ demonstrations and storytelling, students will develop their ability to act and interact freely and perceptively. Students will have the opportunity to perform short scenes, will discover how to become more aware of their environment, and how to be supportive of others. Students will also have the opportunity to study theatre history, different aspects of design and the other behind the scenes work that goes into creating a theatre production. Beyond that, however, the class will provide students the opportunity to strengthen those powers of concentration, focus, analysis, imagination, creativity, and empathy that are critical to every art form.</p> <p>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.</p>
<b>THEATRE II</b> 5 credits--2nd semester only	9-12	A or B in Theatre I or teacher permission	<p>This course continues the work that began in Theatre I. The specific focus of the course will be on helping students to connect more deeply and truthfully with each other on stage, freeing up the body of the actor to fulfill the physical demands of characterization, and analyzing the dramatic text to clarify objectives and focus action through unit breakdown. Attention will also be given to helping students work through specific problems and personal, creative obstacles.</p> <p>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.</p>
<b>STAGECRAFT</b> 5 credits	9-12	Theatre I or Basic Cabinetry (completed or concurrently) or teacher permission	<p>The purpose of this course is to introduce students to various aspects of technical theatre, the "behind the scenes" work that goes into a theatrical production. Students experience both practical work in the scene shop as well as vocabulary, history, and theory in a classroom environment. Students must pass a safety test to participate in the class.</p> <p>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.</p>

## ENGLISH LEARNERS (EL) PROGRAM

\*Must be eligible for English Learner Services

\*\*Placement is based on ELPA 21

9-12  
\*English  
Learner -  
Emerging

9-12  
\*English  
Learner -  
Progressing

9-12  
\*English  
Learner -  
Advanced

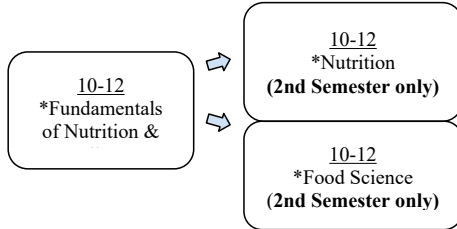
## **ENGLISH LEARNERS (EL) PROGRAM**

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>ENGLISH LEARNER-EMERGING</b> 10 credits	9-12	Eligible for English Learner Services	Students will acquire English language skills to communicate with English speakers. Initial instruction focuses on listening and speaking while reading and writing skills are developed simultaneously as the student comprehends and speaks more English. The course is designed for students identified as English Learners (ELs) at the <b>beginning</b> levels of English proficiency. The curriculum covers five skill areas: listening, speaking, reading, writing and cultural enrichment. The ultimate goal for the EL student is to gain academic English proficiency and take a full mainstream schedule without the need for EL support.
<b>ENGLISH LEARNER-PROGRESSING</b> 10 credits	9-12	Eligible for English Learner Services	Students will read a variety of texts for various purposes with an increasing level of comprehension, and will write in a variety of forms with increasing accuracy to address a specific purpose and audience in English language arts as well as all content areas. The course enables EL students at the <b>intermediate</b> level of English acquisition to continue to increase and refine communication skills. The curriculum covers five skill areas: listening, speaking, reading, writing and cultural enrichment. The ultimate goal for the EL student is to gain academic English proficiency and take a full mainstream schedule without the need for EL support.
<b>ENGLISH LEARNER-ADVANCED</b> 10 credits	9-12	Eligible for English Learner Services	Students will build upon skills developed in the EL – Progressing class. The course enables EL students at the <b>advanced</b> level of English acquisition to continue to increase and refine communication skills. Extension of language proficiencies and critical thinking skills is emphasized. The curriculum covers five skill areas: listening, speaking, reading, writing and cultural enrichment. The ultimate goal for the EL student is to gain academic English proficiency and take a full mainstream schedule without the need for EL support.

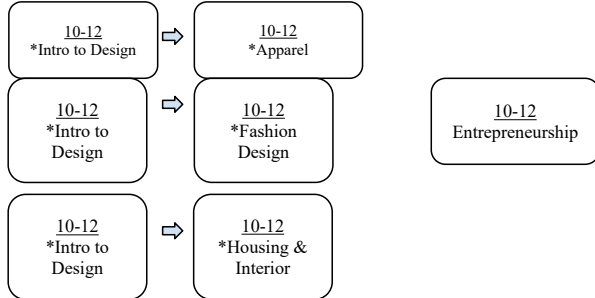
### **FAMILY and CONSUMER SCIENCES**

\*Semester class

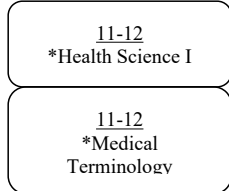
**FOOD SCIENCE PROGRAM OF STUDY**



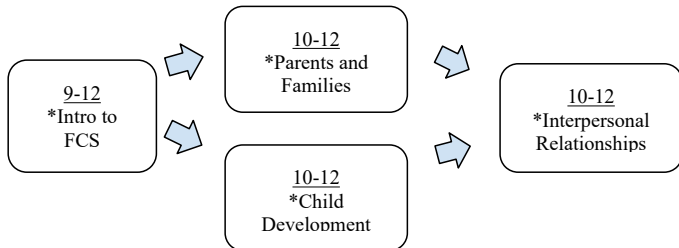
**DESIGN PROGRAM OF STUDY**



**HEALTH SCIENCE PROGRAM OF STUDY**



**CHILD, YOUTH, AND FAMILY STUDIES PROGRAM OF STUDY**



# FAMILY and CONSUMER SCIENCES

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>INTRODUCTION TO FAMILY &amp; CONSUMER SCIENCES (FCS)</b> 5 credits  NDE COURSE CODE: 090101	9-12		This introductory course is intended to provide a basic overview of all areas within Family and Consumer Sciences. Basic knowledge and career skills that are applicable to personal growth and career development will be covered. Additional course topics include: leadership, communication, child development, mental health, nutrition and food preparation, clothing and interior design, and personal finance. <b>\$15 lab fee is required.</b>  <i>Program(s) of study to which the course applies:</i> <ul style="list-style-type: none"> <li>• Child Youth and Family Studies</li> <li>• Nutrition and Wellness</li> <li>• Design</li> </ul>
<b>HEALTH SCIENCE I</b> 5 credits--1st semester only  NDE COURSE CODE: 077300	11-12		Health Science I is designed to give an overview of the therapeutic, diagnostic, support services, biotechnology & research and health informatics pathways. The course focuses on health careers, exploration, leadership development, medical terminology, ethical and legal responsibilities, the history of health care and the economics of health care.  <i>Program(s) of study to which the course applies:</i> <ul style="list-style-type: none"> <li>• Health Science</li> </ul>

**Commented [MOU7]:** Currently offered, Grades 11 & 12 can take this course (was limited to 9-10), slight change to the description:

This course is intended to enable students to have experiences to provide an overview and fundamental knowledge and essential skills of Human Science. The essentials for the course include: exploring housing and interior design, the textile industry, child development and care, and human food, nutrition, and wellness. **\$15 lab fee is required.**

*Program(s) of study to which the course applies:*

- Child Youth and Family Studies
- Nutrition and Wellness
- Design

<p><b>FUNDAMENTALS OF NUTRITION &amp; CULINARY ESSENTIALS</b> 5 credits--1st semester only</p> <p>NDE COURSE CODE: 090107</p>	10-12		<p>This introductory course provides students with foundational knowledge and skills in food preparation and nutritional planning. Topics covered include career exploration, global food systems, six essential nutrients, dietary recommendations, kitchen and food safety and sanitation, food preparation skills, and meal planning concepts. <b>\$15 lab fee required.</b></p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• Nutrition and Wellness</li> <li>• Food Science</li> </ul>
<p><b>FOOD SCIENCE</b> 5 Credits</p> <p>NDE COURSE CODE: 090113</p>	10-12	Fundamentals of Nutrition & Culinary Essentials	<p>This capstone course focuses on food science and the food science industry building on concepts from the introductory and intermediate courses. Topics of study include food science history and career opportunities, evaluation of the six essential nutrients, role of science and technology in food products, and food development, production, and marketing. Food safety will also be reinforced in this course through hands-on learning opportunities. <b>\$15 lab fee required.</b></p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• Food Science</li> </ul>
<p><b>NUTRITION</b> 5 credits--2nd semester only</p> <p>NDE COURSE CODE: 090124</p>	10-12	Fundamentals of Nutrition & Culinary Essentials	<p>This intermediate course provides students with an introduction to the science of nutrition building on concepts from the introductory course. Topics covered include careers in nutrition, digestion and metabolism, functions of the six essential nutrients, nutrient recommendations, diets, meal planning, creating accommodations for consumers, and impacts of the national food system on production and consumerism. Food safety will also be reinforced in this course through hands-on learning opportunities.</p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• Nutrition and Wellness</li> </ul>

**Commented [MOU8]:** Currently offered, change to the description to address standards/topics (more specific):

This course is designed to provide students with the base foundation knowledge of food selection and preparation needed to successfully fuel the human body through consumption of food and resulting food energy. With a beginning foundation of nutrition students will learn basic preparation skills and the short-term and long-term wellness consequences as a result of nutritional intake, and exposure to careers related to the food industry. **\$15 lab fee required.**

*Program(s) of study to which the course applies:*

- Nutrition and Wellness
- Food Science

**Commented [MOU9]:** Currently offered, identified as a capstone course in the Food Science Program of Study, changed description to address standards/topics:

Food Science includes instruction that provides students with an understanding of the food science industry, food packaging/labeling, sensory evaluation of foods, marketing food products, constituents of foods, nutritive aspects of foods constituents, operation of food industry, food microbiology, food processing and food science applications, and exposure to careers related to food science. Students will participate in hands-on foods labs an average of once per week. **\$15 lab fee required.**

*Program(s) of study to which the course applies:*

Food Science

**Commented [MOU10]:** Currently offered, identified as the 2<sup>nd</sup> course in the Nutrition & Wellness Program of Study, change to description to address standards/topics:

In this course, students develop a deeper understanding of nutrition concepts including reading food labels, analyzing dieting practices including eating disorders, impacts on food consumption and food choices, as well as the role of government nutrition programs. Classroom, laboratory and educational leadership activities are supplemented through SkillsUSA. **\$15 lab fee required.**

*Program(s) of study to which the course applies:*

Nutrition and Wellness

<b>INTRODUCTION TO DESIGN</b> 5 credits  NDE COURSE CODE: 090126	9-12		Students explore the definition and application of elements and principles of design in living spaces, clothing, and textiles. In this course, students will also evaluate the use of elements and principles to suggest improvements. Students are also exposed to career opportunities and the skills necessary for these career fields. <b>\$15 lab fee required.</b>
<b>APPAREL PRODUCTION &amp; CONSTRUCTION</b> 5 credits  NDE COURSE CODE: 090103	10-12	Introduction to Design	<p>This intermediate course provides an understanding of garment and apparel construction building on concepts from the introductory course. Topics covered will include career exploration, textile and apparel design, creation, alteration, selection, and maintenance. This course integrates knowledge, skills, technology, and practices required for careers in the apparel and textiles industry. <b>\$15 lab fee required/+project materials.</b></p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• Design Pathway</li> </ul>
<b>FASHION DESIGN</b> 5 credits  NDE COURSE CODE: 090206	10-12	Introduction to Design	<p>This intermediate course explores skills needed for the evolving field of the fashion and apparel industry building on concepts from the introductory course. Topics covered include examining fashion history, fashion trends, distinguishing characteristics of garments, career opportunities, and business principles. The design process will be practiced from fashion concept to implementation through the use of technology.</p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• Design Pathway</li> </ul>

**Commented [MOU11]:** Currently offered, identifies it as the 2<sup>nd</sup> course in the Design Pathway, change to course description to address standards/topics:

This course provides instruction in social, psychological and historical aspects of clothing and textiles. Textile and apparel design, selection, construction, maintenance and alteration of textile products will be analyzed and taught. This course integrates knowledge, skills, and practices required for careers in textiles and scientific research. **\$15 lab fee required/+project materials.**

*Program(s) of study to which the course applies:*  
Design Pathway

**Commented [MOU12]:** Currently offered, identifies it as a 2<sup>nd</sup> course in the Design Pathway, change to course description to address standards/topics:

Fashion Design explores the evolving field of the clothing we wear and why we wear it. Students will examine fashion design through historical and current frameworks, consider the process of a design from concept to consumer purchase, and identify key components of fashion pieces that distinguish it from others.

