

BISON

Buena Vista High School

**2026-2027
COURSE GUIDE**



BISON

Buena Vista High School

FAST FACTS

| | |
|--------------------|--------------------------------|
| Mascot | Bison |
| Colors | Black, silver, burgundy |
| Founded | 2022 |
| Enrollment | 1,500 |
| Amazing Unique YOU | 1 |
| Career Pathways | 9 |
| Principal | Dr. Carrie Carr |
| Website | Ops.org/buenavista |

Buena Vista High School
 5616 L St. Omaha, NE 68117
 531-299-2900

BUENA VISTA HIGH SCHOOL WAS ESTABLISHED IN 2021 BY THE OMAHA PUBLIC SCHOOLS, ON THE SITE OF WHAT WAS ONCE RYAN HIGH ('58-'89), AS A PART OF THE PHASE 2 BOND IN 2018.

THE SCHOOL HOSTS 11 DYNAMIC CAREER PATHWAYS AS WELL AS TWO EXCITING COMMUNITY PARTNERS, ONE WORLD HEALTH AND THE YMCA.

FOLLOW THE BISON!

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Table of Contents

| | | | |
|--|----|---|----|
| Mission & Vision of Buena Vista High School | 5 | Clubs & Activities | 27 |
| Principal’s Welcome and Contact Information | 6 | Athletics | 30 |
| OPS Portrait of a Graduate, Graduation Requirements & OPS Grading Practices | 7 | NCAA Eligibility | 31 |
| Advanced Academics | 12 | 26-27 Course Descriptions | 33 |
| College Board Advanced Placement: | 12 | | 33 |
| Dual Credit/Enrollment: | 12 | ART | 34 |
| Honors Courses: | 12 | CTE - BMIT | 38 |
| Seal of Biliteracy: | 12 | CTE – HUMAN PERFORMANCE & EDUCATION | 45 |
| Buena Vista Cambridge AICE Diploma | 12 | ENGLISH | 48 |
| MCC Modular Math for Dual Enrollment | 14 | ENGLISH AS A SECOND LANGUAGE | 52 |
| Academic Recognition | 15 | JROTC | 55 |
| Career & Technical Education | 16 | MATH | 58 |
| Buena Vista - College & Career Academies & Pathways | 17 | PERFORMING ARTS – THEATRE ARTS | 61 |
| Customize your Pathway | 18 | PERFORMING ARTS – INSTRUMENTAL MUSIC..... | 62 |
| OPS Career Center Programs | 22 | PERFORMING ARTS – VOCAL MUSIC..... | 65 |
| Metro Community College Career Academy | 24 | PHYSICAL EDUCATION | 66 |
| Course Selection & Student Schedules | 25 | SCIENCE | 68 |
| Course Selection Process & Schedule | 25 | SOCIAL STUDIES | 71 |
| Course Selection Guidelines | 25 | SPECIAL EDUCATION | 74 |
| 10th – 12th Grade Course Selection..... | 25 | WORLD LANGUAGE | 75 |
| Course Drop Guidelines..... | 26 | | |
| Course Placement Appeals | 26 | | |
| Credit Recovery Guidelines | 26 | | |

OPS Non-Discrimination Policy

Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to accept allegations regarding non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE 68131 (402-557-2001). The following persons have been designated to handle inquiries regarding the non-discrimination policies: Director for the Office of Equity and Diversity, 3215 Cuming St, Omaha, NE 68131 (531-299-0307).

Las Escuelas Públicas de Omaha no discrimina por motivos de raza, color, origen nacionalidad, religión, sexo (incluyendo el embarazo), estado civil, orientación sexual, discapacidad, edad, información genética, identidad de género, expresión de género, estatus de ciudadanía, condición de veterano, afiliación política o condición económica en sus programas, actividades y empleo y se proporciona un acceso equitativo a los niños exploradores (boy Scouts) y otros grupos juveniles. La siguiente persona ha sido designada para aceptar las alegaciones en relación con las políticas de no discriminación: el Superintendente de Escuelas, 3215 Cuming Street, Omaha, NE 68131 (402-557-2001). Las siguientes personas han sido designadas para manejar las preguntas con respecto a las políticas de no discriminación: Director de la Oficina de Equidad y Diversidad, 3215 Cuming St, Omaha, NE 68131 (531-299-0307)



Mission & Vision of Buena Vista High School

TO PROVIDE A COLLABORATIVE LEARNING ENVIRONMENT THAT PROMOTES RESPECT, GROWTH & POSITIVITY

BV MISSION

WHILE HONORING THE UNIQUE IDENTITY AND STORY OF EACH STUDENT EVERY DAY.

