

## Committee As A Whole

**Mission:** "Engaging All Learners to Achieve Success"

The Committee As A Whole started at 5:30 PM on Monday, February 8, 2021. The meeting was held at ESU7/CPS Student Services Building  
2563 44th Avenue  
Columbus, NE 68601

Candace Becher: Absent

Mark Brown: Present

Michael Jeffryes: Present

Doug Molczyk: Present

Theresa Seipel: Present

Douglas Willoughby: Present

Candace Becher: Present

I. Committee As A Whole

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

## I.D. Notice of Open Meeting Posted

### I.D.1. President insures all can hear proceedings

## I.E. Presentations

### I.E.1. Emerson Presentation

Angie Luebbe, Emerson Principal, presented information on her students, staff and building activities. She shared the new faces at Emerson, a teacher, 3 paraeducators and a school secretary, she said she feels lucky to have found such great people. Mrs. Luebbe talked about global therapy with Jenny Genoveva, Speech Paraeducator, she indicated that she is wonderful with the students. DIBELS Data was shown from winter last year to winter this year. Mrs. Luebbe said this shows the drop in benchmark composite scores with students not being in school buildings last spring. She said her staff is working hard to close the gap. She talked about the Data In Action book study the elementary principals are involved in with Dr. Romshek. She said it is coaching them on how to respond to the data. Mrs. Luebbe shared some of Emerson's protocols for COVID. She talked about BIST, they have a new coach who has really helped with implementing skills and addressing students needs. The data is showing much better behaviors. A couple of new programs have been implemented, a Crusaders Bucks Cart which is a positive behavior incentive and morning messages which is giving some students a leadership role in the building. The staff and students are still learning and still working.

### I.E.2.

## I.F. Board Special Functions

### I.F.1. CHS Course Handbook

Dave Hiebner, CHS Principal, shared some minor changes in the CHS Course Handbook. Some prerequisites were changed and language edited for clearer understanding. He also discussed changes in English and Science that will give students a wider variety of courses. Mr. Hiebner said it is laid out nicely to make sense to parents for career paths for students.

### I.F.2. CMS Course Handbook

Amy Haynes, CMS Principal, spoke about minor changes in the CMS Course Handbook. Some items that change every year such as grade level for counselors as they have a rotation that is followed. There will be some new offerings for Math beginning for 6th graders.

### I.F.3. First Reading of Policy 204.07 Meeting Notice

Troy Loeffelholz, Superintendent highlighted some of the information included in Policy 204.07 Meeting Notice such as no changes within the 48 hours prior to the meeting. Must be a Public Notice in the local newspaper.

### I.F.4. First Reading of Policy 204.11 Meeting Minutes

Dr. Loeffelholz discussed information that is required to be included in the minutes. Also mentioned that when the decision is made to go into an executive session it must be stated as to why that was required.

#### I.F.5. First Reading of Policy 105.00 Return to School Committee

Dr. Loeffelholz explained that this is a new policy, it did not exist until the pandemic. This policy encourages districts to develop a return to school committee. CPS did create a committee that included teachers, administrators and community partners. The protocols that were created have stood the test of time. The Board asked that some language be added to this policy to be enacted and clarify specific reasons. He said this policy is recommended by NDE. Dr. Loeffelholz will work with attorneys on this to identify rationale for this policy to be set into motion.

#### I.F.6. First Reading of Policy 205.08 Board Policy and Temporary Waivers of NDE Rules

Dr. Loeffelholz shared why this policy is being recommended. Some waivers had to be given because of board policies based on students using remote learning and attendance rules that could not be met because of the pandemic. NDE requires an affidavit explaining the circumstances of any days that CPS calls off.

#### I.F.7. First Reading of Policy 607.10 Classroom Environment

Dr. Loeffelholz directed some discussion on this policy. Most felt it needs to be a bit broader. Leonard Kwapnioski said all chemicals must be listed in our MSDS books that are reviewed by our insurance companies and all chemicals need to be approved by the district which requires the MSDS information. The question was asked about who will be policing the items in the classrooms? Where does the liability lie? This policy will require some research for the next meeting.

#### I.G. Consent Agenda

##### I.G.1. Approval of Minutes

##### I.G.2. Financial Reports M2, M3, M4a

Chip Kay, Director of Finance, spoke on the financial reports, he said the Building Fund is seeing more activity because of the work being done at the Kramer Early Education Building. He reminded the group that the Nutrition Fund is catching up on payments from the state. There were some labeling changes with SPED reimbursements, the issue has been resolved and money put into correct funds. Payments have gone out to the Columbus area Chamber of Commerce for our annual membership and to the CPS Foundation for the annual payment on the STEM loan. Solution Tree was paid for some teacher trainings.

##### I.G.3. Certified Personnel

Mr. Kay shared concerns regarding applicant numbers decreasing and the plan to start actively recruiting college graduates to Columbus. He said that Sara Colford has been going out and finding student teachers to bring here with the idea of hiring them. The percentage is very high for CPS hiring student teachers. Practicum students from CCC were all placed in district. CHS Educators Rising membership has increased exponentially, the goal is to pair

CHS students with a college or university and get them back to student teach and eventually hire them to teach at CPS. There was discussion about students from Omaha and Lincoln not coming here because there is no one that wants to supervise their training from those schools, ideas regarding how CPS could make that easier were shared. Plans for CCC early childhood education students to hopefully come through the Kramer Early Education program were discussed.

#### I.G.4. Classified Personnel

Dr. Loeffelholz said most classified hires and resignations are from paras, food service and After-School Program.

#### I.G.5. Professional Travel

Dr. Loeffelholz said the report shows most of the trainings have been virtual. We still need the documentation.

#### I.H. Acceptance of Gifts/Donations

Dr. Loeffelholz explained that the CFP funds have now been moved out, and reminded the group that the Foundation is a flow through for many umbrella organizations.

#### I.I. Business Operations and Human Relations

##### I.I.1. Policies

##### I.I.1.1. First Reading of Policy 801.04 Bus Safety Program

Mr. Kay said the highlighted changes on this policy are due to the changes in Rule 91. The bus driver must be capable physically getting students on the bus.

##### I.I.2. Administrative Functions

##### I.I.2.1. Approval of TERIP Applications

Mr. Kay said we have 6 candidates.

##### I.I.2.2. School Fundraising Applications

##### I.I.3. Updates

Mr. Kay updated on COVID data. Also shared some information on recruiting and retention, he said Sara Colford has made some great connections. Most job fairs have gone virtual, using a program called Handshake. In our recruiting we will be using videos to highlight the district. He has been working on rebranding the HR website. Mr. Kay said he is working with the Platte County Visitors bureau to sell Columbus as a great place to live to go along with recruiting teachers for CPS.

Other updates included: FEMA, CARES Act II, contract negotiations for certified staff, proposal for classified staff and legislative bills that he is watching.

#### I.J. Buildings & Sites/Technology

##### I.J.1. Policies

##### I.J.2. Administrative Functions

### I.J.3. Updates

Leonard Kwapnioski gave an update on the North Park Elementary Parking Lot Project, he said there will be new lighting and the lot will be expanded quite a bit. Fifty one stalls to 102 stalls, there is room for a few more if needed to the west. The city needs to approve a portion of the plans because there is a retention pond that they use. Mr. Kwapnioski said he would bring the recommendations next month. There is a short timeline to get the project done this summer.

He also gave an update on the Kramer project, he said with the snow removal not much time has been spent there. The stage is all torn out, footings were found that were not in the drawings. He shared information regarding the fire sprinkler system in all areas, changing to a dry system. He said the CPS maintenance staff is amazing, their knowledge and skill have been great.

### I.K. Curriculum and Instruction

#### I.K.1. Policies

#### I.K.2. Administrative Functions

#### I.K.2.1. Middle School Math Changes and Purchase

Amy Romshek, Director of Curriculum, talked about the math acceleration program at CMS. Algebra has been offered for 20 years, which is a high school course. She said algebra is a key piece in math courses, we need to make sure the students have a strong foundation. Some students excel very well and others struggle if you put them in before they are ready. It can result in struggles and/or a dislike of math. CMS offers a traditional or algebra path based on a student's readiness. The changes being proposed still offer a traditional path using CPM. CHS is using the program and have shared the benefits with the middle school teachers. The accelerated path can begin in 6th grade, the student would have 6th and 7th grade standards in one year, and 7th and 8th grade standards the next year, it is an accelerated curriculum, and then they take algebra sooner. Careful consideration will need to be taken when making the decisions. A CPM classroom looks different from a traditional math class. If a student is a late bloomer, they can take two courses in a year at CHS, and they can get into accelerated math. Dr. Romshek shared the estimated cost, and said this would be implemented next year. There would be an assessment, a rubric would be created to help make those decisions. The teachers know the students abilities best so they would make the decisions regarding a student moving to an accelerated program.

#### I.K.3. Updates

### I.L. Student Services

#### I.L.1. Policies

#### I.L.2. Administrative Functions

I.L.3. Updates

Jason Harris, Director of Student Services and SPED, said he and Sara Colford are digging into the Boys Town data, he said they will have a report for the next meeting. This will show a better picture. He said he is monitoring some legislative bills regarding SPED funding. The school discipline bill is being reviewed. LB642 allows ESUs and districts to receive mental health reimbursements.

I.M. Superintendent's Report

Dr. Loeffelholz said CHS has the first State Bowling Champion, Madison Henderson. "Be Kind" Week is coming up, it will include: Hawaiian Day, College Day, Don't Sweat It Day and Maroon and White Day. If the district decides to make any changes in protocols for COVID, March 12 is the date a decision would be made. Dr. Loeffelholz said people are wanting to use CPS facilities, we are holding off until March 12. He said we will be allowing more spectators for activities, 6 for basketball and 4 for wrestling. Spring sports will be great for outside spectators.

I.N. Board Sharing

Board Sharing next week.

I.O. Adjourn

The meeting was adjourned at 7:37pm.

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, February 8, 2021.

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President

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Secretary

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# EMERSON ELEMENTARY



*Home of the Crusaders!*



**Travis McCloud**  
4th Grade



**Barbie Cheiloha**  
Emerson Secretary



**Morgan Siedschlag**  
Paraeducator

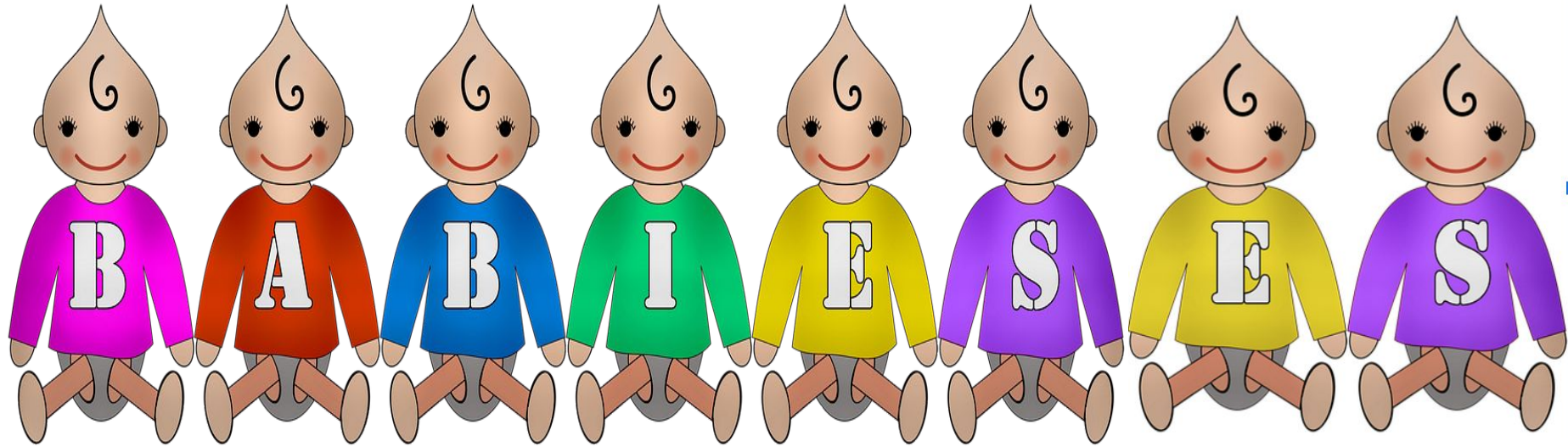


**Karen Marxen**  
Paraeducator



**Haley Sandman**  
Paraeducator

# *New Faces at Emerson*



*New Faces at Emerson 2020-2021  
(Stork Verson)*

Jenny Genoveva  
Speech  
Paraeducator

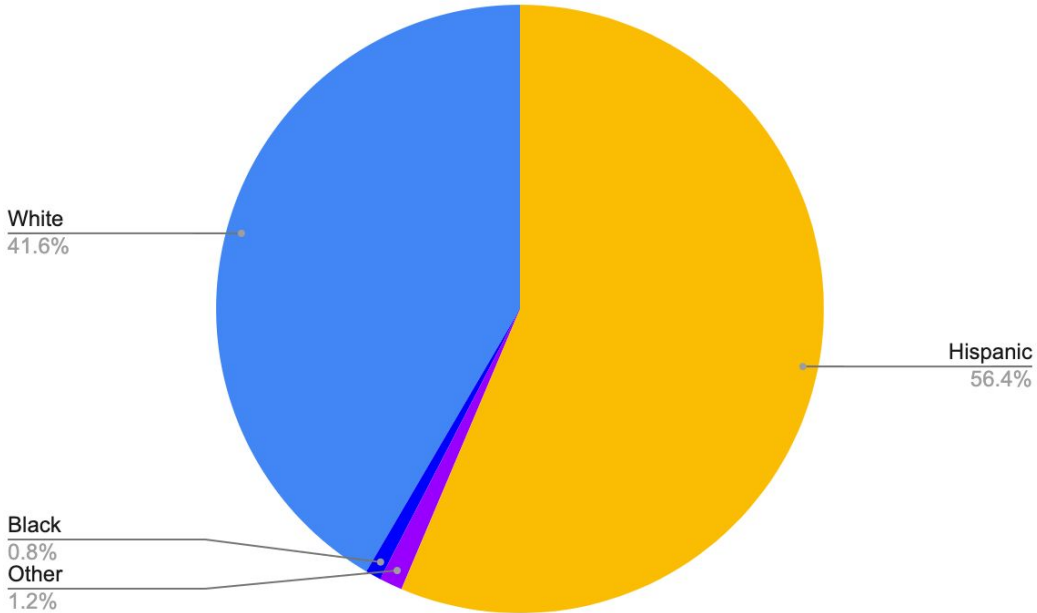


*Global Therapy at Emerson*

# Emerson Student Population Makeup



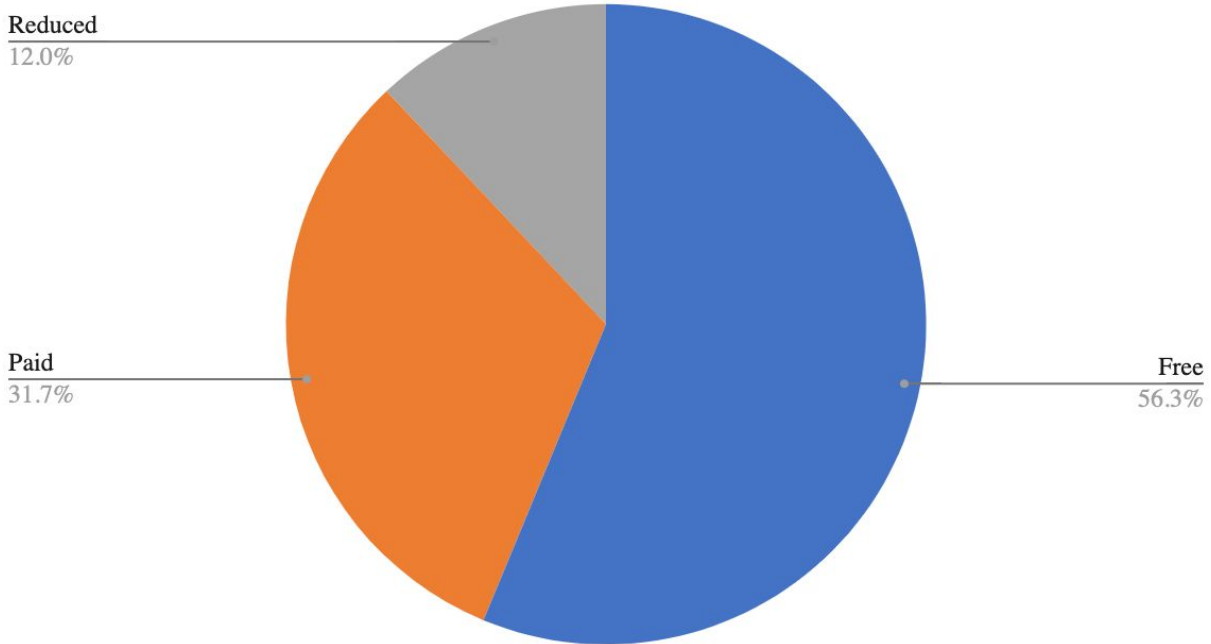
Student Ethnic Distribution	
Hispanic	137
Other	3
Black	2
White	101



# Emerson Student Population Makeup



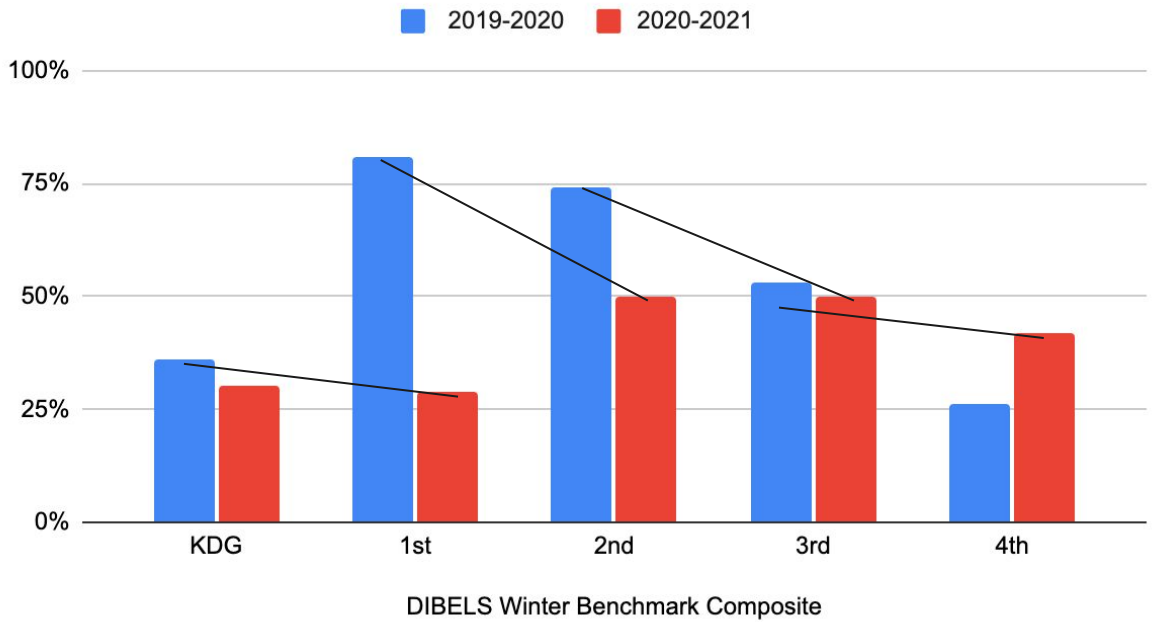
## Free & Reduced Lunch Count (2019-20 Numbers)



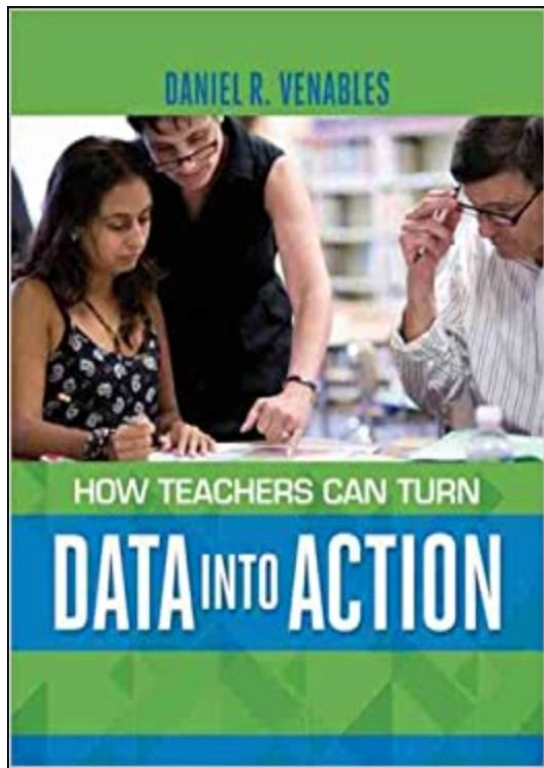
# Emerson DIBELS Comparison Data



### DIBELS Winter Benchmark Composite Score



# Continuous Improvement: Data into Action



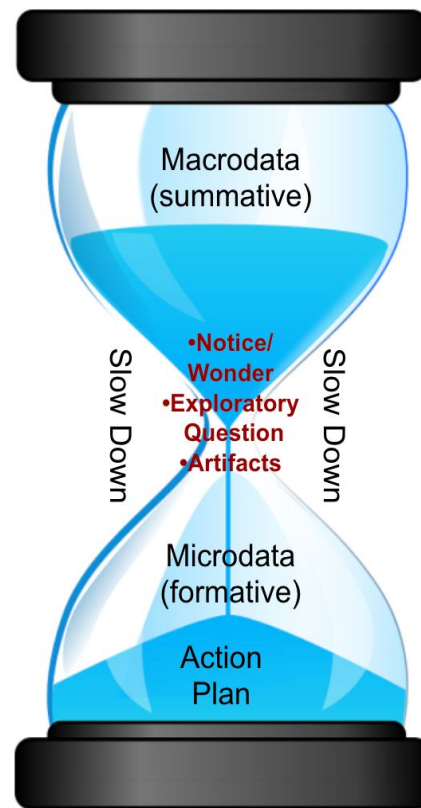
All Elementary Book Study:  
Data into Action

Building PLC time

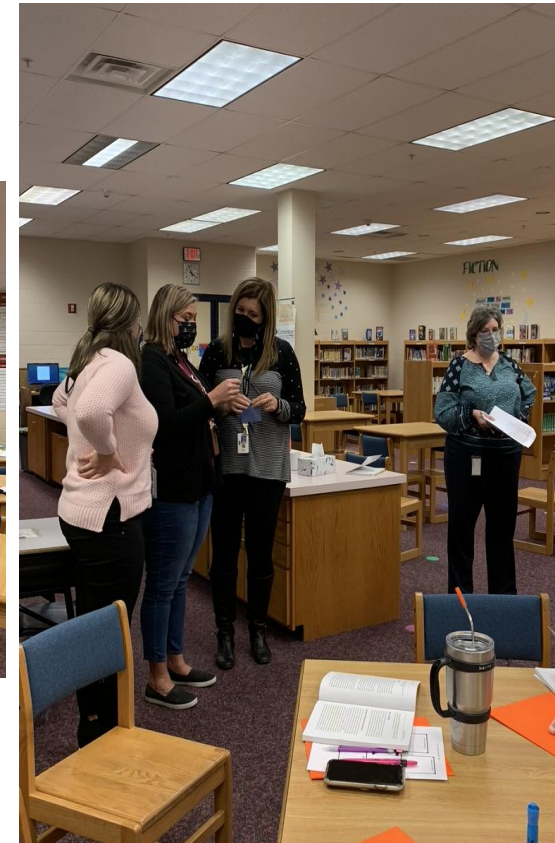
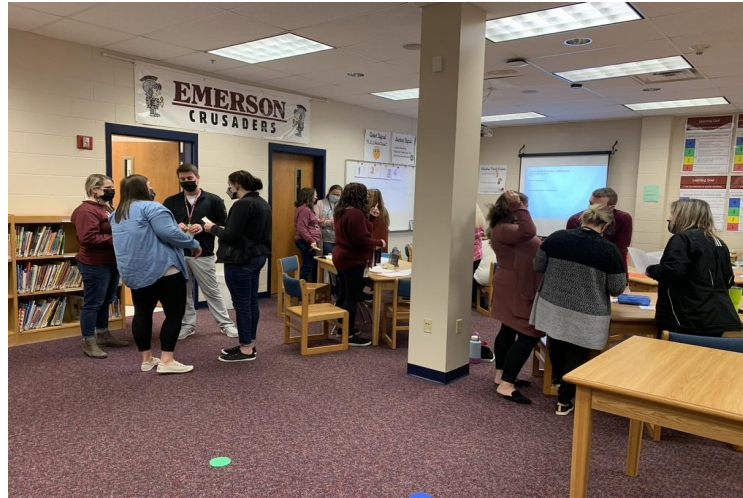
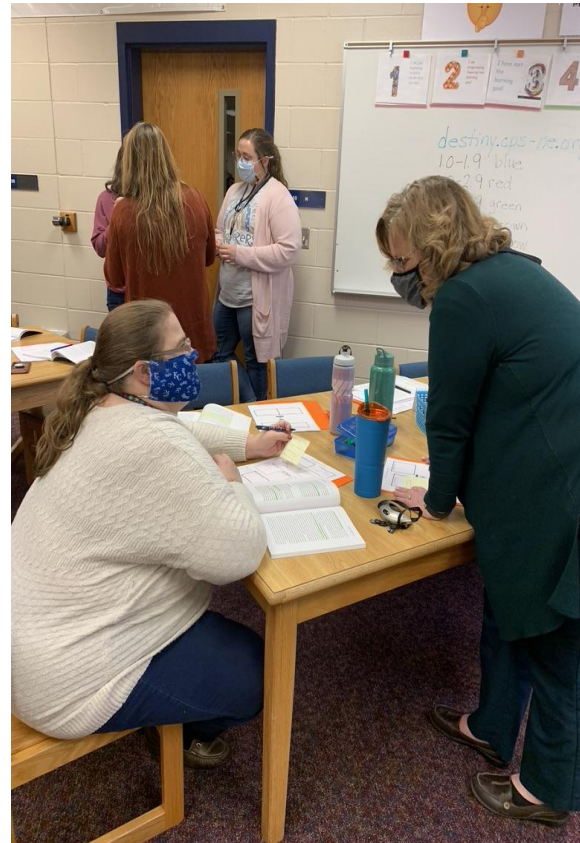
9 week cycle

**ALL IN!**

Continuous school improvement works when results-driven decisions reflect daily classroom practice rather than a “hoop to jump through”



# Continuous Improvement: Data into Action





*Safety First!*

# Clear Traffic Patterns



# Holding Cell for Books



*Safety First!*



Ginger Darveau  
School Counselor



Kayla Heard  
Second Grade Teacher



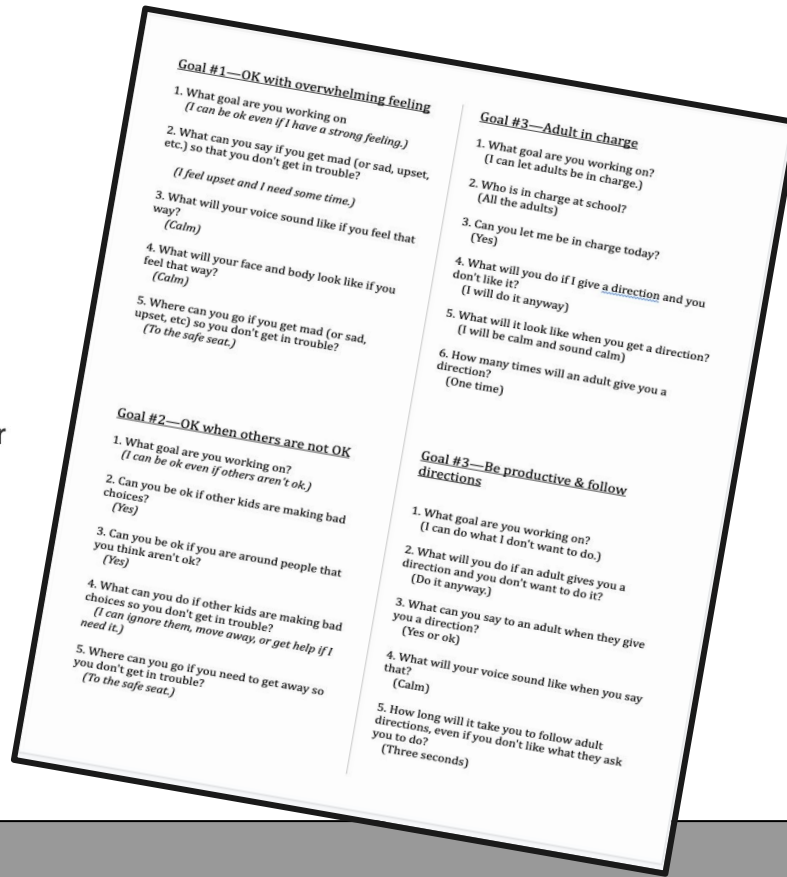
Alicia Hoadley  
Special Education Teacher



ASHLEY HEISTERKAMP  
Kindergarten Teacher  
Teachers



Angela Luebbe  
Principal

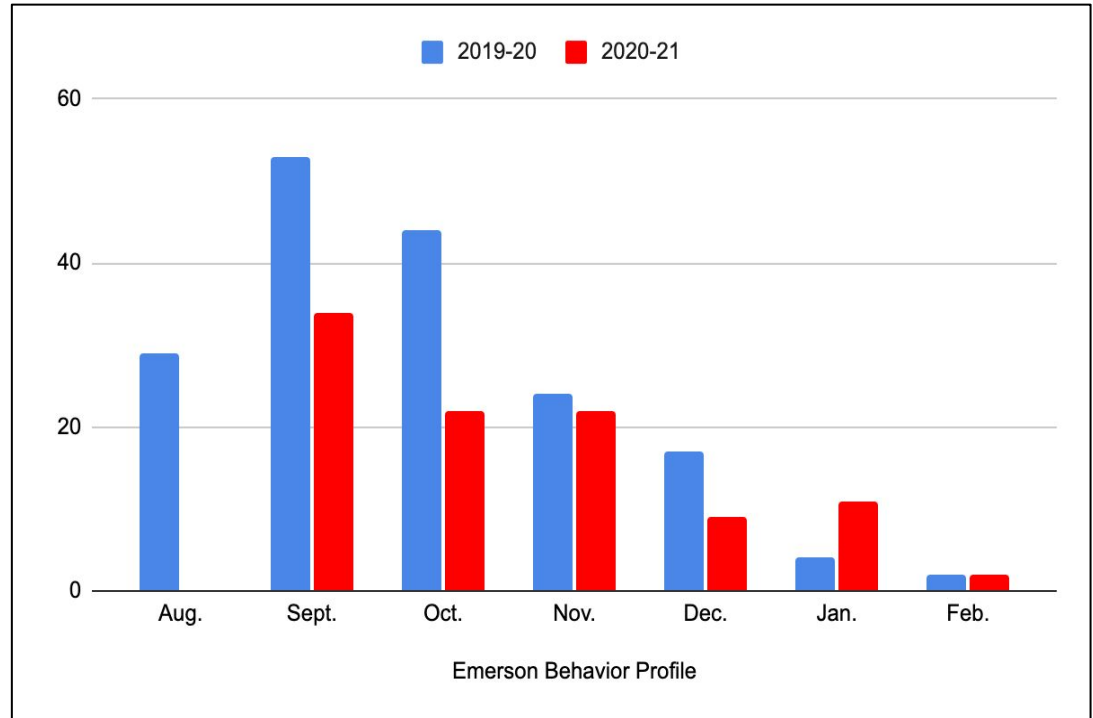


# Implementing Skill Based Coaching

BIST @ Emerson

# What does the data say?

Emerson Behavior Profile		
	2019-20	2020-21
Aug.	29	0
Sept.	53	34
Oct.	44	22
Nov.	24	22
Dec.	17	9
Jan.	4	11
Feb.	2	2



*Recovery Room Visit Data*

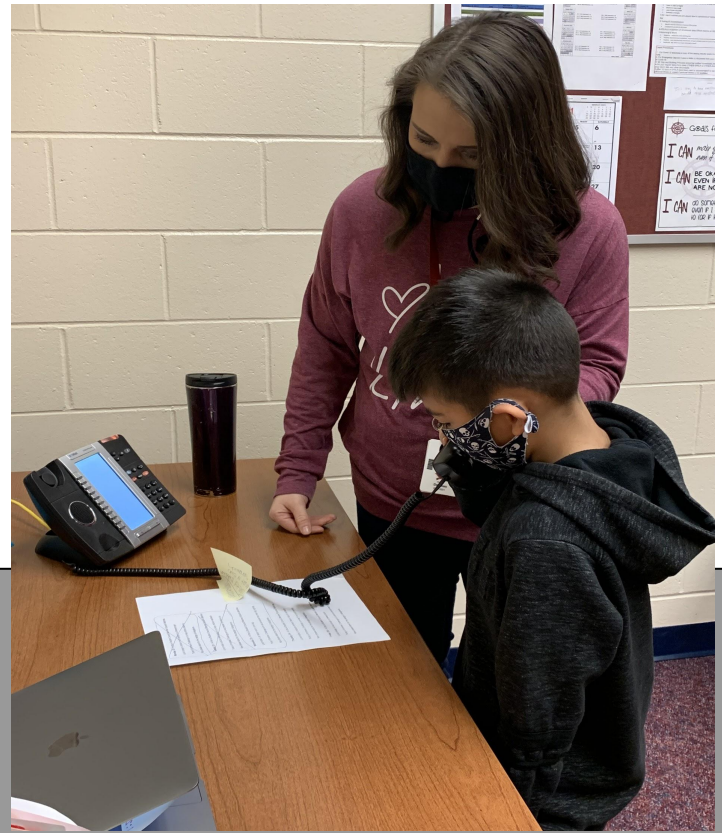


*Superintendent Grant:  
Sensory Room!*

# Crusader Bucks Cart



# Morning Messages



*Student Council:  
Positive Behavior Incentive*

# This time last year...roughly!

As Dr. Venkman would say... "Dogs and cats living together, MASS hysteria!"