*Program(s) of study to which the course applies:*  
Design Pathway

<p><b>PARENTS AND FAMILIES</b> 5 credits</p> <p>NDE COURSE CODE: 090117</p>	10-12		<p>Students will evaluate the effects of parenting roles and responsibilities on the well-being of individuals and families. In this course students will explain the following influences on parenting parenting, decisions to parent, support services for parents, positive actions to support the physical, emotional, intellectual, and social development of family members, parenting theories, and family adjustment to parenthood.</p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• <i>Child, Youth, and Family Studies Pathway</i></li> </ul>
<p><b>CHILD DEVELOPMENT</b> 5 credits</p> <p>NDE COURSE CODE: 090119</p>	10-12		<p>This course integrates knowledge, skills and practices necessary for nurturing the growth and development of children. The study of the physical, emotional, social, and intellectual aspects related to prenatal through age 12 will be studied in addition to the positive and negative factors that impact child growth and development.</p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• <i>Early Childhood Education and Services</i></li> </ul>
<p><b>HOUSING &amp; INTERIOR DESIGN</b> 5 credits</p> <p>NDE COURSE CODE: 090109</p>	10-12	Introduction to Design	<p>This course provides instruction in the physical, physiological and social influences of housing styles and options; exterior and interior design; selection, use and care of home furnishings and equipment; use of available resources for achieving improved living space to meet individual and family needs; and exposure to careers related to housing and interior design.</p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• <i>Design Pathway</i></li> </ul>
<p><b>INTERPERSONAL RELATIONSHIPS</b> 5 credits</p> <p>NDE COURSE CODE: 090116</p>	10-12		<p>The course includes the study of interpersonal relationships and the effect of these relationships on the wellbeing of individuals, families, work 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.</p> <p><i>Program(s) of study to which the course applies:</i></p>

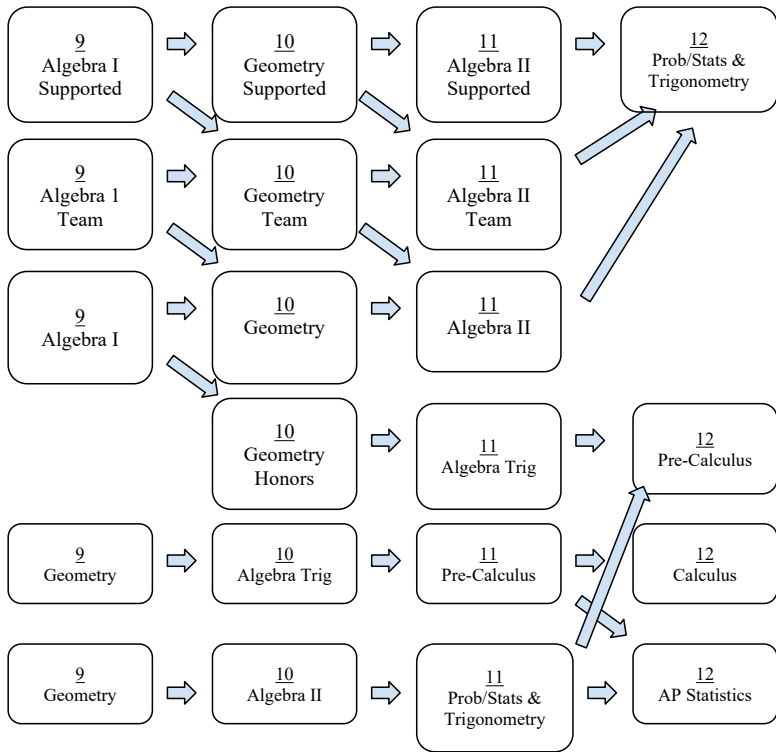
			<ul style="list-style-type: none"> <li>• <i>Child, Youth, and Family Studies Pathway</i></li> </ul>
<b>MEDICAL TERMINOLOGY</b> 5 credits  NDE COURSE CODE: 077600	11-12		<p>This course is designed to help students learn medical language by analyzing their components. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions. This is a fundamental course for students who are pursuing a career in the healthcare profession. It is the basic language required for all areas of health science and is required for any healthcare profession beginning with entry-level staff.</p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• <i>Health Science</i></li> </ul>

## JAG - Jobs for America's Graduates

<p><b>BEGINNING JAG</b> 10 credits</p>	<p>11-12</p>	<p>Instructor approval</p>	<p>Beginning Jobs for America's Graduates (JAG) works on introducing how to design a plan for your future. Learn to develop leadership skills, life skills and job skills. Hear from guest speakers and take tours of companies in the Hastings community. Help to build and implement the Hastings Career Association. Participate in hands-on activities, teamwork, project-based learning, and attend conferences. At the completion of the year, students are encouraged to enroll for Advanced JAG.</p>
<p><b>ADVANCED JAG</b> 10 credits</p>	<p>12</p>	<p>Beginning JAG</p>	<p>Advanced Jobs for America's Graduates (JAG) will continue to build on life and job skills. There will be a greater emphasis on developing a step-by-step plan for your future, making achievable goals, filling out college applications, and applying for scholarships. Students will have a chance to set up on the job training, job shadowing and internships. Students will continue to participate in hands-on activities, teamwork, project-based learning, the Career Association, and attending conferences. There will be an added component of financial literacy and an understanding of being financially competent in today's world.</p>

Note: JAG-NE is a multi-year program that includes one year of follow-up upon graduation.

# MATHEMATICS



# MATHEMATICS

Commented [MOU13]: Will need to add Nebraska Math Readiness Project course

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>ALGEBRA I</b> 10 credits	9-12	Pre-Algebra	Algebra 1 is an entry-level course for students to complete the first year of high school mathematics. It is also required for admission to most four-year colleges. Topics include the following: real number operations, simplifying expressions, solving and graphing linear equations and linear inequalities, systems of linear equations and linear inequalities, polynomials; exponential equations, probability, and real life applications of algebra.
<b>GEOMETRY</b> 10 Credits	9-12	Algebra I	Students discover the geometric concepts of coordinate geometry, transformations, congruent and similar triangles, polygons, circles, and right triangle trigonometry, surface area and volume.
<b>GEOMETRY HONORS</b> 10 credits	9-11	Algebra I and teacher recommendation	Geometry Honors is a rigorous math course for highly motivated students interested in mathematics and planning to take Algebra 2-Trigonometry Honors. This course uses inductive and deductive reasoning to describe the world geometrically. Emphasis will be on spatial visualization, algebra-geometry relationships, surface area, volume, and right triangle trigonometry along with an introduction to proofs. This course is designed to move at a rapid pace with more discovery and depth.
<b>ALGEBRA II</b> 10 credits	10-12	Algebra I and Geometry, <b>OR</b> Geometry Standards	This course is a continuation of Algebra 1. Topics include the following: linear and quadratic functions; systems of equations; complex numbers; polynomials; rational functions; exponential and logarithmic functions; probability and statistics.
<b>ALGEBRA II-TRIGONOMETRY HONORS</b> 10 credits	10-12	Geometry Honors and teacher recommendation	Algebra 2/Trigonometry Honors is an accelerated math course for highly motivated students interested in mathematics. Topics include the following: linear and quadratic functions; systems of equations and inequalities; polynomials; exponential and logarithmic functions; rational functions; trigonometric ratios, and solving equations.
<b>TRIGONOMETRY</b> 5 credits	11-12	Algebra 2	Trigonometry is a semester course. Topics include Pythagorean relationships, functions and their graphs, trigonometric functions, right triangle trigonometry, angles of rotation and radian measure, graphs of trigonometric functions, and trigonometric formulas and identities.
<b>PROBABILITY AND STATISTICS</b> 5 credits	11-12	Algebra 2	This course is an introductory class that presents statistical methods of analysis, data collection, and the theories of probability and chance. Applications to

			natural occurrence and to games are studied and practiced. This course is recommended for students planning on taking higher-level math in a college setting.
<b>AP STATISTICS HONORS</b> 10 credits	11-12	Algebra-Trig Honors or Algebra 2 with teacher recommendation	AP Statistics is equivalent to a one-semester, introductory, non-calculus based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.
<b>PRE-CALCULUS HONORS</b> 10 credits	11-12	Algebra-Trig Honors, Trigonometry, or Algebra 2 with teacher recommendation	The Pre-Calculus Honors course builds a solid foundation of advanced mathematics skills and concepts and is a preparation for calculus. Topics studied are graphs and applications of the following functions: trigonometric, exponential, logarithmic, polynomial and rational functions. Combinatorics, probability and advanced algebra are also studied.
<b>AP CALCULUS AB</b> 10 credits	12	Pre-Calculus Honors or permission of instructor	This is a course for students who are planning to take calculus at the college level and/or pursue a career in a mathematics-related field. The student will be able to apply the properties of functions and limits, determine derivatives, antiderivatives, and definite integrals. They will then use derivatives and integrals in applications. Students may take the advanced placement (AB Version) exam in the spring or receive college credit from Nebraska Wesleyan University.  Dual Credit available (NWU)

# MUSIC

\*Audition or instructor approval

\*\*Prior enrollment in an HHS band, orchestra, or choir class.

## CHOIR

<u>9-12</u> Concert Choir	<u>10-12</u> *Bel Canto	<u>10-12</u> *Madrigal Singers	<u>11-12</u> *Tiger Singers	<u>9-12</u> *Show Choir
---------------------------------	----------------------------	--------------------------------------	--------------------------------	----------------------------

## BAND

<u>9-12</u> *Symphonic	<u>9-12</u> *Concert	<u>9-12</u> Marching	<u>9-12</u> Jazz Band
---------------------------	-------------------------	-------------------------	--------------------------

## ORCHESTRA

<u>9-12</u> Orchestra	<u>9-12</u> Full Orchestra	<u>10-12</u> Chamber Orchestra
--------------------------	----------------------------------	--------------------------------------

Small Groups and Special Performing	<u>11-12</u> **AP Music
--	----------------------------

# MUSIC

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>Tiger Singers</b> 5 Credits  NDE COURSE CODE: 120450	11-12	Application/ Audition or instructor approval	This is an auditioned varsity-level mixed ensemble of singers who have a strong desire to sing high-level pop and classical music. Tiger Singers will be rehearsed with the highest expectations and will mainly be composed of juniors and seniors.
<b>BEL CANTO</b> 10 credits  NDE COURSE CODE: 120450	10-12	Audition Only (Auditions are held in the spring for the following school year)	This is an auditioned, mid-level, treble ensemble of singers/dancers who have a strong desire to perform a variety of music genres. This ensemble will perform show choir literature during the second and third quarters. Due to the preparation required to combine music and visual elements into a high level product, this group is held to the highest standards in the vocal program. This high energy ensemble will additionally meet outside of school once per week, and will travel 5-7 weekends in the spring for competitions.
<b>CONCERT CHOIR</b> 10 Credits  NDE COURSE CODE: 120400	9-12		This is a mixed ensemble of 50+ singers who have a desire to sing a variety of choral music. This ensemble enjoys singing as ambassadors of music to the community of Hastings. Concert Choir will be rehearsed with high expectations and will be composed of students from all grades.
<b>MADRIGAL SINGERS</b> 10 Credits  NDE COURSE CODE: 120450	10-12	Audition or instructor approval	This is an auditioned varsity-level mixed large ensemble of 16 singers who have a strong desire to sing high-level chamber and madrigal music. Madrigal Singers will be rehearsed with highest expectations and will mainly be composed of juniors and seniors.
<b>SHOW CHOIR</b>  NDE COURSE CODE: 120400	9-12	Audition Only (Auditions are held in the spring for the following school year)	This is an auditioned mixed ensemble of singers & dancers who have a strong desire to perform Broadway and pop music. Due to the preparation required to combine music and visual elements into a high level product, this group is held to the highest standards in the vocal program. This high energy ensemble will meet entirely outside of school and will travel 5-7 weekends in the spring for competitions.