Principal's Welcome and Contact Information



Contact Information

Email

Carrie.Carr@ops.org

Phone

531.299.7390

Website

ops.org/buonavista

The 2026-2027 Buena Vista High School Course Guide offers a comprehensive look at the curricular offerings at Buena Vista High School. Our students can participate in advanced coursework in many of the core subject areas in the form of weighted honors courses, Cambridge Advanced International Certificate of Education (AICE) Diploma, Advanced Placement (AP) courses, and dual enrollment courses through several community colleges, universities, proving our students the opportunity to earn college credit concurrently with the completion of their high school requirements.

At Buena Vista High School we are committed to providing all students with a rigorous and relevant educational experience in a pathway model that offers each student more personalized attention, recognition and care from teachers, staff, and peers and prepares all students for college, career, and life. After high school, Buena Vista graduates may continue their education at four-year colleges and universities, community colleges, technical institutions, the military, or in apprenticeship programs as they translate their success here into their own individual academic, career, and life goals.

For this course guide to meet your needs, you must use it wisely. Please consider your interests, aptitudes, and educational goals before you select your course of study. The decisions you make today will have an impact on your educational and career plans. I encourage you to contact a school counselor if you have any questions regarding your high school academic plan. The selection of a pathway, individual courses, and the development of your high school academic plan is a very important part of your high school education.

I am honored to serve as your principal and the first principal of Buena Vista. We are all a part of establishing a collective legacy of an amazing school focusing on excellence, innovation, and community. I look forward to the many successes that you will achieve at Buena Vista.

Go Bison!

Your Principal,

Dr. Carrie Carr



OPS Portrait of a Graduate, Graduation Requirements & OPS Grading Practices





Omaha Public Schools Graduation & College Entrance Requirements

| OMAHA PUBLIC SCHOOLS GRADUATION REQUIREMENTS | |
|--|---|
| SUBJECT | CREDITS |
| ENGLISH | 8 CREDITS Grade 9 – English 1 & 2 Grade 10 – English 3 & 4 Grade 11 – English 5 & 6 Grade 12 – English 7 & 8 |
| SOCIAL STUDIES | 7 CREDITS Grade 9 – U.S. History 1 & 2 Grade 10 – Human Geography & Intro to Economics Grade 11 – World History 1 & 2 Grade 12 – American Government |
| MATHEMATICS | 6 CREDITS Grade 9 – Math as Recommended Grade 10 – Math as Recommended Grade 11 – Math as Recommended |
| SCIENCE | * * 6 CREDITS Grade 9 – Physical Science 1 & 2 Grade 10 – Biology 1 & 2 Grade 11 – Science Elective |
| PHYSICAL EDUCATION | 2 CREDITS |
| HUMAN GROWTH & DEVELOPMENT | 1 CREDIT |
| PERSONAL FINANCE | 1 CREDIT Grade 12 – Personal Finance |
| COMPUTER SCIENCE AND TECHNOLOGY | 1 CREDIT Not required for 2025 & 2026 Graduating Classes |
| ELECTIVES | 17 CREDITS – 2026 Graduating Class 16 CREDITS – 2027 & beyond Graduating Classes Consider education plans and interests |
| FAFSA | Complete or opt out of FAFSA |
| TOTAL CREDITS | 48 CREDITS REQUIRED TO GRADUATE For all OPS High Schools |

ON-TRACK TO GRADUATE

Being "on track" means you're on the right path to graduate on time! A student's on-track status is a key indicator in helping students understand if they will graduate on time. You are considered "on track" if you:

- Pass all required courses for your grade level.
- Earn the total number of credits listed in the chart below.

GRADUATION REQUIREMENTS BY GRADE LEVEL

| SUBJECT | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| English | 2 | 2 | 2 | 2 | 8 |
| Social Studies | 2 | 2 | 2 | 1 | 7 |
| Math | 2 | 2 | 2 | – | 6 |
| Science | 2 | 2 | 2 | – | 6 |
| Physical Education | – | – | – | 2 | 2 |
| Personal Finance | – | – | – | 1 | 1 |
| Electives | 4 | 4 | 4 | 6 | 18 |
| Total | 12 | 12 | 12 | 12 | 48 |

Note: 48 Credits are required to graduate.