*Student of the Month Assemblies*



Preschool Morning Class

Preschool Afternoon Class



*Students Learning*



Juggling in  
P.E.

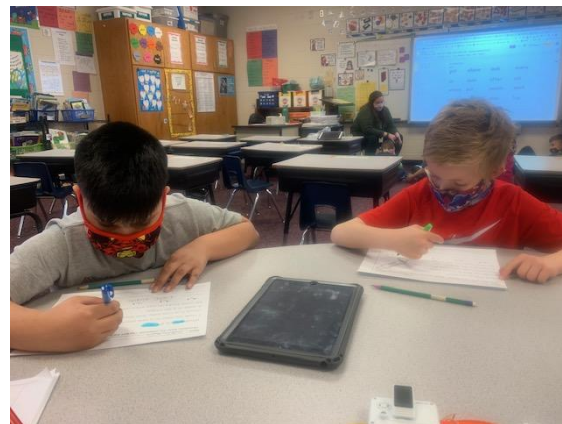
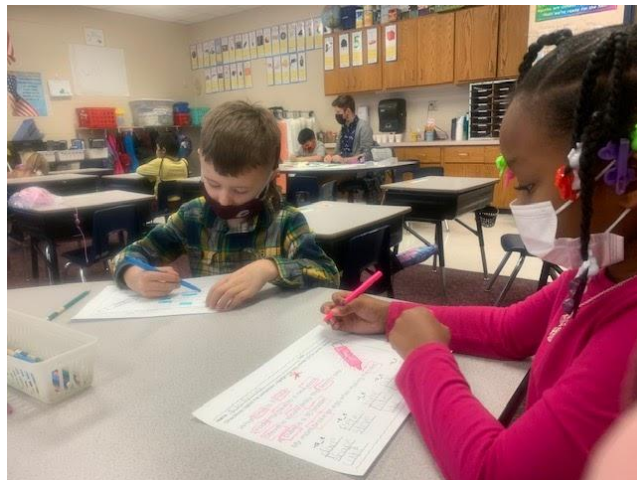
Fire Safety with Mrs.  
Hoadley, our  
resident firefighter!



*Students Learning*



## Ms. Lyon's First Grade



*Students Learning*



# Kindergarten on Groundhog's Day!



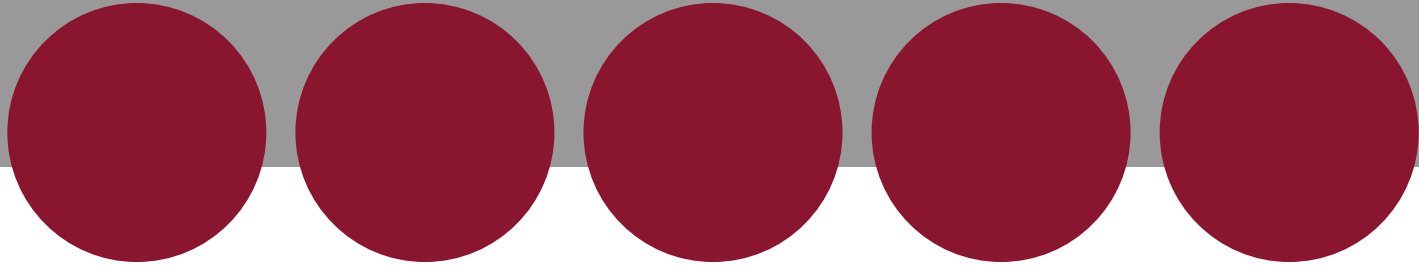
*Students Learning*





*Emerson Family...2021...  
plus and minus a few!  
Go Crusaders!*

# Emerson Elementary



*Thank you!*

# **Columbus High School**

**A Special Welcome to the  
Class of 2025**



**2021-2022 Course Descriptions  
Your College and Career Readiness Guide**

## **NOTICE OF NONDISCRIMINATION**

*Employees, students, and parents of secondary school students, are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, treatment or employment in its programs and activities. Any person having inquiries concerning Columbus City School District #1 compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact Dr. Troy Loeffelholz, Superintendent, Columbus City School District #1, 2508 27th Street, Columbus, Nebraska 68601, telephone number 402-563-7000. Dr. Troy Loeffelholz has been designated by Columbus City School District #1 to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504.*

## **NOTIFICATION OF AMERICAN DISABILITIES ACT**

*If you have any special needs requests that will assist you in participating in programs, services or activities of the Columbus Public Schools, please contact Dr. Troy Loeffelholz, Superintendent.*

### **Disclaimer Notice**

Columbus High School (CHS) Administration reserves the right to modify the CHS Course Description Book, as necessary, in order to meet the needs of our students and adhere to Nebraska Department of Education requirements.

# **Columbus High School**

3434 Discoverer Drive

Columbus NE 68601

Phone: 402-563-7050

Fax: 402-563-7058

## **Administrators**

### **Building Principal**

David Hiebner

hiebnerd@discoverers.org

### **Assistant Principals**

Molly Hornbeck

hornbeckm@discoverers.org

Angela Leifeld

leifelda@discoverers.org

Jason Schapmann

schapmannj@discoverers.org

## **Activities**

### **Activities Director**

Timothy Kwapnioski

kwapnioskit@discoverers.org

### **Activities Coordinator**

Jon Misfeldt

misfeldtj@discoverers.org

## **Counselors**

### **Freshman Counselor**

Bethany Seehusen

seehusen@discoverers.org

### **Sophomore Counselor**

Kari Drymon

drymonk@discoverers.org

### **Junior/Senior Counselors**

(Last Names beginning with A-K)

Kim Loeffelholz

loeffelholzk@discoverers.org

(Last Names beginning with L-Z)

Guadalupe Marino (Ramirez)

marinog@discoverers.org

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## **Connect With Us Through Social Media**

### **CHS Website:**

[www.columbuspublicschools.org](http://www.columbuspublicschools.org)

### **CHS Twitter:**

@DiscovererWay

### **CHS Facebook:**

Columbus High School@ColumbusHighSchoolNE

# Columbus High School

## Home of the Discoverers



Welcome Students!

This handbook is your college and career readiness guide. It contains a wealth of information to guide you as you plan your high school experience. The ultimate goal of high school is to prepare you to be on track toward college and career readiness. The ACT organization identifies a student who can qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial or developmental course work in college level English Composition, Social Science, College Algebra and Biology as college ready. The life skills needed for college readiness are self-management, communication, collaboration, personal goal setting, problem solving and critical thinking.

Career readiness is the attainment and demonstration of required competencies that broadly prepare a person for a successful transition into the workplace. A career ready person capitalizes on personal strengths, talents, education and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics and responsible behavior.

The Nebraska Department of Education has defined a career ready individual as one who...

1. Applies appropriate academic and technical skills
2. Communicates effectively and appropriately
3. Contributes to employer and community success
4. Makes sense of problems and perseveres until solving them
5. Uses critical thinking
6. Demonstrates innovation and creativity
7. Models ethical leadership and effective management
8. Works productively in teams and demonstrates cultural competency
9. Utilizes technology
10. Manages personal career development
11. Attends to personal and financial well-being

This guide will help you realize that you do have choices that will prepare you to be college and career ready upon graduation. Beginning with your Freshman year, you will develop a personal learning plan. The plan will help guide you as to which courses to take at Columbus High School in support of your intended career pathway. The School Counseling and Career Center staff will encourage you to evaluate your options and to define your goals as you prepare for the career you want to pursue.

If you have any questions regarding your college and career planning, please visit with your school counselor, career coordinator or homeroom teacher.

# Graduation Requirements

Columbus High School runs a 7-period day bell schedule, which allows for more consistency throughout the student's day and a better balance of class sizes from one period to the next. With the spring state ACT test now being the state proficiency assessment for juniors, students have the benefit of being in core courses for the entire year. Columbus High School adopted the 10-point grade scale to align with Central Community College grade scale for dual credit courses and to encourage students to enroll in more rigorous courses in support of the district goal to graduate students who are college and career ready. Students can earn 70-credits per year.

Class of 2022		Class of 2023		Class of 2024 & 2025	
Subject	Credits Required	Subject	Credits Required	Subject	Credits Required
English	35	English	35	English	35
Speech	5	Speech	5	Speech	5
Mathematics	30	Mathematics	30	Mathematics	30
Science	30	Science	30	Science	30
Geography	5	Geography	5	Geography	5
World History	10	World History	10	World History	10
US History	10	US History	10	US History	10
American Government	5	American Government	5	American Government	5
Economics	5	Economics	5	Economics	5
Physical Education	10	Physical Education	10	Physical Education	10
Health	5	Health	5	Health	5
*Fine & Applied Arts	5	*Fine & Applied Arts	5	*Fine & Applied Arts	5
Career Education or JAG	5	Personal Finance	5	Personal Finance	5
Electives	65	Electives	65	Career Seminar	5
				Electives	60
Total Credits	225	Total Credits	225	Total Credits	225

\*All art, music and theatre classes meet the Fine / Applied Arts graduation requirement. In addition the Fine / Arts graduation requirement can be met by successfully completing the following career and technical education class including Architectural Drafting & Design; Computer-aided Drafting; Digital Design; Engineering Concepts; Intro to Manufacturing Woods; Linkages; Manufacturing Processes and Web Design.

## Midterm Graduation

Seniors considering midterm graduation must fill out an application to be reviewed by Senior Counselors and Building Principal. Applications for Midterm Graduation are to be submitted by **the first full day of 1st semester classes**. All applications for Midterm graduation will be submitted to the Columbus Public Schools Board of Education for approval at their September Board meeting. Approved seniors who have earned 225 credits by the end of the first semester may take their diploma at the end of January or participate in the May graduation ceremony.

If a student is not on track to graduate but has a full schedule, he/she may order up to four correspondence courses to fulfill elective requirements. These courses will be paid for by the parents/students. In order to prepare for graduation, these courses must be completed by the end of Semester 1 of their senior year. Students and parents should refer to the CHS Student Handbook section regarding guidelines for Midterm Graduation.

## Registration

### **Current 9th, 10th, and 11th graders:**

Course registration for incoming 9th graders and for current 9th, 10th and 11th graders happens each spring. School counselors will meet with students to verify course requests.

### **Schedule Changes**

Choices made by students during registration are considered to be final. Courses offered and school staffing are based on the decisions students make during the registration process. However, schedule changes may be made on a limited basis for the following reasons:

- A graduation requirement must be added
- Incomplete schedule
- Duplicate classes/obvious errors
- IEP/ELL placement issues
- A student does not have the skills to continue in a year-long class
- Prerequisites have not been met

Any schedule change that does not meet these criteria is subject to denial. Remember, full year courses are just that: full year. The following guidelines have been developed for making schedule changes:

- New students will be scheduled first
- Class size will be considered
- 9th and 10th grade changes only considered after 11th and 12th grades

# Grading Procedures

## Class Rank and Grade Point Average

A cumulative grade point average and class rank will be determined at the end of each semester. All weighted grade courses will be included. Advanced Placement and Honors courses will be the only courses to receive weighted grade status.

### Regular Courses (Unweighted)

A+	=	4.0	98 - 100%
A	=	4.0	90 - 97%
B+	=	3.0	87 - 89%
B	=	3.0	80 - 86%
C+	=	2.0	77 - 79%
C	=	2.0	70 - 76%
D+	=	1.0	67 - 69%
D	=	1.0	60 - 66%
F	=	0.0	Below 60%

### Weighted Grade Courses

A+	=	5.0	98 - 100%
A	=	5.0	90 - 97%
B+	=	4.0	87 - 89%
B	=	4.0	80 - 86%
C+	=	3.0	77 - 79%
C	=	3.0	70 - 76%
D+	=	1.0	67 - 69%
D	=	1.0	60 - 66%
F	=	0.0	Below 60%

## INCOMPLETE GRADES

Any student who has received an "Incomplete" grade during the Semester 1 grading period must have the "I" removed within 10-school days following the start of Semester 2 classes. The subject teacher is to issue a failing grade for only the work not completed and then compute the grade for the grading period. Any "Incomplete" on the end of the year report card must be changed within 10-days of the last day of school. It is the teacher's responsibility to finalize the incomplete grade during the 10-day grace period. Any extenuating circumstances are to be shared with the grade level administrator for approval of an extension to the deadline date.

# Early Entry College Opportunities

Students who want to get an early start on college credits may participate in the Early Entry program at Central Community College.

Students participating in this program are responsible for all of their own expenses for college classes including but not limited to tuition and books. They will receive college credit upon successful completion of the classes. **Students will not be allowed to drop the college class once the class has begun.**

Criteria for enrollment:

- 1) Check with college to verify students meet age and/or grade level requirement
- 2) Students must have attained a 2.5 cumulative grade point average.
- 3) Students must meet eligibility requirements in order to take college classes while in high school. ACT test scores, Accuplacer or MAPS test scores will be used to determine eligibility.

### CCC Classes Taken at CHS Campus

Students enrolled in a CCC class being taught by a CCC instructor at the CHS campus, whether for college credit or dual credit, will be required to follow CHS attendance expectations. These expectations will be communicated to students on the first day of class each semester. Students taking college classes at CHS campus will be expected to attend an assigned area on the days when there is no college class.

### Dual Credit - CCC and Nebraska Wesleyan

These courses are college level courses taught at CHS by a CHS instructor through CCC and Nebraska Wesleyan. They apply towards a high school diploma and a college degree. Students must pay tuition to receive the college credit. Updates on new course titles for Dual Credit will be shared as they become available. Nebraska Wesleyan will only give credit to juniors and seniors. CCC students must be at least 16 years of age to receive credit.

**Early Entry Comparison Table**

	<b>Dual Credit (DC) (CHS Instructors)</b>	<b>Dual Credit (CCC Instructors)</b>	<b>College Credit Only (CCC Instructors)</b>
<b>Description</b>	Earn CHS credit and college credit at the same time through CCC or Nebraska Wesleyan University (NWU) by taking a CHS class.	Take a CCC class in the DL Classroom at CHS. The teacher will be in the classroom or on a monitor.	Enroll for class through CCC for college credit only.
<b>Cost</b>	Tuition	Tuition & Books	Tuition & Books
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• Fill out the paperwork in class to enroll</li> </ul>	<ul style="list-style-type: none"> <li>• Must have a 2.5 GPA</li> <li>• ACT or MAPS test scores must be on file at CCC</li> <li>• Students may not drop the class once it has begun</li> </ul>	<ul style="list-style-type: none"> <li>• Must have 180 credits</li> <li>• Must have a 2.5 GPA</li> <li>• ACT or MAPS test scores must be on file at CCC</li> <li>• Students may not drop the class once it has begun</li> <li>• Students provide their own transportation</li> </ul>

# Dual Credit Courses

Columbus High School Courses	Central Community College Courses		
	CCC Course #	Semester Credit	CCC COURSE TITLE
Introduction to Automotive Technology	AUTO 1000	2	Basic Shop Practices
Basic Automotive Technology Service	AUTO 1100	3	Automotive Electrical Systems 1
Intermediate Automotive Technology Service	AUTO 1020	2	Basic Shop Practices - Fasteners & Job Management
	AUTO 1800	3	Brakes, Steering, Suspension, Tire Balance 1
Advanced Automotive Technology Service	AUTO 1200	2	Manual Transmissions and Clutches
Advanced Manufacturing Design	AMDT 1030	3	Manual Machining (CHS S1 Class)
	AMDT 1080	3	Introduction to CNC (CHS S2 Class)
Residential Framing	CNST 1500	3	Advanced Construction
Principles of Construction Technology	CNST 1400	2	Residential Components
Advanced Construction Technology	CNST 1200	1	Construction Safety
Environmental Science	BIOS 1060	3	Environmental Science
Environmental Science Lab	BIOS 1070	1	Environmental Science Lab
Honors Biology	BIOS 1010	4	General Biology
Basic Electronics	INDT 1100	3	Concepts of Electronics I
Advanced Electronics	INDT 1120	3	Concepts of Electronics II
Mechatronics I	INDT 1190	2	Fluid Power Systems
Mechatronics II	INDT 2140	3	Applications of Fluid Power
US History - Dual Credit	HIST 2020	3	American History II
Technical Math	MATH 1020	3	Technical Mathematics
College Algebra	MATH 1150	3	College Algebra
Acc Pre-Calc with Trigonometry	MATH 1410	5	Pre-Calculus
Pre-Calc with Trigonometry	MATH 1410	5	Pre-Calculus
Calculus	MATH 1600	5	Analytic Geometry & Calculus I
AP Calculus	MATH 2070	5	Analytic Geometry & Calculus II
Probability and Statistics	MATH 2170	3	Applied Statistics
Honors Physics	PHYS 1410	5	General Physics I
* English 12 Advanced Composition	ENGL 1010	3	English Comp
* Speech	SPCH 1110	3	Public Speaking
<b>Total CCC College Credits Offered at CHS</b>		83	<i>* CCC course taught by CCC Instructors with secondary certification endorsements. Class is taught at CHS and can be counted as credit for this CHS Course.</i>
Columbus High School Courses	Nebraska Wesleyan University Courses		
	NWU Course #	Semester Credit	NWU COURSE TITLE
Calculus	Math 1600	5	Calculus I
AP Calculus	Math 1610	5	Calculus II
Spanish III	Spanish 1020	4	Spanish Stage II
Spanish IV	Spanish 2010	4	Spanish Stage III
Spanish V	Spanish 2020	4	Spanish Stage IV
<b>Total NWU Credits Offered at CHS</b>		<b>22</b>	

\*Courses offered vary by year.

# UNL, UNO & UNK Admissions Requirements

CATEGORY	UNITS *	UNIVERSITY-WIDE REQUIREMENTS (Information from UNK, UNL, & UNO Websites)
English	4 units	All units must include intensive reading and writing experiences.
Mathematics	3 units	Algebra I, Algebra II, Geometry. (Algebra I from CMS counts as one unit.) <b><i>UNL requires 4 units of mathematics. See “Additional Academic Requirements” below.</i></b>
Social Studies	3 units	Units that include one unit of American or World History and one additional unit of history, American Government, or Geography.
Natural Sciences	3 units	At least two units selected from biology, chemistry, physics, and earth sciences. One of the above units must include laboratory instruction.
Foreign Language	2 units	Both units must be in the same language. Additional units are recommended. <i>Students unable to take two years of foreign language in high school may still qualify for admission through a special process. These students will be required to take two semesters of foreign language at the University of Nebraska.</i>
Additional Academic Requirements	1 unit	UNK – One unit chosen from any of the above academic disciplines. Preferably Mathematics. UNO – One unit chosen from any of the above academic disciplines. UNL – Mathematics: one additional unit that builds on a knowledge of algebra.
<b>TOTAL UNITS</b>	<b>16 units</b>	
<b>Class Rank or ACT/SAT</b>		For assured admission, you must also graduate in the upper half of your class, have a 3.0 cumulative high school grade point average, have an ACT composite score of 20 or higher, or an SAT combined score of 1030.

\* **NOTE:** 1 unit = one year of high school instruction

\*\*Guardians and students are responsible for knowing which classes are required for admission.

# NCAA Approved Courses

Please see the NCAA website at <http://www.ncaa.org> for the requirements for core courses, test scores and grade point average. Any student with aspirations of participating in athletics at the NCAA level needs to pay close attention to the following list of CHS courses approved by the NCAA when working on course schedules with their school counselor.

## ENGLISH

English Skills I  
English Skills II  
English Skills III  
English Skills IV  
English 9  
English 10 General  
English 10 College Prep  
English 11 General  
English 11 College Prep  
English 12 General  
English 12 Advanced Composition  
English 12 Advanced Placement Literature I  
English 12 Advanced Placement Literature II  
Speech

## MATHEMATICS

Algebra I  
Algebra II  
Algebra II Accelerated  
Geometry Accelerated  
Geometry  
Probability and Statistics  
Precalculus with Trigonometry  
Precalculus with Trigonometry Accelerated  
Calculus I - Honors  
Calculus I & II - Advanced Placement  
College Algebra

## SCIENCE

Biology  
Biology Honors  
Chemistry  
Chemistry Honors  
Physics  
Physics Honors  
Physical Science  
Integrated Science  
Anatomy and Physiology  
Astronomy  
Environmental  
Science

## SOCIAL SCIENCE

ELL  
American Government  
ELL US History  
American Government  
Economics  
Geography  
US History  
US History Dual Credit  
World History  
Law Education  
Psychology  
Psychology Advanced Placement  
Sociology

## ADDITIONAL CORE CLASSES

German I  
German II  
German III  
German IV  
Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Spanish V

# Career Specialties Chart - Four Year Plans

Choose electives from any of the six specialties to complete your four-year plan. STS, Human Services and Business are Nebraska Department of Education approved programs of study.

GENERAL STUDIES	BUSINESS	COMMUNICATIONS	HEALTH SCIENCES	HUMAN SERVICES	SKILLED & TECHNICAL SCIENCES
<ul style="list-style-type: none"> <li>*Animal Behavior</li> <li>*Astronomy</li> <li>*ASTC</li> <li>*ASTC</li> <li>*ASTC</li> <li>*Band – Cadet Marching</li> <li>*Band – Fall Concert</li> <li>*Band – Jazz</li> <li>*Band – Spring Concert</li> <li>*Band – Symphonic</li> <li>*Band – Varsity Marching</li> <li>*Calculus I, Honors</li> <li>*Calculus I/II, AP Classmen, Fall/Spring</li> <li>*College Algebra</li> <li>*Concert Choir</li> <li>*German I, II, III or IV</li> <li>*Spanish I, II, III, IV or V</li> <li>Guitar</li> <li>*JAG</li> <li>*Lifetime Activities</li> <li>*Mixed Choir, Fall/Spring</li> <li>*New World Singers, audition</li> <li>*Percussion</li> <li>*Physics, Honors</li> <li>*Pre-Calculus w/ Trigonometry</li> <li>*Pre-Calculus w/ Trigonometry, Accelerated,</li> <li>*Probability &amp; Statistics</li> <li>*Stage Performance</li> <li>*Stagecraft</li> <li>*Technical Math</li> <li>Theatre</li> <li>Treble Choir, Fall/Spring</li> <li>*Weights</li> <li>*Work-Place Experience</li> </ul>	<ul style="list-style-type: none"> <li>*Accounting 1 &amp; 2</li> <li>*Accounting 3 &amp; 4</li> <li>*Entrepreneurship</li> <li>Information Technology Applications I</li> <li>*Information Technology Applications II</li> <li>Introduction to Business</li> <li>Keyboarding Applications</li> <li>*Marketing Management</li> <li>Personal Finance</li> <li>*Principles of Marketing</li> <li>*Probability &amp; Statistics</li> <li>*Foundations of Web Design</li> </ul>	<ul style="list-style-type: none"> <li>*English 12 - Advanced Composition</li> <li>*English 12 – AP Literature I</li> <li>*English 12 – AP Literature II</li> <li>*Graphic Design</li> <li>*Newspaper &amp; Media</li> <li>*Photography</li> <li>*Yearbook</li> <li>*2D Media</li> <li>*3D Media</li> <li>*Advanced 2D</li> <li>*Advanced 3D</li> <li>*Advanced Art</li> <li>*Art Outreach</li> <li>Art Techniques</li> <li>Art Exploration</li> <li>Digital Media</li> <li>Video Production</li> </ul>	<ul style="list-style-type: none"> <li>*Animal Behavior</li> <li>*Anatomy &amp; Physiology</li> <li>*Biology, Honors</li> <li>*Chemistry, Honors</li> <li>*Environmental Science</li> <li>Fundamentals of Food &amp; Nutrition</li> <li>Human Growth &amp; Development</li> <li>*Weights</li> <li>*Wellness</li> </ul>	<ul style="list-style-type: none"> <li>Child Development</li> <li>*Early Childhood Education &amp; Services</li> <li>*Early Childhood Practicum</li> <li>Fundamentals of Food &amp; Nutrition</li> <li>Human Growth &amp; Development</li> <li>Law Education</li> <li>Psychology</li> <li>Psychology, AP</li> <li>Sociology</li> </ul>	<ul style="list-style-type: none"> <li>*Basic Electronics</li> <li>*Advanced Electronics</li> <li>*Mechatronics I</li> <li>*Mechatronics II,</li> <li>*Robotics</li> <li>*Advanced Robotics</li> <li>Introduction to Engineering</li> <li>Engineering Concepts</li> <li>Computer-Aided Drafting – Solidworks I</li> <li>Computer-Aided Drafting – Solidworks II</li> <li>Architectural Drafting &amp; Design</li> <li>Linkages</li> <li>*Manufacturing Processes</li> <li>*Manufacturing Welding</li> <li>*Advanced Manufacturing Design</li> <li>Introduction to Manufacturing Woods</li> <li>*Manufacturing Woods</li> <li>*Principles of Construction Technology</li> <li>*Advanced Construction Technology</li> <li>*Introduction to Automotive Technology</li> <li>*Basic Automotive Technology Service</li> <li>*Intermediate Autos Technology Service</li> <li>*Advanced Automotive Technology Service</li> <li>*Technical Math</li> </ul>

\*Refer to the course handbook for prerequisite

# Business

	Introduction	Intermediate	Capstone
<b>Accounting</b>	Introduction to Business or Personal Finance	Accounting 1	Accounting 2
<b>Advanced Accounting</b>	Accounting 3	Accounting 4	Workplace Experiences
<b>Finance</b>	Introduction to Business or Personal Finance	Accounting 1	Probability and Statistics or Economics
<b>Entrepreneurship</b>	Introduction to Business	Accounting 1-OR- Marketing-OR- Economics	Entrepreneurship
<b>Marketing Entrepreneurship</b>	Marketing	Marketing Management	Entrepreneurship
<b>Business Technology</b>	Information Technology I	Information Technology II	Foundations of Web Design
<b>Data Science</b>	Information Technology II	Foundations of Web Design	Probability and Statistics
<b>Video Production</b>	Digital Media	Video Production	Foundations of Web Design

**Notes:**

Introduction to Business is a required course to take Marketing, Marketing Management, and Entrepreneurship. Marketing must be taken prior to Marketing Management. Information Technology 1 must be taken before Information Technology 2. Both Information Technology 1 and 2 must be taken before Foundations of Web Design. Accounting must proceed in order. All Class of 2023 and beyond students will take Personal Finance and Economics courses as a requirement.

**Technology Recommendation:** Any student considering a 2 year or 4 year degree in business should consider taking Information Technology I and II to become proficient and certified in the Microsoft Office Suite - Word, PowerPoint, and Excel.

# Business

## Career Seminar

**Type:** Required for freshmen

**Prerequisites:** None

**Grades:** 9

**Credits:** 5

**Lab Fee:** None

In this course, freshmen will be exposed to opportunities to better transition into the high school setting, focus on careers, and academic skills. Students will explore the Nebraska Career Education Model and relevant careers from their interest surveys. The students will demonstrate proficiency in lessons such as job acquisition, career soft skills, goal setting, and extended learning opportunities. In helping students transition to the high school setting, there will be a focus on character and behavior expectations, skills needed for successful time management and overall academic success. Lessons will also cover the basic technology skills needed in the classroom and beyond. Students will be taught, in depth, the building-wide expectations and will begin preparation for standardized assessments, such as the MAP and ACT tests.

## Personal Finance

**Type:** Elective (Required for Class of 2023 & Beyond)

**Prerequisite:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This course will help students become financially responsible, conscientious members of society. Units of study include financial planning, budgeting, saving and investing, managing credit and debt, using financial services, evaluating insurance, and identity theft.

## Keyboarding Applications

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

This course emphasizes BASIC keyboarding skills. Students will be introduced to word processing software. Students will develop touch typing techniques and proper key stroking while developing

composition and proofreading skills as well as speed and accuracy. Students will demonstrate proficiency in document formatting (letters, reports, and tables). This course is recommended for students with limited computer experience and/or keyboarding skill.

## Introduction to Business

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

This introductory course develops student understanding and appreciation of the business world. Units of study included in the class include economics, management, marketing, and business ethics. Students should complete this course prior to registering for intermediate and capstone courses in the business management and administration career field. (see chart on previous page).