**Commented [MOU14]:** New course for 11<sup>th</sup>-12<sup>th</sup> grade, additional vocal opportunities for students

**Commented [MOU15]:** Currently offered course, changes to description to provide more specific information:

This is an auditioned mid-level treble ensemble of 16 singers who have a strong desire to sing a variety of choral music. Bel Canto will be an excellent ensemble that prepares students to step confidently into the other choirs offered in the department.

**Commented [MOU16]:** Replacing Chamber Choir to provide more opportunities to students (allows more students & includes 9<sup>th</sup> gr):

This is an auditioned varsity-level mixed ensemble of 40 singers who have a strong desire to sing a variety of choral music. This high energy ensemble enjoys singing as ambassadors of music to the community of Hastings. Chamber Choir will be rehearsed with high expectations and will mainly be composed of juniors and seniors

<b>STRING ORCHESTRA</b> 10 credits	9-12		Open to all string players, this group constitutes the core of the high school program with the focus on furthering the student's instrumental technique and exposure to literature as well as knowledge of ear training and music theory. This class provides the most vital experience for the high school orchestra member. Students present at minimum two concerts, participate in the District Music Contest, and are eligible to try out for the Nebraska Music Educators Clinic Orchestra and other honor orchestras.
<b>FULL ORCHESTRA</b> 5 credits/year	9-12	Students should be also enrolled in String or Chamber Orchestra, but this is not mandatory.	Membership to this group is open to all string players. This group meets twice per week (Tuesday and Thursday) at 7:00 a.m., after the conclusion of marching band season. Brass, woodwind, and percussion players are chosen by the band and orchestra directors. These members are eligible to participate in all the activities and programs listed for String Orchestra.
<b>CHAMBER ORCHESTRA</b> 10 credits/year	10-12	Audition & Instructor Permission	Our top performing string ensemble, Chamber Orchestra is a small auditioned string ensemble that focuses on standard string orchestra repertoire and high-level individual technical development. There are high performance expectations, as the group will serve as musical ambassadors to our community. Students are encouraged to audition for the NMEA All-State Orchestra and will have opportunities to perform in concerts, adjudicated events, honor orchestras, and in solo, chamber, and large ensemble formats.

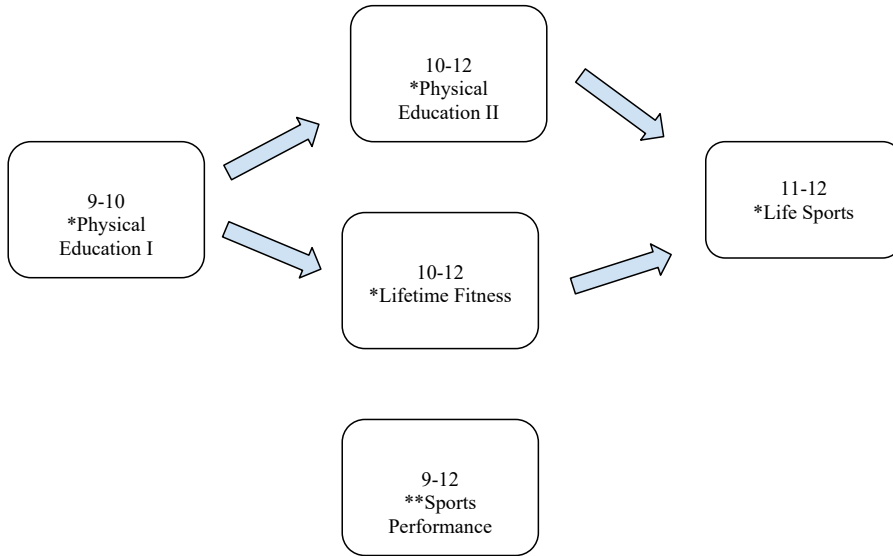
Band Students who, by required audition, *do not or cannot meet the most minimal standards and requirements* for entry into the High School Band, should consider other electives.

Band by yearly audition, will be divided into the Concert Band and Symphonic Band classes:

<b>SYMPHONIC BAND</b> 10 credits	9-12	Audition or permission of instructor	This ensemble is the top-performing ensemble in the program, and enrollment in this ensemble is by instructor permission based on individual student auditions. This ensemble plays a wide variety of classical and contemporary wind band literature. The music performed in this ensemble is designed to enhance the overall musical experience of students who demonstrate an advanced level of musical proficiency. The Symphonic Band performs several concerts for the public beginning late in the fall season.
<b>CONCERT BAND</b> 10 credits	9-12	Audition or permission of instructor	Concert Band is open to any wind or percussion player wishing to enhance their musical skills. This ensemble plays a wide variety of classical and contemporary wind band literature. The music performed in this ensemble is designed to enhance the musical ability of all students enrolled in the course. The Concert Band performs several concerts for the public beginning late in the fall season.
<b>MARCHING BAND</b>	9-12		This course involves all wind and percussion players in the program, as well as those persons who audition successfully into the Colorguard. The Marching Band provides exposure to styles of music not normally associated with any other performing ensemble. This ensemble performs in parades, marching contests, and selected home football games throughout the Fall season. Due to the involvement of every student in the program, and the preparation required to combine musical and visual elements into a high level product, time as a group and as an individual outside of the normal school day is necessary.
<b>JAZZ BAND</b> 5 credits/year	9-12	Audition or permission of instructor	This ensemble is an advanced, enrichment course that explores those styles of music not normally associated with the concert or marching bands. Students will trace the jazz influence on all forms of music, with added emphasis on music of the "Big Band Era." The focus of this ensemble will be on jazz styles, and skills needed for jazz improvisation. This class meets during period 1 Monday, Wednesday, and Friday beginning <b>second</b> quarter.
<b>SMALL GROUPS AND SPECIAL</b>			These ensembles include the study of solo literature, chamber music ensembles, and small visual

<b>PERFORMING ENSEMBLES</b>			performing ensembles. These include woodwind ensembles, brass ensembles, small jazz combos, percussion ensembles, Winterguard, and Winter Drumline. Elements of music are approached with increasing difficulty and this presents challenging, interesting, and enriching opportunities. Solo and group contests provide opportunities for students to receive constructive criticism geared toward providing suggestions for musical growth.
<b>AP MUSIC THEORY</b> 10 credits	11-12	Must have prior enrollment in an HHS <b>band, orchestra, or choir</b> class/or equivalent transfer experience.	This is a rigorous academic course focused on the written and aural aspects of music. Students in this class will study the fundamentals of written music as they apply to composition, performance, and analysis. Students will be able to understand the construction of a variety of harmonic structures and common musical forms, develop aural skills as they apply to musical competency, and create music in several traditional musical styles. Students who wish may decide to take the College Board Advanced Placement Music Theory Exam, for which this course should prepare them. Students should be able to read traditional musical notation in at least one clef, and should also have an understanding of basic musical fundamentals gained through either performance-based courses or through private study. Enrollment is limited to juniors and seniors. <b>AP credit available</b>

# PHYSICAL EDUCATION



\*Semester class

\*\*Instructor Approval (year long class)

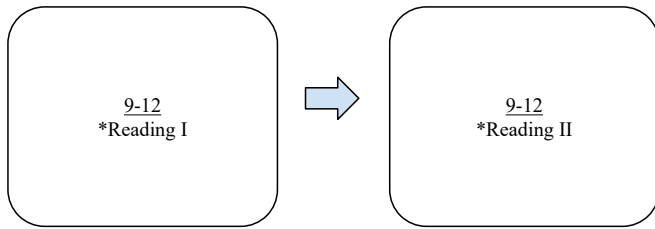
# PHYSICAL EDUCATION

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>PHYSICAL EDUCATION I</b> 5 credits	9-10		This class is intended to teach the student concepts of fitness, strength training, and health which will enable them to develop healthy lifestyle habits. Fitness/cardiovascular activities and strength training/flexibility will be graded on cooperation, attendance, participation, and effort. The health section will be graded on projects and participation.  <b>Meets PE Graduation requirement</b>
<b>PHYSICAL EDUCATION II</b> <i>(recreation/sports &amp; general fitness)</i> 5 credits	10-12	Physical Education I	This course will allow the student to build a foundation of recreational sports and develop a healthy level of cardiovascular fitness, flexibility, and strength.  <b>Meets PE graduation requirement</b>
<b>LIFETIME FITNESS</b> 5 credits	10-12	Physical Education I	This course is intended for students that are looking to exercise on a regular basis but don't want to be in the typical weight room atmosphere. Will offer different methods and routines to stay fit throughout a lifetime. A variety of programs and styles of fitness will be utilized throughout the semester.  <b>Meets PE graduation requirement</b>
<b>LIFE SPORTS</b> 5 Credits	11-12	Must pass two of the following: -PE I -PE II -Lifetime Fitness -Sports Performance	This class is intended to emphasize the value of lifelong participation in sports. Students will be introduced to rules, regulations, and sports strategies from a wide variety of activities that can be done in his/her leisure time.
<b>SPORTS PERFORMANCE</b> 10 credits	9-12	Take part in a summer weight lifting program by Hastings High School and/or have approval from the instructor.  Students must also maintain a grade of C or above to enroll in this class.	This course is for student-athletes who are serious about physical conditioning and strength training. This class is not for those students with a casual interest in improving their strength and movement abilities. This class is designed for those who aggressively seek improvement in balance, strength development, agility, quickness, speed and flexibility. It includes an overview of the physiological basis for strength and movement improvement and emphasizes safety. Students will be expected to follow the lifting program utilized by Hastings High School, attend class regularly, and demonstrate a commitment to physically improving their body.

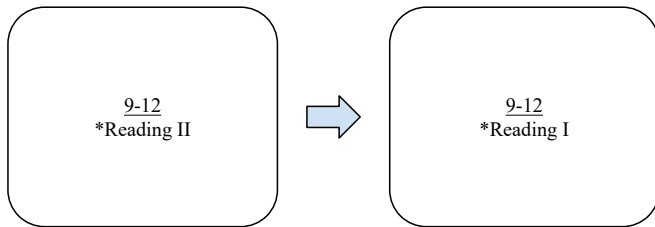
**Commented [MOU17]:** Currently offered course, changed to address grade requirements

## READING

\*Must be eligible to receive Reading support, placement is based on HMH Reading Inventory assessment scores.