*** For students who have successfully completed Physical Science in 8th grade, their sequence will begin with Biology.*

The FAFSA (Free Application for Federal Student Aid) is used to determine financial aid at colleges/universities

TYPICAL 4-YEAR COLLEGE ENTRANCE REQUIREMENTS

| |
|--|
| High School Diploma or GED |
| English Courses 4 years |
| Social Studies Courses 3 years |
| Mathematics Courses 3-4 years, generally including Algebra 1-2, Geometry 1-2, and Algebra 3-4 |
| Science Courses 3 years, typically with at least one lab-based |
| World Language Courses 2-3 years, recommended but sometimes required |
| Other Requirements Additional coursework, GPA, Standardized Tests (ACT/SAT), Letters of Recommendation, Extracurricular Activities, and Personal Essays may be required |
| <i>Students and parents/guardians should research the requirements of each institution they are interested in to ensure that students have selected appropriate courses and meet requirements.</i> |

TYPICAL 2-YEAR COLLEGE/TRADE PROGRAM ENTRANCE REQUIREMENTS

| |
|---|
| High School Diploma or GED |
| Other Requirements Additional coursework, Placement Tests (ACT or other Placement Tests), Program-Specific Requirements |
| <i>Community colleges and trade schools often have open enrollment policies, meaning they accept all applicants who meet the basic requirements. These institutions offer more flexible and accessible options for students looking to enter the workforce quickly or explore specific trades without committing to a 4-year degree program. Requirements depend on the institution, so it's essential to check with the specific school you are interested in.</i> |

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16834





Escuelas Públicas de Omaha Requisitos para graduarse y entrar a la universidad

| REQUISITOS DE GRADUACIÓN DE LAS ESCUELAS PÚBLICAS DE OMAHA | |
|--|--|
| MATERIA | CRÉDITOS |
| INGLÉS | 8 CRÉDITOS Grado 9 – Inglés 1 y 2 Grado 10 – Inglés 3 y 4 Grado 11 – Inglés 5 y 6 Grado 12 – Inglés 7 y 8 |
| ESTUDIOS SOCIALES | 7 CRÉDITOS Grado 9 – Historia de EE. UU. 1 y 2 Grado 10 – Geografía Humana e Introducción a Economía Grado 11 – Historial Mundial 1 y 2 Grado 12 – Gobierno Americano |
| MATEMÁTICAS | 6 CRÉDITOS Grado 9 – Matemáticas como se recomienda Grado 10 – Matemáticas como se recomienda Grado 11 – Matemáticas como se recomienda |
| CIENCIAS | ** 6 CRÉDITOS Grado 9 – Ciencia Física 1 y 2 Grado 10 – Biología 1 y 2 Grado 11 – Clase electiva de Ciencias |
| EDUCACIÓN FÍSICA | 2 CRÉDITOS |
| CRECIMIENTO Y DESARROLLO HUMANO | 1 CRÉDITO |
| FINANZAS PERSONALES | 1 CRÉDITO Grado 12 – Finanzas personales |
| CIENCIAS DE LA COMPUTACIÓN Y TECNOLOGÍA | 1 CRÉDITO No es necesario para los estudiantes que se gradúan en el 2025 y 2026 |
| ELECTIVAS | 17 CRÉDITOS – estudiantes que se gradúan en el 2026 16 CRÉDITOS – estudiantes que se gradúan en el 2027 y en adelante Considere los planes e intereses de educación |
| FAFSA * | Completar u optar por no participar en FAFSA |
| CRÉDITOS EN TOTAL | SE REQUIEREN 48 CRÉDITOS PARA GRADUARSE Para todas las escuelas preparatorias de OPS |

EN CAMINO HACIA LA GRADUACIÓN

¡Estar “en camino” significa que estás en el camino correcto para graduarte a tiempo! El que un estudiante este obteniendo los créditos de acuerdo a lo planeado es un indicador clave para ayudarlos a comprender si se graduarán a tiempo. Se considera que estás “en camino hacia la graduación” si:

- Apruebas todos los cursos requeridos para tu grado.
- Obtienes la cantidad total de créditos que se indican en la tabla a continuación.

REQUISITOS DE GRADUACIÓN POR GRADO

| MATERIA | 9º Grado | 10º Grado | 11º Grado | 12º Grado | Total |
|---------------------|-----------|-----------|-----------|-----------|-----------|
| Inglés | 2 | 2 | 2 | 2 | 8 |
| Estudios sociales | 2 | 2 | 2 | 1 | 7 |
| Matemáticas | 2 | 2 | 2 | – | 6 |
| Ciencia | 2 | 2 | 2 | – | 6 |
| Educación física | – | – | – | 2 | 2 |
| Finanzas personales | – | – | – | 1 | 1 |
| Electivas | 4 | 4 | 4 | 6 | 18 |
| Total | 12 | 12 | 12 | 12 | 48 |

Nota: Se requieren 48 créditos para graduarse.