## Principles of Marketing

**Type:** Elective

**Prerequisites:** Completion of Introduction to Business with at least a passing grade

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** To receive college credit students must pay for tuition and fees through CCC

This course introduces basic marketing concepts and business skills. Units of study include market planning, economics, selling, and career opportunities.

## Marketing Management

**Type:** Elective

**Prerequisites:** Completion of Principles of Marketing

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course builds upon the basic marketing concepts. Units of study include promotion, pricing, channel management, marketing research, and product/service management.

# Business

## Entrepreneurship

**Type:** Elective

**Prerequisites:** Completion of Principles of Marketing and Marketing Management

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This course emphasizes skills needed to plan, organize, finance, and operate a business enterprise. Units of study include marketing, economics, finance, accounting, management, ethics, and global markets. As a final project, students will create a business plan

## Accounting 1 & 2

**Type:** Elective

**Prerequisite:** Introduction to Business, Marketing, and Management recommended **Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Accounting is an essential course for students who plan to major in business after high school. This course emphasizes basic accounting concepts and accounting principles including recording, summarizing and reporting principles of income and expenses and asset valuation, accounting systems and controls. Students will explore career opportunities in the accounting field.

## Accounting 3 & 4

**Type:** Elective

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

Students will reinforce basic accounting principles, procedures, and terminology. The course also introduces advanced accounting concepts with emphasis on inventories, depreciation, stocks, bonds, taxes and further enhancement of accounting skills.

## I

**Type:** Elective

**Prerequisite:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

This course focuses on Microsoft Office Applications. Students will modify and create business documents using intermediate/ advanced Word and PowerPoint plus introductory Excel spreadsheets. Students will read technical instructions, problem solve and work independently to complete documents. NOTE: All projects are completed on PC laptops in class not on Chrome books.

## Information Technology Applications II

**Type:** Elective

**Prerequisite:** Completion of Information Technology I

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course focuses on Microsoft Office Software Applications. Students will review Word and PowerPoint plus modify and create business documents using intermediate/advanced Excel spreadsheets and introductory Access database. Students will read technical instructions, problem solve and work independently to complete documents. NOTE: All projects are completed on PC laptops in class not on Chrome books.

## Microsoft Office Certification (MOS)

Students in Information Technology courses have the opportunity to earn MOS industry Certification.

## Information Technology Applications

# Business

## **Digital Media**

**Type:** Elective

**Prerequisite:** None

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Students will create, design, and produce digital media including sound, video, and graphics. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, and project management. Programs we explore include: iMovie, Photoshop, Adobe Suite, and other various multimedia platforms.

## **Video Production**

**Type:** Elective

**Prerequisite:** Digital Media

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Students will expand their digital media skills of interviewing, reporting, writing, editing, videography and design, using advanced programs such as Final Cut Pro. Students will explore careers while working together to create projects in a variety of media, such as web, podcast, and/or broadcast. The emphasis of Video Production is on collaboration and career exploration.

## **Foundations of Web Design**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** Completion of Information Technology I and II

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Students will write HTML coding, design effective websites using Adobe Dreamweaver and templates. Students will also learn about e-commerce, intellectual property, and copyright laws. This class requires creative thinking, ability to learn new, complex software, and incorporate multiple aspects of design.

# Educational Support Services

## Academic Support

**Type:** Elective

**Prerequisites:** IEP Team Decision

**Grades:** 9, 10, 11, 12

**Credits:** None

**Lab Fee:** None

Academic Support offers academic assistance based on the individual needs of students. Remedial and tutorial support is provided for students receiving instruction through regular curriculum. Students will also have the opportunity to meet with Voc Rehab their Junior/Senior year during this class to help plan for post-secondary options.

## Behavioral Skills

**Type:** Elective

**Prerequisites:** IEP Team Decision

**Grades:** 9, 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Behavior Skills focuses interventions on the social, emotional and behavioral needs of students while providing instruction to support the students' participation and progress in the general curriculum. Behavior intervention plans are individualized to meet the needs of each student. Students are integrated into general education classrooms whenever possible.

## Job Site

**Type:** Elective

**Prerequisites:** IEP Team Decision

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Job site experiences foster adult employment success for all youth, particularly for those with disabilities. Exposing youth with disabilities to work-based experiences helps them in identifying their career interests in building self-confidence. In addition, it provides an opportunity for them to learn about workplace culture and expectations and to make what they are learning in school more meaningful through real-world applications.

## Curriculum and Communication Life Skills

**Type:** Elective

**Prerequisites:** IEP Team Decision

**Grades:** 9, 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Curriculum and Communication Life Skills serves students who require a functional life skill curriculum. Comprehensive instruction is provided in the least restrictive environment, the community and the job sites in order to maximize each student's potential for becoming productive and contributing members of the community. Opportunities are also provided for students to participate in appropriate activities with non-disabled peers. The following domains are emphasized:

- Functional Math skills
- Functional Reading skills
- Communication skills
- Personal Health and Safety
- Community, Recreation and Leisure skills
- Vocational skills
- Domestic skills
- Social skills

All students are on individualized programs according to their own personal needs as determined by the Individual Education Plan (IEP) team.

# Educational Support Services

## English Language Development-A

### (ELD-A)

**Type:** Elective

**Prerequisites:** Teacher Recommendation/ EL Recently Arrived Status

**Credits:** 10 Elective

**Grades:** 9, 10, 11, 12

**Lab Fee:** None

ELD-A is the study of the English Language. Students will focus on language to survive in the community and school. Students will learn basic English skills such as phonics, pronunciation, and vocabulary. Students who are new to this country and the English language are required to take this course. Students will be placed in this class based upon ELPA, ELPA screener and placement tests.

## English Language Development-B

### (ELD-B)

**Type:** Elective

**Prerequisites:** Teacher Recommendation; EL Level 1 and/or 2

**Credits:** 10 Elective

**Grades:** 9, 10, 11, 12

**Lab Fee:** None

ELD-B is the study of the English Language. Students will focus on the expansion of language in the community and school. Students will work on intermediate English skills such as phonics, pronunciation, and vocabulary. Students will be placed in the class based upon ELPA testing and placement tests.

## ELD Leveled Reading A or B

### (ELD-A/ELD-B)

**Type:** Elective

**Prerequisites:** Taking ELD-A or ELD-B; EL Level 1 and/or 2/Teacher Recommendation

**Credits:** 5 Elective

**Grades:** 9, 10, 11, 12

**Lab Fee:** None

Students placed in ELD-A or ELD-B will also be assigned a corresponding leveled reading course to practice reading and comprehension skills. This class will help expand basic Language Arts concepts.

## English Language Development-C

### (ELD-C)

**Type:** Elective

**Prerequisites:** Teacher Recommendation; EL Level 1 and/or 2

**Credits:** 10 Elective

**Grades:** 9, 10, 11, 12

**Lab Fee:** None

ELD-C is the study of the English Language. Students will focus on the expansion of language in the community and school. Students will work on advanced English skills such as phonics, pronunciation, and vocabulary and grammar skills. Students will be placed in the class based upon ELPA testing and placement tests.

## Scores needed for Level Promotion

	Initial Placement	For Mid-year Promotion
<b>ELD-A</b>	<ul style="list-style-type: none"> <li>If the student scores <b>less than 60% on subtest 1</b>. (less than 16 questions correct)</li> </ul>	<ul style="list-style-type: none"> <li>Score of 40/50 on INSIDE the USA End-of-level Test.</li> </ul>
<b>ELD-B</b>	<ul style="list-style-type: none"> <li>If the student scores <b>above 60% on subtest 1</b> (16 - 26 correct) <b>give sub-test #2</b>.</li> <li>If the student scores <b>more than 60% on subtest 1</b>(16 - 26 correct) and <b>less than 60% on subtest 2</b> (less than 11 correct)</li> </ul>	<ul style="list-style-type: none"> <li>Score of 48/60 on INSIDE Fundamentals 1.</li> </ul>
<b>ELD-C</b>	<p>If the student scores <b>more than 80% on subtest 1</b> (21 - 26 correct) and <b>between 60-80% on subtest 2</b> (11-15 correct)</p>	<ul style="list-style-type: none"> <li>Score of 48/60 on INSIDE Fundamentals 2 End-of-level Test.</li> </ul>

-- Students may be promoted to the next level at semester if they achieve the scores above, show a high level of work ethic, and demonstrate language proficiency on formative work. **Teachers will make a final decision based on the previously mentioned information and a semester's worth of work.**

# English

<b>English Courses</b>	
<b>9th Grade</b>	<ul style="list-style-type: none"> <li>• English 9</li> </ul>
<b>10th Grade</b>	<ul style="list-style-type: none"> <li>• English 10 General or College Prep</li> <li>• Speech (see below)</li> <li>• Newspaper and/or Yearbook (elective credit ONLY)</li> </ul>
<b>11th Grade</b>	<ul style="list-style-type: none"> <li>• English 11 General or College Prep</li> <li>• Speech (see below)</li> <li>• Newspaper and/or Yearbook (elective credit ONLY)</li> </ul>
<b>12th Grade</b>	<ul style="list-style-type: none"> <li>• English 12 General</li> <li>• Advanced Composition</li> <li>• AP Literature I and/or II</li> <li>• Speech (see below)</li> <li>• Newspaper and/or Yearbook (elective credit ONLY)</li> </ul>

- **Speech** - One semester of Speech is **required** for graduation.
- **Newspaper** and **Yearbook** - Both classes require an application. See the course descriptions or advisors for details.

### Placement Scores Required for CCC English Comp

ACT	NWEA MAP	CCC Course Recommendation
English	Language	
18	223	ENGL 1010 English Comp

# English

## English 9

**Type:** Graduation Requirement Elective

**Prerequisites:** None

**Grades:** 9

**Credits:** 10

**Lab Fee:** None

CHS English courses emphasize both reading and writing to help students better understand the strong connection between both types of learning activities. In other words, what students read should help to inform what students write.

- Students will apply reading strategies to build background knowledge and understand multiple types of text.
- Students will gather evidence to gain a deeper understanding of text and support their thinking, claims, and ideas.
- Students will combine and express ideas through various writing experiences.

## English 10 General

**Type:** Graduation Requirement Elective

**Prerequisites:** None

**Grades:** 10

**Credits:** 5

**Lab Fee:** None

CHS English courses emphasize both reading and writing to help students better understand the strong connection between both types of learning activities. In other words, what students read should help to inform what students write.

- Students will apply reading strategies to build background knowledge and understand multiple types of text.
- Students will gather evidence to gain a deeper understanding of text and support their thinking, claims, and ideas.
- Students will combine and express ideas through various writing experiences.

## English 10 College Prep

**Type:** Graduation Requirement Elective

**Prerequisites:** None

**Grades:** 10

**Credits:** 5

**Lab Fee:** None

CHS English courses emphasize both reading and writing to help students better understand the strong connection between both types of learning activities. In other words, what students read should help to inform what students write. *As this is a college preparatory course, an emphasis will be placed on higher-level thinking and skills, more complex material, and a faster pace.*

- Students will apply reading strategies to build background knowledge and understand multiple types of text.
- Students will gather evidence to gain a deeper understanding of text and support their thinking, claims, and ideas.
- Students will combine and express ideas through various writing experiences.

## English 11 General

**Type:** Graduation Requirement Elective

**Prerequisites:** English 10

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

English 11 General will use current literature containing social themes relevant to contemporary man. Emphasis will be placed on writing skills, vocabulary improvement, spelling, and comprehension and interpretation of literature.

## English 11 College Prep

**Type:** Graduation Requirement Elective

**Prerequisites:** English 10

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

English 11 College Prep is a thematic approach to the development of late 19th and 20th century America and entails a study of the literature of each thematic period. Students will be expected to do expository writing and activities designed to develop their critical and analytical thinking skills. A grammar review prior to the ACT test will be given.

# English

## English 12 General

**Type:** Graduation Requirement Elective

**Prerequisites:** English 11

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

English 12 General will read various contemporary literary selections. These selections will deal with social themes relevant to contemporary man. Students will also be expected to compose a variety of writing assignments relevant to the literary selections. These assignments will be used to improve the student's writing ability in reference to organization, mechanics of grammar, syntactical patterns, and spelling.

## English 12 Advanced Composition

**Type:** Graduation Requirement Elective

**Prerequisites:** English 11

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

Advanced Composition is designed to review and further refine those writing skills which the students have obtained in previous English classes. Improvement of the students' skills with syntactical patterns, handling of mechanics of grammar, and vocabulary are prime targets. Major emphasis will also be placed on the student's ability to think clearly in organizing thought on paper.

## Speech

**Type:** Required

**Prerequisites:** None

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Students will write and deliver speeches with an effective introduction, body, and conclusion. Types of speeches presented will include demonstration speeches, informative speeches, persuasive speeches, sales talks, and impromptu speeches. Students will also learn to make effective visuals.

## English 12 Advanced Placement

### Literature I (5.0 Grade Scale)

**Type:** Graduation Required Elective

**Prerequisites:** English 11 CP or General, English teacher recommendation.

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

AP Literature I is primarily a survey of major English writers and their works in order to provide students with some background for the Advanced Placement test. In addition, emphasis will be placed on the philosophical ideas presented in these works to see how they represent their place in history and how they have influenced American and British thought. The students will also be exposed to various writing forms, in particular the writing of explications of literary works.

## English 12 Advanced Placement

### Literature II (5.0 Grade Scale)

**Type:** Graduation Requirement Elective **Prerequisites:** English 11 CP or General, English teacher recommendation.

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

AP Literature II will place greater emphasis on achieving skills to take the Advanced Placement test through the study of various genres of literature. Colleges participating in the Advanced Placement program waive requirements and give credit for high achievement on the AP test. Students will be given the option of taking the Advanced Placement test; those taking the test will have to pay the cost of test administration.

# English

## English Skills I - IV

**Type:** Graduation Requirement Elective  
**Prerequisites:** Reading Ability and Grade Level  
**Grades:** 9, 10, 11, 12  
**Credits:** 10  
**Lab Fee:** None

Students will learn important components of Language Arts. Reading strategies, literary elements, vocabulary strategies, grammar techniques, and the writing process for different forms of writing will be taught. Students will learn strategies and skills to be better prepared for the required assessments, and possible transition into general English. Students will be placed into the program at the appropriate level using a placement test, previous classroom performance, and teacher recommendations.

## EL Language Arts 1

**Type:** Required  
**Prerequisites:** Teacher Recommendation/EL Student/Test Scores (see chart)  
**Credits:** 10 English/10 Elective or 20 English  
 Dependant on credit status of student.  
**Grades:** 9, 10, 11, 12  
**Lab Fee:** None

Students in this double period course will use the Edge program to learn important components of the English language. Reading strategies, literary elements, vocabulary strategies, grammar techniques, and the writing process for different forms of writing will be taught. Students will be placed in the Language Arts 1 course dependent on the ELPA, Edge placement test, previous classroom performance, MAPS tests and teacher recommendations. Reference the chart for the scores necessary for placement.

## EL Language Arts 2-4

**Type:** Required  
**Prerequisites:** Teacher Recommendation/EL Student  
**Credits:** 10 English  
**Grades:** 9, 10, 11, 12  
**Lab Fee:** None

Students will use the Edge Program to learn important components of the English Language. Reading strategies, literary elements, vocabulary strategies, grammar techniques, and the writing process for different forms of writing will be taught. Students will be placed in the Edge program at the appropriate level (2-4) dependent upon the ELPA, EDGE placement test, previous classroom performance, MAPS tests, and teacher recommendations.

### Scores needed for Level Promotion

Language Arts	Initial Placement	For Mid-year Promotion
LA 1	<ul style="list-style-type: none"> <li>● Any score on Edge placement test</li> <li>● Recommendation from ELD instructor</li> </ul>	<ul style="list-style-type: none"> <li>● 20/40 on Edge placement test*</li> <li>● Recommendation from ELD instructor</li> </ul> <p style="text-align: right; font-size: small;">*From ELDA to LA 1</p>
LA 2	<ul style="list-style-type: none"> <li>● 20/40 on Edge placement test</li> </ul>	<ul style="list-style-type: none"> <li>● 27/40 on Edge placement test*</li> </ul> <p style="text-align: right; font-size: small;">*From LA 1 to LA 2</p>
LA 3	<ul style="list-style-type: none"> <li>● 28/40 on Edge placement test</li> </ul>	<ul style="list-style-type: none"> <li>● 33/40 on Edge placement test*</li> </ul> <p style="text-align: right; font-size: small;">*From LA 2 to LA 3</p>
English Courses	37/40 on Edge placement test and/or successful completion of S2 of LA 3	

--Students may be promoted to the next level at semester if they achieve the scores above, show a high level of work ethic, and demonstrate language proficiency on formative work. **Teachers will make a final decision based on the previously mentioned information and a semester's worth of work.**

# English-Electives

## Yearbook

**Type:** Elective

**Prerequisites:** Application and selection. Applications are available from the yearbook advisor.

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

The staff's major goal is the publication of the yearbook. Students sell and design advertising, do layouts, write copy and headlines, and take and edit pictures. Students must elect to take and complete the second semester of this course in order to get credit for the first semester's work. Students dropping out before the end of the school year will receive a "WF". This class does not fulfill English entrance requirements at UNL, UNK, or UNP. **This class does not satisfy English graduation requirements.**

## Newspaper & Media

**Prerequisites:** Application and selection. Applications are available from the newspaper advisor.

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Working as a team, the newspaper staff's major responsibility will be to publish the school newspaper. Students will be responsible for identifying the contents, qualities and types of stories that will appear in each issue as they gather school news, and write stories. Other projects to be taken on by the newspaper staff will include working with video and other electronic media. The role of the student journalist is expanding beyond traditional print media and this course provides students a contemporary experience in journalism like none other before. **This class does not satisfy English graduation requirements.**

# Family and Consumer Sciences

## Family and Consumer Sciences Flowchart

GRADE	Introductory	Intermediate	Capstone
<b>9th</b>	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Fundamentals of Food and Nutrition</li> </ul>		
<b>10th</b>	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Fundamentals of Food and Nutrition</li> <li>• Human Growth and Development</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Education and Services</li> </ul>	
<b>11th</b>	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Fundamentals of Food and Nutrition</li> <li>• Human Growth and Development</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Education and Services</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Practicum</li> </ul>
<b>12th</b>	<ul style="list-style-type: none"> <li>• Fundamentals of Food and Nutrition</li> <li>• Human Growth and Development</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Education and Services</li> </ul>	<ul style="list-style-type: none"> <li>• Early Childhood Practicum</li> </ul>

## Human Sciences and Education Career Field

Early Childhood Education and Services	
<b>Introductory</b>	Child Development
<b>Intermediate</b>	Early Childhood Education and Services
<b>Capstone</b>	Early Childhood Practicum

# Family and Consumer Sciences

## Child Development

**Type:** Elective **Prerequisites:** None **Grades:** 9, 10, 11

**Credits:** 5

**Lab Fee:** None

In this course students will explain the following: influences on parenting, decisions to make before becoming a parent, family planning, conception, prenatal development, healthy pregnancy, birth, care of the newborn. Students will also study how to help grow and develop the physical, social-emotional, and intellectual development of the newborn through infant years. In addition students will study and explore parenting and childcare practices that maximize human growth and development. This class requires the RealCare Baby to be taken home by the student.

## Fundamentals of Food and Nutrition

**Type:** Elective

**Prerequisites:** None

**Grades:** 9-10 and 11-12

**Credits:** 5

**Lab Fee:** None

This course provides the beginning base foundation of nutrition, dietary recommendations, and fundamentals of foods. Students will learn to read nutrition fact labels and choose healthier, nutrient dense foods. Students will demonstrate food preparation skills, responsible financial practices when planning meals, and impacts of science and technology on foods. Students will also learn about how culture and socioeconomic status affects food choices.

## Human Growth and Development

**Type:** Elective

**Prerequisites:** None

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course covers the study of human development through various theories (physical, mental, emotional, moral, and social) through the entire lifespan. Includes how to develop positive interactions with others and how development can be guided at each age. Special topics covered include families, adolescence, early adulthood, and the concerns and milestones they experience. Students will also analyze strategies to manage health and wellness.

## Early Childhood Education and Services

**Type:** Elective

**Prerequisites:** Successful completion of Child Development

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This course focuses on a preschool age child to an eight year old in areas such as: creating a learning environment, interacting positively with children, creating learning activities, health/ safety, and nutrition. This class will also examine various types of early childhood programs and the license requirements related to each, program planning and evaluation. Students will evaluate external support systems that provide services for parents and the impact of early identification of high ability learners, children with special needs, and language acquisition. In class students will create age appropriate activities to do at an Early Childhood Center. These activities will apply the knowledge and skills they've acquired from class. Child Development is a prerequisite.

## Early Childhood Practicum

**Type:** Elective

**Prerequisites:** Successful completion of Early Childhood Education and Services

**Grades:** 11, 12

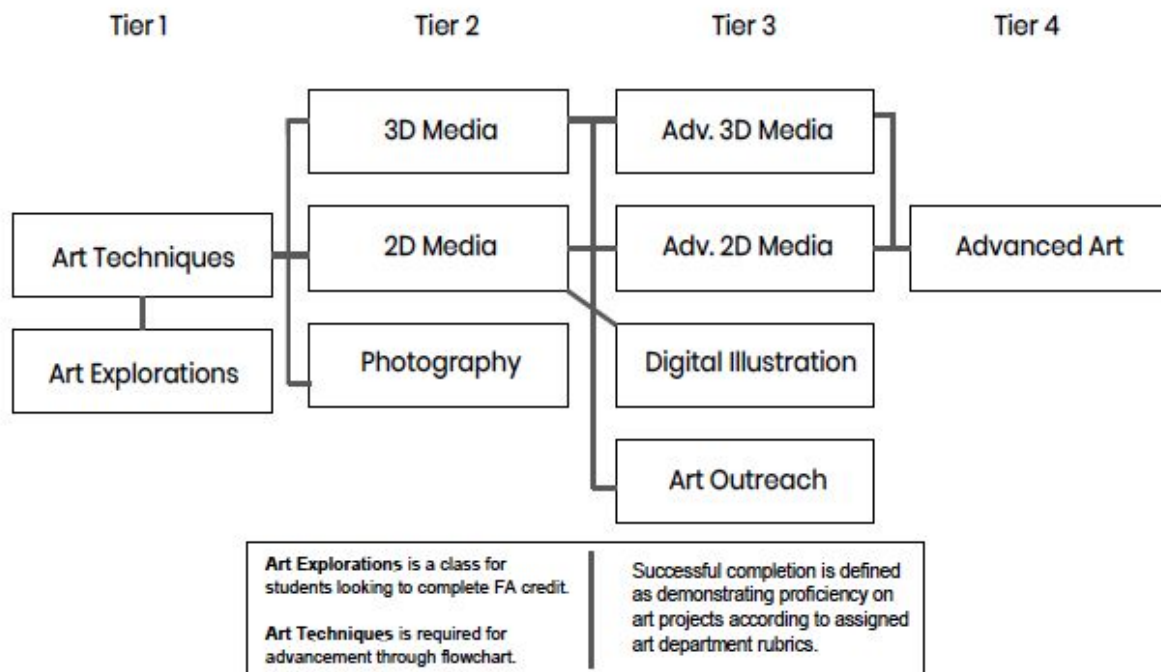
**Credits:** 5

**Lab Fee:** None

Students will apply knowledge about child development through practicum experience in the early childhood setting. This class requires students to have a vehicle to transport themselves to their practicum experiences. While in this class students will learn to create lessons that meet children's developmental needs and interests. Students will build skills to have positive interaction with children and develop relationships with colleagues. With this class students will analyze federal, state, and local licensing and certification guidelines when designing an early childhood business. While completing their practicum students will complete a working early childhood portfolio used for applying for internships and work-based learning opportunities. Child Development and Early Childhood Education and Services are prerequisites.

# Fine Arts

Course offerings in the area of fine arts listed in this section are divided into four subheadings:  
**Arts - Visual, Music - Instrumental, Music -Vocal, and Theatre.**



## Art Exploration

**Type:** Tier 1 Elective; meets Fine/Applied Arts requirement

**Prerequisites:** None

**Grades:** 9,10,11,12

**Credits:** 5

**Lab Fee:** \$8.00

Art Explorations is designed for students who want to explore art media and art appreciation. Students will learn about the creative process and its use for problem-solving in art. Individual creativity and collaboration among student groups will be used to create 2D, 3D, and multimedia projects. Students will draw inspiration from science, technology, engineering, math, literature and contemporary art. The class will focus on forming creative ideas and using the Elements of Art rather than the development of art techniques.

## Art Techniques

**Type:** Tier 1 Elective; meets Fine/Applied Arts requirement

**Suggested Prerequisites:** Two or more Middle School Art Classes

**Grades:** 9,10,11

**Credits:** 5

**Lab Fee:** \$8.00

This class is a requirement for all art classes and a final grade of a “C” is needed to advance to Tier 2 art classes. Students learn the techniques used to design two and three dimensional art works as well as how artists put ideas together to make their art. Sketchbooks will be utilized for writing, sketching, and planning. The techniques you learn in this course will be further developed in 2D Media and 3D Media, therefore it is a requirement for those classes. Art Techniques provides hands-on practical experiences along with some aspects of art history, to use throughout one’s life and all other art courses taken at CHS.

# Fine Arts

## Photography

**Type:** Tier 2 Elective; meets Fine/Applied Arts requirement

**Prerequisites:** Art Techniques

**Grades:** 10, 11,12

**Credits:** 5

**Lab Fee:** \$8.00

In this course, students will learn the application of photography and digital photo editing. Focus will include the basics of photographic composition with an emphasis on the Principles of Design. This course is designed for the student who has no background in photography. Note: Students will be using their personal cell phone devices for photography. This course would also be good for students that are interested in Yearbook or Newspaper.

## 2D Media

**Type:** Tier 2 Elective

**Prerequisites:** Art Techniques

**Grades:** 10,11,12

**Credits:** 5

**Lab Fee:** \$10.00

Students will use an array of methods and materials to create two-dimensional artworks. Students will learn the steps of the creative process to prepare, create and display their work. Art forms could be made through drawing, simple paint methods, printmaking and collage. Students will keep a sketchbook to outline ideas and to take notes, as well as assess their own work through critiques. Students interested in taking several art classes should take 2D Media because it is a prerequisite for Tier 3, 2D Advanced Art.

## 3D Media

**Type:** Tier 2 Elective

**Prerequisites:** Art Techniques

**Grades:** 10,11,12

**Credits:** 5

**Lab Fee:** \$10.00

This class is a study of the methods used in three dimensional construction. It will include the creation of functional art and sculpture through the use of a wide variety of materials. Building, firing, and glazing pottery will be emphasized. In addition, students will be expected to critique their own and their peers' work.

## Art Outreach

**Type:** Tier 2 Elective

**Prerequisites:** Art Techniques, and a Tier 2 course (preferably 2D or 3D Media), please see the Art Department for an application.

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

The goal of this class is to learn how to use the creative process and create art in a collaborative setting. Students will deepen their knowledge and appreciation of art and its use in the community. All projects will be completed as needed for various groups, including the Columbus public schools and the Columbus community. A wide variety of materials will be used in the completion of the projects. In order to be considered for this class, students must have a teacher recommendation.

# Fine Arts

## Advanced 2D

**Type:** Tier 3 Elective

**Prerequisites:** Art Techniques and 2D Media, grade of “C” or higher

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** \$12.00

This class involves the advanced application of drawing and design fundamentals through drawing, painting, and printmaking techniques. Oil pastels, chalk pastels, charcoal, ink, acrylic, and watercolor will be used to create artworks. Students will have an opportunity to study the techniques used by a variety of artists as well as developing their own ideas and styles. The class is set up in a studio setting in which students will develop ideas into art work for their portfolio. The class includes the historical study of selected artists working in two-dimensional form.

## Graphic Design

**Type:** Tier 3 Elective

**Prerequisites:** Art Techniques and 2D Media

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** \$8.00

This class will explore the creation and uses of graphic design. It will introduce students to art-related careers as well as the techniques and terminology used by graphic artists. Students will learn to use software graphic designers use, including Adobe Illustrator, Adobe Photoshop, and free online programs to create a variety of projects. Students will determine how to communicate effectively through typography, icons, logo design, posters, packaging, illustration, and image manipulation to convey a message visually. After students have completed this course, they will be able to solve problems visually using design principles learned in previous art and computer courses.

## Advanced 3D

**Type:** Tier 3 Elective

**Prerequisites:** Art Techniques and 3D Media, grade of “C” or higher

**Grades:** 11,12

**Credits:** 5

**Lab Fee:** \$12.00

This class involves the advanced application of design fundamentals to functional art and sculptural forms. Artworks will be created with clay and a variety of additional materials. In addition, students will participate in written and verbal critiques.

## Advanced Art

**Type:** Tier 4 Elective

**Prerequisites:** Please see the Art Department for an application.

**Grades:** 12

**Credits:** 5

**Lab Fee:** \$12.00

Advanced Art is for students who are interested in pursuing art after high school and/or show outstanding ability in the arts. The course will emphasize the building of a portfolio, which will include two and three dimensional art works. Students will be expected to develop and create their own original ideas, along with critiquing their own and their peers' work. Artwork will be showcased during the applicable semester Art Show (Fall or Spring).

# Fine Arts

## Music - Instrumental

### **Band - Cadet Marching** (fall semester)

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** Successful completion of middle school band, or permission of the director.

Students must also agree to fully participate in all performances of the Cadet Band. This course includes brass, woodwind and percussion players.

**Grades:** 9, 10

**Credits:** 5

**Participation Fee:** \$35.00 (does not include shoes and gloves)

This semester long course serves as an introduction to high school band. The first quarter will focus on the fundamentals of marching band and includes performances at three or four home football games, and one or more parade activities. Students will participate in two parade rehearsals outside of the school day, but all other rehearsal time is during class time (no early mornings). During the second quarter students will perform at three or four home basketball games and at the Winter Fine Arts Festival.

### **Band - Varsity Marching** (fall semester)

**Type:** Elective/Co-Curricular; meets Fine/Applied Arts requirement

**Prerequisites:** Passed Cadet Band. Students must also agree to fully participate in the co-curricular marching band. This course is for brass and woodwind players only, and is limited to 60 students.

**Grades:** 9 (with audition), 10, 11, 12

**Credits:** 5

**Participation Fee:** \$55.00 (does not include shoes and gloves)

This semester long course will focus on musical performance on the move. The first quarter will focus on literature used for a competitive marching show, and will be co-curricular with the full marching band. Marching Band students will meet for marching practice before school daily during the first quarter, as well as participate in 10 days of camps in late July/early August. The marching band will perform at all home football games and any playoff football games along with two parades, and 4-5 competitions. During the second quarter the Marching Band will perform in support of three or four home basketball games and will perform at the Winter Fine Arts Festival.

### **Band - Fall Concert** (fall semester) **Type:**

Elective; meets Fine/Applied Arts requirement

**Prerequisites:** At least two years of previous band instruction

**Grades:** 9, 10, 11, 12

**Credits:** 5

**Participation Fee:** \$10.00 (includes ensemble method book)

This semester long course is for students who wish to participate in band in the fall, but not in the marching band. Students will focus on the fundamentals of instrumental performance through both small ensemble and full band rehearsals. The fall band will perform a concert and in small groups.