OR

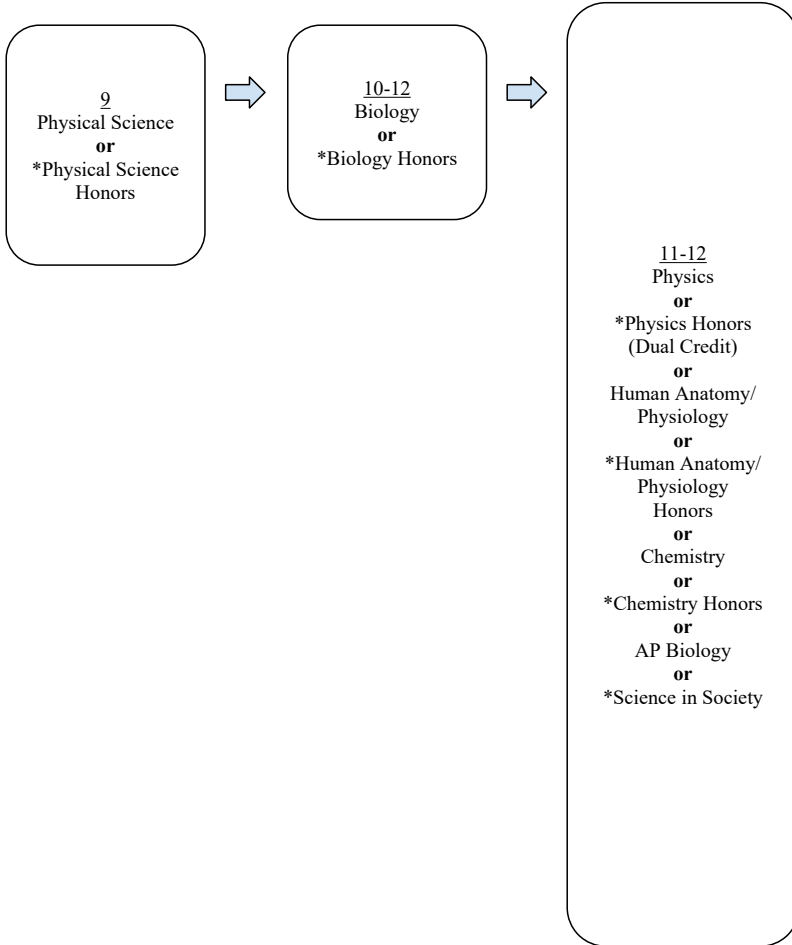


## **READING**

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>Reading I</b> 10 credits	9-12	Eligible to receive Reading support, placement is based on HMH Reading Inventory assessment scores	In this course students will follow the Corrective Reading program to improve general reading skills. The course is designed to develop reading strategies for sounding out words and applying those strategies in context. Students will build fluency and comprehension by reading stories of increasing length and difficulty. Students will also learn new vocabulary words and read a variety of text that prepares them to read in all content areas. Depending on program placement, students will individually navigate through up to four levels of decoding instruction. Additionally, students will be introduced to a variety of reading materials and be able to choose books at their reading level to read independently.
<b>Reading II</b> 10 credits	9-12	Eligible to receive Reading support, placement is based on HMH Reading Inventory assessment scores	This is a continuation of Reading I and students will follow the Corrective Reading program to improve general reading skills. The course is designed to develop reading strategies for sounding out words and applying those strategies in context. Students will build fluency and comprehension by reading stories of increasing length and difficulty. Students will also learn new vocabulary words and read a variety of text that prepares them to read in all content areas. Depending on program placement, students will individually navigate through up to four levels of decoding instruction. Additionally, students will be introduced to a variety of reading materials and be able to choose books at their reading level to read independently.

# SCIENCE

\*Teacher recommendation required



# SCIENCE

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>PHYSICAL SCIENCE</b> 10 credits	9		This course covers motion, force, energy, and the composition and interactions of matter in the scale of a microscopic (atoms and molecules) to macroscopic (Newton's Laws of Motion). Key topics include units of measurement, kinematics, energy, light, states of matter, the Periodic Table and chemical reactions. This course is a prerequisite and lays the foundation needed to succeed in Biology, Chemistry, Physics, and Anatomy Physiology.
<b>PHYSICAL SCIENCE HONORS</b> 10 credits	9	Previous or concurrent enrollment in Algebra I, teacher recommendation	This activity and laboratory-centered course will provide a fundamental background for the future honor science courses. Thinking and learning by doing is stressed throughout the course. Topics from the Physical Science description are covered in more depth. A student who has a good interest in science and plans to take many of the science courses at Hastings High School should take this course.
<b>BIOLOGY</b> 10 credits	10-12	Physical Science	Biology is a study of living things. Areas studied include the cell, cell functions, body systems, ecology, evolution, and inheritance. Students will gain an understanding of life processes and the interdependence that exists within ecosystems. The approach is laboratory oriented.
<b>BIOLOGY HONORS</b> 10 credits	10-12	Physical Science Honors, Algebra I, teacher recommendation	Honors Biology will use the NGSS standards to guide through a solid college preparatory curriculum. Students will spend some time on the foundations of Biology (Chemistry/Biochemistry) followed by an intense study of the biology of the cell. Students will be engaged in lab experience focusing on inheritance patterns and biotechnology. Evolution and Ecology will be studied as well. A little faster but more in-depth approach is taken by the honors students. Students can expect homework and lab write-ups to be a part of this class.
<b>AP BIOLOGY</b> 10 credits	11-12	Biology, Chemistry	AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

<b>HUMAN ANATOMY/ PHYSIOLOGY</b> 10 credits	11-12	Biology	Human Anatomy/Physiology will be devoted to studying the 11 major systems of the body. Other topics covered will include the chemical basis of life, cells, tissues, and an introduction to medical terminology. This course will provide students an excellent introduction to body structure, function, and terminology.
<b>HONORS HUMAN ANATOMY/ PHYSIOLOGY</b> 10 credits	11-12	Biology Honors recommended or instructor approval-- <b>also</b> , prefer that either Chemistry or Chemistry Honors has been taken previously or concurrently enrolled	This course is an accelerated class in Human Anatomy and Physiology that focuses on understanding the structure and function of the human body. During our class, we will explore each of the 11 human body systems, the components and the interdependence of each system to form an organism. In addition to the regular curriculum, the students are required to do a semester project, practicals, and create a Manikin. This course should prepare students for the <b>Biology Majors</b> in college.
<b>PHYSICS</b> 10 credits	11-12	Algebra I or equivalent and Physical Science and concurrently enrolled in Geometry	Physics is the science that deals with matter and energy and the interaction between the two. It forms the foundation of all the other sciences. This course is designed to give the student a general overview of the many fields of physics including: motion and forces, mechanical energy, thermodynamics, fluid mechanics, waves, acoustics, optics, and electricity and magnetism. Students will be exposed to these ideas through various avenues including demonstrations, experiments, classroom discussions, and practice exercises. This course will challenge the students through higher level thinking processes. Students who have a general interest in science or who are preparing for college should take this course.
<b>PHYSICS HONORS</b> 10 credits	11-12	"C" average or higher in Physical Science Honors, and students should have completed or be concurrently enrolled in Algebra/Trig Honors or Pre-Calculus	Physics is the basis for all other sciences. This course is recommended for students who intend to pursue a science related field in post-secondary education or who appreciate the connection between science and math. Students registering for physics should possess strong algebra skills. The class is highly lab oriented. Students will be required to perform experiments, make and interpret graphs, discover and apply principles, and develop problem-solving skills. <b>Dual credit available (NWU)</b>
<b>CHEMISTRY</b> 10 credits	11-12	Physical Science/Biology/Algebra II (may be currently enrolled)	This course is recommended for students interested in going to college. Approximately 15 chapters including topics on methods, atomic structure, periodic law, chemical composition, gas laws and mass to mole relationships will be covered. There will be at least one demonstration or lab activity with each chapter designed to use the scientific methods and reinforce topics covered in the text. Students must also complete a demonstration of their choice for the

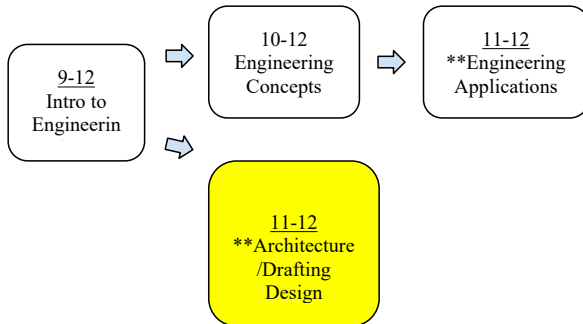
			class as a major project.
<b>CHEMISTRY HONORS</b> 10 credits	12	Algebra II, Algebra-Trig Honors with a "C" average or written permission of instructor	Chemistry Honors is the study of matter, its properties, and the changes it can undergo is presented through theory, interpretation, lab application, and problem solving. This class is for college-bound students who may intend to pursue a career in a science or science-related field.
<b>AP CHEMISTRY</b> 10 Credits	12	Algebra II and Chemistry	The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.
<b>SCIENCE IN SOCIETY</b> 10 credits	11-12	Physical Science S or Biology S/ resource teacher or principal recommendation	This course will utilize current trends in science to review and increase knowledge and skills in life science, physical science, and earth science. A focus on practical application will be emphasized.

## SKILLED & TECHNICAL SCIENCES

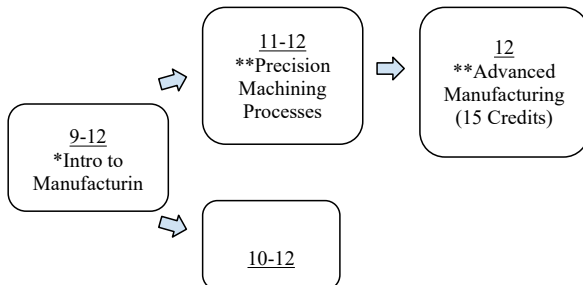
\*Semester class

\*\*CCC Career Pathway credit

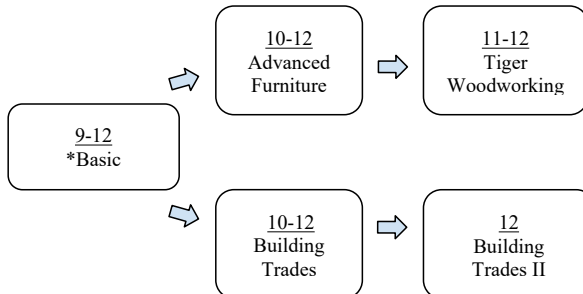
### ENGINEERING PATHWAY



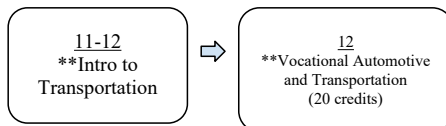
### MANUFACTURING PATHWAY



### CONSTRUCTION PATHWAY



### AUTOMOTIVE PATHWAY



Return to [TABLE OF CONTENTS](#)