*** Para los estudiantes que han completado exitosamente Ciencias físicas en el 8º grado, su secuencia comenzará con biología.*

FAFSA (Solicitud Gratuita de Ayuda Federal para Estudiantes) se utiliza para determinar la ayuda financiera para colegios o universidades.

REQUISITOS TÍPICOS DE INGRESO A UNA UNIVERSIDAD DE 4 AÑOS

| |
|---|
| Diploma de escuela preparatoria o GED |
| Cursos de Inglés 4 años |
| Cursos de Estudios sociales 3 años |
| Cursos de Matemáticas 3-4 años, generalmente incluye Álgebra 1-2, Geometría 1-2, y Álgebra 3-4 |
| Cursos de Ciencias 3 años, normalmente con al menos una clase de laboratorio |
| Cursos de Idiomas del mundo 2-3 años, recomendado, pero a veces requerido |
| Otros requisitos Cursos adicionales, promedio de calificación, pruebas estandarizadas (ACT/SAT), cartas de recomendación, actividades extracurriculares, y es posible que se requieran ensayos personales |

Los estudiantes y padres/tutores deben investigar los requisitos de cada institución para asegurarse que los estudiantes han seleccionado las clases apropiadas.

REQUISITOS TÍPICOS DE INGRESO A UN COLEGIO DE 2 AÑOS/ O A UN PROGRAMA O ESCUELA VOCACIONAL

Diploma de escuela preparatoria o GED

Otros requisitos

Cursos adicionales, examen del nivel académico (ACT u otros exámenes que demuestren el nivel académico del estudiante), requisitos específicos del programa

Los colegios comunitarios y las escuelas vocacionales suelen tener políticas de inscripción abierta, lo que significa que aceptan a todos los solicitantes que cumplen con los requisitos básicos. Estas instituciones ofrecen opciones más flexibles y accesibles para los estudiantes que buscan ingresar rápidamente a la fuerza laboral o explorar oficios específicos sin comprometerse con un programa de 4 años. Los requisitos dependen de la institución, por lo que es esencial consultar con la escuela específica en la que estás interesado.

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Revisado el 6 de mayo de 2025

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What every student needs to know about grading

OPS Grading Scale



| | | |
|----------|----------|--------------------|
| A | = | 3.26 - 4.00 |
| B | = | 2.51 - 3.25 |
| C | = | 1.76 - 2.50 |
| D | = | 1.01 - 1.75 |
| F | = | 0.00 - 1.00 |

How much time should I spend on homework?



You should expect ten minutes (or more) per day times your grade level.

- 3rd grade = 30 minutes
- 6th grade = 1 hour
- 12th grade = 2 hours

Time may vary depending on classes.

Can I redo my work for full credit?

- Students may be allowed to redo/revise work until the end of the unit, based on teacher's professional judgement and evidence. Talk with your teacher.

If I don't turn in my work on time, what happens?

- Work not turned in at all will be recorded in Infinite Campus (district grade book) as an M for missing which calculates to a score of zero.

Am I allowed to turn in coursework late?

- Late coursework may be accepted for full credit until the end of the unit based on the teacher's professional judgment and evidence collected throughout the unit.
- Accepted late work will replace M with the score earned by the student.

Are some assignments worth more than others? *Secondary only.

- When entering grades in the grade book, teachers may assign greater weight to some major summative assignments.
- For example, the final exam may impact a student's summative grade more than a unit test.
- This information will be communicated to students prior to the day of the assessment.

How can I check my grades?



Campus Mobile Portal for Parents and Students

Parents and students can now access their Campus Portal information on Android and iOS devices using the Campus Mobile Portal app.



- Daily Planner**
View today's schedule and assignments due for each class.
- Assignments**
Browse you assignments by special by specific class or due date.
- Attendance**
Review attendance events in summary and detail form.
- Grades**
Know your grades now. Forget about end of term report cards to know how you're doing.
- Food Services**
OPS does not use the Thai Food Service feature in this application. To check your child's account balance, use the SchoolCafe on the OPSHome page.

Where to Download the Campus Mobile Portal App

The Campus Mobile Portal can be downloaded through the Apple App Store, Google Play Store or Amazon Appstore.



How to Sign In

In order to connect your device to our district's Infinite Campus server, you need to enter Our District ID : **Omaha Public Schools**

Continue by entering your username and password you use on the web portal.