### **Band - Spring Concert** (spring semester)

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** At least two years of previous band instruction

**Grades:** 9, 10, 11, 12

**Credits:** 5

**Participation Fee:** \$10.00 (includes ensemble method book)

This semester long course is for any instrumental music student. Students will focus on the fundamentals of instrumental performance through both small ensemble and full band rehearsals. The spring band will perform a concert and in small groups including a couple of home basketball games.

### **Band - Symphonic** (spring semester)

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** By audition only

**Grades:** 10, 11, 12

**Credits:** 5

**Participation Fee:** \$10.00 (includes ensemble method book)

The Symphonic Band is by audition only and consists of 40 wind players and 5 percussionists. Students wishing to participate in this ensemble should audition prior to registration. The ensemble focus is on challenging wind band material, and on performing at a high level. The ensemble will perform at the NSBA Concert Band Festival, District Music Contest, a public concert in March and at the Spectrum in Sound, home basketball games and two concerts.

# Fine Arts

## **Band - Jazz** (year long)

**Type:** Elective

**Prerequisites:** By audition only

**Grades:** 10, 11, 12

**Credits:** 10

**Participation Fee:** None

The Jazz Band will perform varied genres of jazz, develop creativity through improvisational skill, and work to hone their musicianship skill. This is an advanced performing ensemble that will require some solo work along with ensemble performance. The band participates in at least three jazz festivals and performs two public concerts.

## **Percussion** (year long)

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** At least three years of either percussion performance experience or piano lessons. Students must also agree to fully participate in the co-curricular marching band

**Grades:** 9, 10, 11, 12

**Credits:** 10

**Participation Fee:** \$100 (includes instrument usage fee, consumable materials, sticks and mallets, camp fees) This does not include Marching fees

This year-long ensemble has an extensive performance calendar. Members will participate in the marching band in the fall, and at numerous performances throughout the year including, but not limited to: Junior Fire Patrol parade, Elementary School Assemblies, band concerts, and a Winter Percussion Ensemble. All members are required to participate in Marching Band, however the Winter Ensemble is optional.

## **Guitar**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisite:** None

**Grades:** 10, 11, 12

**Credits:** 5

**Materials needed:** It is highly recommended that students own their own guitar for use at home. Class guitars are provided for school use.

**Participation Fee:** \$10.00

This is an introductory guitar course designed to help students learn many of the different styles and techniques of guitar playing. Primary areas of focus include reading tablature, performing open string chords, learning common progressions and strumming patterns, and interpreting rhythms. There may be performance opportunities for the public.

# Fine Arts

## Music - Vocal

### Treble Choir - Fall

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** None

**Grades:** 9, 10 (Female)

**Credits:** 5

**Lab Fee:** none

Treble Choir is open to all female 9th and 10th Grade students. Course of study will include fundamentals of tone production, part-singing, and reading music notation. This group performs a wide variety of sacred and secular music of many genres and time periods. Course includes two required live performances a semester. This is an introductory course that is meant to lead students into the “Spring Treble Choir” course and can be taken only once.

### Treble Choir - Spring

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** None

**Grades:** 9, 10 (Female)

**Credits:** 5

**Lab Fee:** none

Treble Choir is open to all female 9th and 10th Grade students. Participation in the “Fall Treble Choir” is encouraged as a lead in for this course, but is not necessary. Course of study will include fundamentals of tone production, part-singing, and reading music notation. This group performs a wide variety of sacred and secular music of many genres and time periods. Course includes two required live performances a semester. This is an introductory course and can be taken only once.

### Classmen - Fall

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** None

**Grades:** 9, 10 (Male)

**Credits:** 5

**Lab Fee:** None

Fall Classmen is open to all male 9th and 10th Grade students. Course of study will include fundamentals of tone production, part-singing, and reading music notation. This group performs a wide variety of sacred and secular music of many genres and time periods. Course includes two required live performances a semester. This is an introductory course that is meant to lead students into the “Spring Classmen” course and can be taken only once.

### Classmen - Spring

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** None

**Grades:** 9, 10 (Male)

**Credits:** 5

**Lab Fee:** None

Spring Classmen is open to all male 9th and 10th Grade students. Participation in the “Fall Classmen” is encouraged as a lead in for this course, but is not necessary. Course of study will include fundamentals of tone production, part-singing, and reading music notation. This group performs a wide variety of sacred and secular music of many genres and time periods. Course includes two required live performances a semester. This is an introductory course and can be taken only once.

# Fine Arts

## Mixed Chorus - Fall

**Type:** Elective; meets Fine/Applied Arts Requirement

**Prerequisites:** Completion of Classmen or Treble Choir with a C or better.

**Grade:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Mixed Chorus is the intermediate choir at CHS which includes both men and women. It introduces a more advanced and varied study on music fundamentals and tone production, while allowing for more challenging music in a mixed ensemble setting. Course includes **two required live performances** a semester, with the possibility of additional performances in the community and the region.

## Mixed Chorus - Spring

**Type:** Elective; meets Fine/Applied Arts Requirement

**Prerequisites:** Completion of Classmen or Treble Choir with a C or better.

**Grade:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Mixed Chorus is the intermediate-choir at CHS which includes both men and women. Participation in the "Fall Mixed Chorus" is encouraged as a lead in for this course, but is not necessary. It introduces a more advanced and varied study on music fundamentals and tone production, while allowing for more challenging music in a mixed ensemble setting. Course includes **two required live performances** a semester, with the possibility of additional performances in the community and the region.

## Concert Choir

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** Audition or permission of director

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

This mixed men's and women's chorus will perform advanced choral literature selected from a wide variety of sacred and secular music of many styles, cultures, and time periods. Along with the high school concerts, they will perform in several festivals, choral collaborations with other schools, and competitions throughout the year.

## New World Singers

**Type:** Elective

**Prerequisites:** Selected by audition

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

To be a member of the New World Singers, you must currently be enrolled in one of the other choirs. They perform advanced music of many styles including jazz, blues, Gospel, and popular. Along with high school concerts, they will perform in several festivals, choral collaborations with other schools, and competitions throughout the year. Members will purchase their own performance outfits.

# Fine Arts

## Theatre

### Theatre I

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** None

**Grades:** 9, 10, 11

**Credits:** 5

**Lab Fee:** None

This course is divided into three portions: Theatre History, Technical Theatre, and Acting. Theatre History will begin with a brief history of Greek theatre, theatre in the Middle Ages, the Royal Theatre, theatres of Asia, realism, and the modern musical. The technical portion of the class will dive into the roles of a scenic designer and director, thereby gaining better understanding of what those two roles bring to the theatre. The course nears its close with a unit on acting in which students will present a monologue, a two-person scene, and a group scene (all of which require memorization).

### Stage Performance

**Type:** Elective

**Prerequisites:** Theatre I

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

This class is for students who have demonstrated advanced proficiencies in phases of play production, specifically acting. In this class, acting techniques will be studied, critiqued, and applied to a variety of performances. Some in-class performances will include a pantomime, a two-person scene, a group scene, and monologues from both traditional dramatic literature and Shakespeare. Students in this class will be required to attend a CHS theatrical performance and strike.

### Stagecraft

**Type:** Elective

**Prerequisites:** Theatre I

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This class is for students who have demonstrated advanced proficiencies in phases of play production, specifically scenic design. In this class, students will practice set design, scenic drafting, budgeting for a theatrical production, and will help with the building of a CHS theatrical production. Students will be required to attend at least one performance and strike. **This class does not satisfy Fine Arts graduation requirements.**

# Mathematics

A student may only be enrolled in one math class per academic year unless they have failed a previous math class, or they have a teacher recommendation. (See the prerequisites on the following pages to assist with determining the students next math class.)

<b>Mathematics Flowchart</b>			
<b>9th Grade</b>	Algebra I	Geometry	Geometry Acc.
<b>10th Grade</b>	Geometry Basic or Geometry	Algebra II	Algebra II Acc. or Algebra II
<b>11th Grade</b>	Algebra II Basic or Algebra II	Pre-Calculus with Trigonometry, College Algebra, or Prob & Stats	Pre-Calc Acc. with Trigonometry, College Algebra, or Prob & Stats
<b>12th Grade</b>	Pre-Calculus with Trigonometry, Technical Math, College Algebra, or Prob & Stats	Pre-Calculus with Trigonometry, Calculus Honors, Technical Math, College Algebra, or Prob & Stats	Pre-Calculus with Trigonometry, Calculus I & II AP, Technical Math, College Algebra, or Prob & Stats

\* All students should have completed a geometry course by the end of their sophomore year.

### Placement Scores Required for CCC Dual Credit

ACT	NWEA MAP	CCC Course Recommendations
Math	Math	
17-18	234-239	MATH 1020 Technical Math (3)
Math	Math	
22	249-251	MATH 1150 College Algebra (3) MATH 1410 Pre-Calculus (5) MATH 2170 Applied Statistics (3)
Math	Math	
25	259	MATH 1600 Analytic/Geometry & Calculus I (5)

# Mathematics

## Algebra I

**Type:** Graduation Requirement Elective

**Prerequisites:** 8th grade General Math

**Grades:** 9, 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Algebra I is a requirement for college preparatory programs and many vocational programs. The course emphasizes simplifying and evaluating expressions and basic operations with polynomials. It also emphasizes solving and graphing linear equations and inequalities.

## Geometry Basic

**Type:** Graduation Requirement Elective

**Prerequisites:** Algebra I, teacher recommendation, and assessment scores

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

An introductory course to Geometry for students who wish to begin work in geometry but who are not yet ready for the more rigorous study required for Geometry. The course teaches geometry terminology and emphasizes the spatial relationships that exist about triangles, quadrilaterals, and circles. The course also emphasizes knowledge of geometric solids through problem solving and the ability to apply deductive reasoning skills.

## Geometry

**Type:** Graduation Requirement Elective

**Prerequisites:** Algebra I

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Geometry is a requirement for college preparatory programs. The course teaches geometry terminology and emphasizes the spatial relationships that exist about triangles, quadrilaterals, and circles. The course also emphasizes knowledge of geometric solids through problem solving and the ability to apply deductive reasoning skills. One final topic covered in this course is probability and data analysis.

## Algebra II Basic

**Type:** Graduation Requirement Elective

**Prerequisites:** Algebra I and Basic Geometry or Geometry, teacher recommendation

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

This course is designed to be a third year math course at the high school level. It will cover all of the topics of Algebra II with less complicated examples and problems. This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. Additionally, linear and quadratic functions and relations, exponential functions, graphing, complex numbers, and rational and radical expressions will be explored.

## Algebra II

**Type:** Graduation Requirement Elective

**Prerequisites:** Algebra I and Geometry, teacher recommendation

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

This course is intended for students who wish to prepare for post-secondary education. It includes the study of equations and inequalities, rational and radical expressions, and complex numbers.

## Algebra II Accelerated

**Type:** Graduation Requirement Elective

**Prerequisites:** Geometry Acc., teacher recommendation

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

This course is for students of above average ability in mathematics. In addition to the preceding description for Algebra II, this course will include the study of matrices, quadratic and exponential functions, and basic logarithmic and trigonometric functions. Any student planning to take AP Calculus as a senior should take this course.

# Mathematics

## Geometry Accelerated

**Type:** Graduation Requirement Elective

**Prerequisites:** Algebra I in 8th grade or teacher recommendation

**Grades:** 9, 10

**Credits:** 10

**Lab Fee:** None

This course is for students of above average ability in mathematics. In addition to the preceding description for Geometry, this course will include the study of both formal and informal proofs and geometric constructions. Any student planning to take AP Calculus as a senior should take this course. One final topic covered in this course is probability and data analysis.

## Pre-Calculus with Trigonometry

**[DC Option CCC - MATH 1410 (5 credits)]** (To register for Dual Credit student should have a Math ACT subscore of 22 or higher or MAP Math score of 249 or higher)

**Type:** Graduation Requirement Elective

**Prerequisites:** Algebra I, Algebra II, and Geometry with grades of “B” or better, teacher recommendation

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** CHS will provide 4 AAA batteries to each student per year.

The purpose of this course is to prepare students to take Calculus, either at the high school or college level. The course covers linear, quadratic, polynomial, exponential, logarithmic and trigonometric functions. Functions will be analyzed using a variety of methods, including a graphing calculator.

## Pre-Calculus with Trigonometry Accelerated

**[DC Option CCC - MATH 1410 (5 credits)]** (To register for Dual Credit student should have a Math ACT subscore of 22 or higher or MAP Math score of 249 or higher)

**Type:** Graduation Requirement Elective

**Prerequisites:** Algebra II and Geometry with grades of “B” or better or teacher recommendation

**Grades:** 11

**Credits:** 10

**Lab Fee:** CHS will provide 4 AAA batteries to each student per year.

The purpose of this course is to prepare students to take AP calculus. In addition to the preceding description for Pre-Calculus, this course will include the study of

limits, continuity, and an introduction to derivatives.

## College Algebra

**[DC Option - CCC - MATH 1150 (3 credits)]** (To register for Dual Credit student should have a Math ACT subscore of 22 or higher or MAP Math score of 249 or higher)

**Type:** Elective

**Prerequisites:** Algebra I, Algebra II, and Geometry, with grades of “C” or better, or teacher recommendation

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

This course is intended for students that are planning to go to a 2 or 4-year college. This is a dual credit course offered through Central Community College for 3-credit hours (Math 1150). This course is designed for students needing a College Algebra course to satisfy a liberal arts requirement at the college level. College Algebra gives students the opportunity to take a more challenging course in high school to prepare for college and students can earn college credit at a more economical cost while still in high school. In this course we will cover relations, functions and their graphs, equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities.

## Technical Math

**[DC Option - CCC - MATH 1020 (3 credits)]** (To register for Dual Credit student should have a Math ACT subscore of 17 or higher or MAP Math score of 234 or higher)

**Type:** Graduation Requirement Elective

**Prerequisites:** Algebra I, Geometry Basic or Geometry, and Algebra II or Algebra II Basic

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

This course is designed to prepare students for careers in industry and manufacturing. It covers concepts in algebra, geometry and measurement. Students learn how to measure using hands on methods and a variety of tools. The class is application-based to provide students with an understanding of the situations in which measurements are necessary, and why accuracy is important. The class is intended to help students gain minimum job skill requirements for jobs that require no post secondary education.

# Mathematics

## Calculus I - Honors

[DC Option - CCC - MATH 1600 (5 credits)] [DC Option - NWU - Math 1600 (5 credits)] (To register for Dual Credit student should have a Math ACT subscore of 25 or higher or MAP Math score of 259 or higher)

**(5.0 Grade Scale) Type:** Elective

**Prerequisites:** Pre-Calculus teacher recommendation

**Grades:** 12

**Credits:** 10

**Lab Fee:** CHS will provide 4 AAA batteries to each student per year.

This college course meets the requirements for first semester Calculus at Nebraska Wesleyan University or Central Community College. By paying tuition costs to the college, students can receive college credit for successfully completing the course. The course syllabus is specified and controlled by the colleges, and includes topics such as limits, derivatives, and integrals. Students should expect 1-2 hours of study time outside of class, each day. Students need a solid foundation in previous math courses in order to be prepared to handle the rigor of this course at this level.

## Calculus I & II Advanced Placement

[DC Option - CCC - MATH 2070 (5 credits)] [DC Option - NWU - Math 1610 (5 credits)] (To register for Dual Credit student should have a Math ACT subscore of 25 or higher or MAP Math score of 259 or higher)

**(5.0 Grade Scale) Type:** Elective

**Prerequisites:** PreCalc Accelerated or teacher recommendation

**Grades:** 12

**Credits:** 10 credits for Calculus I 10 credits for Calculus II

**Lab Fee:** CHS will provide 4 AAA batteries to each student per year.

This college course meets the requirements for the first and second semester of Calculus at Nebraska Wesleyan University or Central Community College. By paying tuition costs to the college, students can receive college credit for completing the course (Calculus I and Calculus II).

AP Calculus also provides the student the opportunity to earn AP and/or college credit if they choose to take the Advanced Placement test in the spring. ***They may take either the AB (Calc I) or BC (Calc II) Exam, but not both.*** The student will be required to pay the AP exam fees. The course syllabus is specified and controlled by the colleges and AP Board. It includes topics such as limits, derivatives, approximation, applications, and modeling. Students should expect 1 - 2 hours of study time outside of class each day. This will include, but is not limited to, time for watching and taking notes, homework practice, and studying formulas outside of class. The teacher and student can consider during the first semester of Calculus whether the student should continue with the Advanced Placement Calculus II class second semester.

# Mathematics

## Probability and Statistics

**[DC Option - CCC - MATH 2170 (3 credits)]** (To register for Dual Credit student should have a Math ACT subscore of 22 or higher or MAP Math score of 249 or higher)

**Type:** Graduation Requirement Elective

**Prerequisites:** Algebra II and Geometry

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This one-semester course is designed to introduce students to statistics and probability and the various ways to represent statistical data graphically. This college level course meets the requirements for Applied Statistics at Central Community College. By paying tuition costs to the college, students can receive college credit for successfully completing the course. The course syllabus is specified and controlled by the colleges, and includes topics such as Introductory concepts of descriptive statistics, sampling, probability, hypotheses testing: binomial, normal, and chi square distributions; and linear regression.

## EL Math

**Type:** Elective

**Prerequisite:** Placement test/Teacher Recommendation/EL Student

**Grades:** 9, 10, 11, 12

**Credits:** 10 Elective

**Lab Fee:** None

EL Math is an introductory math course for EL students. Depending on the needs of the students, the course begins at elementary concepts and advances upwards to eighth grade math. Language and vocabulary building is also a strong focus in this course.

# Physical Education & Health

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The goal is for students to exhibit a physically active lifestyle and understand the relationship between physical-activity and health throughout the lifespan.

PE Requirements	
Required All CHS Non-Athletic Students	Required (one Semester) CHS Athletic Students
Fitness 9	Athletic Strength Training and Conditioning 9
Fitness 10	Athletic Strength Training and Conditioning 10

## **Fitness 9**

**Type:** Required for all Freshman NOT participating in a CHS athletics program **Prerequisites:** None

**Grades:** 9

**Credits:** 5

**Lab Fee:** None

This course is designed to provide the knowledge, skills, and activity opportunities to allow the student to acquire a desirable level of physical fitness. Information acquired from personal fitness assessments will be used to assist the student in the planning of personal fitness programs to meet their current and future fitness needs.

## **Athletic Strength Training and Conditioning 9 (ASTC 9)**

**Type:** Required for All Freshmen Participating in a CHS Athletic program.

**Prerequisites:** Must have completed a MS Athletic Program and will be going out for a varsity sport at Columbus High School.

**Grade:** 9

**Credits:** 5

**Lab Fee:** None

This course is designed to provide beginning knowledge, skills, and practice in strength training and athletic conditioning. During the class, students will participate in resistance training programs studying basic theory, exercise technique, and basic anatomy and physiology. Workouts will be aimed at improving flexibility, body composition, power, speed, and cardiovascular endurance specific to the athlete program(s) of which the student is a member. Students taking Athletic Strength Training and Conditioning 9 for two semesters will receive PE credit for the first semester and Elective credit for the second semester.

## **Fitness 10**

**Type:** Required for all Sophomores Not Participating in a CHS Athletic program

**Prerequisites:** Completion of Fitness 9

**Grade:** 10

**Credits:** 5

**Lab Fee:** None

This course is designed to enhance the knowledge, skills, and activity opportunities to allow the student to acquire a desirable level of physical fitness. Information acquired from personal fitness assessments will be used to assist the student in the planning of personal fitness programs to meet their current and future fitness needs. This course is required of students who did not complete Athletic Strength Training and Conditioning 9.

# Physical Education & Health

## Weights

**Type:** Elective

**Prerequisites:** Completion of Fitness 9 and Fitness 10; or ASTC 9 and ASTC 10

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Weights is a beginning level class introducing students to basic weight training theory, exercise techniques, proper nutrition, basic anatomy and physiology, flexibility, body composition, power, speed, cardiovascular endurance, and commitment to workout performance. Students may only take this class one semester. When building student schedules, if student requests exceed available room capacity, priority will be given to ASTC students.

## Wellness

**Type:** Elective

**Prerequisites:** Completion of Fitness 9 and Fitness 10; or ASTC 9 and ASTC 10

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Wellness will include learning the importance of health and fitness. Exercise will include treadmill work, stationary bike work, aerobic and anaerobic activities. Classroom activities will include nutrition education. Students will go off school grounds to participate in some of these activities. Students must provide their own transportation to these activities. Students may only take this class one semester.

## Lifetime Activities

**Type:** Elective

**Prerequisites:** Completion of Fitness 9 and Fitness 10; or ASTC 9 and ASTC 10

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Lifetime activities may include pickleball, indoor/outdoor tennis, badminton, and other recreational activities. Students will go off school grounds to participate in some of these activities. Students must provide their own transportation to these activities.

## Athletic Strength Training and Conditioning 10 (ASTC 10)

**Type:** Recommended for All Sophomores Participating in a CHS Athletic program.

**Prerequisites:** Student must be involved in the CHS athletics program.

**Grades:** 10

**Credits:** 5

**Lab Fee:** None

Athletic Strength Training and Conditioning I is a class for students in Grade 10 who participate in the Discoverer athletic program. During the class, students will participate in resistance training programs studying basic theory, exercise technique, proper nutrition, and basic anatomy and physiology. Workouts will be aimed at improving flexibility, body composition, power, speed and cardiovascular endurance specific to the athletic program(s) of which the student is a member. Athletes are recommended to enroll in this class for one semester of their sophomore year, and are encouraged to enroll both semesters of their sophomore year.

# Physical Education & Health

## **Athletic Strength Training and Conditioning 11/12 (ASTC 11/12)**

**Type:** Elective

**Prerequisites:** Student must be involved in the CHS athletics program and successfully completed ASTC 9 and ASTC 10

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Athletic Strength Training and Conditioning II is a class for students in Grades 11 and 12 who participate in the Discoverer athletic program. During the class, students will continue to build on the skills and performance achieved during the Athletic Strength Training and Conditioning I class. Workouts will be geared toward the specific athletic program(s) of which the student is a member. A student may enroll in this class multiple times contingent on their participation in the CHS athletic program. Athletes are encouraged to enroll in this class each semester of their junior and senior year.

# Science

<b>SCIENCE FLOWCHART</b>			
RECOMMENDED GRADE LEVEL	BASIC	GENERAL	HONORS
<b>FRESHMEN</b>	Fund. of Biology	Biology	
<b>SOPHOMORES</b>	Fund. of Physical Science	Physical Science	HN Chemistry
<b>JUNIORS</b>	Fund. of Chemistry Fund. of Physics	Chemistry Physics Astronomy Animal Behavior Env Sci (DC) HN Bio (DC)	HN Physics (DC) Anatomy & Phys. Env Sci (DC) HN Bio (DC)
<b>SENIORS</b>		Physics Astronomy Animal Behavior Env Sci (DC) HN Bio (DC)	Anatomy & Phys. Env Sci. (DC) Honors Biology (DC) HN Physics

Suggestions for General College Bound	Suggestions for Trade School or Entering Workforce	Suggestions for Medical College Bound/Science Majors	Suggestions for Engineering College Bound
<ul style="list-style-type: none"> <li>● Biology</li> <li>● Physical Science</li> <li>● Chemistry</li> <li>● Physics</li> <li>● Honors Biology</li> </ul>	<ul style="list-style-type: none"> <li>● Biology</li> <li>● Physical Science</li> <li>● Select two courses from:                             <ul style="list-style-type: none"> <li>○ Astronomy</li> <li>○ Animal Behavior</li> <li>○ Environmental Science</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Biology</li> <li>● Physical Science</li> <li>● Chemistry/Honors Chemistry</li> <li>● Physics/Honors Physics</li> <li>● Anatomy and Physiology</li> </ul>	<ul style="list-style-type: none"> <li>● Biology</li> <li>● Physical Science</li> <li>● Chemistry/Honors Chemistry</li> <li>● Physics/Honors Physics</li> </ul>

### Placement Scores Required for CCC Dual Credit

ACT	NWEA MAP	<b>CCC Course Recommendations</b>
Math	Math	
23	252	PHYS 1410 General Physics I (5)

## **Fundamentals of Biology**

**Type:** Graduation Requirement Elective

**Prerequisites:** Teacher recommendation.

**Grades:** 9

**Credits:** 10

**Lab Fee:** None

During this course, students study biology in the areas of biochemistry, cellular structure, the environment, biogeochemical cycles, cellular processes, genetics, and development of life. Practical applications and labs are incorporated to better understand biology concepts. These areas of life science will be met as stated in the Nebraska State Science Standards. **Students will be placed in this course by teacher recommendation only.** This course does NOT meet the admission requirements for the University of Nebraska system.

## **Fundamentals of Physical Science**

*(1/2 Earth, 1/2 Physical)*

**Type:** Graduation Requirement Elective

**Prerequisites:** Teacher recommendation, Fundamentals of Biology.

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

This hands-on learning-based course will cover the basics of physics and earth science. Students will be placed in this course by teacher recommendation only. This course does NOT meet admission requirements for science in the University of Nebraska system.

## **Physical Science**

*(1/2 Earth, 1/2 Physical)*

**Type:** Graduation Requirement Elective

**Prerequisites:** Biology

**Grades:** 10

**Credits:** 10

**Lab Fee:** None

During this course students will study Newton's laws of motion, waves, forces, 1D and 2D motion,

## **Biology**

**Type:** Graduation Requirement Elective

**Prerequisites:** None

**Grades:** 9

**Credits:** 10

**Lab Fee:** None

During this course, students study biology in the areas of biochemistry, cellular structure and processes, biogeochemical cycles, genetics, and development of life. Practical applications and labs are incorporated to better understand biology concepts. These areas of life science will be met as stated in the Nebraska State Science Standards. Students will be expected to complete homework, projects, and study for quizzes and tests outside of class. This course will meet the admission requirement for sciences in the University of Nebraska systems.

space sciences, atmosphere and climate, Earth's history, and changes.

## **Biology - Honors**

**[DC Option - CCC - BIOS 1010 (4 credits)] (5.0 Grade Scale)**

**Type:** Graduation Requirement Elective  
**Prerequisites:** Successful completion of a biology, and chemistry.

**Grade:** 11, 12

**Credits:** 10

**Lab Fee:** None

The course is designed for students who are college bound. During the course, students study the structures, functions, and processes of living organisms and their interactions with the environment. Major themes include cell structure and specialization, energy, chemistry and biochemistry of life, homeostasis, photosynthesis and respiration, genetics, evolution, and ecology. Honors Biology is a fast-paced, rigorous course in which the student is expected to be highly motivated to achieve at an accelerated level. Students will be expected to complete coursework outside of class.

## Fundamentals of Chemistry

**Type:** Graduation Requirement Elective

**Prerequisites:** Teacher recommendation. Successful completion of Fundamentals of Biology course.

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Fundamentals of Chemistry is a hands on/lab based course that emphasizes problem solving and decision making skills while giving the student a balanced view of chemistry as it relates to them and their daily lives. Nebraska State Science Standards in the areas of inquiry and physical science will be met. **Students will be placed in this course by teacher recommendation only.** This course does NOT meet the admission requirements for the University of Nebraska system.

## Chemistry

**Type:** Graduation Requirement Elective

**Prerequisites:** Successful completion of biology course.

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

During this course, students study chemistry in the areas of scientific measurement, atomic structure, periodic table, mole concept, formula writing and nomenclature, classifying and balancing equations, and stoichiometry. Nebraska State Science Standards in the areas of inquiry and physical science will be met. Students will be expected to complete homework, projects, and study for quizzes and tests outside of class. This course will meet the admission requirement for sciences in the University of Nebraska system.

# Science

## Chemistry - Honors

(5.0 Grade Scale)

**Type:** Graduation Requirement Elective

**Prerequisites:** Successful completion of Biology. Teacher recommendation.

Recommended completion of Algebra II or Geometry.

**Grades:** 10, 11, 12

**Credit:** 10

**Lab Fee:** None

This course is designed for students who are college bound and who are interested in science, engineering, health/medicine, or law. The course will cover the major areas of chemistry: scientific measurement, atomic theory and structure, the

periodic table, bonding, nomenclature, formulas, equation writing and balancing, thermodynamics, behavior of gases and the gas laws, acids and bases, solutions and stoichiometry. Emphasis will be on mathematical computations and detailed explanations of chemistry concepts. Honors Chemistry is a fast-paced, rigorous course in which students are expected to be highly motivated to achieve at an accelerated level. Students will be expected to complete homework, projects, and study for quizzes and tests outside of class. Nebraska State Science Standards in the areas of inquiry and physical science will be met. This course will meet the admission requirements for sciences in the University of Nebraska system.

### **Fundamentals of Physics**

**Type:** Graduation Requirement Elective

**Prerequisites:** Teacher recommendation. Successful completion of Fundamentals of Biology and Fundamentals of Physical Science.

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Fundamentals of Physics is a hands-on, project-based class, centering around the engineering design process. Focus is on basic physics objectives content and understanding. Nebraska State Science Standards in the areas of inquiry and physical science will be met. **Students will be placed in this course by teacher recommendation only.** This course does NOT meet the admission requirements for the University of Nebraska system for the fall semester.

### **Physics**

**Type:** Graduation Requirement Elective

**Prerequisites:** Successful completion of a biology course and a chemistry course.

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

This course is intended for juniors and seniors interested in pursuing a non-science career. This course will cover the interactions between matter, energy, and forces. This course requires students to apply algebra to rearrange and solve equations. Students will be required to use computers to gather data, analyze data, and form conclusions from this data. The class consists of lectures, demonstrations, problem solving, and application of problem-solving techniques in a lab environment. The amount of homework in this class averages around 45 minutes every other day. This course will meet the admission requirements for sciences in the University of Nebraska system.

### **Physics - Honors**

**[DC Option - CCC - PHYS 1410 (5 credits)] (5.0 Grade Scale)**

**Type:** Graduation Requirement Elective

**Prerequisites:** Successful completion of Accelerated Algebra II, Accelerated Geometry, and Honors Chemistry. Students need to be concurrently enrolled in Accelerated Pre-Calculus or above. (To register for Dual Credit student must have a Math ACT sub-score of 23 or higher or MAP Math score of 252 or higher)

**Grades:** 11

**Credits:** 10

**Lab Fee:** None

This course is offered to juniors interested in pursuing a science career. Topics include vectors, motion, force, Newton's Laws, energy, fluids, and heat. This course requires students to have a solid foundation in mathematics. Students will be required to rearrange and solve complex equations. Students will be required to use computers to gather data, analyze data, and form conclusions from this data. The class consists of lectures, demonstrations, problem solving, and application of problem-solving techniques in a lab environment. This is a college level physics class. Students will be required to have a Math ACT sub-score of 23 or higher to receive college dual credit.

# Science

## Animal Behavior

**Type:** Graduation Requirement Elective

**Prerequisites:** Biology and Physical Science.

**Grades:** 12

**Credits:** 5

**Lab Fee:** None

Animal behavior is a science course that focuses on the principal areas of behavior types and why an animal behaves the way it does. Some areas covered include foraging, communication, mate selection, territoriality, predator-prey, mating, parental care, and altruistic behavior. The field study will focus on local animal populations (weather permitting). Class labs will incorporate small organisms such as insects and rodents for study. Inquiry, critical thinking skills, problem solving, and journalizing are emphasized. Responsibility and care toward animal welfare and field sites are enforced.