# SKILLED & TECHNICAL SCIENCES

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>INTRODUCTION TO ENGINEERING</b> 5 credits  NDE COURSE CODE: 100100	9-12	Basic knowledge of math	This course is designed for students interested in the field of drafting, engineering, or architecture. It would be beneficial to any student planning on entering any engineering or trade program upon graduation. Students will be introduced to the present drafting tools and techniques of using these tools. All basic types of drawings will be covered this year. Occupational areas related to drafting will be discussed so students have an awareness of job opportunities in the field. The computer aided drafting system will be introduced to the students so they will have an understanding of its menus and capabilities. This course is a prerequisite for additional engineering or architecture courses. <b>\$10 lab fee required</b>
<b>CAD</b> 5 credits	9-12	Introduction to Engineering with a "C" or better and/or instructor approval	CAD is the continuation of the semester 1 class Introduction to Engineering. This course is designed for students interested in the field of drafting, engineering, or architecture. It would be beneficial to any student planning on entering an engineering program upon graduation. Students will be introduced to the present drafting tools and techniques of using these tools. All basic types of drawings will be covered this year. The course will also include a CAD/CAM machine unit to demonstrate CADs application to manufacturing. They will complete a simple machine project using CAD. Occupational areas related to drafting will be discussed so students have an awareness of job opportunities in the field. The computer aided drafting system will be introduced to the students so they will have an understanding of its menus and capabilities. This course is a prerequisite for additional engineering or architecture courses.
<b>ENGINEERING CONCEPTS</b> 10 credits  NDE COURSE CODE: 100161	10-12	Introduction to Engineering and CAD with a "C" or better and/or instructor approval	This course is a follow-up for Introduction to Engineering. The basic areas previously covered will be worked with in more detail. We will also complete drawings in the areas of auxiliary, perspective, pattern development, and thread and fasteners. Students will spend time on the parametric and solid modeling CAD systems completing a required set of drawings. The course will conclude with students completing a set of working drawings based on industrial procedures using the CAD system. Engineering Concepts is also a prerequisite for Engineering Applications. <b>\$10 lab fee required</b>

**Commented [MOU18]:** Currently offered, added grade requirement

**Commented [MOU19]:** Currently offered, added grade requirement

<b>ENGINEERING</b>	11-12	Engineering	Engineering Applications is a dual credit course
--------------------	-------	-------------	--

<b>APPLICATIONS</b> 10 credits  NDE COURSE CODE: 100163		Concepts with a "C" or better and/or instructor approval.	offered jointly with Central Community College and Hastings Public Schools. Students will register as an early entry student at Central Community College to participate in this course. In this course we will concentrate on detail drawings, pictorial presentation drawings, assembly drawings, and 3D Solids using the Autodesk Inventor and Solidworks CAD program in addition to Autocad software. Students will be introduced to engineering problem solving practices. Student will also learn how engineering applies to mechanical, electrical, and architectural fields. They will end the year by completing individual projects using the Solidworks and Inventor software. <b>\$10 lab fee required</b>
<b>ARCHITECTURAL DRAFTING AND DESIGN</b> 20 credits  NDE COURSE CODE: 100141	11-12	Intro to Engineering with a "C" or better and/or instructor approval and/or Instructor approval.  Only one vocational course permitted unless approved by the principal.	Architectural Drafting and Design is a dual credit course offered jointly with Central Community College and Hastings Public Schools. Students will register as an early entry student at Central Community College to participate in this course. This drafting course is designed for any drafting student interested in the architectural engineering or architectural drafting fields. The course will involve the study of house designs, basic architectural styles, current construction techniques, and correct architectural drafting procedures. Students will design and draw two houses. One will be a square foot limitation and the other will be a house of student's own design with few limitations. Students will draw several house structures and a commercial structure. The software will include Autocad, Chief Architect, and Revit. <b>\$10 lab fee required</b>
<b>INTRODUCTION TO MANUFACTURING/ WELDING</b> 5 credits  NDE COURSE CODE: 100100	9-12	Basic knowledge of math	Introduction to Manufacturing/Welding is designed for students interested in the fields of manufacturing and welding. This course will cover the common metals within manufacturing, and the elements needed to make certain metals. Students will participate in lab activities that will give them basic experience with the manual engine lathe, precision measurement equipment and welding. <b>\$30 lab fee required</b>
<b>PRECISION MACHINING PROCESSES</b> 15 credits NDE COURSE CODE: 100400	11-12	Introduction to Manufacturing/ Welding with a C or better AND registrations will be reviewed by instructor	Precision Machining Processes will deal strictly with machine tools. A more in-depth study of the engine lathes, milling machines, and the surface grinders will be conducted. Computer Numerical Control (CNC) programming will be introduced. <b>\$30 lab fee required</b>

**Commented [MOU20]:** Currently offered, added grade requirement

**Commented [MOU21]:** Currently offered, added grade requirement, now available to juniors

			<b>Career Pathways Credit (CCC)</b>
<b>ADVANCED WELDING</b> 5 credits  NDE COURSE CODE: 101930	10-12	Introduction to Manufacturing/Welding with a "C" or better	Advanced Welding will study the theory and practice of SMAW, MIG, and TIG welding. Oxyacetylene and plasma cutting processes will be covered. A study of the many welding symbols will take place. An individual or class welding fabrication project is required.  <b>\$30 lab fee required + cost for individual projects</b>
<b>ADVANCED MANUFACTURING</b> 15 credits  NDE COURSE CODE: 101401	12	Precision Machining Processes with a "C" or better AND registrations will be reviewed by instructor—only one vocational course permitted unless approved by the principal	Advanced Manufacturing is a dual credit course offered jointly with Central Community College and Hastings Public Schools. Students will register as an early entry student at Central Community College to participate in this course. AMDT is a much more detailed study of manufacturing and machining processes. Individualized skillful operations that each machine can perform will be covered and practiced. CNC lathe and mill G-Code will be covered in more detail. This course deals with achieving proficient postsecondary and industry level skills within manufacturing. Local career opportunities within manufacturing will be explored and discovered.  <b>\$30 lab fee required</b> <b>Career Pathways Credit (CCC)</b>
<b>BASIC CABINETRY</b> 5 credits  NDE COURSE CODE: 1001000	9-12		Students will use hand and power tools in the construction of a cutting board and other lab activities. This course is an introduction to the table saw, planer, jointer, compound miter saw, other power tools, and numerous hand tools through written materials and demonstrations. Students are required to master each power tool in a safe manner. Students will be given an overview of materials and processes. Students will construct individual projects.  <b>\$15 lab fee required</b>
<b>ADVANCED FURNITURE CONSTRUCTION</b> 10 credits  NDE COURSE CODE: 101920	10-12	C or better in Basic Cabinetry AND INSTRUCTOR APPROVAL	This course will introduce students to advanced types of wood joinery. Once joinery has been mastered, students will have the opportunity to complete furniture projects of their choosing. Students are responsible for the cost of their materials used.  <b>\$30 lab fee goes toward the cost of the student's selected project. The student is responsible for</b>

**Commented [MOU22]:** Currently offered, added grade requirement

**Commented [MOU23]:** Currently offered, added grade requirement

**Commented [MOU24]:** Currently offered, change to description:

Students will be given a choice of furniture projects from several sets of plans. These include cedar and blanket chests, nightstands, coffee tables, and corner cabinets.

			<b>the entire project cost.</b>
<b>TIGER WOODWORKING</b> 10 credits	11-12	Advanced Furniture with a "C" or better and instructor approval	This course is designed to take the skills and knowledge that students acquired in Advanced Furniture and deepen them. Students will learn more complex methods of joinery, new processes and tools, along with the ins and outs of what it takes to create your own piece of furniture. Students will have the opportunity to market their work, and/or work with customers to create a desired piece. The end product will be sold to the public or a customer.
<b>BUILDING TRADES I</b> 10 credits  NDE COURSE CODE: 100110	10-12	Basic Cabinetry with a "C" or better and instructor approval	This course is designed to introduce students to the construction field, giving them a look into what a career within construction might look like. This course will cover general framing and construction of a structure, wiring, finish work, and cabinet-making. <b>\$35 lab fee required</b>
<b>BUILDING TRADES II</b> 10 credits  NDE COURSE CODE: 100120	12	Construction Technology AND registrations will be reviewed--only one vocational course permitted unless approved by the principal--needs instructor signature	Building Trades offers a general review of carpentry as an occupation with the basic principles of carpentry and house construction. The students will receive real world experience by traveling into the community to complete projects such as sheds, garages, and remodels while employing advanced woodwork techniques.
<b>INTRODUCTION TO TRANSPORTATION &amp; LOGISTICS</b> 5 credits  NDE COURSE CODE: 101620	11-12		This is a dual credit course offered jointly with Central Community College-Hastings. Students will register as an early entry student at Central Community College to participate in this course. This course is an introduction to many aspects of the transportation and automotive industries. Topics will include principles of combustion engines, general automotive concepts of purchasing, maintaining, and repairing, introduction to the systems of an automobile, concepts of the automotive service industry, and transportation and logistics. This course will consist of laboratory work, computer based learning and simulations, print resources, lecture, demonstration, and discussion. <b>Career Pathways Credit (CCC)</b>

**Commented [MOU25]:** Currently offered, added grade requirement

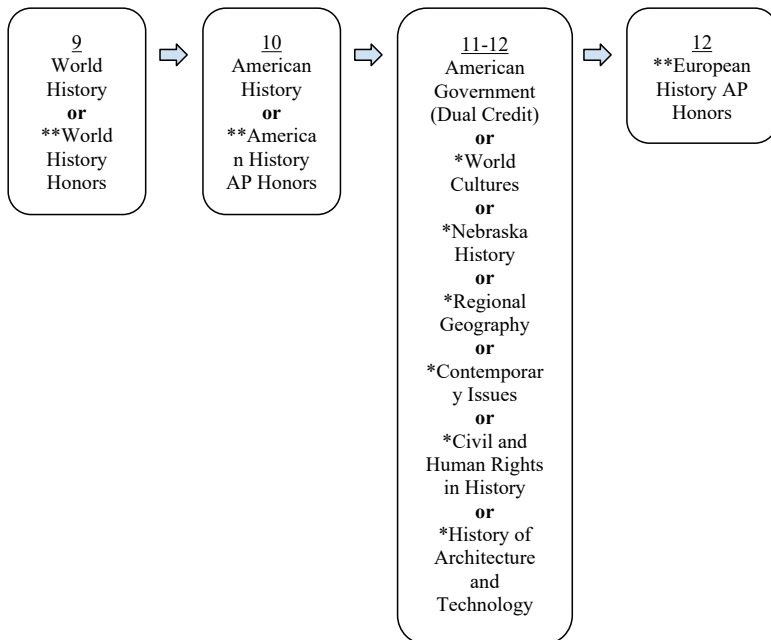
**Commented [MOU26]:** Currently offered, added grade requirement

<p><b>VOCATIONAL AUTOMOTIVE &amp; TRANSPORTATION</b> 20 credits</p> <p>NDE COURSE CODE: 101630</p>	<p>12</p>	<p>Introduction to Transportation</p>	<p>Vocational Automotive and Transportation is a dual credit course offered jointly with Central Community College-Hastings. Students will register as an early entry student at Central Community College to participate in this course. This course will focus on understanding, maintaining, and repairing the systems of automobiles and other ground transportation vehicles. This course will consist of laboratory work, computer based learning and simulations, print resources, lecture, demonstration, and discussion.</p> <p><b>Career Pathways Credit (CCC)</b></p>
--	-----------	---	--