If you do not have a username and password, contact your school.

If you forget your username or password go to:

<https://campus.ops/campus/portal/ops.jsp>

Omaha Public Schools Common Grading Practices



How will mastery be evaluated?



STANDARDS are what you should know and be able to do.

GRADING measures how well students master key concepts (or standards).



What is a rubric?

It explains what an Advanced, Proficient, or Basic level of mastery is needed for a specific assignment, test, or project.

If I work with a group on a project, do we all get the same grade?

No. Work done in groups will be graded individually. Group grades are never used.

Formative Assessments - during learning

- Lets your teacher know how well you are learning the standards
- 35 percent of your grade
- Work done in class, e.g., homework assignments, short quizzes, or any essay
- Can happen in class or outside of class

Summative Assessments - at the end of learning

- Lets your teacher know how well you have mastered the standards
- 65 percent of your grade
- Major projects, a unit test, a research paper, a speech, etc.
- Can happen in class or outside of class.

How do I earn grades on an assessment?

Teachers assess multiple levels of learning K - 12. Secondary teachers create leveled formative and summative assessments.

(Advanced, Proficient, Basic)

ADVANCED is when you did all the work and exceed what you're supposed to do.

⇒ You have performed consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.

PROFICIENT is when you did what you are supposed to do.

⇒ You have performed at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.

BASIC is when you understand the content information and vocabulary.

⇒ You have performed at the level of difficulty on some of the expected course content/grade level standards, but not all.



Advanced Academics

Omaha Public Schools believes in helping all students grow their talents and strengths. We offer different advanced academic services to meet students' needs. Advanced academic classes are open to everyone, giving all students the opportunity to participate in challenging coursework.

College Board Advanced Placement:

- The AP program is a challenging academic program that is similar to first year college courses. AP courses help prepare students for college level coursework.
- AP prepares students for selective universities. It is a partnership between secondary schools and colleges/universities, known for academic excellence in the U.S.
- AP is known for its rigorous standards and has a long history in the U.S. and the Omaha Public Schools
- Students can earn college credit or course placement by passing AP courses or exams.



Dual Credit/Enrollment:

- Partner Institutions: University of Nebraska Omaha, Metropolitan Community College, Midland University
- Dual enrollment lets high schoolers take college courses taught by approved high school teachers, earning college credit while still in high school.
- Dual enrollment exposes students to college-level challenges in a supportive high school environment.



Honors Courses:

- Designed to challenge all students and encourage deep exploration of subjects.
- Students engage with complex materials and technologies.
- Learning is differentiated by Advanced Content, Breadth, Complexity, Depth and Extended Learning.



Seal of Biliteracy:

- Acknowledges high school students proficient in English and at least one other language.
- Demonstrates proficiency in communication, cultures, connections, communities, and cognition.
- Useful for showing language skills to employers and colleges.
- Speaking multiple languages is seen as valuable for jobs and college admissions.



Buena Vista Cambridge AICE Diploma

- Cambridge qualifications are recognized and valued by the world's top-ranked universities and higher education institutions local to Cambridge learners – opening doors to a world of opportunities.
- Offers students the opportunity to tailor their studies to their individual interests, abilities and future plans within an international curriculum framework.
- To earn a Cambridge AICE Diploma, learners must pass a combination of Cambridge International AS & A Level exams, with at least one course coming from each of three subject groups, as well as the core component, Cambridge International AS Level Global Perspectives & Research.



BUENA VISTA ADVANCED ACADEMICS OFFERINGS

Buena Vista High School offers a range of advanced academic courses, including AP Courses, Cambridge Courses, and Dual Enrolled Courses; to help prepare our students and provide more access to post-secondary opportunities.