## Astronomy

**Type:** Graduation Requirement Elective

**Prerequisites:** Biology and Physical Science.

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Astronomy is an elective class focused on the structure and organization of the solar system, galaxy, and larger universe. Emphasis will also be placed on observational astronomy and the role of astronomy in society. Student work outside of class time includes: project research, some independent astronomical observation, and observation logs.

## Environmental Science

**[DC Option - CCC - BIOS 1060 (3 credits)] [DC**

**Option - CCC - BIOS 1070 (1 credit lab)]**

**Type:** Graduation Requirement Elective

**Prerequisites:** Biology and Physical Science.

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This course studies how humans affect and are affected by their environments. Areas covered in Environmental Science include: conservation, populations, biodiversity, pollution, and natural resources. This class will involve hands-on activities and laboratory work. Environmental Science is a fast-paced, rigorous course in which the student is expected to be an active participant in daily discussions and coursework. Students will be expected to complete homework and study outside of class.

## Anatomy & Physiology

**Type:** Graduation Requirement Elective

**Prerequisites:** Biology and Physical Science.

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

Anatomy and Physiology is a course for those students interested in pursuing science in college, health-related careers, or in learning about the functioning of the human body. The class introduces concepts in anatomy and physiology relative to all major organ systems. Aspects of wellness and disease will also be discussed. **Dissection is a required component of this class.** Anatomy and Physiology is a fast-paced, rigorous course which requires a large amount of memorization and study time outside of class.

## Skilled & Technical Sciences

The STEM Academy at CHS, made up of science, technology, engineering and mathematics concepts connected to the skilled and technical science career path. Local business, industry, and schools have joined together to create a workforce pipeline to advance the Columbus community economic development. STEM programs, which include advanced manufacturing design technology, automotive technology, construction technology and welding technology, provides students skills and hands-on experience. Work-based learning opportunities are offered through the Work Place Experiences Program.

Columbus High School STEM Academy - Skilled and Technical Science Programs of Study & Course Sequence Completion					
Advanced Manufacturing			Engineering Technology	Construction Technology	Automotive Technician
Mechatronics & Robotics	Design Technology	Manufacturing Technology			
Basic Electronics	Introduction to Engineering	Linkages	Introduction to Engineering	Introduction to Manufacturing Woods	Introduction to Automotive Technology - 1
Advanced Electronics	Engineering Concepts	Manufacturing Processes	Engineering Concepts	Manufacturing Woods	Basic Automotive Technology Service - 2
Mechatronics I	Computer-Aided Drafting - Solidworks I				
Mechatronics II	Computer-Aided Drafting - Solidworks II	Manufacturing Welding	Robotics	Principles of Construction Technology	Intermediate Automotive Technology Service - 3
Robotics	Architectural Drafting and Design	Advanced Manufacturing Design	Advanced Robotics	Advanced Construction Technology	Advanced Automotive Technology Service - 4
Advanced Robotics					

Programs of Study may cross over between multiple pathways. Several of these courses have the option to be taken as dual credit (DC) through CCC. These DC courses are college level courses taught at CHS. They apply towards a high school diploma and a college degree. **Students must pay CCC tuition to receive the college credit. Scholarships are available.** Please discuss the various options with an STS instructor or your counselor, or Stephanie Carlson - STEM Career Coordinator (carlsons@discoverers.org).

# Skilled & Technical Sciences

## **Introduction to Automotive**

### **Technology - 1**

[DC Option - CCC - AUTO 1000 (2 credits)]

Type: Elective

Prerequisites: None

Grades: 11, 12\*

Credits: 5

Lab Fee: None

This course is a classroom study of the basic fundamentals of different automotive systems. The course is designed for the student who plans to enroll in advanced automotive courses. Emphasis is placed on basic theory and operation of automotive systems. \*Students should register for Basic Automotive Technology Service for the spring semester.

## **Basic Automotive Technology**

### **Service - 2**

[DC Option - CCC - AUTO 1100 (3 credits)]

Type: Elective

Prerequisites: Introduction to Automotive Technology, available auto to run checks, valid driver's license.

Grades: 11, 12

Credits: 5

Lab Fee: None

Basic Automotive Technology Service is a course designed for seniors who have successfully completed Introduction to Automotive Technology. The topics will include safety in the shop, battery service, charging and starting system service, ignition system service, and fuel system service. The course will be lecture/lab in nature. Students must wear safety glasses during the lab. Students should register for Intermediate Automotive Technology Service for the fall semester.

## **Intermediate Automotive**

### **Technology Service - 3**

[DC Option - CCC - AUTO 1020 (2 credits)]

-or-

[DC Option - CCC - AUTO 1800 (3 credits)]

Type: Elective

Prerequisites: Basic Automotive

Technology Service, available auto to run checks, valid driver's license.

Grades: 12

Credits: 10

Lab Fee: Determined by project

This course deals with an overview of the theory learned in Basic Automotive Technology Service plus technical lab experiences in the areas of brakes, safety, chassis and suspension, advanced tune up, and engine diagnosis and repair. Students will also perform wheel alignment and chassis service. Students must wear safety glasses during the lab. Students should register for Advanced Automotive Technology Service-4 for the spring semester.

## **Advanced Automotive Technology**

### **Service - 4**

[DC Option - CCC - AUTO 1200 (2 credits)]

Type: Elective

Prerequisites: Intermediate Automotive Technology Service, available auto to run checks, valid driver's license.

Grades: 12

Credits: 10

Lab Fee: Determined by project

This course is for seniors who have completed Intermediate Automotive Technology Service. Students will have the opportunity to sharpen skills acquired in the prerequisite courses plus complete major work (except body and fender) in areas not mentioned in Introduction to Automotive Technology Service, Basic Automotive Technology Service, or Intermediate Automotive Technology Service. Students must wear safety glasses during the lab.

# Skilled & Technical Sciences

## Introduction to Engineering

**Type:** Elective

**Prerequisites:** Students interested in the STEM area are encouraged to enroll in this course.

**Grade:** 9

**Credits:** 5

**Lab Fee:** None

Introduction to Engineering is a beginning STEM course that is available for all high school **freshman** students. Students with an interest in STEM (Science, Technology, Engineering and Math) are encouraged to register for this class. Students who complete this course will learn the concepts needed to develop their ideas into solutions that will improve lives. Exciting hands-on learning activities will provide students with experiences where they apply math, science, history and English content from other courses in a STEM experience.

## Engineering Concepts

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None \$5.00 to \$7.00

Engineering Concepts is designed for students who are interested in the engineering career pathway. Topics covered will address several professional and technical competencies required for engineers in today's global society. The classroom environment will be expanded to include experiences from around the Columbus area so students can interact with engineers in the field. Students interested in a 2-year or 4-year engineering program or desire to include engineering as part of their Linkages Certification are strongly encouraged to enroll in this course. This class is for students who enjoy math and science courses, have a desire to refine their problem solving skills, want to experience team centered activities, and desire hands-on applications using CAD, solid modeling animation, and computer programmed equipment.

## Computer-Aided Drafting - Solidworks I

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** None

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

This course is an introduction to the basic

fundamentals needed to represent physical objects accurately using the graphic language. It will enable students to plan, sketch, and express themselves graphically. At the completion of this class, students will experience using 2D and 3D programs to complete the assignments. Students who are enrolled in skills and technical science classes, or the Linkages program, or plan to enter some area of the drafting profession, or seek employment in any form of industry will benefit from this class. Computer-Aided Drafting - Solidworks I is part of the Linkages II certification.

## Computer-Aided Drafting - Solidworks II

**Type:** Elective

**Prerequisites:** Completion of SolidWorks I.

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

This course is designed for students that have completed SolidWorks I. Advanced SolidWorks builds upon the essential lessons to provide instruction on advanced features and capabilities in SolidWorks. Part Modeling teaches students how-to use multi-body solids, sweeping and lofting features, and the more advanced shaping capabilities of SolidWorks. Assembly Modeling teaches how-to maximize your use of the assembly modeling capabilities of SolidWorks. Weldments teaches students how to create welded structures with standard structural members.

## Architectural Drafting and Design

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** None

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

Completion of Computer Aided Drafting -Solidworks I would be beneficial but is not required to take this course. Architectural Drafting and Design is a course designed to teach architectural planning. Students will design a set of house plans. The following topics are covered in this course: 1) design, 2) individual room planning, 3) floor plans, 4) foundation plans, 5) elevation plans, 6) detail plans, and 7) the use of computer-aided-drafting in architectural drawings. This course will be beneficial to any student interested in pursuing architecture or any area of construction.

# Skilled & Technical Sciences

## Linkages

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** \$10.00-\$20.00-includes machinist hammer and student's personal CAD/CAM project.

Linkages is designed for students interested in the Linkages Certification program. Studies include STEM 101 drafting, STEM 101 design STEM 101 math, team building, problem solving, workplace ethics, inventory control, and manufacturing concepts. A key component of the Linkages class is the opportunity to complete performance-based assessments while making an assigned project validated by business leaders in our community. Manual Tools: lathe, mill, band saw, surface grinders will be used. Students must complete a series of skill standards to meet certification requirements and build a project using CAD techniques and manufacturing concepts. Linkages is a necessary course for students pursuing careers in electromechanical, drafting, engineering, machine tool technology, welding, manufacturing and/or Linkages Certification.

## Manufacturing Processes

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** Linkages

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** Determined by student project - typically \$20.00 - \$60.00

Manufacturing Processes is designed for students interested in Level II Linkages Certification. Learning experiences in Manufacturing Processes include activities relating to problem solving; team building; applications of computer technology to design and produce parts on CNC equipment; production of a small manufactured product using laser, CNC, Torchmate and gas and wire welding processes. A visitation to local industry allows students the opportunity to observe first hand the operations of a modern manufacturing facility. This class provides students with the opportunities to complete performance-based assessments based on local and national industrial standards.

## Manufacturing Welding

**Type:** Elective

**Prerequisites:** Linkages

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** \$15.00

Manufacturing Welding is designed for students interested in welding as a manufacturing process and/or for students who possess the desire to develop welding skills using modern gas and electric arc welding processes. Activities in Manufacturing Welding consists of applying welding safety principles, basic measurement, math, bead welding using gas, wire and electrode welding techniques, cutting metal using plasma arc and flame cutting processes. Collaboration with Central Community College and local industry gives students opportunities to complete tasks in class that will provide them an advantage should they desire to continue to study welding at the post secondary level and/or seek internships in the welding field with local industry.

## Advanced Manufacturing Design

[DC Option - CCC - AMDT 1030 (3 credits) - Fall Semester [DC Option - CCC - AMDT 1080 (3 credits) - Spring Semester]

**Type:** Elective

**Prerequisites:** Manufacturing Processes

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** Determined by student project.

A study of the processes used by modern industry to manufacture consumer products, safety, measurement, planning, precision machining (lathe, mills, surface grinders), metallurgy, CNC, fabrication processes, and finish processes will be included. Students will also explore career opportunities.

## **Introduction to Manufacturing Woods**

**Type:** Elective; meets Fine/Applied Arts requirement

**Prerequisites:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** Determined by student project - \$35 to \$50.00

Students should register for this course if they intend to take Manufacturing Woods and/ or Principles to Construction Technology. Studies will include safety of hand tools and machines, planning, lumber technology, board feet and square feet calculation, hand tool identification and use, machine identification and use, and a project constructed by the student involving wood joinery and basic finishing.

## **Manufacturing Woods**

**Type:** Elective.

**Prerequisites:** Introduction to Manufacturing Woods

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** Determined by student project

Manufacturing Woods will include safety of hand tools and machines, project planning, identification and use of all power machines, both portable and stationary, wood joinery, utilization of materials, basic cabinet construction, drawer and door construction, application of cabinet hardware, and finishing. **Students are required to pay the cost of all materials used to construct a cabinet project and provide themselves with a tape measure if needed.**

## **Principles of Construction Technology**

(double period/semester class)

**[DC Option - CCC - CNST 1200**

**(1 credit)] Type:** Elective

**Prerequisites:** Completion of Introduction

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

Construction will include tool and equipment safety, basic carpentry terminology, material costs and estimates, blueprint reading, common carpentry practices, building construction details, brick and block laying, model home construction and/or full scale construction of a wood frame structure, use of the framing square, tool usage, and maintenance and repair.

## **Advanced Construction Technology**

(double period/year-long class)

**[DC Option - CCC - CNST 1400 (3 credits)]**

**Type:** Elective

**Prerequisites:** Completion of Principles

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

This class builds on the student's experiences in Introduction to Manufacturing Woods and Principles of Construction Technology. Students will expand their knowledge of the power machinery, residential construction, masonry work, and tools with on the job training. Students will complete a structure off campus allowing them to experience hands-on building experiences. Goal setting, leadership skills, decision-making skills, problem solving skills, and safety will be emphasized. **Students are expected to provide their own tape measure and adequate clothing for outside construction work in cold weather.**

# **Skilled & Technical Sciences**

## **Basic Electronics**(Fall Semester)

**[DC Option - CCC - INDT 1100 (3 credits)]**

**Type:** Elective

**Prerequisites:** Successful completion of Algebra I is required. Introduction to Engineering Principles is also suggested.

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Basic Electronics is the study of basic electronic components and the principles that guide their operation. Principles of voltage, resistance, and amperage will be covered. Lab work will be done on circuit boards and live components. College level

material will be covered.

### **Advanced Electronics**(Spring Semester)

**[DC Option - CCC - INDT 1120 (3 credits)]**

**Type:** Elective

**Prerequisites:** Basic Electronics

**Grades:** 10, 11, 12

**Credits:** 5

**Lab Fee:** None

Advanced Electronics is the next stage in electronics where advanced concepts and applications will be explored. Theory and application will include, but not be limited to, alternating current, power grid, analog electronics, and digital. Linear electronics must be taken prior to digital. Lab will be done with both simulated and live components. College level material will be covered.

### **Mechatronics I**(Fall Semester)

**[DC Option - CCC - INDT 1190 (2 credits)]**

**Type:** Elective

**Prerequisites:** Advanced Electronics

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This class will involve the students in the processes of modern manufacturing. Students will explore the fundamental principles of pneumatic systems. The student will become familiar with various system components and their function. The student will gain an understanding of circuit design, installation, maintenance and repair principles including troubleshooting and schematic interpretation. College level material will be covered.

### **Mechatronics II**(Spring Semester)

**[DC Option - CCC - INDT 2140 (3 credits)]**

**Type:** Elective

**Prerequisites:** Mechatronics I

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

This class will involve the students in the process of modern manufacturing. Students will explore in-depth electrical control systems for manufacturing. Sensors, relays, switches, and other components will be studied and applied. The student will gain an understanding of design and maintenance of electro-pneumatic systems including troubleshooting and schematic interpretation. An introduction to PLCs will also be covered. College level material will be covered.

## **Skilled & Technical Sciences**

### **Robotics**(Fall Semester)

**Type:** Elective

**Prerequisites:** Completion of Advanced Electronics

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Concepts of mechanical systems, structures, programming and sensors will be completed with the VEX robotics platform. Studies will include building techniques and design elements through the application of robotics. Practical applications and ethics of robotics will also be explored.

**Advanced Robotics**(Spring Semester)

**Type:** Elective

**Prerequisites:** Completion of Robotics

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Advanced concepts of mechanical systems, structures, programming and sensors will be completed with the VEX robotics platform. Studies will include building techniques and design elements through the application of robotics. Practical applications and ethics of robotics will also be explored.

<b>Social Studies</b>
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<b>Social Studies Flowchart</b>		
	<b>Required</b>	<b>Elective</b>
<b>9th Grade</b>	Geography	Law Education

<b>10th Grade</b>	World History	Law Education
<b>11th Grade</b>	U.S. History	Psychology Sociology AP Psychology
<b>12th Grade</b>	American Government Economics	Psychology Sociology AP Psychology

## Geography

**Type:** Required  
**Prerequisites:** None  
**Grades:** 9  
**Credits:** 5  
**Lab Fee:** None

This course will analyze where and why people, cultures, places, and environments are organized. Students will also analyze issues using geographic knowledge and skills.

## World History

**Type:** Required  
**Prerequisites:** None  
**Grades:** 10  
**Credits:** 10  
**Lab Fee:** None

World History will introduce students to the diversity found in today's world. Students will study the history, geography, art, culture and current events of the different areas of the world. Units are designed around big ideas: religion, revolution, identity, imperialism, and human rights. This two-semester course must be passed to fulfill a graduation requirement.

## American Government

**Type:** Graduation Required Elective  
**Prerequisites:** None  
**Grades:** 11, 12  
**Credits:** 5  
**Lab Fee:** None

American Government is a study of our constitutional system with a close examination of the three main branches of our national government with a view to their development and future potential. Emphasis is given to the American political process, including pressure groups, political parties, nominations, elections, and voting behavior. Various activities may be included to stimulate interest and participation in the democratic process. This one-semester course must be passed to fulfill a graduation requirement.

## EL American Government

**Type:** Required  
**Prerequisites:** Teacher Recommendation/EL Student  
**Grades:** 10, 11, 12  
**Credits:** 5  
**Lab Fee:** None

American Government is a study of our constitutional system with a close examination of the three main branches of government. Emphasis is given to the American political process. Various activities may be included to stimulate interest and participation in the democratic process.

# Social Studies

## US History

**Type:** Required  
**Prerequisites:**  
None **Grades:** 11  
**Credits:** 10  
**Lab Fee:** None

This course is a study of U. S. history

from 1900 to present day. It is studied chronologically by time period and/or topical unit. Recurring issues or themes of U. S. history receive primary emphasis (prejudice, depression, war, foreign policy, etc.) throughout the course. This two- semester course must be passed to fulfill a graduation requirement.

## **EL US History**

**Type:** Required

**Prerequisites:** Teacher Recommendation/ EL Student

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

The course is a study of U.S. History from 1900 to present day. It is studied chronologically by time period and/or topical units. Recurring issues or themes of U.S. History receive primary focus throughout the course.

## **US History - Dual Credit**

**[DC Option - CCC - HIST 2020 (3 credits)]**

**Type:** Required

**Prerequisites:** CCC Tuition Payment

**Grades:** 11

**Credits:** 10 / 3 Hours CCC

**Lab Fee:** None

This course is a survey of American history from the end of the Civil War to the present day. It is studied chronologically by time period and/ or topical unit. Emphasis is put on the political, economic, and social problems accompanying America's rise as an industrialized world power. Recurring issues or themes of U.S. history receive primary emphasis (prejudice, depression, war, foreign policy, etc) throughout the course. This is a two-semester course that meets both CHS and CCC requirements for credit. Space may be limited to students enrolled as a dual credit course depending on class size.

## **Economics**

**Type:** Required

**Prerequisites:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Students will master fundamental economic concepts, appreciate how the principal concepts of economics relate to each other and understand the structure of economic systems. Students will use economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues. They will use measurement concepts and methods such as tables, charts, graphs, ratios, percentages and index numbers to understand and interpret relevant data. Students will also learn to make reasoned decisions on economics.

## **Fundamentals of Economics**

**Type:** Required

**Prerequisites:** Teacher Recommendation

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Economics is the study of how people make decisions to fill needs and wants when resources are scarce. Students will learn the tools consumers and firms use to make those decisions. Upon completion of this course students will have learned foundational economic concepts such as: intro to econ, the three economic questions, goals of economic systems, types of economic systems, principles of supply and demand, and pricing.

## **Law Education**

**Type:** Elective

**Prerequisites:** None

**Grades:** 9, 10

**Credits:** 5

**Lab Fee:** None

This course will provide students with a basic understanding of civil and criminal law. The class will focus on state government and the legal system of this state. Students will be exposed to how laws are made, who they affect, how they are enforced, how they are interpreted and how violators are punished. Special attention will be given to careers in the legal system. The class will also compare and contrast the federal legal systems with the state legal systems.

# **Social Studies**

**Sociology**

**Type:** Elective

**Prerequisites:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Sociology is a study of human behavior and is useful in helping students understand the complex world in which they live. Sociology provides students with skills needed to meet the various social issues and personal relationships that occur in their lives. Units of study include cultural variation, how we learn to fit into society, values and norms, the roles and statuses we assume, social deviance and crime, gender inequality, adolescent issues including teen sexuality, drug use and suicide, and racial and ethnic issues including discrimination and prejudice.

## **Psychology**

**Type:** Elective

**Prerequisites:** None

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

Psychology is a science which deals with behavior and mental processes of humans. The course deals with methods of psychological research, the nervous and endocrine systems, human development from conception to death, learning, social influences on behavior, memory, abnormal behavior and health and well-being. This is an elective course for all students interested in the behavior and mental processes of humans.

## **Psychology - Advanced Placement**

**(5.0 Grade Scale)**

**Type:** Elective

**Prerequisites:** None

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major fields within psychology. They also learn about the methods psychologists use in their science and practice. Units of study include: history and approaches, research methods, biological bases of behavior, sensation and perception, learning, cognition, states of consciousness, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory courses. The student may opt, at his /her own expense, to take the AP exam in the spring and receive college credit for the course.

## **Work Based Learning Experiences**

**Prerequisite:** Coordinator approval required.

**Provide own transportation Grades:** 12

**Credits:** 5

**Lab Fee:** None

WPE provides students with the opportunity to gain career readiness skills development (paid or unpaid). Students in WPE will gain an awareness of the nature of a career field in the professional setting. The course is designed to provide high school seniors the opportunity to develop a career-oriented relationship with a community professional in the student's chosen area of interest. Students will be working alongside a business/industry representative from the area and will have independent assignments to complete.

## JAG (Jobs for America's Graduates)

**Type:** Elective

**Prerequisite:** Coordinator approval required.

**Grades:** 11, 12

**Credits:** 5

**Lab Fee:** None

JAG provides students with career and post secondary education exploration as well as self-development. Students will develop skills and awareness that will benefit them in the workplace through project based learning, speakers, field trips, job shadowing, and internships. The JAG Program is designed to help students with employability skills development, career association, job development, and job placement services, that will result in either a quality job leading to a career after graduation or enrollment in a postsecondary education or training program.

### Career Certifications Available to CHS Students

		
<p><b>Apprenticeship Program</b> Industrial Manufacturing Technician</p>	<p><b>Certified Nurses Assistant</b> Register Through CCC</p>	<p><b>Microsoft Office Suite</b> Word, Excel, PowerPoint</p>
		
<p><b>OSHA 10 Safety</b></p>	<p><b>Snap On Measurement</b></p>	<p><b>Computer Aided Drafting</b></p>
		
<p><b>WISE Financial Literacy</b></p>	<p><b>Linkages Manufacturing Certification</b></p>	

## World Languages

**Please note that any student who fails the first semester of any world language class will not be able to continue in that class for the second semester. Said students will need to enroll in a class other than a world language class for the second semester. Students may enroll to retake the failed class the following school year. In Spanish III, IV, and V there are no opportunities to retake tests, therefore students must prepare well for each test assessment.**

### Spanish I

**Type:** Elective

**Prerequisites:** Teacher recommendation

**Grades:** 9, 10, 11

**Credits:** 10

**Lab Fee:** None

Reading selections and conversations provide the background material for the development of basic vocabulary words. Oral practice of the basic sound system of the language is provided through the use of audio recording and videos specifically designed to coordinate with the textbook. Grammar and language structures will be learned using thematic units. The cultural emphasis gives students an understanding of the way in which the people of the Hispanic world live. Students taking Spanish must be willing to spend time memorizing the extensive vocabulary, as well as use it to communicate orally.

### Spanish II

**Type:** Elective

**Prerequisites:** Spanish I

**Grades:** 9, 10, 11, 12

**Credits:** 10

**Lab Fee:** None

Students will increase their understanding of the Spanish language by studying grammar, vocabulary and language structures. Students will be expected to translate and write basic sentences and to articulate them in coherent passages. Students will improve their vocabulary base by studying and applying vocabulary.

Verbal repetition and basic conversation is expected of students enrolled in Spanish II. The class will also spend time learning about various cultural topics of Latino and Hispanic people. It is essential that students learn the vocabulary and grammar of the Spanish language in order to succeed in this course. Students are expected to have retained what they learned in Spanish I. They also need to be prepared to speak in Spanish in class.

### Spanish III

**[DC Option - NWU - Spanish 1020 (4 credits) for 11, 12 grades students only]**

**Type:** Elective

**Prerequisites:** Spanish II

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

This is a continuation of the second year Spanish course. Students are expected to have retained what they learned in Spanish II. Students study grammar, vocabulary, and structural patterns of the language. Students continue to develop proficiency in the four basic skills: listening, speaking, reading, and writing. This class is conducted in Spanish. Students are expected to use Spanish as much as possible. This is a dual credit class and students will be expected to show proficiency in the concepts learned. It is expected that students be independent learners and require minimal direction.

## World Languages

### **Spanish IV**

**[DC Option - NWU - Spanish 2010 (4 credits)]**

**Type:** Elective

**Prerequisites:** Spanish III

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

This is a continuation of the third year Spanish course. Students are expected to have retained what they learned in Spanish I. Students acquire more vocabulary and continue to study grammar. Contingent upon approval, a unit of conversational Spanish is presented to selected elementary classes by the fourth year students during 2nd semester classes. Students will participate in a language competition that will be part of their final grade. Participation in these events is mandatory. This class will be conducted entirely in Spanish. Students are expected to communicate with well-structured sentences and accurate grammar. It is expected that students be independent learners and require minimal direction.

listening, reading, writing and speaking. Participation in language competition is mandatory.

### **Spanish V**

**[DC Option - NWU - Spanish 2020 (4 credits)]**

**Type:** Elective

**Prerequisites:** Spanish IV

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

This is a class for seniors who have completed Spanish IV. Students are expected to have retained concepts learned in Spanish I - IV. Students will read three short novels in Spanish. This class will help them reinforce and practice all grammar concepts studied thus far. Students will gain understanding of verb tense, and structures such as indicative tenses, and subjunctive tenses. Students will practice their conversational skills by working on presentations, conversations and role play situations. The class will be conducted entirely in Spanish and students will practice

## German I

**Type:** Elective

**Prerequisites:** Teacher recommendation only with a **“C” or better average from English during the previous year.**

**Grades:** 9, 10, 11

**Credits:** 10

**Lab Fee:** None

German I is devoted to building a large vocabulary of frequently used words and phrases. Students taking German must be willing to spend time memorizing the vocabulary. German I develops the grammatical base needed for German II and emphasizes oral comprehension, sentence structure and speaking correctly. Students will become familiar with the language that mirrors today’s contemporary everyday life of teenagers in German speaking countries. They will be exposed to numerous real- life situations and will be able to better relate to their own surroundings and make comparisons between cultures of German

speaking countries and their own culture.

## German II

**Type:** Elective

**Prerequisites:** German I, grade of “78%” or higher for both semesters.

**Grades:** 10, 11, 12

**Credits:** 10

**Lab Fee:** None

German II continues the study of vocabulary and continues to develop and expand the grammatical base. The students will be expected to translate and write basic sentences, and to articulate them in coherent paragraphs. Verbal repetition and basic conversation is expected of students enrolled in German II. Students are expected to have retained what they learned in German I and need to be prepared to speak German in class. A variety of activities are implemented to guide the student through their language learning.

# World Languages

## German III

**Type:** Elective

**Prerequisites:** German II, grade of “78%” or higher for both semesters.

**Grades:** 11, 12

**Credits:** 10

**Lab Fee:** None

German III is a continuation of the second year German course. Students are expected to have retained what they learned in German II. Students will study grammar and vocabulary, and they will continue to develop proficiency in the four basic skills: listening, speaking, reading, and writing. Students are expected to use German as much as possible.

Second semester will be taught primarily in the target language. It is expected that students be independent learners and require minimal direction.

## German IV

**Type:** Elective

**Prerequisites:** German III, grade of “78%” or higher for both semesters.

**Grades:** 12

**Credits:** 10

**Lab Fee:** None

This is a continuation of third year German. Students are expected to have retained what they learned in German III. Students acquire more vocabulary and continue to study grammar. Students will participate at a language fair in Lincoln if class is taken during the 2nd Semester. Participation in these events is mandatory. Students are expected to communicate with well-structured sentences and accurate grammar. It is expected that students be independent learners and require minimal direction.





**Changes to CMS Course Description Book 2021-22**

Page 4- changed the Counselor grade level due to looping

Page 10-- added courses in math, specifically added an accelerated course in 6th grade and change to the accelerated course in 7<sup>th</sup> grade

Page 12-- added the description of the Math 6-7 Accelerated course due to move to CPM Math

Page 15-- changed the description of the 7th grade math course and Math 7-8 Accelerated Course due to move to CPS Math

Page 18-- changed the description of the 8th grade math and Algebra I course description to match our new CPS curriculum

Math 6-7 Accelerated
The learning goals for this course are intended to fully meet the NE Math content standards for 6th grade and a portion of 7th grade in one academic year. Topics for this course relate to number sense, algebra, geometry, and data analysis concepts. Students placed at the accelerated level can quickly draw from previous learning to make connections to new learning, and thus need less review, practice, and time to reach proficiency of new math concepts. Due to the combined nature of the two courses, lessons are integrated in order to learn more material. Mathematical practices are connected to math content helping students to solve a variety of problems independently. Successful completion of this course will prepare students for Math 7-8 Accelerated.

Math 7	Math 7-8 Accelerated
The learning goals for this course are intended to fully meet the NE Math content standards for 7th grade, investigating number sense, algebra, geometry, and data analysis. The course is balanced among questioning, algorithms, deep conceptual understanding, problem solving, and adaptive reasoning for students to justify and communicate their thinking. Under teacher guidance, students learn to collaborate with others while sharing information, expertise, and ideas. The activities embed the 8 Mathematical Practices with math content helping students to practice the thinking processes necessary for a deeper understanding of math.	The learning goals for this course are intended to fully meet the NE Math content standards for a portion of 7th grade and 8th grade in one academic year. Topics for this course relate to number sense, algebra, geometry, and data analysis concepts. Students placed at the accelerated level can quickly draw from previous learning to make connections to new learning, and thus need less review, practice, and time to reach proficiency of new math concepts. Due to the combined nature of the two courses, lessons are integrated in order to learn more material. Mathematical practices are connected to math content helping students to solve a variety of problems independently. Successful completion of this course will prepare students for Algebra I.