## SOCIAL STUDIES

\*Semester class

\*\*Teacher recommendation required



# SOCIAL STUDIES

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>WORLD HISTORY</b> 10 credits	9		World History is a course asking students to think critically about the events and issues that have shaped the world. There is no one single "story" in history. Instead, the combined experiences of millions of people from across time have come together to form societies and cultures of today's world. The World History curriculum will begin with an examination of the Age of Exploration up to present times.
<b>WORLD HISTORY HONORS</b> 10 credits	9		World History Honors is a course asking students to think critically about the events and issues that have shaped the world. There is no one single "story" in history. Instead, the combined experiences of millions of people from across time have come together to form societies and cultures of today's world. The World History curriculum will begin with an examination of the Age of Exploration up to present times. This course is more writing intensive than the regular course both in its assessment format and its daily work.
<b>AMERICAN HISTORY SINCE 1900</b> 10 credits	10		American History is a broad survey course covering the history of the United States, starting with the Progressive Era through contemporary America. Students will understand the social, political and economic development of the United States.
<b>AMERICAN HISTORY HONORS/ AP</b> 10 credits	10	Instructor's permission	American History Honors/AP is a survey of U.S. history from the English colonization period to the present. The course is designed to be more intense than the American History course and requires active participation. The primary emphasis is on the study of political, economic, and diplomatic history and how they interrelate. Level of difficulty is approximately college freshman level. College credit can be obtained by passing the College Board examination.
<b>AMERICAN GOVERNMENT AND POLITICS</b> 10 credits	11-12		This course will emphasize the study of the government and political system in the United States. Areas to be covered will include the U.S. Constitution, the system of checks and balances in the U.S. government, a separate study of each one of the three branches of government, the Bill of Rights using case studies and simulations, and the American political and electoral system. <b>Dual Credit available (CCC)</b>

<b>EUROPEAN HISTORY HONORS/AP</b> 10 credits	12	Instructor's permission	European History Honors/AP is a challenging course that is designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of European history from the Renaissance to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. College credit can be obtained by passing the College Board examination or through the Wesleyan Honors Academy. <b>Dual credit available (NWU)</b>
<b>REGIONAL GEOGRAPHY</b> 5 credits	11-12		Regional Geography will familiarize a student with the physical and cultural geography of Africa and Asia. Students will learn to use various maps of the regions and how the people of the regions use the land to their benefit. Current issues of the regions will be explored. At the end of the semester, each student will create an informative research project presentation.
<b>CONTEMPORARY ISSUES</b> 5 credits	11-12		Contemporary Issues will explore domestic and foreign issues that face the United States today. Curriculum will provide students the knowledge and skills to make sense of headlines. Extensive analysis and background information on key policy issues provide students with in-depth understanding. A pro/con format will stimulate debate in the classroom. This course is recommended for students with an interest in the challenges facing the United States at home and abroad.
<b>NEBRASKA HISTORY</b> 5 credits	11-12		The objective of this course is for all students to gain a fundamental understanding of their own state's history. Students will become familiar with the geographic, historical, cultural, political, and economic elements of Nebraska. Students will learn to make informed decisions and evaluate current issues regarding Nebraska.
<b>WORLD CULTURES</b> 5 credits	11-12		Religions have been, and continue to be, a central part of the human experience. Religion has influenced individuals, cultures and societies, inspiring some of the world's greatest artistic achievements, while influencing the development of history across the globe. Students will study the development of social phenomena and concepts over time, understand a diversity of religious beliefs, and practices and institutions in our nation and the world.
<b>CIVIL AND HUMAN RIGHTS IN HISTORY</b> 5 credits	11-12		Students will explore various civil and human rights movements throughout American and world history. The course will emphasize civil rights in America, but will also cover the United Nations Declaration of Human Rights and various struggles for basic human

			rights throughout the world, currently and historically. The course will emphasize the social and political causes and effects of various movements in order for students to draw connections between movements occurring at different times and in different places.
<b>HISTORY OF ARCHITECTURE &amp; TECHNOLOGY</b> 5 credits	11-12		Students will survey the major architectural and technological achievements of world history and what they tell us about the cultures that created them. Sumerian, Egyptian, and Pre-Columbian American temples and tombs, Greek and Roman temples and arenas, Asian walls and tombs, medieval cathedrals, and French palaces are among the architectural gems to be studied. Technology will focus on advances that led to the modern world. Among these are the printing press, advances in navigation, weapons of war, and the inventions of the Industrial Revolution that brought prodigious change to the world.
<b>PSYCHOLOGY</b> 5 credits	11-12		This course focuses on the core concepts in psychology beginning with the use of the scientific method in research and the physiological basis for behavior. As an introduction to the field of psychology, this course includes perception, states of consciousness, memory and learning, consideration of psychological principles, terminology, major theories, and careers, methods of experimentation, and practical applications. Class time is divided between lecture, films, discussions, experiments, and demonstrations. During the semester, students take frequent unit tests, design, implement, and write a report on a social psychology experiment, and create a dream log with dream analysis and critique of that analysis.

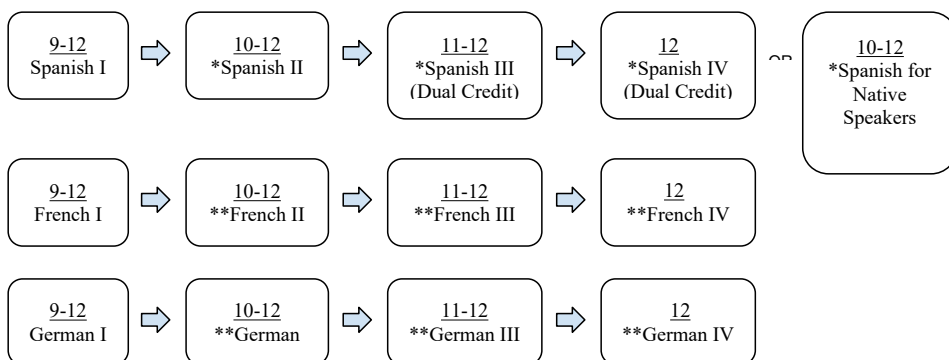
## ***SPECIAL STUDENT SERVICES***

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>JOB TRAINING I</b> 10 credits/ semester	11-12	Permission of resource teacher and completion of careers class (exception must be approved by vocational teacher)	Assists students in determining areas of work interest and gain work skills. It is a non-paid work experience within the district/community. The purpose of this training is to teach students good work habits, work attitudes, and necessary job skills for his/her place of employment.
<b>JOB TRAINING II</b> 20 credits/semester	12+	Must be enrolled in Life Management class	Assists students in determining areas of work interest and gain work skills. It is a non-paid work experience within the district/community. The purpose of this training is to teach students good work habits, work attitudes, and necessary job skills for his/her place of employment.
<b>LEARNING LAB</b> 5 credits/semester	9-12	Permission of resource teacher	Learning Lab is designed to meet the individual needs of the special education student. Each student will have the opportunity to work on improving his/her math, reading, written language, and study skills. He/She will also be able to explore career interests by completing interest inventories.
<b>EL</b> 10 credits	9-12	Recommendation of ELL teacher	This course would provide EL instruction needed to allow EL students the opportunity to gain the language skills needed to perform in mainstream academic content areas. EL classes are for students whose native language is not English and who are recommended by the EL teacher, based on their initial language testing, to improve their initial language proficiency. Students may repeat this class.

## WORLD LANGUAGES

\*Teacher recommendation or Spanish placement exam

\*\*Teacher recommendation required



**In order for an incoming freshman to take two entry-level foreign language classes, a high recommendation from the foreign language instructor at the Middle School is required. Upon receiving a high recommendation from the middle school instructor, the two foreign language instructors at HHS that will be teaching the student must sign-off and recommend that the student take two entry-level foreign language classes. These recommendations will be given to the Guidance Office for enrollment to occur.**

**A sophomore, junior, or senior, may take two entry-level foreign language classes. The two foreign language instructors must sign-off and recommend that student take two entry-level foreign language classes at the same time. These recommendations will be given to the Guidance Office for enrollment to occur.**

# WORLD LANGUAGES

The HHS World Language program provides students with the opportunity to travel abroad and live with a host family in a French, German or Spanish-speaking country. Student participants must be juniors or seniors enrolled in level 3, 4, or Spanish for Native-Speakers. To be eligible for participation in the travel abroad program it is recommended that students begin their language study in 9th grade.

COURSE TITLE	GRADE	RECOMMENDED PREREQUISITES	COURSE DESCRIPTION
<b>FRENCH I</b> 10 credits	9-12		Level I is an introduction to the structure of the French language. Students acquire basic language constructions and vocabulary. Unlike the traditional grammar approach, students acquire language through storytelling and reading short passages and readers. Cultural information is interwoven in the readings and discussed throughout the year.
<b>FRENCH II</b> 10 credits	10-12	Completion of prerequisite level with a C or higher	Level II continues to develop basic language skills. It also expands on the grammatical understanding of the language. This is done through storytelling, reading short passages and readers, and increased grammatical study. Cultural information over sports/activities, holidays, and Paris monuments is also covered.
<b>FRENCH III</b> 10 credits	11-12	Completion of prerequisite level with a C or higher	Level III builds upon the basic language concepts acquired in the introductory level courses, expands cultural knowledge, and increases communication skills. Special emphasis is placed on the usage of the past tenses. Cultural information over schools and regions in France will be covered.
<b>FRENCH IV</b> 10 Credits	12	Completion of prerequisite level with a C or higher	Level IV builds upon the basic language concepts acquired in the introductory level courses, expands cultural knowledge, and increases communication skills. Special emphasis is placed on more advanced verb tenses. Reading of authentic French literature and cultural information about daily French life and art will be covered.

<b>GERMAN I</b> 10 credits	9-12		The first year German student will develop the basic language skills of listening, speaking, reading, and writing. The student develops these skills by engaging in basic conversation and through oral and written exercises. This course is also designed to help the student appreciate and understand the cultures of Germany, Austria, and Switzerland through the use of videos and online resources.
<b>GERMAN II</b> 10 credits	10-12	Completion of prerequisite level with a C or higher	The second year German student will continue to develop the skills learned in German I. Conversation is emphasized to give each student as much speaking practice as possible. Text material is read and discussed. Students will also continue to increase their knowledge of the structure of German through written exercises. Videos and online resources are used to develop an understanding of German culture.
<b>GERMAN III</b> 10 credits	11-12	Completion of prerequisite level with a C or higher	German III is the first in a two-part sequence of intermediate-level German, designed to build upon basic language concepts acquired in the introductory-level courses, expand cultural knowledge, and increase confidence while enhancing listening, speaking, reading, and writing skills. This is done through the use of German videos, feature films, online resources, authentic texts and multimedia projects.
<b>GERMAN IV</b> 10 credits	12	Completion of prerequisite level with a C or higher	German IV is a continuation of German III.
<b>SPANISH FOR NATIVE SPEAKERS</b> 10 credits	10-12	Completion of prerequisite level with a C or higher	A course for students who already have an immersion background in the Spanish language. The class emphasizes academic reading and writing in Spanish,

			as well as learning about the culture through literature, history, holidays, customs and more. Students will grow in their use of Spanish in a formal register for academic and professional settings.
<b>SPANISH I</b> 10 credits	9-12		Spanish I is the introduction to the simple structure of the Spanish language. Students acquire basic language constructions and vocabulary. Unlike the traditional grammar approach, students acquire language through storytelling and reading short passages and readers. Students will also learn about the diverse cultures and customs in Mexico and other Spanish-speaking countries.
<b>SPANISH II</b> 10 credits	9-12	Completion of prerequisite level with a C or higher	This course is an extension of the development of basic language skills as well as an expansion of their grammatical understanding of the language. This is done through storytelling, reading short passages and readers, and increased grammatical study. Students will also learn about the culture of Chile and other Spanish-speaking countries and make comparisons to the United States.
<b>SPANISH III</b> 10 credits	9-12	Completion of prerequisite level with a C or higher	This course focuses on communication through listening, speaking, reading, and writing. Short stories, dialogues, and small group interaction are utilized to increase vocabulary and proficiency. Special emphasis is placed on the usage of the past tenses. <b>Dual credit available (NWU)</b>
<b>SPANISH IV</b> 10 credits	9-12	Completion of prerequisite level with a C or higher	Spanish IV focuses on communication through listening, speaking, reading, and writing. Level-appropriate short stories, authentic resources, dialogues and small group interaction are utilized to continue increasing vocabulary and proficiency. Introduction and application of many new verb tenses is emphasized through thematic units. <b>Dual credit available (NWU or UNK)</b>

## DUAL CREDIT OPPORTUNITIES

Dear Hastings Senior High School student/parent:

Hastings Senior High provides several opportunities for students to earn college credit in high school. Your student has this opportunity in one or more areas listed below. Prices are subject to change at the discretion of the college or university.