| LANGUAGE | SOCIAL STUDIES | MATH & SCIENCE | CTE / BMIT CAREER TECH | | ARTS |
|--|---|---|--|--|--|
| CAMBRIDGE GENERAL PAPER DOCUMENTO GENERAL DE CAMBRIDGE | CAMBRIDGE ADV GEOGRAPHY GEOGRAFÍA AVANZADA DE CAMBRIDGE | MCC BUSINESS MATH 1220 MCC MATEMÁTICAS EMPRESARIALES 1220 | AP COMP SCI PRINCIPLES PRINCIPIOS DE CIENCIAS INFORMÁTICAS AP | PRINCIPLES OF EDU & TRAINING (S) PRINCIPIOS DE EDU Y FORMACIÓN | AP STUDIO ART 2D ARTE DE ESTUDIO AP |
| CAMBRIDGE ADV ENGLISH LANG IDIOMA INGLÉS AVANZADO DE CAMBRIDGE | CAMBRIDGE ADV ECONOMICS ECONOMÍA AVANZADA DE CAMBRIDGE | MCC TECHNICAL MATH 1240 MCC MATEMÁTICAS TÉCNICAS 1240 | MECHANICAL ELECTRICAL 1-2 MECÁNICO ELÉCTRICO 1-2 | NETWORKING ESSENTIALS 1-2 FUNDAMENTOS DEL NETWORKING | AP STUDIO ART 3D ARTE DE ESTUDIO AP |
| CAMBRIDGE ADV ENG LIT LITERATURA INGLESA AVANZADA DE CAMBRIDGE | CAMBRIDGE PSYCHOLOGY PSICOLOGÍA DE CAMBRIDGE | AP PRECALCULUS PRECÁLCULO AP | MECHANICAL ELECTRICAL 3-4 MECÁNICO ELÉCTRICO 3-4 | INTRO TO EXERCISE SCI 1-2 INTRO A LA CIENCIA DEL EJERCICIO 1-2 | AP MUSIC THEORY TEORÍA DE LA MÚSICA AP |
| AP SPANISH LANG IDIOMA ESPAÑOL AP | CAMBRIDGE GLOBAL PERSPECTIVES PERSPECTIVAS GLOBALES | AP CALCULUS AB CÁLCULO AP | MECHANICAL ELECTRICAL 5-6 MECÁNICO ELÉCTRICO 5-6 | BEHAVIORAL HEALTH 1-2 SALUD CONDUCTUAL 1-2 | |
| AP SPANISH LANG LITERATURA ESPAÑOLA AP | AP US HIST AP HISTORIA DE EE. UU. | AP STATISTICS ESTADÍSTICAS AP | UNMC HIGH SCHOOL ALLIANCE COURSES ALIANZA DE ESCUELAS SECUNDARIAS UNMC | Coming soon | |
| Coming soon | AP WORLD HIST HISTORIA MUNDIAL AP | ANATOMY & PHYSIOLOGY ANATOMÍA Y FISIOLÓGÍA | Coming soon | Coming soon | |
| | AP US GOV / COMP GOV GOB COMPARATIVO AP (12) | AP BIOLOGY BIOLOGÍA AP | | | |
| | | AP CHEM 1-2 QUÍMICA 1-2 | | | |





OPS MCC Math Dual Enrollment

OPS MCC Math Dual Enrollment is a program offered through Metropolitan Community College and is designed to equip high school students with the math skills necessary to earn an associate's degree. Students attend an MCC Math class as part of their regular high school schedule, however, the course is a self-paced curriculum delivered in an online format with the support of certified teachers. Upon successful completion, students will have earned both OPS high school credit as well as Metropolitan Community College credits.

Courses Available:

| MCC Course Title | OPS Course Title (Course Number) | OPS Credit Type | MCC Credit Equivalence |
|---|---|----------------------------|------------------------|
| MATH 0910* – Pre-Algebra | This course is included in both MCC Business Math 1220 and MCC Technical Math 1240 | * | 4.5 credits |
| MATH 1220 – Business Mathematics OR MATH 1240 – Technical Mathematics | MCC Business Math 1220 (049501/049502) OR MCC Technical Math 1240 (049511/049512) | 2 Math (1 per semester) | 4.5 credits |

*Proficiency with course content from Math 0910 is required before engaging with Math 1220 or Math 1240 content. Students may place out of this course based on a pre-test score.

How do students register?

Students register with their school counselor when they register for their courses.

Do these courses meet the math requirements for graduation in OPS?

Yes. Students may earn one credit per semester for MCC Business Math 1220 and MCC Technical Math 1240. These courses, however, do not meet NCAA eligibility.

Are there any fees?

There are no fees for students. The cost of the course and dual enrollment is funded local Foundation and State funds. The cost equivalent that is covered by the funder is approximately \$750.

What is dual enrollment?

Dual enrollment is a term used for courses that simultaneously earn a student credit at high school and at a partner higher education institution such as Metropolitan Community College.

Are all MCC Modular Math students dual enrolled?

Yes. All students that are enrolled in OPS/MCC Business Math 1220 or MCC Technical Math 1240 are automatically dual enrolled with Metropolitan Community College.

Are there any other requirements for students to enroll in MCC Modular Math?