***“Engaging All Learners to Achieve Success”***



**COLUMBUS PUBLIC SCHOOLS**  
**COLUMBUS MIDDLE SCHOOL**

Math 8	Algebra I
<p>The learning goals for this course are intended to fully meet the NE Math content standards for 8th grade, investigating number sense, algebra, geometry, and data analysis. The course is balanced among questioning, algorithms, deep conceptual understanding, problem solving, and adaptive reasoning for students to justify and communicate their thinking. Under teacher guidance, students learn to collaborate with others while sharing information, expertise, and ideas. The activities embed the 8 Mathematical Practices with math content helping students to practice the thinking processes necessary for a deeper understanding of math.</p>	<p>The learning goals for this course are intended to fully meet the NE Math content standards for high school Algebra. This course deepens and extends student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, systems, and data. These skills are extended to solving quadratic equations and exploring linear, quadratic, and exponential functions. Mathematical practices are connected to algebra content helping students to solve a variety of problems independently. Algebra is the first class in the traditional college preparatory sequence.</p>



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2200 26th Street | Columbus, Nebraska, 68601 | Ph: 402.563.7060 | Fx: 402.563.7068

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## **NOTICE OF NONDISCRIMINATION**

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## **NOTIFICATION OF AMERICAN DISABILITIES ACT**

*If you have any special needs requests that will assist you in participating in programs, services or activities of the Columbus Public Schools, please contact Dr. Troy Loeffelholz, Superintendent.*

## **Columbus Middle School**

2200 26th Street

Columbus NE 68601

Phone: 402-563-7060

Fax: 402-563-7068

[www.columbuspublicschools.org](http://www.columbuspublicschools.org)

### **Principal**

Amy Haynes

[haynesa@discoverers.org](mailto:haynesa@discoverers.org)

### **Assistant Principal**

Jordon Anderson

[andersonj@discoverers.org](mailto:andersonj@discoverers.org)

### **Assistant Principal**

Adriana Carnes

[carnesa@discoverers.org](mailto:carnesa@discoverers.org)

### **Assistant Principal**

Amy Mancini Marshall

[mancinia@discoverers.org](mailto:mancinia@discoverers.org)

### **Activities Coordinator**

Jordon Anderson

[andersonj@discoverers.org](mailto:andersonj@discoverers.org)

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## Staff Assignments

Office Phone Number: 402-563-7060

### School Counselors

Mandy Boesch - 8th Grade  
boeschm@discoverers.org

Jared Johnson - 7th Grade  
johnsonj@discoverers.org

Angie Kruse - 6th Grade  
krusea@discoverers.org

Kim Shevlin - 5th Grade  
shevlink@discoverers.org

### Office Support

Angie Andreasen - Secretary to Principal  
Bridget Runquist - Secretary to Assist Principal  
Traci Seim - Counselor's Secretary  
Ashley Braithwait - Attendance Secretary  
Lorena Garcilazo-Coria - Secretary

### Media Center

Amy Jahn- jahna@discoverers.org

### School Social Worker

Heidi Luebbe - luebbeh@discoverers.org

### After-Hours After-School Program

Stacey Whiting - Supervisor 402-563-4901  
2610 14 St

### School Nurse

Karla Bartlett - bartlettk@discoverers.org

## Continuous Improvement Goals

### Building Continuous Improvement Goals

Mathematics: CMS students will increase mathematics achievement.

Reading: CMS students will increase reading achievement.

Dear Parents and Students,

Our district mission statement of “Engaging All Learners to Achieve Success” is alive and well at Columbus Middle School. We are glad that you chose to learn here. We know that you will be able to find classes and activities that are of interest to you at CMS. Several factors make middle school a unique setting that is much different from the elementary level and high school.

Columbus Middle School provides:

- A strong core curriculum of reading language arts, math, science, and social studies
- Exploratory programs and activities in all areas of the curriculum to help students discover and extend interests and abilities
- An involved counseling curriculum
- A supportive environment for the physical and social development of every student
- An intramural and activity-oriented program to accommodate the needs of the early adolescent
- A positive climate that fosters self-esteem, self-discipline, and student responsibility
- Knowledgeable educators who are committed to the middle school design
- An on going program of training and professional skills that are based on the characteristics and needs of the adolescent
- Close contact and communication between parents and school
- Opportunities for intervention and acceleration when needs are identified
- A strong careers program that encourages post-secondary education
- An after-school program with workshops that reach out to a wide-range of student interests
- Interdisciplinary teams in which all students are “One of the family”

We hope that you find the information that you need in this book. Our counseling department will assist you with the registration process and make sure that you and your child have no unanswered questions.

Again, welcome to Columbus Middle School. We look forward to working with your child and you.

Amy Haynes, Principal

# Teaming

What is a TEAM?

Every student who comes to Columbus Middle School will be placed on a team. Teaming is a middle school concept that enables teachers to build relationships and better monitor students' social and academic needs in a smaller learning community. Teachers within a team consistently communicate with one another about the progress of their students and work together to help them achieve success.

All students assigned to a particular team will have the same set of core teachers for their required classes. This team of teachers meets twice a week to discuss classroom and school activities, accomplishments, and concerns.

Are there differences between teams?  
Teams are divided evenly. School counselors do placement on teams at the beginning of every school year.

# Grading Procedures

## Grade Policy

For grade point average purposes, Columbus Middle School will implement a 10 point scale.

A+	=	4.0	98 - 100%	C+	=	2.0	77 - 79%
A	=	4.0	90 - 97%	C	=	2.0	70 - 76%
B+	=	3.0	87 - 89%	D+	=	1.0	67 - 69%
B	=	3.0	80 - 86%	D	=	1.0	60 - 66%
				F	=	0.0	Below 60%

# Daily Schedule

## REGULAR BLOCK SCHEDULE

### 5th Grade

Advisory	8:00 - 8:15
1	8:15 - 8:49
2	8:52 - 9:25
3	9:28 - 10:01
4	10:04 - 10:39
5	10:41 - 11:13
6	11:16 - 11:51
7	11:54 - 12:29
8 (lunch)	12:31 - 1:01
Read/Fluency	1:03 - 1:09
9	1:09 - 1:44
10	1:47 - 2:20
11	2:23 - 2:57
WIN	3:00 - 3:30

## WEDNESDAY SCHEDULE

### 5th Grade

Advisory	8:00 - 8:10
1	8:10 - 8:40
2	8:40 - 9:10
3	9:13 - 9:41
4	9:44 - 10:13
5	10:16 - 10:44
6	10:47 - 11:16
7	11:19 - 11:49
8 (lunch)	11:52 - 12:22
9	12:25 - 12:55
10	12:58 - 1:26
11	1:29 - 1:58
WIN	2:01 - 2:35

## REGULAR BLOCK SCHEDULE

### 6th Grade

Advisory	8:00 - 8:15
1	8:15 - 8:49
2	8:52 - 9:25
3	9:28 - 10:01
4	10:04 - 10:38
5 (lunch)	10:40 - 11:10
Read/Fluency	11:13 - 11:21
6	11:21 - 11:54
7	11:57 - 12:31
8	12:34 - 1:08
9	1:11 - 1:44
10	1:47 - 2:20
11	2:23 - 2:57
WIN	3:00 - 3:30

### 7th Grade

Advisory	8:00 - 8:15
1	8:18 - 8:58
2	9:01 - 9:41
3	9:44 - 10:24
4	10:27 - 11:07
Lunch 7S	11:15 - 11:35
7M	11:20 - 11:40
5-6	11:10 - 12:10
7	12:13 - 12:53
8	12:56 - 1:36
9	1:39 - 2:19
10	2:22 - 3:02
WIN	3:05 - 3:30

\*\*7M and 7S will switch the lunch schedule at semester

### 8th Grade

Advisory	8:00 - 8:15
1	8:18 - 8:58
2	9:01 - 9:41
3	9:44 - 10:24
4	10:27 - 11:07
Lunch 8S	11:45 - 12:05
8M	11:50 - 12:10
5-6	11:10 - 12:10
7	12:13 - 12:53
8	12:56 - 1:36
9	1:39 - 2:19
10	2:22 - 3:02
WIN	3:05 - 3:30

\*\*8M and 8S will switch the lunch schedule at semester

## WEDNESDAY SCHEDULE

### 6th Grade

Advisory	8:00 - 8:10
1	8:10 - 8:38
2	8:41 - 9:10
3	9:13 - 9:41
4	9:44 - 10:13
5 (lunch)	10:16 - 10:46
Read/Fluency	10:46 - 10:52
6	10:52 - 11:20
7	11:23 - 11:52
8	11:55 - 12:23
9	12:26 - 12:55
10	12:58 - 1:26
11	1:29 - 1:58
WIN	2:01 - 2:35

### 7th Grade

Advisory	8:00 - 8:10
1	8:13 - 8:47
2	8:50 - 9:24
3	9:27 - 10:01
4	10:04 - 10:38
Lunch 7S	10:48 - 11:08
7M	10:52 - 11:12
5-6	10:41 - 11:39
7	11:42 - 12:12
8	12:15 - 12:49
9	12:52 - 1:26
10	1:29 - 2:03
WIN	2:05 - 2:35

\*\*7M and 7S will switch the lunch schedule at semester

### 8th Grade

Advisory	8:00 - 8:10
1	8:13 - 8:47
2	8:50 - 9:24
3	9:27 - 10:01
4	10:04 - 10:38
Lunch 8S	11:15 - 11:35
8M	11:19 - 11:39
5-6	10:41 - 11:39
7	11:42 - 12:12
8	12:15 - 12:49
9	12:52 - 1:26
10	1:29 - 2:03
WIN	2:05 - 2:35

\*\*8M and 8S will switch the lunch schedule at semester

# 5th through 8th Grade Class Sequence

## Career and Technical Education

Grade	Required	Elective
5th Grade	Keyboarding STEM 5	
6th Grade	Discovering STEM 6 Keyboarding 6 Family and Consumer Sciences 6	
7th Grade	Computers I 7/8 Investigating STEM Skills 7	Fashion and Finance 7 Foods and Family 7
8th Grade	Computers I 7/8 Investigating STEM Skills 8	Child Development and Care 8 Computers II Digital Media 8 Fashion and Finance 8 Foods and Family 8

## English

Grade	Required	Elective
5th Grade	Reading Language Arts/Writing	
6th Grade	Reading Language Arts/Writing	
7th Grade	Language Arts 7	Reading Skills ** Yearbook **
8th Grade	Language Arts 8	Reading Skills ** Yearbook
		** Entry based on selection process

# Fine Arts

## Visual Arts Electives

5th Grade	Art Media and Elements
6th Grade	
7th Grade	Art Advanced Elements Art Advanced Principles
8th Grade	Art Contemporary Ideas Art Creative Methods

## Music Electives

5th Grade	Music 5
6th Grade	Band 6 Music 6
7th Grade	Band 7 Chorus 7 Music 7
8th Grade	Band 8 Chorus 8 Vocal Tech (must audition)

## Theater

7th Grade	Musical (must audition, extracurricular)
8th Grade	Musical (must audition, extracurricular)

## Physical Education & Health

5th Grade	Fitness 5
6th Grade	Fitness 6
7th Grade	Health/Fitness 7
8th Grade	Health/Fitness 8

## Mathematics

Grade	Required	Elective
5th Grade	Math 5	Math Skills **
6th Grade	Math 6 or Math 6-7 Accelerated **	Math Skills **
7th Grade	Math 7 or Math 7-8 Accelerated**	Math Skills **
8th Grade	Math 8 or Algebra 1**	Math Skills **

**\*\* Entry based on selection process**

## Science

5th Grade	Science 5
6th Grade	Science 6
7th Grade	Science 7
8th Grade	Science 8

## Social Studies

<b>Grade</b>	Required	Elective
5th Grade	Social Studies 5	
6th Grade	Social Studies 6	
7th Grade	Social Studies 7	Pre-Spanish
8th Grade	Social Studies 8	Spanish 1

# 5th through 8th Grade Course Descriptions

## 5th/6th Grade

### **CORE REQUIREMENTS**

#### **Year Long (required)**

The courses for English-Language Arts, Math, Science, and Social Studies are aligned with Nebraska Standards.

Please visit the following link:

**[https://www.education.ne.gov/  
AcademicStandards/index.html](https://www.education.ne.gov/AcademicStandards/index.html)**

#### **MATH 6-7 ACCELERATED (must qualify) Year-Long / Required**

The learning goals for this course are intended to fully meet the NE Math content standards for 6th grade and a portion of 7th grade in one academic year. Topics for this course relate to number sense, algebra, geometry, and data analysis concepts. Students placed at the accelerated level can quickly draw from previous learning to make connections to new learning, and thus need less review, practice, and time to reach proficiency of new math concepts. Due to the combined nature of the two courses, lessons are integrated in order to learn more material. Mathematical practices are connected to math content helping students to solve a variety of problems independently. Successful completion of this course will prepare students for Math 7-8 Accelerated.

# 5th Grade

## **Exploratory Classes (required)**

### **ART MEDIA & ELEMENTS 5**

#### **1 Trimester / Required**

In Art Media & Elements students will learn the basics of various art media. Art media used in the course will include paint, pastel, clay, pencil and paper, and more. Students will also learn the basics of art elements. Students will apply their knowledge of the art elements and art media to create unique and exciting projects.

### **KEYBOARDING 5**

#### **1 Trimester / Required**

Students in this class will focus on typing technique. Students will demonstrate appropriate keyboarding skills using home row keys, proper finger placements, and key reaches. Students will spend time learning about and practicing digital citizenship. Students will demonstrate ethical behavior when using technology. Students will learn the various ways to use the Google Suite.

### **MUSIC 5**

#### **Yearlong / Required**

This is a year long class for students with the goal of improving their musical literacy, creating a rap, composing a song with loops on GarageBand, and improving vocal techniques and part-singing. Students will be exposed to various kinds of musical styles-both singing and listening. Students will be given an opportunity to be in a public performance.

### **STEM 5**

#### **1 Trimester / Required**

Students are introduced to the basic (STEM) Science, Technology, Engineering, and Math concepts. Students will take part in an activity from each STEM area with hands-on activities that put their STEM skills to the test. Students will enjoy the hands-on, mind-on approach to robotics, design, flight, and problem solving.

# 6th Grade

## **Exploratory Classes (required)**

### **FAMILY AND CONSUMER SCIENCES 6**

#### **1 Trimester / Required**

Students will explore the four areas of family and consumer sciences in this course. Units covered include; Focus on Food, Money Management, Myself and Others, and Creative Sewing. This course will feature many hands-on and cooperative learning activities, including cooking experiences and the creation of a strip-quilt pillow. \*\*Students provide their own materials for the pillow project.

### **KEYBOARDING 6**

#### **1 Trimester / Required**

Students in this class will focus on typing technique. Students will demonstrate appropriate keyboarding skills using home row keys, proper finger placements, and key reaches. Students will spend time learning about and practicing digital citizenship. Students will demonstrate ethical behavior when using technology. Students will learn the various ways to use the Google Suite.

### **MUSIC 6**

#### **Yearlong / Required**

This is a year long class for students with the goal of improving their musical literacy, creating a rap, composing a song with loops on GarageBand, and improving vocal techniques and part-singing. Students will be exposed to various kinds of musical styles-both singing and listening. Students will be given an opportunity to be in a public performance.

### **STEM 6**

#### **1 Trimester / Required**

Students are introduced to the basic (STEM) Science, Technology, Engineering, and Math concepts. Students will take part in an activity from each STEM area with hands-on activities that put their STEM skills to the test. Students will enjoy the hands-on, mind-on approach to robotics, design, electronics, drafting, manufacturing, and problem solving.

## **Elective Class**

### **BAND 6**

#### **Year-Long / Elective**

This class will provide students with the opportunity to learn a musical instrument. No previous instrumental experience is necessary. All students will be expected to perform in two evening concerts as well as a few others outside of the school day.

# 7th Grade

## **CORE REQUIREMENTS**

### **Year Long (required)**

#### **HEALTH/FITNESS 7**

##### **Year-Long / Required**

This class is a combination of health and fitness concepts. Students will learn about prevention of drug, alcohol, and tobacco use; healthy foundations and wellness; consumerism and media influences on your health; personal fitness development; dynamic and static stretches of muscles; and personal fitness development focusing on muscular strength/endurance and aerobic capacity.

#### **LANGUAGE ARTS 7**

##### **Year-Long / Required**

Students in seventh grade Language Arts will read a variety of fiction and nonfiction texts relating to various genres. The texts will include high-interest, short stories, and informational articles. Students will interact with the text by analyzing various literature concepts, author's purpose, literary devices, and text elements. Learning to summarize as well as answering literal and inferential questions will be a focus of this course. Using a variety of context clue strategies, students will build their vocabulary in order to construct meaning from text. Students will write descriptive essays by applying the writing process and the six traits of writing.

#### **MATH 7**

##### **Year-Long / Required**

The learning goals for this course are intended to fully meet the NE Math content standards for 7th grade, investigating number sense, algebra, geometry, and data analysis. The course is balanced among questioning, algorithms, deep conceptual understanding, problem solving, and adaptive reasoning for students to justify and communicate their thinking. Under teacher guidance, students learn to collaborate with others while sharing information, expertise, and ideas. The activities embed the 8 Mathematical Practices with math content helping students to practice the thinking processes necessary for a deeper understanding of math.

#### **MATH 7-8 ACCELERATED (must qualify)**

##### **Year-Long / Required**

The learning goals for this course are intended to fully meet the NE Math content standards for a portion of 7th grade and 8th grade in one academic year. Topics for this course relate to number sense, algebra, geometry, and data analysis concepts. Students placed at the accelerated level can quickly draw from previous learning to make connections to new learning, and thus need less review, practice, and time to reach proficiency of new math concepts. Due to the combined nature of the two courses, lessons are integrated in order to learn more material. Mathematical practices are connected to math content helping students to solve a variety of problems independently. Successful completion of this course will prepare students for Algebra I.

# 7th Grade

## **SCIENCE 7**

**Year-Long / Required**

This is an integrated science course, which includes units on Earth Science and Space Science. The Earth Science portion will focus on plate tectonics (including earthquakes and volcanoes), erosion, the rock cycle, fossils, and soil. The Space Science portion will include phases of the moon, seasons, eclipses, constellations, tides, asteroids, meteors, and comets. Throughout the entire year the scientific method will be used. Students will use laboratory and problem solving skills. Students will be required to use appropriate math skills while developing these science skills.

## **SOCIAL STUDIES 7**

**Year-Long / Required**

This social studies course focuses on the ancient cultures of Mesopotamia, Egypt, India, China, Greece, Rome, and the Middle Ages. We will study the geography, religion, achievements, politics, economics, and social structures of these cultures.

## **Exploratory Classes (required)**

### **COMPUTERS I 7/8**

**1 Quarter / Required (7th or 8th Grade)**

\* prerequisite for Computers II/Digital Media

Students will expand their knowledge and understanding of basic computer functionality while working to advance their skills in Using Google tools for the classroom setting. Students will gain exposure using word processing, presentations, and spreadsheets in varying platforms. Responsible use will continue to be a focus in this course.

## **INVESTIGATING STEM SKILLS 7**

**1 Semester / Required**

In 7th grade STEM, students use the Design Process to solve problems. We do lots of projects to give students an opportunity to work with things that they normally wouldn't be able to do in the core classroom. We have three main sections during the semester. In the woodshop, we use basic hand tools and machines to build trebuchets. In the computer lab we use a program called SolidWorks to do 3D modeling. The third area is the engineering room where student design and build scale model homes out of cardboard.

## **Elective Classes**

### **ART PRINCIPLES**

**1 Quarter / Elective**

This art class offers art at a more advanced level than in 5th grade and would be a suggested course for students interested in creating more advanced art. Art Principles focuses on the Principles of Art: Balance, emphasis, movement, proportion, space, unity, and pattern. Possible projects include creating a clay container for holding things, learning how to draw in 3D, and more. Projects are subject to change based on the teacher's discretion.

### **ART ELEMENTS**

**1 Quarter / Elective**

This art class offers art at a more advanced level than in 5th grade and would be a suggested course for students interested in creating more advanced art. Art Elements focuses on the Elements of Art: color, form, line, shape, space, texture, and value. Possible projects include creating a clay sculpture, creating abstract art, and more. Projects are subject to change based on the teacher's discretion.

# 7th Grade

## **BAND 7**

### **Year-Long / Elective**

This class is open to all students who have previous experience playing a band instrument. Students in this class will perform in 2 formal concerts, 2-3 pep band performances at local basketball games, and can audition for various area honor bands.

## **CHORUS 7**

### **Semester / Elective**

Chorus class is designed to give students an experience in part singing and performance. Styles of music covered will vary and include pop, contemporary, and traditional. This class is designed for the student who enjoys singing and desires to explore the potential in their singing voice. Multiple performing opportunities will be given, including participating in the annual CMS Talent Show. This is a semester class, which may be repeated the 2nd semester if the student chooses.

## **FASHION AND FINANCE 7**

### **1 Quarter / Elective**

Learn how to stretch your dollars by developing consumer skills that help you make smart financial decisions. Use those consumer skills to select fabric and supplies to sew an item of clothing such as pajama pants, shorts, or a skirt. You will learn and practice new sewing techniques in the creation of your sewing project. Celebrate the completion of your project by helping to plan and present a fashion show with your class at the end of the quarter!

## **FOODS AND FAMILY 7**

### **1 Quarter / Elective**

In this class students will learn the basics of good nutrition. Students will prepare recipes from different food groups. They will become familiar with kitchen equipment and how to prepare a recipe in the kitchen. Students will get to practice safe and sanitary work habits. Students will identify personal skills necessary to build positive relationships.

## **GENERAL MUSIC**

### **1 Quarter / Elective**

This is a non-performance music class that lasts one quarter. We will study how to read and write music, how to play some basic piano skills, listen in depth to a variety of music genres and movie soundtracks/scores. Students who sign up for this class should have a desire to learn about music history and basic music theory.

## **PRE-SPANISH 7**

### **1 Semester / Elective**

This class will introduce material that will be used in Spanish I (8th grade). The purpose of this class is to make the transition easier to Spanish I and to help students gain an understanding of learning a world language. Upon successful completion of this class, students will be able to enter Spanish I (8th grade).

## **YEARBOOK 7**

### **Year-Long (must qualify)**

Yearbook will offer students the opportunity to design, assemble and distribute the annual CMS yearbook. Students will learn the elements of good design by creating computer-generated yearbook layouts. Students will also study and practice using the elements of good photography. Time commitments outside of regular class hours are required for those who participate in yearbook.

# 8th Grade

## **CORE REQUIREMENTS**

### **Year-Long**

#### **ALGEBRA 1**

##### **Year-Long (must qualify)**

The learning goals for this course are intended to fully meet the NE Math content standards for high school Algebra. This course deepens and extends student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, systems, and data. These skills are extended to solving quadratic equations and exploring linear, quadratic, and exponential functions. Mathematical practices are connected to algebra content helping students to solve a variety of problems independently. Algebra is the first class in the traditional college preparatory sequence.

#### **HEALTH/FITNESS 8**

##### **Year-Long / Required**

In this class, students will study health and fitness-related concepts and the correlation between the two areas. Typical areas of study will include: prevention of drug, alcohol and tobacco use; mental and emotional health; nutrition; growth and development; dynamic and static stretches of muscles; and personal fitness development focusing on muscular strength/endurance and aerobic capacity.

#### **LANGUAGE ARTS 8**

##### **Year-Long / Required**

Students in language arts will read a variety of fiction and nonfiction text of various genres. The texts will include high-interest selections, short stories, and informational articles. Students will interact with the text by analyzing various literature concepts, author's purpose, literary devices, and text elements. Students will write in a variety of modes by applying the writing process and the six traits of writing.

#### **MATH 8**

##### **Year-Long / Required**

The learning goals for this course are intended to fully meet the NE Math content standards for 8th grade, investigating number sense, algebra, geometry, and data analysis. The course is balanced among questioning, algorithms, deep conceptual understanding, problem solving, and adaptive reasoning for students to justify and communicate their thinking. Under teacher guidance, students learn to collaborate with others while sharing information, expertise, and ideas. The activities embed the 8 Mathematical Practices with math content helping students to practice the thinking processes necessary for a deeper understanding of math.

#### **SCIENCE 8**

##### **Year-Long / Required**

This course will begin with a unit on the scientific method. The culmination of this unit will be a science fair project and presentation. Students will also learn about basic cell structure, mitosis, explore differences in types of cells, and genetics during the life science unit. They will study physics by investigating energy and Newton's 3 Laws of Motion. Students will complete a unit of chemistry and investigate chemical changes and their reactions, properties of matter, atomic structure, and properties and uses of metals, nonmetals, and metalloids.

#### **SOCIAL STUDIES 8**

##### **Year-Long / Required**

Students will study the social science topics of American history, government, and economics. Students will complete a variety of projects, which tie these units of study to real world applications.

# 8th Grade

## Exploratory Classes (Required)

### INVESTIGATING STEM SKILLS 8

**Semester / Required**

In 8th grade STEM, students use the Design Process to solve problems. We do lots of projects to give students an opportunity to work with things that they normally wouldn't be able to do in the core classroom. We have three main sections during the semester. In the woodshop, we use basic hand tools and machines to build mousetrap cars. In the computer lab use a program called SolidWorks to do 3D modeling. The third area is the engineering room where students build VEX robots and design challenges or for the robots to complete.

### COMPUTERS I 7/8

**1 Quarter / Required (7th or 8th Grade)**

\* prerequisite for Computers II/Digital Media

Students will expand their knowledge and understanding of basic computer functionality while working to advance their skills in Using Google tools for the classroom setting. Students will gain exposure using word processing, presentations, and spreadsheets in varying platforms. Responsible use will continue to be a focus in this course.

## Elective Classes

### ART IDEAS

**1 Quarter / Elective**

This class focuses on new and current trends in the art world that have developed in the last 50 years. Students may create works using both digital and experimental mediums. Artwork in this class will focus more on creating thoughtful and meaningful compositions versus function. 8th grade art classes encourage more freedom and choice when creating artwork, and with this a high level of maturity and interest is required.

### ART METHODS

**1 Quarter / Elective**

Art Methods focuses on more traditional art methods used in the art world throughout history. Students may learn various techniques such as using a printing press, painting, drawing, and creating art that serves a function. 8th grade art classes encourage more freedom and choice when creating artwork, and with this a high level of maturity and interest is required.

### BAND 8

**Year-Long / Elective**

This class is open to all students with at least 2 years of experience playing a band instrument. Students in this class will perform in 3 formal concerts, a possible clinic day and/or concert band festival, and 3-4 pep band performances at local basketball games. Students will also have the opportunity to audition for various area honor bands.

### CHILD DEVELOPMENT AND CARE 8

**1 Quarter / Elective**

In this class you will learn about four stages of childhood: infants, toddlers, preschoolers, and school-age children. You will study how children grow and develop, and how to keep them safe. You will create activities that will help children learn and put together a portfolio of ideas you can use when you are caring for children.

### CHORUS 8

**Semester / Elective**

Chorus class is designed to give students an experience in part singing and performance. Students will sing and explore the potential in their singing voice with a variety of music including pop, contemporary, and traditional. Multiple performing opportunities will be given including participating in the annual CMS Talent Show. This is a semester class which may be repeated the 2nd semester if the student chooses.

# 8th Grade

## **COMPUTERS II 8**

### **1 Quarter / Elective**

\*Must have completed Computer I in 7th or 8th

Students in this class will continue to advance skills learned in Computers I. Students will learn intermediate skills in spreadsheets, while gaining exposure to drawing tools and graphic design. Students will complete an independent coding unit in Computers II.

## **DIGITAL MEDIA 8**

### **1 Quarter / Elective**

\*Must have completed Computer I in 7th or 8th

Students will expand their knowledge of basic computer skills and explore advanced software elements in the Microsoft, Google, and Apple Suites. This class will explore different coding platforms and advanced hypermedia software, such as iMovie, Garageband and other multimedia formats.

## **FASHION AND FINANCE 8**

### **1 Quarter / Elective**

Does your money seem to disappear quickly? Develop the skill of budgeting to wisely manage your money and learn how to deal with spending temptations.

The world of fashion will be explored with a unit in Textiles, Clothing, & Design. After learning the elements of design, you will use paint or another selected technique to create a design on a t-shirt or other fabric item. You will practice your sewing skills in the creation of a table runner or other home decor item and a drawstring bag. Learn new sewing technology and be creative by using the serger and embroidery machines on your projects!

## **FOODS AND FAMILY 8**

### **1 Quarter / Elective**

Students will learn the basics of making healthy eating choices. Students will prepare foods from different meals of the day. They will become familiar with kitchen equipment and how to prepare a recipe in the kitchen. They will explore kitchen management and meal planning. Students will identify personal skills necessary to build positive relationships.

## **JAZZ CHOIR-VOCAL TECH 8**

### **(must audition)**

### **Semester / Elective**

This is a higher-level voice class that will involve the in-depth study of the voice and jazz singing. Students enrolled in this class must possess a sincere desire to sing. Students will study how the voice functions, techniques to improve the quality of the voice, and advanced styles of jazz and pop literature. The student will learn the basics of a sound system and how to use it correctly. There will be opportunities for students to sing at the NCDA Jazz Festival and several other public performance opportunities. Students must audition to be admitted in this class.

## **SPANISH I 8**

### **Year-Long / Elective**

**Prerequisite: Middle School students enrolling in Spanish I, must have a C average or higher in both the first semester and second semester of 7th grade English.**

In this class, you will dive into the Spanish language. You will be expected to memorize vocabulary, incorporate vocabulary in class, and conjugate a variety of verbs. Upon successful completion of this class, students will be able to enter Spanish II in high school.

## **YEARBOOK 8**

### **Year-Long**

### **(must qualify)**

Yearbook will offer students the opportunity to design, assemble and distribute the annual CMS yearbook. Students will learn the elements of good design by creating computer-generated yearbook layouts. Students will also study and practice using the elements of good photography. Time commitments outside of regular class hours are required for those who participate in yearbook.

# Special Programs

## 5th through 8th Grade

### **MATH SKILLS 5, 6, 7, 8**

1 Quarter (repeated as needed)

Prerequisite: MTSS Team Decision

This course is designed to help students improve their math skills. It is an extra math class in addition to the student's regular math class. The STAR Math assessment is administered to determine strengths and weaknesses, and the lessons and activities are targeted to help improve the weak skill areas.

### **READING SKILLS 5, 6, 7, 8**

This course is designed to provide extra instruction and support to improve students' reading skills. It is an extra reading class in addition to the student's regular Language Arts class. The STAR Reading assessment and Core Phonics Survey are used to determine areas of needed improvement. The lesson and activities are focused on improving weak skill areas.

# English Language Learner

## **ENGLISH LANGUAGE DEVELOPMENT 5-8 (must qualify)**

A general course in ELL English for English Language Learners. This class is for sixth grade ELL students that will provide extra English practice and aid in the writing, reading, speaking and listening aspects of the English Language. Students will read a variety of fiction and nonfiction texts relating to various genres. The texts will include classic, award-winning, and high-interest works. The focus will be on English language acquisition.

## **ELL MATH 5-8 (must qualify) Year-Long / Required**

ELL Math 5-8 is a general course in mathematics for English Language Learners. Students will learn basic operations with whole numbers, decimals, and fractions. Topics such as place value, measurement, number theory, ratios and proportions, integers, graphs, and estimation strategies will be studied. Sheltered instruction in English and increased attention to vocabulary will be used for instruction. Newcomers (less than 2 years of English language instruction) may have bilingual support to increase understanding of math concepts. The focus will be on the acquisition of mathematical terms in the English language.

## **RECENTLY ARRIVED ENGLISH 5-8 (must qualify) Year-Long / Required**

ELL Recently Arrived English is an English Language Development class. Speaking, listening, reading, writing, and comprehension skills of the English language will be developed. The focus will be on acquisition of social studies terms in the English language.