Student must complete online registration at NWU website.

- \_\_\_\_\_ NWU—World Literature (\$95 x 6 credit hours)
- \_\_\_\_\_ NWU—European History (\$95 x 4 credit hours)
- \_\_\_\_\_ NWU—Chemistry Honors (\$95 x 4 credit hours)
- \_\_\_\_\_ NWU—Physics Honors (\$95 x 8 credit hours)
- \_\_\_\_\_ NWU—Spanish III (\$95 x 4 credit hours)
- \_\_\_\_\_ NWU—Spanish IV (\$95 x 4 credit hours)
- \_\_\_\_\_ NWU—AP Calculus AB (\$95 x 5 credit hours)

Student must complete online registration on UNK website and pay registration fee.

- \_\_\_\_\_ UNK—Spanish IV (\$75 x 3 credit hours)

Student must create an account and fill out the registration form received from teacher.

- \_\_\_\_\_ CCC—American Government (\$45)
- \_\_\_\_\_ CCC—Comm Arts (\$45)
- \_\_\_\_\_ CCC—Advanced Chemistry (\$45)

The Access College Early (ACE) Scholarship is a possible way to have the tuition cost for the class paid with a limit of **TWO** classes per semester. **Students who meet one of the following qualifications can submit an ACE Scholarship application** with the corresponding documentation. **Funding is limited.** The qualifications include:

- Supplemental Security Income (SSI)
- Temporary Assistance for Needy Families (TANF)
- Food Stamps
- Special Supplemental Nutrition Program (WIC)
- Free/Reduced Lunches (need 2016-17 documentation)
- Other Extreme Hardship (must provide detailed documentation)

Students must also be a U.S. citizen or a permanent alien resident.

To apply for the ACE Scholarship, you will need to create an online account at <https://ecmp.nebraska.gov/CCPE-ACE/Account/Login>. You will create a new user account, and then log in and complete the registration screen. Complete the application, and you will need to upload the necessary documentation. **If you need help, see your counselor.**

## Central Community College Dual Credit

You must create an account online.

You must register (get form from your teacher)

You must take the ASSET test: Date TBD

Last Day To Add Deadline: Contact Registrar's Office

Drop Deadline: Contact Registrar's Office

Tuition refund policy: Contact Registrar's Office

Academic Transfer	\$15 per credit hour (Transferable to most colleges)	
High School Course	College Course	Credits
Communication Arts	SPCH 1110- Public Speaking	3
American Government	POLS 1000 American Government	3
Advanced Chemistry	CHEM 1090, CHEM 1100	8
High School Course (Career Pathways)	No cost to student (Not transferable, CCC credit only)	Credits
Intro to Transportation	AUTO 1000 Basic Shop Practices	2
Intro to Transportation	Auto 1020 Basic Shop Practices-Fasteners & Job management	2
Vocational Autos	AUTO 1100 Automotive Electrical Systems I	3
Vocational Autos	AUTO 1200 Manual Transmissions & Clutches	2
Vocational Autos	AUTO 1800 Brakes, Suspension, Alignment & Tire Balancing	3
Engineering Applications	DSGN 1400 Mfg. Design Documentation	3
Engineering Applications	DSGN 1020 CAD Fundamentals	3
Arch Drafting/Design	DSGN 1430 Parametric Design: SolidWorks	3
Arch Drafting/Design	DSGN 1610 Architectural Design	3
Arch Drafting/Design	DSGN 1200 Structural Steel	3
Advanced Manufacturing	AMDT 1000 Blueprint Reading	3

Design Technology I		
Advanced Manufacturing Design Technology I	AMDT 1010 Precision Measurement & Safety	3
Advanced Manufacturing Design Technology I	AMDT 1030 Manual Machining	3
Advanced Manufacturing Design Technology II	AMDT 1080 Intro to CNC	3

# Nebraska Wesleyan Dual Credit

You must register.

Registration Deadline: Contact Registrar's Office

Drop Deadline: To drop a course, you must do so before the drop deadline which is the same as the regular registration deadline or **you may drop after that date if the reason is associated with the ACE scholarship process.**

Tuition refund policy: Dropping a course allows for a removal of any charges if student applied for the ACE, but does not receive a scholarship. Your instructor must approve a late drop.

<b>Academic Transfer</b>	\$95/credit hour--transferrable to most colleges	
<b>High School Course</b>	<b>College Course</b>	<b>Credits</b>
Physics Honors	PHYS 1600, PHYS 1700	8
AP Calculus AB	MATH 1600	5
World Literature H AP	ENG 1010, ENG 1020	6
European History H AP	HIST 2130	4
Spanish III	SPAN 1020	4
Spanish IV	SPAN 2010	4

## UNK Dual Credit

You must create an account.

You must register.

Registration Deadline: Contact Registrar's Office

Drop Deadline: Contact Registrar's Office

Tuition refund policy: Contact Registrar's Office

Academic Transfer	\$75 per credit hour (Transferable to most colleges)	
High School Course	College Course	Credits
Spanish IV	SPAN 200 - Intermediate Spanish I	3

## **New Courses Being Proposed for 2023 - 2024**

### **Work-Based Learning Exploration** (not included in the proposed handbook)

#### **Why?**

The **Work-Based Learning Exploration** course is the **second class** of a 3-class pathway to prepare students for the opportunity to gain valuable work experience during their senior year of high school.

This course will provide students with the **academic, technical and decision-making skills** needed to compete successfully in the workforce, at the post-secondary level, and in the global community. Students will research, job shadow, interact with guest speakers in specific Career and Technical Education (CTE) areas of interest to them. Hastings Economic Development Corporation (HEDC) is in partnership with us to be a liaison between the school and the community businesses.

The overall goal of the Work-Based Learning (WBL) program is to provide students the opportunity to receive **real experience in the world** of work, which will increase their knowledge of a specific trade area and enhance other skills necessary for employment.

Aside from the obvious benefits of a true WBL Experience, it is also a critical piece of the Perkins V grant. This grant is provided by the State to our CTE departments to continuously improve our programs. There are some focal points of this grant provided by the state, and none of them are bigger than WBL.

At Hastings High, we currently offer a Jobs for American Graduates (JAG) program. However, our proposed WBL pathway differs in a couple ways. We intend this to be open to all students who want to participate. JAG is a niche program focusing on a specific population of students (i.e. F/R lunch, etc). JAG is also capped at a specific number of students per year. Additionally, the biggest difference is that this pathway's capstone will get students actually into the workforce, where they will gain hands-on experience, and payment, in a specific CTE area that they are interested in, and have researched. This program is great for our HHS students and the businesses within our local community.

#### **Course Description:**

This course will provide students with the **academic, technical and decision-making skills** needed to compete successfully in the workforce, at the post-secondary level, and in the global community. Students will research, job shadow, interact with guest speakers in specific Career and Technical Education (CTE) areas of interest to them.

**Grade:** Second-Semester of Junior Year

**Prerequisites:** Introduction to WBL

**Credits:** 5 credits (Semester long)

## Essentials

- Students will understand the importance of and practice Career Readiness skills invaluable to all careers.
- Students will participate in job shadowing experiences with various businesses within our community and report on their experience.
  - **Goal:** approximately 1 hour per day at 5 different businesses
- Students will explore and research different areas within a business in order to gain an understanding of an entire business.
- Students will interact and report on guest speaker engagements set up at Hastings High School
- Students will prepare for and be a part of mock interviews given by actual members of the community.

## **Tiger Vision Media Productions** (not included in the proposed handbook)

### **Why?**

This class is being created to give our students opportunities to create media content that will be shared on our school's social media page and displayed on our new Daktronics video board in the new gym. This class will allow Hastings High to promote itself and the activities going on, but also raise money through advertisements of local businesses. It will give the students great practical skills in industry-standard software which will make them valuable in future employment endeavors.

### **Course Description:**

This course will apply their media skills of filming and editing of photography/videography, and design. Students will plan and produce actual video/audio media content that will be shared on the school's social media platforms and on the Daktronics video board. Students will work both independently and collaboratively to create a professional product while meeting deadlines.

**Grade:** Junior/Senior

**Prerequisite:** Digital Media, Interview with Admin

**Credits:** 10 credits (Year Long)

### **Essentials:**

- Students will review and apply previously learned techniques from pre-requisite class in their filming and editing
- Students will recognize the importance of planning and purpose when it comes to filming and editing video content
- Students will attend events and purposefully film content to later edit
- Students will create video content including, but not limited to:
  - Social media posts
  - Hype videos
  - Starting lineups
  - Community Business Advertising
  - Sportsmanship
  - Striv
- Students will be able to operate the program that goes along with the Daktronics Video Board
- Students will submit into the State Journalism Competition
- Students will be use Adobe Premiere Pro software to edit video content

## **Nebraska Math Readiness Project** (not included in the proposed handbook)

### **Why?**

The analysis of mathematics data has also led the Hastings Public Schools to work closely with CCC to better prepare students for post-secondary mathematics. After analyzing student performance data on state and national assessments, overall student performance has declined. Local post-secondary enrollment data and math completion data of former HPS students that have enrolled at CCC showed that approximately 60 HPS students enroll at CCC each year. Of those students, approximately 53% of them successfully completed on-campus math courses at CCC. With the support of CCC, it would be beneficial for HPS to participate in the Nebraska Math Readiness Program (NMRP) for the 2023-2024 school year. The Nebraska Math Readiness Project is designed to prepare students for college algebra.

### **Course Description:**

Level I: This course presents basic computational skills for either review or initial mastery by students. Topics include fractions, decimals, the solutions of ratio, proportion, and percent problems, operations with integers, and basic study skills for mathematics problem-solving, and estimation. Topics may also include geometry, measurement, and basic algebraic concepts.

Level II: This course is for students who need to learn basic and intermediate algebra skills. Topics include positive and negative real numbers, solving linear equations and inequalities, applications of linear equations, integer exponents, operations with polynomials, factoring, rational expressions, equations of lines, and graphing of equations and inequalities.

**Grade:** Junior/Senior

**Prerequisite:** Dependent on student's math proficiency

- The course is designed for students who plan to pursue post-secondary opportunities but need additional skills/knowledge to be successful in college algebra

**Credits:** 5-10 credits (based on student needs)

### **Essentials:**

- Aligned with HPS Pre-Algebra and Algebra I courses
  - Additional alignment to Algebra II on some skills/standards
  - Alignment documents are available upon request

## **Practical Math** (not included in the proposed handbook)

### **Why?**

The purpose of this course is to allow students who struggle with math to reinforce basic math concepts they will encounter in their daily life after high school. This class will dive deeper into the math of financial concepts while continually working on the basic math concepts needed in life such as fractions, decimals, percent, time, and money.