Yes. All students that are enrolled in OPS MCC Business Math 1220 or MCC Technical Math 1240 MUST also complete an MCC dual enrollment form which includes a parent/guardian signature. Other data collection forms may also be requested.

How can students learn more about these MCC Modular Math courses and other courses offered through Metropolitan Community College?

Students can search "math" at <https://mycatalog.mccneb.edu/> to find full descriptions of the MCC Modular Math courses or choose a different search term if interested in other courses that MCC has to offer.

Academic Recognition



ACADEMIC LETTERS

WHO: These awards go to 10th, 11th, & 12th students who have earned 3.5+ weighted GPA for 3, 5, or 7 cumulative terms (terms do not need to be consecutive)

WHEN: SEMESTERS 3, 5, and 7. Awarded in the SPRING at the Academic Recognition Night and the Senior Scholarship Nights.

| | | | |
|--------------|--|--|---|
| WHAT: | 3.5+ for 3 terms Academic Letter | 3.5+ for 5 terms Pin for Academic Letter | 3.5+ for 7 terms Silver Cord for Graduation |
|--------------|--|--|---|



CUM LAUDE RECOGNITION

WHO: Seniors based on their cumulative weighted GPA at the end of semester 7.

WHEN: Awarded in the SPRING at the Senior Scholarship Night.

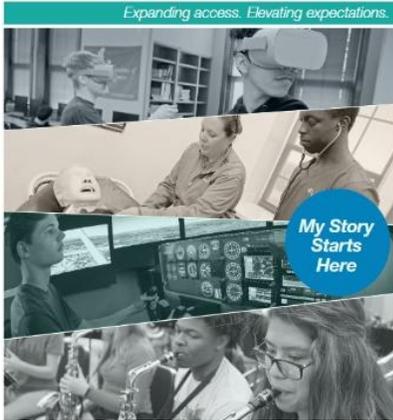
| | | | |
|--------------|---------------------------------|---------------------------------------|---|
| WHAT: | Cum Laude 3.00 – 3.49 | Magna Cum Laude 3.50 – 3.99 | Summa Cum Laude 4.0 and above |
|--------------|---------------------------------|---------------------------------------|---|