## **RECENTLY ARRIVED SCIENCE 5-8 (must qualify) Year-Long / Required**

Recently Arrived Science is a general course in science for English Language Learners and helps students to develop confidence to question and seek answers based upon evidence and independent thinking. Students will be given an opportunity to explore and investigate their world using content and hands-on approach with instructional materials readily available. The focus will be on acquisition of science terms using the English language.

## **RECENTLY ARRIVED SOCIAL STUDIES 5-8 (must qualify) Year-Long / Required**

ELL Recently Arrived Social Studies is an English Language Development class. Speaking, listening, reading, writing, and comprehension of the English language are developed using Social Studies concepts including geography, community, school, history, and government topics. The focus will be on the acquisition of social studies terms in the English language.

## **RECENTLY ARRIVED WRITING 5-8 (must qualify) Year-Long / Required**

A general course in writing for English Language Learners who are recently arrived. The Write Steps program will be used for this course. The focus will be on basic writing skills and conventions. Writing complete sentences and paragraphs in English is the goal of the class.

# High Ability Learner

## **DISCOVERY 7**

**(must qualify)**

**1 Quarter / Elective**

Discovery 7 is a class for students identified for the Gifted and Talented Program at Columbus Middle School. (Students identified for the Discovery High Ability program at the elementary level or at the 6th grade level are already identified for the Middle School Program.) The activities in the class include: logical thinking, critical thinking, creative thinking, and computer applications. Students will apply research, mathematical and writing skills to complete several projects.

## **DISCOVERY 8**

**(must qualify)**

**1 Quarter / Elective**

Discovery 8 is a class for students identified for the Gifted and Talented Program at Columbus Middle School. (Students identified for the Discovery high ability learner program at the elementary level are already identified for the Middle School Program.) The activities in the class include: developing the school newspaper, logical & creative thinking, and applying research skills to complete projects of personal interest.

# Special Education

## **BEHAVIOR SUPPORT PROGRAM DESCRIPTION**

**Year-Long**

**Prerequisite: IEP Team Decision**

The Behavior Support Program focuses interventions on the social, emotional and behavioral needs of students while providing instruction to support the students' participation and progress in the general curriculum. Behavior intervention plans will be individualized to meet the needs of each student. Students will be integrated into general education classrooms whenever possible.

## **HIGH NEEDS AND THE AUTISM COMMUNICATION LIFE SKILLS PROGRAM**

**Year-Long**

**Prerequisite: IEP Team Decision**

High Needs and the Autism Communication Life Skills Programs are designed to meet the daily living needs of students with varying disabilities while teaching skills needed for the students to become as self-sufficient as possible. The areas covered in the High Needs and ACLS programs include: daily living skills, basic academics, social skills, sensory awareness, community awareness, personal hygiene skills, and communication skills. All students are on individualized programs according to their own personal needs as determined by the IEP (Individual Education Plan) team.

## **CURRICULUM LIFE SKILLS PROGRAM (CLSP)**

**Year-Long**

**Prerequisite: IEP Team Decision**

This program is designed to equip students with basic skills they will need to be successful in today's society. The program is individualized for each student based upon his or her Individualized Education Program goals.

## **CURRICULUM LIFE SKILLS MATH**

The main goal of our math program is to develop competency in the four basic functions of addition, subtraction, multiplication, and division for positive, whole numbers. Identifying coins by name and value as well as adding money and making change. They will be introduced to basic story problem that deal with everyday issues. They will also be able to build on their time telling skills. Students will also be exposed to and using fractions and patterns. Other math topics will be covered based on the students need.

## **CURRICULUM LIFE SKILLS READING**

Our reading program focuses on word identification, sentence structure and meaning and reading comprehension. Students will read several short stories and chapter books throughout the year, both fiction and non-fiction. Students will be asked to write summaries over chapters as well as answering various 5WH questions. They will also work on sequencing events from both short stories and chapter books. Students will also work building their predicting skills.

## **CURRICULUM LIFE SKILLS DAILY LIVING**

This course will cover several areas of daily living skills and intended to build a student's independence skills. Students will work on understanding nutrition and making healthy choices which will build into them creating appropriate meal plans. They will work on creating grocery lists based off of recipes and meals. They will on how to read and follow recipes as well as cook simple meals in the kitchen. They will work on knowing their personal information and identify situations when they need to share it. Students will also work on reading and following map directions. They will also be exposed to several community experiences where they will be able to demonstrate the skills that they have learned. Students will also work on proper safety skills. Other topics in the daily living class could be covered based on a student's need.

# Extracurricular Activities

## 5th/6th

After-Hours Program  
Destination Imagination  
Intramural Basketball (6th grade, boys & girls)  
Drumline  
Flag Football (6th)  
Geography Bee  
Intramural Volleyball (6th)  
Intramural Wrestling (6th)  
Science Quiz Bowl

## 7th

After-Hours Program  
Basketball (boys & girls)  
Cheer  
Destination Imagination  
Drumline  
Football  
Geography Bee  
Mathcounts  
Musical  
Science Quiz Bowl  
Student Council  
Talent Show  
Track (boys & girls)  
Volleyball  
Wrestling  
Yearbook

## 8th

After-Hours Program  
Basketball (boys and girls)  
Destination Imagination  
Football  
Geography Bee  
Mathcounts  
Musical  
Science Quiz Bowl  
Student Council  
Talent Show  
Track (boys & girls)  
Volleyball  
Wrestling  
Yearbook

## **AFTER-HOURS PROGRAM (after-school program) in partnership with Communities-Together-Can Quarterly**

After-Hours is an after-school program that focuses on enriching students' lives through a variety of workshops offered in a safe and inviting atmosphere. Inclusion, respect and social responsibility are key elements of this program. Before and after workshop time, tutors are available to help with students' homework. Each quarter, students are offered the opportunity to select one or two workshops in an area that they are interested. An example of workshops offered could include: robotics, cooking, dodge ball, or drawing. Each workshop meets a total of fifteen times during the quarter. Information sheets go out to all students each quarter. The program operates Monday, Tuesday, and Thursday until 6:00 p.m., and Wednesday until 5:30 p.m. Each workshop charges a one-time \$6 material fee.

## MEETING NOTICE

Reasonable advance public notice shall be given for meetings and work sessions held by the Board ~~in by a local newspaper method~~ designated and recorded in the board minutes ~~and, if available, on the newspaper's web site. The board may also, but is not required to, post notice of the meeting in public places throughout the district.~~ Public notice shall indicate the time, place, date and tentative agenda of board meetings. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. The notice shall be transmitted to the public and a copy kept readily available for public inspection at the principal office of the district. Except for items of an emergency nature the agenda shall not be altered later than 24 hours before the meeting.

A copy of the public notice will be provided to those who have filed a request for notice with the superintendent. These requests for notice must be in writing. A copy of the public notice will also be accessible to employees and students.

In the case of special meetings, public notice shall be given in the same manner as for a regular meeting unless it is an emergency meeting. Public notice of emergency meetings shall be given as soon as practical and possible in light of the situation. Reasonable efforts shall be made to notify news media who have requested notification of meetings.

It shall be the responsibility of the superintendent to give public notice of board meetings and work sessions. The superintendent shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification of the time and place of each meeting and the subjects to be discussed.

Legal Reference:                   Neb. Statute 84-1408 to 1414  
  79-554  
  79-560  
  79-561

Cross Reference:               204.01 Regular Meetings  
  204.02 Special Meetings  
  204.10 Agenda

Policy Adopted: 12/08/03  
Policy Revised: 07/10/06

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska

## MEETING MINUTES

The board shall keep and maintain permanent records of the board including, but not limited to, records of the minutes of board meetings, documentation received or disclosed in open session of the meetings, and other required records of the board.

It shall be the responsibility of the board secretary to keep the minutes of the board meetings. The minutes of each board meeting shall record when and where the meeting notice was published. They shall also include as a minimum the following items: a record of the date, time, place, members present, action taken and the vote of each member, and the schedule of bills allowed shall be attached. In addition, they ~~The minutes~~ shall ~~also~~ include all required information regarding any closed sessions as stated in policy 204.06. This information shall be available within 10 days of the board meeting or prior to the next convened meeting, if earlier. Minutes shall be forwarded to the newspaper designated as the official newspaper for publication. The schedule of bills allowed may be published on a once monthly basis in lieu of publication with the minutes. The permanent records of the board minutes may include more detail than is required for the publication of the minutes.

Minutes awaiting approval at the next board meeting will be available for inspection at the central office of the district after the office transcribes the notes into a document, which has been proofread for errors and corrected.

Legal Reference:                   Neb. Statute 79-577  
  79-580  
  84-712  
  84-1408 to 1414

Cross Reference:               203    Organization of the School Board  
  1003   Public Examination of District Records  
  1004   Press, Radio and Television News Media

Policy Adopted: 12/08/03  
Policy Revised: 07/10/06  
Policy Revised: 11/10/08

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska

## RETURN TO SCHOOL COMMITTEE

The district will appoint a Return to School Committee and name a chairperson accountable for the committee's completion of activities recommended by the Nebraska Department of Education.

The Return to School Committee should include staff with appropriate oversight to monitor and guide individual tasks assigned to the Committee. This will include having a representative from each school site in the district. The Committee will involve external partners as needed to support its work and develop strategies for securing assistance, and procuring resources to carry out its tasks.

The Committee will determine and describe a vision in line with local values and community needs within the scope of the Committee's work and communicate this vision with all district stakeholders. The Committee will define and assign the roles and responsibilities of its work. This may include creating subcommittees as needed to carry out portions of the Committee's work.

The Committee and its subcommittees shall carry out a schedule of regular meetings.

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

BOARD POLICY AND TEMPORARY WAIVERS OF NDE RULES

The Board understands that due to local, state or national emergency situations, the Nebraska Department of Education may occasionally issue temporary waivers of NDE Rules and Regulations. In the case of contradictions between waivers and existing board policy, all temporary waivers of NDE Rules and Regulations shall also apply to and have priority over respective district policies for the duration of their active status.

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## CLASSROOM ENVIRONMENT

Classrooms are expected to be maintained in a safe, orderly manner at all times in keeping with providing an appropriate, healthy learning environment. Any items for display or use in the classroom shall meet this criterion. The use of essential oils or essential oil diffusers will not be permitted in district facilities by students, staff or visitors.

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

Committee As A Whole  
Monday, January 11, 2021 5:30 PM Central,  
via ZOOM.

Candace Becher: Present  
Mark Brown: Present  
Michael Jeffryes: Present  
Doug Molczyk: Present  
Theresa Seipel: Absent  
Douglas Willoughby: Present  
Present: 5, Absent: 1.  
Theresa Seipel: Present  
Present: 6.

## I. Committee As A Whole

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

I.D.1. President insures all can hear proceedings

I.E. Oath of Office - Mark Brown

Oath of Office - Candace Becher & Doug Willoughby

Mark Brown, Candy Becher and Doug Willoughby took the oath of office.

I.F. Presentations

I.F.1. Lost Creek Elementary Presentation

JP Holys, Lost Creek Elementary Principal gave a summary of the school year including enrollment, SPED Program numbers, goals and activities. Mr. Holys talked about the revamping of the MTSS process. This involves choosing 6 students that are discussed and really dig deep into each one and talk about the whole child. All of this information is added to a google.doc for reference. With this information we help students with areas that they need to strengthen or improve. He also talked about the activities and clubs, such as Circle of Friends, the new Ukulele Club and Student Council. He offered information about the new TWIG Science curriculum the students are really enjoying the lessons and hands-on activities. Mr. Holys was very grateful for the Crisis Team in the fall when they needed help with a traumatic event in their school community. He also shared how COVID has changed some of their routines, but said the students are doing great in following protocols.

I.G. Board Special Functions

#### I.G.1. Nominations for Board of Education President 2021

Nominations: Candy Becher nominated Doug Molczyk. Motion to approve Doug Molczyk as President for 2021 & 2022. Passed with a motion by Candace Becher and a second by Douglas Willoughby.

Theresa Seipel: Absent, Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Douglas Willoughby: Yea  
Yea: 5, Nay: 0, Absent: 1

Dr. Troy Loeffelholz, Superintendent, asked for nominations for President of the Board of Education for the next 2 years. Dr. Loeffelholz thanked Candy Becher, outgoing president, for doing a great job during a flood crisis and pandemic. Doug Molczyk was nominated and voted in as President.

#### I.G.2. Nominations for Board of Education Vice President 2021

Doug Molczyk nominates Doug Willoughby. Motion to approve Doug Willoughby as Vice President for 2021 & 2022. Passed with a motion by Doug Molczyk and a second by Michael Jeffryes.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

Mr. Molczyk, asked for nominations for the Board of Education Vice President for the next two years. Doug Willoughby was nominated and voted in as the Vice President.

#### I.G.3. Appointments by the Board President

New President, Doug Molczyk, shared committee assignments with the group. He asked everyone to let him know if any changes need to be made before next week's meeting.

#### I.G.4. Approval of Financial Institutions

Mr. Kay said two institutions were added, BOK and Capital One, he said CPS bonds are paid through these institutions.

#### I.G.5. Approval of School Attorneys

Dr. Loeffelholz said Grant & Grant and Fehringer, Mielak & Fehringer are local attorneys used for real estate and local business. Perry, Guthrie, Hasse & Gessford and KSB School Law are attorneys used for school law and personnel consultation.

#### I.G.6. Approval of Media Outlets

Dr. Loeffelholz reported that we use all listed, some are used to get school closing information out to the community. The addition of streaming and social media platforms was discussed. Some research will be done before the next meeting on what needs to be included.

I.G.7. Appointment of Dr. Troy Loeffelholz as the Affirmative Action Coordinator  
Dr. Loeffelholz will be appointed as the Affirmative Action Coordinator at next week's meeting.

I.G.8. Appointment of Dr. Troy Loeffelholz as the Title IX Coordinator  
Dr. Loeffelholz said some training is required for this appointment. He will be participating in this training along with Chip Kay, Director of Finance and Jason Harris, Director of Student Services and SPED. Administrators will be required to do an abbreviated training on Title IX as well.

I.G.9. CPS Calendar 2021-2022

Dr. Loeffelholz talked about the calendar being presented for next school year. He noted that the start date is important to keep first semester ending before Christmas Break. This helps with better consistency for staff and students, and it is better to start second semester when everyone comes back from that break. He also explained some of the days that are marked as professional development and no school days. Dr. Loeffelholz said he will be presenting a rough draft of the 2022-2023 calendar.

I.G.10. Annual Review and First Reading of Policies 502.01 Resident Students and 502.02 Non-Resident Students with Exhibit 502.02E1

The Superintendent recommends that the Board approve the First Reading of Policies 502.01 Resident Students and 502.02 Non-Resident Students with Exhibit 502.02E1.

Passed with a motion by Theresa Seipel and a second by Candace Becher.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Dr. Loeffelholz talked about the maximum enrollment for option enrollment, and said we are required to review this policy annually. The exhibit shows the maximums per grade level in regular and SPED programs. Each year we roll numbers forward to have some reference of the numbers in each grade level. Discussion regarding students being accepted as option students and becoming CPS students for as long as they are in school and acceptance of the siblings. For next year, several grade levels would be open unless the board chooses to change our maximum numbers. Mr. Harris said SPED Programs are typically closed to option enrollment. If we get an application for SPED, Mr. Harris will review it and do some research, it is on a case by case basis. Ms. Becher mentioned all the new apartments and building in our school district, maybe that should be looked at. Dr. Loeffelholz said he would do some research and run some numbers for discussion at the next meeting.

I.G.11. First Reading of Policy 504.15 Searches, Seizures and Arrests

The Superintendent recommends that the Board approve the First Reading of Policy 504.15 Searches, Seizures and Arrests, as submitted. Passed with a motion by Mark Brown and a second by Douglas Willoughby.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

There was discussion on the of list of items that can be seized. Dr. Loeffelholz said we need to be black and white, no questions. Also, a question regarding when and if parents are called if police take a student into custody. Dr. Loeffelholz said usually a phone call is made to parents depending on the threat of the situation. If the investigation is internal, there would not be a call made until it is necessary to do so.

#### I.G.12. Marzano Proposal from LSI

Dr. Loeffelholz gave a brief summary on the proposal, he said it is a two-year training and the district needs to move forward with the next 2 domains. This training is for administrators. Teachers will be trained on what to expect when being evaluated. The district has been using Marzano for the last 3 years. Dr. Loeffelholz said evaluations need to be more of a two-way conversation, more coaching than evaluating.

### I.H. Consent Agenda

#### I.H.1. Approval of Minutes

#### I.H.2. Financial Reports M2, M3, M4a

Chip Kay summarized the financial reports, he said cash balances are ahead of the prior year as expected, an extra payment was made from the Bond Fund, there will be funds for the next payment. Mr. Kay shared a graph showing state aid for the last few years. COVID funding will show revenue and expenses in 20-21. Revenue is on pace at 33%. He also shared some payments made from the expenditure detail.

#### I.H.3. Certified Personnel

Dr. Loeffelholz said we are seeing some resignations already.

#### I.H.4. Classified Personnel

We often see more resignations around Christmas, it was a bit better this year.

#### I.H.5. Professional Travel

Nothing to report.

### I.I. Acceptance of Gifts/Donations

Nicole Anderson, Director of Communications and CPS Foundation Director said the report shows the usual information. She noted the STEM equipment that was paid for through the Foundation, the purchase will be covered by grant funds, and the Community and Family Partnership will be moved after January. There were some invoices that came through later than expected.

### I.J. Business Operations and Human Relations

#### I.J.1. Policies

##### I.J.1.1. Annual Review and First Reading of Policy 802.06 Unpaid Meals Annual Review

The Superintendent recommends that the Board approve the First Reading of Policy 802.06 Unpaid Meals Annual Review, as submitted. Passed with a motion by Candace Becher and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Mr. Kay noted one item in the revisions, ala carte purchases have been terminated.

#### I.J.2. Administrative Functions

#### I.J.3. Updates

Mr. Kay updated the board on the CPS Financial Booklet he provided to all Board members, he said this is a good refresher on the different funds. The new sub finder and online leave program were supposed to roll out, there was a hold up to get the leave balances set up first. He said the program may be piloted after spring break and then rolled out in the fall. Mr Kay talked about the TERIP applications, approval from the board will be in February. He has heard that CARES Act money may be available in June.

Mr. Kay also shared information regarding the RFP with LunchTime Solutions, because of COVID we may consider offering a one- year extension. He will meet with them soon.

#### I.K. Buildings & Sites/Technology

#### I.K.1. Policies

#### I.K.2. Administrative Functions

#### I.K.3. Updates

Leonard Kwapnioski gave an update on the demo work at the Kramer Building. CPS staff have removed over half the stage area, he added there is a lot of clean up. The goal is to be ready to get bid package 2 out so he can get it back to the board for approval. Mr. Kwapnioski talked about the North Park Elementary parking lot project, it will be sent out for bids in the next week. He also explained the technical side of how the HUDL cameras are working for live broadcasts.

#### I.L. Curriculum and Instruction

#### I.L.1. Policies

#### I.L.2. Administrative Functions

#### I.L.3. Updates

#### I.L.3.1. DBQ Project

Dr. Amy Romshek, Director of Curriculum presented the DBQ Project, she shared that one of our high school teachers, Anne Robertson had learned about these materials, a presenter was brought in to preview how it works, its uses Document Based Questions with an online resource that provides questions from historical events. This could be used for social studies and English classes. Dr. Romshek showed a video of Patrick Clark from CHS using the program in his class, students were very engaged. She hopes to keep expanding the use of the DBQ Project.

#### I.M. Student Services

## I.M.1. Policies

### I.M.1.1. Annual Review and First Reading of Policy 508.15 Concussion Awareness

The Superintendent recommends that the Board approve the First Reading of Policy 508.15 Concussion Awareness, as submitted. Passed with a motion by Douglas Willoughby and a second by Michael Jeffryes.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk:

Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Mr. Harris gave a report on the Concussion Awareness Policy, he said we have a protocol in place. The CPS Protocol shares how school nurses and staff are to respond to concussions and tips for teachers. Mr. Harris also added that parents must notify the school regarding a student with a concussion or suspected concussion.

## I.M.2. Administrative Functions

### I.M.3. Updates

Mr. Harris said that we have 13 students back from remote learning for 2nd semester. We have 41 students still participating in remote learning, some have been added. He also said kindergarten registration will be March 22-26.

## I.N. Superintendent's Report

Dr. Loeffelholz explained the ECDHD health dial and the new way of measuring. Platte County is in yellow at this time. Blue was added by the Governor.

Education staff was moved down the list for vaccines which will push us back a couple of weeks. We are looking at late February or early March to administer vaccinations to the 460 staff who have opted to take it. Substitute teachers received an email about receiving the vaccination and 95% responded very quickly saying they will receive the vaccine. The priority is for those that work most closely with students to those that have little or no contact. Dr. Loeffelholz talked about going to Bubble and Blocks in Lincoln to look at their facilities and business plan as research for our early childhood program. Also looking at the option of bringing on a third party to run the daycare facility or if the CPS Foundation would run the program.

Dr. Loeffelholz discussed the new legislation Nebraska Senators are looking at during this session. He welcomed Mark Brown to the CPS Board of Education.

## I.O. Board Sharing

Board Sharing was saved for next week.

I.P. Adjourn

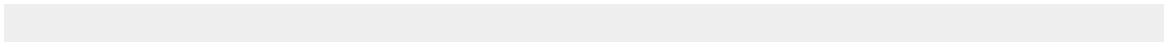
Motion to adjourn. Passed with a motion by Theresa Seipel and a second by Doug Molczyk.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea,  
Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, January 11, 2021.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary



## Regular Meeting

Monday, January 18, 2021 5:30 PM Central,  
via ZOOM.

Candace Becher: Present

Mark Brown: Present

Michael Jeffryes: Present

Doug Molczyk: Present

Theresa Seipel: Present

Douglas Willoughby: Present

Present: 6.

### I. Board Meeting

I.A. Call to Order

I.B. Roll Call of Board

I.C. Pledge of Allegiance

I.D. Notice of Open Meeting Posted

I.D.1. President insures all can hear proceedings

I.E. Mission Statement

Doug Willoughby read the mission statement.

I.F. Opportunity for Public to be Heard

I.G. Board Special Functions

I.G.1. Appointments by the Board President

The Superintendent recommends that the Board approve the Appointments by the Board President, as submitted. Passed with a motion by Michael Jeffryes and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Doug Molczyk, Board President, said he had made a couple of small changes from the last list.

I.G.2. Approval of Financial Institutions

The Superintendent recommends that the Board approve the Financial Institutions, as submitted. Passed with a motion by Candace Becher and a second by Douglas Willoughby.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

### I.G.3. Approval of School Attorneys

The Superintendent recommends that the Board approve the School Attorneys, as submitted. Passed with a motion by Mark Brown and a second by Michael Jeffryes.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

### I.G.4. Approval of Media Outlets

The Superintendent recommends that the Board approve the School Media Outlets, as submitted. Passed with a motion by Douglas Willoughby and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

### I.G.5. Approval of Social Media and Applications

The Superintendent recommends that the Board approve the Social Media and Applications, as submitted. Passed with a motion by Candace Becher and a second by Mark Brown.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

Troy Loeffelholz, Superintendent said CPS uses Facebook and Twitter regularly, administration and school groups often use Remind, many students follow Instagram, so that has been used more recently. Dr. Loeffelholz shared that these platforms get information out in a hurry.

### I.G.6. Appointment of Dr. Troy Loeffelholz as the Affirmative Action Coordinator

Motion to appoint Dr. Troy Loeffelholz as the Affirmative Action Coordinator for 2021-2022. Passed with a motion by Theresa Seipel and a second by Candace Becher.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

### I.G.7. Appointment of Dr. Troy Loeffelholz as the Title IX Coordinator

Motion to appoint Dr. Troy Loeffelholz as the Title IX Coordinator for 2021-2022. Passed with a motion by Douglas Willoughby and a second by Mark Brown.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

### I.G.8. CPS Calendar 2021-2022 (2022-2023 Draft Calendar)

The Superintendent recommends that the Board approve the 2021-2022 CPS Calendar, and 2022-2023 draft calendar. Passed with a motion by Michael Jeffryes and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Dr. Loeffelholz noted not many changes were made, there was a date in January 2022, this change did not affect the date of the last day of school. The change needed to be made to decrease one day for the teachers. The calendar has 170 student contact days and 188 teacher contract days.

The draft for 2022-23 is very similar, this version has students and staff out on May 23, 2023, before Memorial Day. This draft will be sent to the Calendar Committee for approval.

#### I.G.9. Second and Final Reading of Policies 502.01 Resident Students and 502.02 Non-Resident Students with Exhibit 502.02E1

The Superintendent recommends that the Board approve the Second and Final Reading of Policies 502.01 Resident Students and 502.02 Non-Resident Students with Exhibit 502.02E1. Passed with a motion by Douglas Willoughby and a second by Candace Becher.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

Dr. Loeffelholz shared the maximum number of students that were changed for each grade level. Preschool numbers are not included because option enrollment is for school aged students only.

#### I.G.10. Second and Final Reading of Policy 504.15 Searches, Seizures and Arrests

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 504.15 Searches, Seizures and Arrests, as submitted. Passed with a motion by Theresa Seipel and a second by Mark Brown.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

#### I.G.11. Marzano Proposal from LSI

The Superintendent recommends that the Board approve the Marzano Proposal from LSI, as submitted. Passed with a motion by Theresa Seipel and a second by Candace Becher.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

Dr. Loeffelholz said the district needs to continue with this training to expand on remaining domains. This training is necessary for consistency of evaluations for teachers.

#### I.H. Items to be removed from the Consent Agenda

There were no items removed from the Consent Agenda.

#### I.I. Consent Agenda

##### I.I.1. Approval of Minutes

## I.I.2. Financial Reports M2, M3, M4a

### I.I.3. Financial Report M5

Motion to approve financial report M5. Passed with a motion by Douglas Willoughby and a second by Michael Jeffryes.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

Chip Kay, Director of Finance gave a brief explanation of expenditures, Midwest 3D Solutions was paid for items purchased from the ReVision Grant that are being used by the STEM Program. There are a few parents that were paid refunds for some mid-term graduates. CTL Corporation was paid for mobile kiosks to be used by CPS parents to access our digital platforms such as ParentVue and Wordware.

## I.I.4. Certified Personnel

### I.I.5. Classified Personnel

## I.I.6. Professional Travel

## I.J. Acceptance of Gifts/Donations

The Superintendent recommends that the Board accept the attached gifts/donations Passed with a motion by Michael Jeffryes and a second by Mark Brown.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

## I.K. Business Operations and Human Relations

### I.K.1. Policies

#### I.K.1.1. Second and Final Reading of Policy 802.06 Unpaid Meals

The Superintendent recommends that the Board approve the Second and Final Reading of Policy 802.06 Unpaid Meals Annual Review, as submitted. Passed with a motion by Candace Becher and a second by Douglas Willoughby.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

### I.K.2. Administrative Functions

#### I.K.2.1. Approval to offer the Temporary Early Retirement Incentive Program (TERIP) in the 2021-2022 school year.

The Superintendent recommends that the Board approve offering the Temporary Early Retirement Incentive Program (TERIP) in the 2021-2022 school year. Passed with a motion by Michael Jeffryes and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

Mr. Kay said it is by policy that the board needs to approve the program for it to be available to qualifying certified staff for the following year.

#### I.K.2.2. Approval of Leave of Absence

The Superintendent recommends that the board approve the Leave of Absence, as submitted. Passed with a motion by Theresa Seipel and a second by Mark Brown. Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

Mr. Kay explained the Leave of Absence for certified staff. Caitlin Vering is requesting a leave of absence for family reasons. Dr. Loeffelholz said in the past teachers have taken up to 2 years. Year one, they are guaranteed a return to their previous position, year two, they are guaranteed a position that they are qualified for in the district. This leave is unpaid. Certified staff can request a leave of absence up to three times.

#### I.K.2.3. FSMC One-Year Extension Agreement with LSI

The Superintendent recommends that the Board approve the FSMC One-Year Extension Agreement with LSI, as submitted. Passed with a motion by Douglas Willoughby and a second by Theresa Seipel. Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

Mr. Kay said the discussion with LSI went well. They agreed on the one-year extension.

#### I.K.2.4. District Bank Account Access

The Superintendent recommends that the Board approve access to district bank accounts for Shane McFarland, Payroll Specialist. Passed with a motion by Candace Becher and a second by Douglas Willoughby. Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

Mr. Kay discussed getting access to district bank accounts for Shane McFarland, newly hired Payroll Specialist and newly elected board president Doug Molczyk.

#### I.K.2.5. Fundraising Applications

The Superintendent recommends that the Board approve the Fundraising Applications, as submitted. Passed with a motion by Theresa Seipel and a second by Michael Jeffryes. Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

Mr. Kay said these are annual fundraisers for Emerson and Lost Creek. He said all COVID protocols are in place for fundraisers.

#### I.K.3. Updates

No Updates.

## I.L. Buildings & Sites/Technology

### I.L.1. Updates

Leonard Kwapnioski, Director of Buildings/Sites and Technology, invited the Board to visit the Kramer Education Center.

## I.M. Curriculum and Instruction

### I.M.1. Updates

No Updates.

## I.N. Student Services

### I.N.1. Policies

#### I.N.1.1. Second and Final Reading of Policy 508.15 Concussion Awareness

The Superintendent recommends that the Board approve the First Reading of Policy 508.15 Concussion Awareness, as submitted. Passed with a motion by Michael Jeffryes and a second by Douglas Willoughby.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea, Theresa Seipel: Yea, Douglas Willoughby: Yea  
Yea: 6, Nay: 0

### I.N.2. Updates

No Updates.

## I.O. Superintendent's Report

Dr. Loeffelholz recognized the Board for School Board Appreciation. Each member received a visit from him with a thank you for all they do for CPS.

He also shared that there are 12 to 15 legislative bills on school funding and bills associated with private and parochial school tax vouchers. He spoke about Senator Groene's letter that was printed in the North Platte newspaper. Dr. Loeffelholz said new board member Mark Brown is going to do fine, and all our board members are doing what is right for the students and staff at CPS.

## I.P. Board Sharing

Mark Brown said he really appreciates the kind words and welcome. He is looking forward to getting to know the board better each month and the challenges to come. He also talked about getting to know the new head basketball coach, Jordan Hitchcock, he's very excited about his vision for that program. All welcomed Mark to the CPS Board of Education. The board is very appreciative of the past and present leadership. Candy Becher, past president said she feels this board really focuses on what is best for the students, and the future is bright. Also discussed the CHS play and the CMS musical being performed soon.

## II. Executive Session

III. Adjourn

Motion to adjourn. Passed with a motion by Mark Brown and a second by Theresa Seipel.

Candace Becher: Yea, Mark Brown: Yea, Michael Jeffryes: Yea, Doug Molczyk: Yea,

Theresa Seipel: Yea, Douglas Willoughby: Yea

Yea: 6, Nay: 0

Adjourned at 6:30pm.

I, the undersigned, being the duly qualified Secretary for the School District No. 1 of Columbus, Nebraska, certify that the preceding is a true and correct copy of the minutes of the Regular School Board meeting of Monday, January 18, 2021.