### **Course Description:**

This is a year-long course that enables students to learn how to apply mathematical concepts in practical, daily situations. Students will work on how to utilize previous math knowledge to topics in their future such as paychecks, wages, taxes, budgeting, and saving.

**Grade:** Junior/Senior

**Recommended Prerequisites:** Algebra 1 (Power Essentials), Geometry (Power Essentials)

**Credits:** 5 per semester

## **Tiger Singers**

### **Why?**

The purpose of this course is to provide students additional vocal music opportunities and to perform at higher levels.

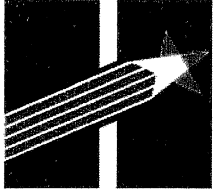
### **Course Description:**

This is an auditioned varsity-level mixed ensemble of singers who have a strong desire to sing high-level pop and classical music. Tiger Singers will be rehearsed with the highest expectations and will mainly be composed of juniors and seniors.

**Grade:** Junior/Senior

**Recommended Prerequisites:** Application/audition, or instructor approval

**Credits:** 5 per semester



**HASTINGS  
PUBLIC SCHOOLS**

Assuring the essential. Expanding the possible.

**HUMAN RESOURCES OFFICE**

## **Memo**

TO: Jeff Schneider, Superintendent Hastings Public Schools  
FROM: Thomas Szlanda, Director of Human Resources & Operations  
DATE: 2-14-23  
SUBJECT: PAPER BID FOR 2023-2024 SCHOOL YEAR

---

I recommend we approve the lowest paper bid from Nebraska ESUCC Online Marketplace for the amount of \$42,786.07 for the 2023-2024 school year.

Attachments:

- Nebraska ESUCC Online Marketplace
- Field Paper Company



## Nebraska ESUCC Online Marketplace

### Cart Information

Type: Shopping Cart  
 Name: Active Cart (#66882)  
 Status: Created  
 Created By: Mike Biere (Central Supply)  
 Last Modified: 02/07/2023 11:12 AM CST

Item	Part #	Supplier	Price	Quantity	Item Total
400141-21PLT Premium Copier Paper - 8 1/2" X 11" - WHITE (21 pallet) <i>840CS</i>	118024-21	Paper101 (Paper Buy)	\$36,979.95 PL <i>\$44,0278/CS</i>	1	\$36,979.95
400160 Premium Copier Paper - 11" X 17" - WHITE 92+	118224	Paper101 (Paper Buy)	\$53.22 CS	5	\$266.10
400350-BLU Color Copier Paper - 8 1/2" X 11" - 20 lb. - BLUE	1112424	Paper101 (Paper Buy)	\$56.97 CS	9	\$512.73
400350-CHRY Color Copier Paper - 8 1/2" X 11" - 20 lb. - CHERRY	3724	Paper101 (Paper Buy)	\$56.97 CS	10	\$569.70
400350-GRN Color Copier Paper - 8 1/2" X 11" - 20 lb. - GREEN	1122424	Paper101 (Paper Buy)	\$56.97 CS	15	\$854.55
400350-ORCD Color Copier Paper - 8 1/2" X 11" - 20 lb. - ORCHID	108924	Paper101 (Paper Buy)	\$56.97 CS	2	\$113.94
400350-PNK Color Copier Paper - 8 1/2" X 11" - 20 lb. - PINK	1142424	Paper101 (Paper Buy)	\$56.97 CS	3	\$170.91
400350-CNRY Color Copier Paper - 8 1/2" X 11" - 20 lb. - CANARY	982424OP	Paper101 (Paper Buy)	\$56.97 CS	9	\$512.73
400475 Coverstock - 8 1/2" x 11" - 65 lb. - White	639914	Paper101 (Paper Buy)	\$79.76 CS	30	\$2,392.80
400500-BLU Coverstock - 8 1/2" x 11" - 65 lb. - BLUE	65972424	Paper101 (Paper Buy)	\$68.30 CS	1	\$68.30
400500-GRN Coverstock - 8 1/2" x 11" - 65 lb. - GREEN	65952424	Paper101 (Paper Buy)	\$68.30 CS	1	\$68.30
400550-GLD Coverstock - 8 1/2" x 11" - 65lb. - GOLD	69914	Paper101 (Paper Buy)	\$92.02 CS	3	\$276.06
400995-P101-Free Paper101 No Liftgate required	P101FREEDEL	Paper101 (Paper Buy)	\$0.00 EA	1	\$0.00

**Total: \$42,786.07**

Field Paper Company  
3950 D Street  
Omaha, Nebraska 68103

2023 Paper Bid

Hastings Public Schools  
Tom Szlanda

Dear Mr. Szlanda

Thank you for the opportunity to present a bid for the district paper needs this coming year. Field Paper has been honored to supply the paper stock to the system for the last several years. We should be able fill the districts orders from available stock. However, all your paper may be subject to availability and current market price at time of order. The market is more stable this year so it should not be a problem.

**Item List**

8.5X11 #20 Bond Paper Eagle Office 30 Multipurpose	840 Carton \$48.94/ctn	\$41109.60
11x17 #20 Bond Paper Eagle Office 30 Multi (2500/ctn)	10 Carton \$74.55/ctn	\$745.50*
8.5x11 #20 Bond Paper Blue Earthchoice Multipurpose	9 Carton \$105.10/ctn	\$945.90
8.5x11 #20 Bond Paper Cherry Earthchoice Multipurpose	10 Carton	N/A**
8.5x11 #20 Bond Paper Green Earthchoice Multipurpose	15 Carton \$105.10/ctn	\$1576.50
8.5x11 #20 Bond Paper Orchid Earthchoice Multipurpose	2 Carton \$105.10/ctn	\$210.30
8.5x11 #20 Bond Paper Pink Earthchoice Multipurpose	3 Carton \$105.10/ctn	\$315.30
8.5x11 #20 Bond Paper Canary Earthchoice Multipurpose	9 Carton \$105.10/ctn	\$945.90
8.5x11 #67 Cover Paper White Earthchoice Vellum Bristol	30 Carton \$78.02/ctn	\$2340.60
8.5x11 #67 Cover Paper Blue Earthchoice Vellum Bristol	1 Carton \$80.94/ctn	\$80.94
8.5x11 #67 Cover Paper Gold Earthchoice Vellum Bristol	3 Carton \$80.94/ctn	\$242.82
8.5x11 #67 Cover Paper Green Earthchoice Vellum Bristol	1 Carton \$80.94/ctn	\$80.94

Total Bid \$48594.20

We will arrange delivery to the HPS warehouse via a Mill truck and a Field Paper truck, like years past. The colored stocks can be fulfilled at any point after you order them. We can work with Mike as your needs come up during the year to assure the district can have paper available. Thank you for the opportunity to fulfill your requirements.

Rich Portwood  
Field Paper Company

\*Currently out of stock will substitute or fill later -2500 per carton

\*\* Color has been discontinued

**Administrative Resignation/Release/Retire(s)**

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Michael Nanfito	Assistant Principal/Middle School	1.00	6/30/23	Resign
Rick Ripperger	Assistant Principal/Senior High	1.00	6/30/23	Retire

**Administrative Transfers(s)**

<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
No Transfers				

**Administrative New Hire(s)**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>	<u>Degree/Level</u>	<u>College/University</u>	<u>Replaces/Reason</u>
No New Hires					

**Certificated Resignation/Release(s)**

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Scott Engberg	Guidance Counselor/Senior High	1.00	5/19/23	Retire
Megan Fago	Grade 5/Watson	1.00	5/19/23	Resign
Kristen Janda	Voval Music/Middle School	1.00	5/19/23	Resign
Miranda Nanfito	Reading/Middle School	1.00	5/19/23	Resign
Melissa Trausch	Reading Specialist/Senior High	1.00	5/19/23	Resign
Rylee Turner	Special Education/Senior High	1.00	5/19/23	Resign
Brandon Wamberg	Social Studies/Middle School	1.00	2/1/23	Resign

**Certificated Transfer(s)**

<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Erin Beave	Instrumental Music/Senior High	Music/Longfellow	August 2023	Halle Stephens/Resign
Meggan Messersmith	Grade 1/Lincoln	Lincoln	August 2023	Kathleen DeLaschmutt/Retire
Malania Schubert	Grade 2/Longfellow	Grade 4/Longfellow	August 2023	Ellen Marquardt/Resign
Jayson Stoddard	Science/Middle School	Alternative Learning/Middle School	August 2023	New Position
Karen Valdes	Reading/Middle School	Reading Specialist/Senior High	August 2023	Melissa Trausch/Resign

**Certificated New Hire(s)**

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>	<u>Degree/Level</u>	<u>College/University</u>	<u>Replaces/Reason</u>
Anna Cafferty	Grade 1/Hawthorne	August 2023	BA-1	Hastings College	LaRee Lowry/Retire
Melissa Callaway	Grade 5/Alcott	August 2023	MA-5	Kansas State University	Jodi Kaufmann/Transfer
Seth Kirkegaard	Science/Middle School	August 2023	BA18-4	University of Nebraska Lincoln	Jayson Stoddard/Transfer
Madison Koch	Grade 2/Alcott	August 2023	MA-5	Concordia University	New Position
Shelby Schroeder	Grade 5/Hawthorne	August 2023	BA-1	Hastings College	New Position
Chelsea Smith	Preschool/Morton	August 2023	MA09-11	Keamey	Cathy Breinig/Retire
Kaley Summers	Grade 4/Lincoln	August 2023	BA-1	Hastings College	Messersmith/Transfer

**Extra Standard Resignation/Release(s)**

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Megan Fago	Problem Solving/Watson	05/19/2023	Resign
Naomy Gomez	Assistant Girls Soccer/Senior High	05/19/2023	Resign
Ruth Neilson	Yearbook Sponsor/Middle School	05/19/2023	Resign
Curtis Rutt	Assistant Boys Track/Senior High	05/19/2023	Resign
Melissa Trausch	Head Girls Soccer/Senior High	05/19/2023	Resign
Melissa Trausch	Assistant Girls Basketball/Middle School	05/19/2023	Resign

**Extra Standard Transfer(s)**

<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>Effective</u>	<u>Replaces/Reason</u>
No Transfers				

**Extra Standard New Hire(s)**

<u>Name</u>	<u>Assignment/Building</u>	<u>Level</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Julio Carreto	Assistant Boys Soccer/Senior High	CAT II, LVL 1	2/10/23	James Westerfield/Resign
Evian Kruger	Assistant Boys Track/Senior High	CAT II, LVL 1	2/10/23	Curtis Rutt/Resign

**Classified Resignation/Release(s)**

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Brandon Hemberger	Library Paraeducator/Senior High	1.0	02/15/2023	Resign
Andrea Kothe	Special Education Paraeducator/Morton	1.0	02/08/2023	Resign
Kenneth Martin	Night Custodian/Senior High	1.0	02/03/2023	Resign
Michael Prtichard	Night Custodian/Hawthorne	0.5	02/03/2023	Resign

**Classified Transfer(s)**

<u>Name</u>	<u>Former Assignment/Building</u>	<u>New Assignment/Building</u>	<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Christian Olivas	Night Custodian/Senior High	Night Custodian/Middle School	1.0	1/10/2023	Kenneth Martin

**Classified New Hire(s)**

<u>Name</u>	<u>Assignment/Building</u>	<u>FTE</u>	<u>Effective</u>	<u>Replaces/Reason</u>
Megan Gomez	CNA/Districtwide	1.0	1/30/23	Judith Martin