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President

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Secretary

Columbus Public Schools  
 Summary of Cash Balances  
 January 31, 2021

DESCRIPTION	BEGINNING BALANCE	MONTH TO DATE RECEIPTS	MONTH TO DATE EXPENDITURES	END OF MONTH BALANCE	YTD BALANCE PRIOR YEAR
Attachment M4a			\$ 3,396,906.95		
Attachment M5 (prior Bd Mtg)			\$ 134,707.27		
<b>GEN FUND - GREAT PLAINS STATE BANK</b>	\$ 4,847,364.85	\$ 3,566,188.72	\$ 3,531,614.22	\$ 4,881,939.35	\$ 2,544,172.18
Dividends		\$ 744.13	\$ -		
Management Fees			\$ 272.47		
Investment Loss		\$ -	\$ 543.40		
<b>GENERAL FUND - FNB TRUST</b>	\$ 953,858.66	\$ 744.13	\$ 815.87	\$ 953,786.92	\$ 927,508.83
<b>PAYROLL - PINNACLE BANK</b>	\$ 235,100.55	\$ 3,226,122.86	\$ 3,206,779.18	\$ 254,444.23	\$ 234,228.73
			\$ -		
<b>PAYFLEX - PINNACLE BANK</b>	\$ 42,855.51	\$ 10,911.99	\$ 8,641.01	\$ 45,126.49	\$ 31,370.01
Dividends		\$ 1,366.85			
Management Fees			\$ 404.82		
Investment Gain		\$ 544.27	\$ -		
Scoreboard Ads		\$ -			
<b>DEPRECIATION - FNB</b>	\$ 1,417,234.65	\$ 1,911.12	\$ 404.82	\$ 1,418,740.95	\$ 1,552,833.21
Administration	\$ 796,276.49	\$ 4,033.12	\$ 10,477.99	\$ 789,831.62	\$ 462,075.81
Middle School	\$ 102,520.95	\$ 1,878.52	\$ 5,790.23	\$ 98,609.24	\$ 91,214.06
High School	\$ 453,813.74	\$ 25,848.20	\$ 29,520.25	\$ 450,141.69	\$ 448,764.66
<b>ACTIVITY FUNDS - COLUMBUS BANK</b>	\$ 1,352,611.18	\$ 31,759.84	\$ 45,788.47	\$ 1,338,582.55	\$ 1,002,054.53
Credit card fees received		\$ 270.00			
Interest Income		\$ 411.69			
State Reimbursement		\$ 205,978.28			
Rct to Expenditures		\$ 2,704.89			
Student Meals		\$ 13,741.43			
<b>NUTRITION FUND - CORNERSTONE BANK</b>	\$ 200,644.08	\$ 223,106.29	\$ 191,063.83	\$ 232,686.54	\$ 282,533.41
Platte County Treasurer		\$ 140,525.77			
Butler County Treasurer		\$ 4,887.65			
Dividends		\$ 238.35			
Management Fees		\$ -	\$ 7.61		
Investment Gain		\$ 2.14	\$ -		
<b>BOND FUND - FNB</b>	\$ 26,651.16	\$ 145,653.91	\$ 7.61	\$ 172,297.46	\$ 548,401.00
Dividends		\$ 177.05			
Management Fees		\$ -	\$ 116.50		
Investment Loss		\$ -	\$ 285.19		
<b>SPECIAL BLDG FUND - FNB TRUST</b>	\$ 407,863.97	\$ 177.05	\$ 401.69	\$ 407,639.33	\$ 394,648.96
B-D Construction INC			\$ 72,306.00		
BCDM Architects			\$ 71,185.18		
O'Neill Transportation & Equipment			\$ 43,979.40		
<b>SPECIAL BLDG FUND - BANK OF THE VALLEY</b>	\$ 5,701,136.26	\$ 45,435.86	\$ 187,470.58	\$ 5,559,101.54	\$ 377,619.87

Columbus Public Schools  
General Fund Revenue Detail  
January 31, 2021

Account Number	Description	Budget	Month to Date	Year to Date	Balance	Percent
01.1.01100.000.000	Property Taxes	(\$20,561,770.00)	(\$753,389.28)	(\$7,732,104.42)	(\$12,829,665.58)	37.60%
01.1.01115.000.000	Carline Taxes	(\$25,000.00)	\$0.00	(\$5,236.24)	(\$19,763.76)	20.94%
01.1.01120.000.000	Public Power District Sales Ta	(\$750,000.00)	\$0.00	\$0.00	(\$750,000.00)	0.00%
01.1.01125.000.000	Motor Vehicle Taxes	(\$2,100,000.00)	(\$219,197.42)	(\$991,217.78)	(\$1,108,782.22)	47.20%
01.1.01300.000.000	Summer School	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01312.000.000	Tuition, Summer School	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01323.000.000	Tuition, SpEd School Age	(\$115,000.00)	(\$309,556.00)	(\$620,317.00)	\$505,317.00	539.41%
01.1.01335.000.000	Tuition, SpEd Preschool	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01370.000.000	Tuition and Fees, Preschool	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01422.000.000	Transportation, SpEd	(\$3,000.00)	\$0.00	\$0.00	(\$3,000.00)	0.00%
01.1.01510.000.000	Interest	(\$90,000.00)	(\$4,704.09)	(\$32,696.01)	(\$57,303.99)	36.33%
01.1.01801.000.000	After School Program Receipts	\$0.00	(\$14,870.00)	(\$33,527.00)	\$33,527.00	#DIV/0!
01.1.01910.000.000	Rental Fees	(\$4,800.00)	\$0.00	(\$1,005.00)	(\$3,795.00)	20.94%
01.1.01911.000.000	Local License Fees	(\$9,000.00)	\$0.00	(\$11,165.00)	\$2,165.00	124.06%
01.1.01921.000.000	Police Court Fines	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01925.000.000	Grants from Private Sources	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01965.000.000	Distance Education Receipts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.01990.000.000	Miscellaneous Local Receipts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.02110.000.000	County Fines&License Fees	(\$155,000.00)	(\$15,300.44)	(\$82,666.15)	(\$72,333.85)	53.33%
01.1.02130.000.000	Other County Receipts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.03110.000.000	State Aid	(\$16,616,319.00)	(\$1,639,988.00)	(\$8,416,384.00)	(\$8,199,935.00)	50.65%
01.1.03120.000.000	SpEd Receipts from the State	(\$2,109,105.00)	\$0.00	(\$3,029.64)	(\$2,106,075.36)	0.14%
01.1.03125.000.000	SpEd Transportation Receipts f	(\$120,708.00)	\$0.00	\$0.00	(\$120,708.00)	0.00%
01.1.03130.000.000	Homestead Exemption	\$0.00	\$0.00	(\$32,529.31)	\$32,529.31	#DIV/0!
01.1.03131.000.000	Property Tax Credit	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.03155.000.000	Textbook Loan Receipts	(\$19,350.00)	\$0.00	\$0.00	(\$19,350.00)	0.00%
01.1.03180.000.000	Pro-Rate Motor Vehicle	(\$25,000.00)	(\$12,793.98)	(\$19,713.98)	(\$5,286.02)	78.86%
01.1.03300.000.000	In Lieu of Taxes	\$0.00	\$0.00	(\$15,729.87)	\$15,729.87	#DIV/0!
01.1.03400.000.000	State Apportionment	(\$416,240.00)	(\$583,068.44)	(\$583,068.44)	\$166,828.44	140.08%
01.1.03500.000.000	State Categorical Programs	(\$30,000.00)	\$0.00	\$0.00	(\$30,000.00)	0.00%
01.1.03512.000.000	Distance Education Incentive P	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.03535.000.000	High Ability Learner Allocatio	(\$23,000.00)	\$0.00	(\$25,767.00)	\$2,767.00	112.03%
01.1.03540.000.000	State Early Childhood Grant	(\$145,051.00)	\$0.00	(\$7,842.00)	(\$137,209.00)	5.41%
01.1.03541.000.000	Early Childhood Endowment Gran	(\$160,000.00)	\$0.00	(\$81,143.00)	(\$78,857.00)	50.71%
01.1.03590.000.000	Opportunity Grant	\$0.00	\$0.00	(\$5,745.81)	\$5,745.81	#DIV/0!
01.1.03599.000.000	Education Quest College Access	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.03599.000.001	Education Quest College Access	\$0.00	(\$2,000.00)	(\$2,000.00)	\$2,000.00	#DIV/0!
01.1.03990.000.000	Other State Receipts	(\$20,000.00)	\$0.00	\$0.00	(\$20,000.00)	0.00%

Columbus Public Schools  
 General Fund Revenue Detail  
 January 31, 2021

Account Number	Description	Budget	Month to Date	Year to Date	Balance	Percent
01.1.03995.000.000	Cares Act Revenue	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04418.000.000	PEAK Receipts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04505.000.000	ESSA Title I Receipts	(\$579,991.00)	\$0.00	\$0.00	(\$579,991.00)	0.00%
01.1.04506.000.000	ESSA Title I Accountability Re	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04509.000.000	ESSA Title II Receipts	(\$115,136.00)	\$0.00	(\$74,301.00)	(\$40,835.00)	64.53%
01.1.04510.000.000	ESSA Title IV SSAE Grant	(\$37,565.00)	\$0.00	\$0.00	(\$37,565.00)	0.00%
01.1.04512.000.000	IDEA Base Allocation	(\$1,032,901.00)	\$0.00	\$0.00	(\$1,032,901.00)	0.00%
01.1.04516.000.000	IDEA Preschool Enrollment/Pove	\$0.00	\$0.00	(\$1,286.00)	\$1,286.00	#DIV/0!
01.1.04518.000.000	IDEA Enrollment/Poverty Grant	\$0.00	\$0.00	(\$140,158.00)	\$140,158.00	#DIV/0!
01.1.04521.000.000	IDEA Proportionate Share	\$0.00	\$0.00	(\$38,261.00)	\$38,261.00	#DIV/0!
01.1.04525.000.000	Carl Perkins Grants	(\$40,814.00)	(\$12,444.00)	(\$49,749.00)	\$8,935.00	121.89%
01.1.04527.000.000	ESSA Title III LEP Grant	(\$75,642.00)	\$0.00	(\$24,980.00)	(\$50,662.00)	33.02%
01.1.04528.000.000	Title III Immigrant	(\$52,118.00)	\$0.00	(\$3,231.00)	(\$48,887.00)	6.20%
01.1.04531.000.000	ESSA Title IV Part B 21st Cent	(\$149,163.00)	\$0.00	(\$149,163.00)	\$0.00	100.00%
01.1.04708.000.000	Medicaid in Public Schools	(\$65,000.00)	\$0.00	(\$28,305.52)	(\$36,694.48)	43.55%
01.1.04710.000.000	Other Federal Receipts	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.04996.000.000	Covid 19 Revenue	(\$525,000.00)	\$0.00	(\$384,846.00)	(\$140,154.00)	73.30%
01.1.05200.000.000	Transfers from Other Funds	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.05301.000.000	Claims	\$0.00	\$0.00	(\$32,371.46)	\$32,371.46	#DIV/0!
01.1.05690.000.000	Other Non-Revenue Receipts (Rt	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.06968.000.000	Columbus After School Program	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.06996.000.000	Cares Act	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
01.1.70051.751.960	Covid Relief Fund	\$0.00	\$0.00	\$0.00	\$0.00	#DIV/0!
		(\$46,171,673.00)	(\$3,567,311.65)	(\$19,629,539.63)	(\$26,542,133.37)	57.49%
	Transfers		\$0.00			
	Reimbursements/ Refunds		(\$7,976.95)			
	Interest - other accounts		\$1,168.88			
	<b>Total Revenue</b>		<b>(\$3,574,119.72)</b>			

Check Number	Vendor	Amount
8220	SCHOOL DISTRICT #1-PAYROLL	\$3,147,453.64
8221	AMAZON CAPITAL SERVICES	\$2,075.84
8222	HY-VEE FOOD STORES	\$231.15
8223	SUPER SAVER	\$161.58
8224	WALMART-CHARGE	\$250.93
8225	AMAZON CAPITAL SERVICES	\$14.51
8226	AMAZON CAPITAL SERVICES	\$778.32
8227	COLUMBUS AREA CHAMBER COMMERCE	\$12,500.00
8228	COLUMBUS HIGH SCHOOL ACTIVITY	\$79.95
8229	FIRST NATIONAL BANK OMAHA	\$545.91
8230	FIRST NATIONAL BANK OMAHA	\$228.71
8231	FIRST NATIONAL BANK OMAHA	\$487.67
8232	OCCUPATIONAL HEALTH SERVICES	\$135.00
8233	PICK, JENNIFER	\$314.00
8234	PLUNKETTS PEST CONTROL	\$970.00
8235	SOLUTION TREE, LLC	\$21,516.60
8236	ACE HARDWARE-COLUMBUS	\$47.16
8237	ALL STAR AUTO GLASS OF COLUMBUS, LLC	\$15.00
8238	BOMGAARS	\$38.23
8239	CAPITAL SANITARY SUPPLY	\$445.47
8240	CENTRAL PARTS AND MACHINE	\$1,017.63
8241	CHI HEALTH	\$100.00
8242	COLUMBUS MUSIC	\$1,075.22
8243	EAKES OFFICE SOLUTIONS	\$9.90
8244	ELECTRICAL ENGINEERING & EQUIP	\$8.39
8245	ELECTRONIC ENGINEERING	\$14.95
8246	ELECTRONIX EXPRESS	\$217.45
8247	FERGUSON ENTERPRISES INC	\$826.94
8248	FILTER SHOP	\$4,279.92
8249	HADLEY-BRAITHWAIT CO.	\$38.50
8250	KELLY SUPPLY CO.	\$18.15
8251	LAPOINTE, KENDRA	\$309.73
8252	LUNCHTIME SOLUTIONS, INC	\$42.15
8253	MENARDS-COL	\$661.43
8254	MID-AMERICAN RESEARCH CHEMICAL	\$139.50
8255	NEBRASKA CENTRAL EQUIPMENT	\$22.38
8256	O'REILLY AUTO PARTS-COL	\$12.34
8257	STEMPEK, SHELLEY	\$162.24
8258	SUNBELT RENTALS	\$1,026.08
8259	TEPLY, TAMMI	\$314.65
8260	THE HOME DEPOT PRO	\$260.22
8261	TIRE OUTLET INC	\$554.00
8262	TRUCK CENTER COMPANIES	\$3,453.35
8263	VOSS LIGHTING	\$463.15
8264	WOODWORKER'S HARDWARE	\$38.48

<b>Check Number</b>	<b>Vendor</b>	<b>Amount</b>
8265	WRIGHT, ABBEY	\$170.44
8266	AASPA	\$550.00
8267	ACCENT FLORAL AND GALLERIA	\$50.00
8268	ADVANCED FIRE & SAFETY	\$1,035.00
8269	BETHUNE-1099, JENEE	\$640.00
8270	CENTRAL NE COMMUNITY SERVICES	\$26,924.85
8271	CHAVEZ, ANN	\$150.00
8272	CITY OF COLUMBUS WATER & SANITATION DEPA	\$4,416.78
8273	CLARK CREATIVE GROUP	\$1,401.75
8274	CPS FOUNDATION	\$86,581.00
8275	CULLIGAN	\$38.45
8276	ESU #7	\$4,290.82
8277	FIRST NATIONAL BANK OMAHA	\$169.14
8278	FIRST NATIONAL BANK OMAHA	\$511.53
8279	FIRST NATIONAL BANK OMAHA	\$776.83
8280	HAYNES, HANNAH	\$55.00
8281	HIRERIGHT	\$188.40
8282	IMAGE TECH & PRINTING	\$184.00
8283	JACKSON SERVICES INC.	\$165.17
8284	LOUP POWER DISTRICT	\$53,470.11
8285	OCCUPATIONAL HEALTH SERVICES	\$183.00
8286	QUADIENT FINANCE USA, INC	\$989.50
8287	SCHROEDER, RYAN	\$24.00
8288	SYMMETRY ENGERGY SOLUTIONS, LLC	\$8,646.22
8289	U AND I SANITATION LLC	\$1,810.00
8290	ULTRA GRAPHICS	\$128.54
	Total Fund Expenditures	<u><u>\$3,396,906.95</u></u>

**Travel Report**

**February 2021**

DATE	# DAYS	NAME	EVENT NAME	EST COST\$
1/14/2021	0.50	TRICIA ROMSHEK	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
1/14/2021	0.50	ROBYN WILCOX	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
1/14/2021	0.50	TRINA GENTILE	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
1/14/2021	0.50	WENDI PETERSEN	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
1/14/2021	0.50	KIMBERLY SHEVLIN	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
1/14/2021	0.50	AMANDA BOESCH	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
1/14/2021	0.50	JARED JOHNSON	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
1/14/2021	0.50	ANGELA KRUSE	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
1/14/2021	0.50	KARI DRYMON	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
1/14/2021	0.50	KIMBERLY LOEFFELHOLZ	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
1/14/2021	0.50	GUADALUPE MARINO RAMIREZ	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
1/14/2021	0.50	BETHANY SEEHUSEN	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/2/2021	0.50	LEONARD KWAPNOSKI	HVAC GPS MAPPING SYSTEM DEMO - HASTINGS	\$25.60
2/4/2021	0.50	TRICIA ROMSHEK	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/4/2021	0.50	ROBYN WILCOX	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/4/2021	0.50	TRINA GENTILE	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/4/2021	0.50	WENDI PETERSEN	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/4/2021	0.50	AMANDA BOESCH	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/4/2021	0.50	JARED JOHNSON	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/4/2021	0.50	ANGELA KRUSE	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/4/2021	0.50	KIMBERLY SHEVLIN	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/4/2021	0.50	KARI DRYMON	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/4/2021	0.50	KIMBERLY LOEFFELHOLZ	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/4/2021	0.50	GUADALUPE MARINO RAMIREZ	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
2/4/2021	0.50	BETHANY SEEHUSEN	NEBRASKA SCHOOL COUNSELOR ACADEMY (VIRTUAL)	\$0.00
				<b>\$25.60 Total</b>



# COLUMBUS PUBLIC SCHOOLS FOUNDATION

2508 27th Street, P.O. Box 947, Columbus, NE 68602-0947 Phone: 402-563-7000, Ext. 13033 Fax: 402-563-7005

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February 4, 2021

Doug Molczyk  
Board of Education  
Columbus Public Schools

Dear President Becher and Members of the Board:

The Foundation contributed the following items to Columbus Public Schools during the month of January. On behalf of the Board of Directors for the CPS Foundation and the officers of the thirteen umbrella organizations, we respectfully submit these items to the Board of Education for acceptance.

**Foundation**

\$5,498.00 - Columbus Ice  
\$1,092.96 - Community for Kids  
\$225.00 - NSFA Conference  
\$1,475.00 - Digital Piano and Mobile Cart  
\$1,890.00 - CHS Theater  
\$368.91 - West Park Big Give Projector

\$2,779.30 - Columbus After School Program  
\$757.53 - Stem ADM Cares Robotics  
\$179.98 - CMS Boomwhackers  
\$616.00 - Classroom Grants  
\$10.73 - Educators Rising

**Centennial PAC**

\$100.49 - 1st & 2nd Grade Activity Supplies

**Band Boosters**

\$145.00 - Senior & Sponsor Decals

**Sports Boosters**

\$142.31 - Program Printing

The total contributions for the month of January was **\$15,281.21**

The total contributions for the FY 2020-2021 (Sept-Aug) total is **\$397,094.85**

Thank you for your consideration.

Sincerely,

Nicole Anderson  
Director of Marketing & Foundation

## **BUS SAFETY PROGRAM**

The superintendent shall direct the preparation of a Safe Pupil Transportation Plan that, at a minimum, shall address weapons, pupil behavior, terroristic threats, severe weather, hazardous materials, medical emergencies, ~~and driver/passenger procedures in the event of mechanical breakdowns of the vehicle,~~ and driver procedures in the event that the drop-off location is uncertain or appears unsafe to leave students. The plan shall also address general guidelines for the functional capacity of a pupil transportation driver and a process to confirm a driver's ability to conduct daily tasks and emergency evacuations.

The superintendent shall plan and implement a safety-training program for pupil transportation vehicle operators and vehicle passengers. The superintendent shall monitor the scheduling of inservice and educational opportunities for transportation personnel to improve their awareness and skills regarding pupil transportation vehicle safety. Pupil transportation vehicle operators shall attend local workshops and all inservice meetings.

Administrative rules and regulations shall be adopted to govern the safe operation of pupil transportation vehicles. Students violating these regulations may have their riding privileges revoked or suspended. Parents will be responsible for damage done to transportation vehicles or equipment by their children.

The school district shall conduct pupil transportation vehicle safe riding practices instruction and emergency safety drills at least twice a year for students who utilize school district transportation. The emergency evacuation drill procedures should be conducted according to guidelines established by the Nebraska Department of Education.

Pupil transportation operator procedures will include a prohibition against use of a handheld wireless communication device to read a written communication, manually type a written communication, or send a written communication while operating a pupil transportation vehicle which is in motion. Handheld wireless communication device means any device that provides for written communication between two or more parties and is capable of receiving, displaying, or transmitting written communication. Written communication includes, but is not limited to, a text message, an instant message, electronic mail, and Internet web sites.

Each pupil transportation vehicle shall have, in addition to the regular emergency safety drill, a plan for helping those students who require special assistance to safety during an emergency. This shall include, but not be limited to, students with disabilities.

Pupil transportation vehicle drivers are required to attend each safety drill.

All transportation vehicles shall be acquired and maintained to meet or exceed NDE Minimum Equipment Standards for pupil transportation vehicles. The superintendent shall develop a systematic preventive maintenance program including daily, weekly, monthly, and annual schedules to insure vehicle safety and reliability. This will include a record keeping system for maintaining inspection reports along with procedures for filing reports and certifications to meet requirements of the Nebraska Department of Education.

Legal Reference:               Neb. Statute 79-601 to 610  
                                      NDE Rule 91

Cross Reference:               508.05 Emergency Plans and Drills  
                                      905     Safety Program

Policy  
Adopted: 4/16/07  
Policy Revised: 9/13/10

COLUMBUS PUBLIC SCHOOLS  
Columbus, Nebraska



## COLUMBUS PUBLIC SCHOOLS

TO: Columbus Public Schools Board of Education

FR: Dr. Troy Loeffelholz, Superintendent  
Mr. Chip Kay, Director of Finance/Human Resources

RE: TERIP Applications

We had six staff members submit applications for the Temporary Early Retirement Incentive Program and all six meet the criteria set forth by Board approval in the agreement.

We are recommending at this time the Board accept all six of the submitted applications from:

Lorraine Paprocki – 16 Years at CPS  
Carolyn L Hofferber – 22 Years at CPS  
Peggy J Meyer – 33 Years at CPS  
Kelly Loschen – 36 Years at CPS  
Doris Augspurger – 38 Years at CPS  
Susan Donoghue – 40 Years at CPS

With the acceptance and Board action, granting TERIP to these said employees also serves as notice of their resignation/retirement from Columbus Public Schools at the end of the 2020-2021 school year.

We would like to thank them for their dedicated service to the students at CPS and wish them a happy, healthy, and fulfilling retirement.

### **TERIP Fiscal Impact Data**

- Removing 17-18 at \$57,780, last payment in 20-21 school year.
- Adding 20-21 at \$59,010, first payment in 21-22 school year.
- The two groups remaining (18-19/19-20) move to \$109,595 from \$102,425 (7% increase per contract)
- New TERIP Dollars for 21-22 = \$8,400
- Total TERIP Dollars for 21-22 = \$168,605
- Projected Savings in Replacement Cost from 20-21 to 21-22 = \$202,072

***“Engaging All Learners to Achieve Success”***

2508 27th Street | Columbus, Nebraska, 68601 | Ph: 402.563.7000 | Fx: 402.563.7005

[ColumbusPublicSchools.org](http://ColumbusPublicSchools.org)



Columbus Public Schools

Date: January 13, 2021

**School Fundraising Application**

Please submit this application to the building principal **at least two weeks in advance** of the proposed date of your money-raising project. Please read the eight guides on page two. They will help you in answering the questions below.

School: Columbus High SchoolName: Educator's Rising -Fleming & Seckel

Fund Raising Company (if applicable): N/A

*(School/Group Name), submits the following plans for its money-earning project, and requests permission to carry them out.*

**What is your school/group's money-earning plan?**

Teacher Penny Wars

**Approximately how much does your school/group expect to earn from this project?**

unknown - The students would like to place containers out for 2 weeks & have a Teacher Penny War. Each coin has a point value with some being positive, some being negative. The thought was to put them on the locker bank for the 2 week period (emptying as necessary).

**How will this money be used?**

Funds raised will be used for service projects, staff recognition, and student entrance for state competition and conferences.

**What are the proposed dates?**

2 weeks March 22 - April 2, 2021

**Is this a recurring activity?** Yes  No

*(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)*

**Are you selling tickets or a product?**  Tickets  Product  Neither*(If you selected product, please specify the product that you are selling.)*Will members be identified by t-shirts, etc. while carrying out this project?  Yes  NoHave you checked with other schools to avoid any overlapping while working?  Yes  NoIs your product/service in direct conflict with that offered by local merchants?  Yes  NoAre any contracts to be signed?  Yes  No **If yes, by whom?**Has your school/group devised a budget plan to expend earnings?  Yes  NoDoes the building principal give full approval for this plan?  Yes  No

Principal's Signature

Date

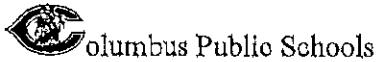
1/19/21

*(for district use only)*

Approved by

Date

Approved subject to the following conditions



Date: 2/2/21

### School Fund Raising Application

Please submit this application to the building principal or the office of the Executive Director of Business/Human Relations at least two weeks in advance of the proposed date of your money-raising project. Please read the eight guides on page two. They will help you in answering the questions below.

School: [Select One] Fund Raising Company (if applicable): CHS Key Club

(School/Group Name), submits the following plans for its money-earning project, and requests permission to carry them out.

What is your school/group's money-earning plan?

Canned Food Drive for the Food Pantry

Approximately how much does your school/group expect to earn from this project?

N/A

How will this money be used?

Donated to Food Pantry

What are the proposed dates?

March 8-12

Is this a recurring activity?

Yes  No

(If you selected yes, please specify the dates on which the activity will occur during the next twelve months.)

Are you selling tickets or a product?  Tickets  Product  Neither

(If you selected product, please specify the product that you are selling.)

Will members be identified by t-shirts, etc. while carrying out this project?  Yes  No

Have you checked with other schools to avoid any overlapping while working?  Yes  No

Is your product/service in direct conflict with that offered by local merchants?  Yes  No

Are any contracts to be signed?  Yes  No If yes, by whom?

Has your school/group devised a budget plan to expend earnings?  Yes  No

cans donated to food pantry

Does the building principal give full approval for this plan?  Yes  No

Principal's Signature [Signature] Date 2/2/21

(for district use only)

Approved by \_\_\_\_\_ Date \_\_\_\_\_

Approved subject to the following conditions \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

<b>Description</b>	<b>Quantity</b>	<b>Price</b>	<b>Total</b>
Core Connections Course 1 Student Hardbound with Toolkit & 8-year ebook	320	\$90.00	\$28,800.00
Accelerated Grade 6 Student Hardbound/Softbound with Toolkit and 8-year ebook	25	\$137.00	\$3,425.00
Core Connections Course 1 Teacher Edition Bundle	4	\$270.00	\$1,080.00
Algebra Tiles	3	\$127.00	\$381.00
Core Connections Course 2 Student Hardbound with Toolkit & 8-year ebook	270	\$90.00	\$24,300.00
Accelerated Grade 7 Student Hardbound/Softbound with Toolkit and 8-year ebook	25	\$137.00	\$3,425.00
Core Connections Course 2 Teacher Edition Bundle	5	\$270.00	\$1,350.00
Core Connections Course 3 Student Hardbound with Toolkit & 8-year ebook	285	\$90.00	\$25,650.00
Compressed Grade 8 Algebra Student 8-year ebook with Toolkit	25	\$165.00	\$4,125.00
Core Connections Course 3 Teacher Edition Bundle	5	\$270.00	\$1,350.00
Shipping			\$4,803.05
			<b>\$98,689.05</b>

# *Changes in Middle School Math Courses*

# Questions Regarding Math Acceleration

- *If and when it happens*
- *How a student qualifies*
- *What it should look like*

# What does research tell us?

- Algebra I is considered a key cog in the sequence of math courses.
- A strong foundation in MS Math followed by Algebra I is necessary for success.
- Skipping content to navigate a pathway at a faster rate does not provide a strong foundation.
- Placing students in Algebra before they are ready can result in struggles in Algebra and in future math courses.

***It's all about readiness***

# Current Middle School Math Offerings

Traditional	Algebra Path
Math 5	Math 5
Math 6	Math 6
Math 7	<b>Skip Math 7 Pre-Algebra</b>
Math 8 (Pre-Algebra)	Algebra

# Changes in Middle School Math Offerings

Traditional Path	Accelerated Path
Math 5	Math 5
<b>Math 6 CPM</b>	<b>Math 6-7 Accelerated CPM</b>
<b>Math 7 CPM</b>	<b>Math 7-8 Accelerated CPM</b>
<b>Math 8 CPM</b>	Algebra CPM



- Increase learning expectations
- Provide MS students access to a problem-solving process that will continue to be reinforced at HS

- Provides an acceleration path for students who are ready

## What is acceleration in Math?

*An accelerated math timeline assumes that students at this level:*

- *have greater retention of previous learning so need less review*
- *need less time and practice to attain mastery of new math topics*
- *are willing to be challenged and struggle through difficult problems*

<b>Math 6-7 Accelerated CPM</b>	The learning goals for this course are intended to fully meet the NE Math content standards for <u>6th grade and a portion of 7th grade</u> in <b>one</b> academic year.
<b>Math 7-8 Accelerated CPM</b>	The learning goals for this course are intended to fully meet the NE Math content standards for <u>a portion of 7th grade and 8th grade</u> in <b>one</b> academic year.

# Why CPM (College Preparatory Mathematics)?

- CPM is focused on these 3 Pillars:

- 1) Collaborative engagement

- 2) Problem-based learning

- 3) Mixed-spaced practice

- What does a CPM classroom look like?

Small groups of students working interdependently on common tasks,  
sharing information and ideas to figure out challenging problems

# HS Math Acceleration

HS Math Course Flowchart			
9th Grade	Algebra I	Geometry	Geometry Accelerated
10th Grade	Geometry Basic or Basic Geometry	Algebra II	Algebra II Accelerated or Algebra II
11th Grade	Algebra II Basic or Algebra II	Precalculus with Trigonometry, College Algebra, or Prob & Stats	Pre-Calc Acc. with Trigonometry, College Algebra, or Prob & Stats
12th Grade	Precalculus with Trigonometry, Technical Math, College Algebra, or Prob & Stats	Precalculus with Trigonometry, Calculus Honors, Technical Math, College Algebra, or Prob & Stats	Precalculus with Trigonometry, Calculus I & II AP, Technical Math, College Algebra, or Prob & Stats