Buena Vista - College & Career Academies & Pathways

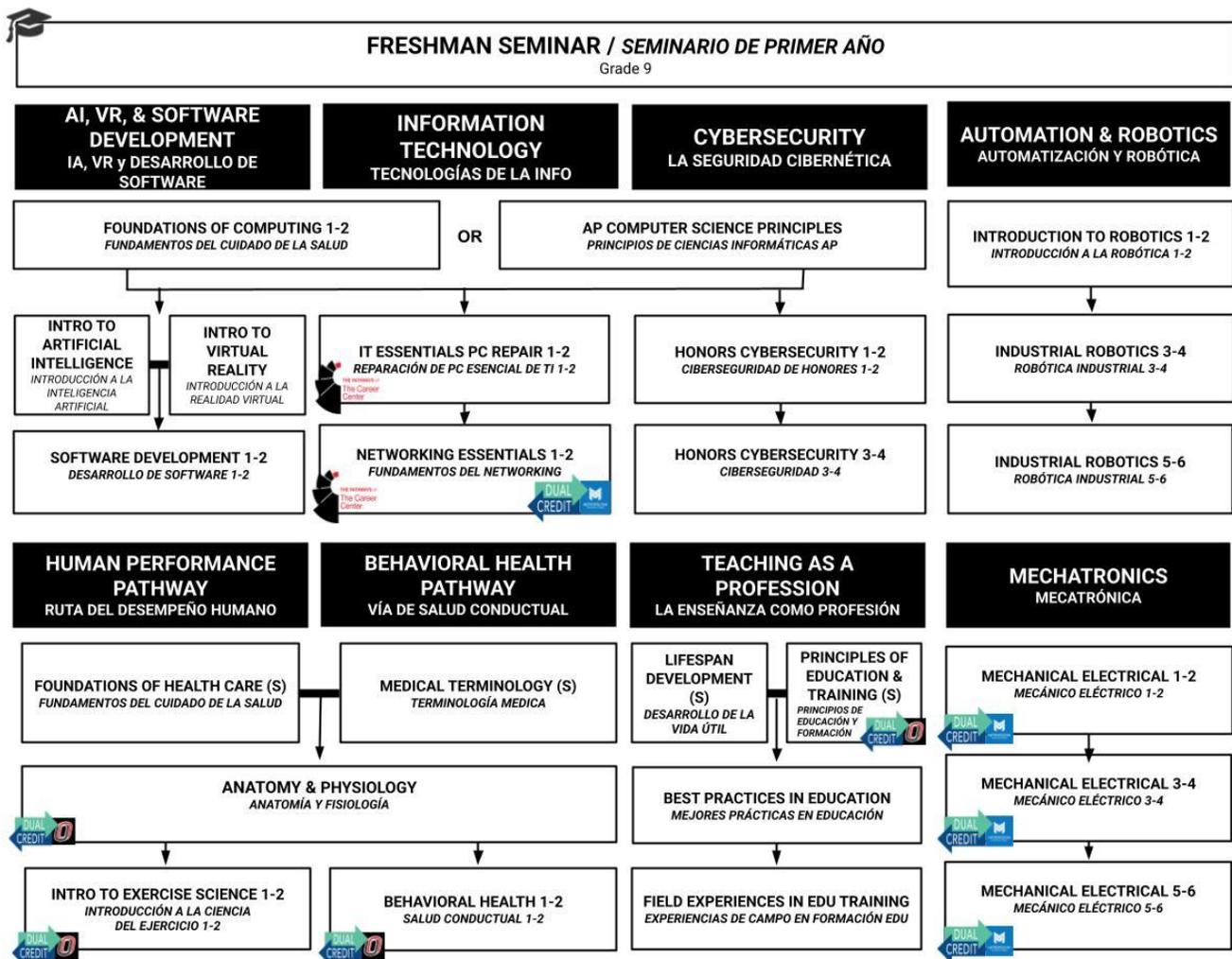


The Omaha Public Schools College & Career Academies and Pathways ensure students gain real-world career experience while maintaining the foundation of core classes and access to advanced academics, fine arts and electives.



During their Freshman year in the Freshman Seminar course, **students will select one of EIGHT career pathways at Buena Vista High School. During their 10th – 12th grade year, they will take a minimum of one elective class per year inside of that selected pathway.**

Students who do not find an area of career interest across the eight BV Pathways are encouraged to consider the Customize Your Pathway Process.



Freshman Academy

Mission: The Freshman Academy will introduce and guide students through the transition to high school while focusing on their academic success and foundations for their high school, college, and career goals.

Academy Focus: The Freshman Academy is a cohorted, personalized learning community within our school. Teachers from different subject areas will work together to integrate foundational academic and social emotional skills for students to succeed. Students are grouped together for certain periods of the day, which promotes a family-like atmosphere and results in close student-teacher relationships.

| | |
|-----------------------------------|--|
| Required Academy Class | Freshman Seminar: This course will encourage students to explore academic and career options. Freshman students will have opportunities to learn study skills, social emotional skills, and build school culture. |
| Required Core Classes | ELA - English 1-2 or H. English 1-2 HISTORY - U.S. History 1-2 or H. U.S. History 1-2 SCIENCE - Physical Science 1-2, Biology 1-2 or H Bio 1-2 MATH – Pre-Algebra 1-2, Algebra 1-2, Geometry 1-2, H. Geometry 1-2 Physical Education, JROTC, or Concert Band |
| Suggested Elective Classes | Band Orchestra Chorus Computer Graphic Arts JROTC World Languages Business Marketing and Management Drama or Stagecraft Art Foundations, Ceramics & Sculpture, Exploratory Art Journalism, Yearbook, or Newspaper |
| Suggested Involvement | Activities: Educators’ Rising, HOSA, Drama Club, Vocal Music/Choir, Band, NICE, Orchestra, Student Ambassadors & Bison Buddies, Speech & Debate Team, Girls Who Code, FBLA, JROTC, Latino Leaders, Robotics, Student Council, Athletics: Football, Volleyball, Softball, Cross Country, Golf, Tennis, Basketball, Wrestling, Swimming, Bowling, Baseball, Track, Soccer, Cheer, Dance, Unified Sports |



Customize your Pathway

Take Control of Your Future – Your Story Starts Here

Design your educational journey based on your unique goals and interests and align your high school course work with your passions and college and career goals. Build a pathway that sets you up for success in the field you're most excited about. Take advantage of the freedom to design a path that's uniquely yours.

How??

1. STEP 1 – Talk with your parents or guardians about your desire to customize your pathway and research your intended career.
2. STEP 2 - Set up time to talk with your school counselor and the Pathway Lead about your college and career goals; consider what courses are offered through Buena Vista High School and through the OPS Career Center, MCC Career Academy, the UNMC High School Alliance, and the Zoo Academy.
3. STEP 3 – Work collaboratively with your counselor, pathway lead, and your family to complete the Customize Your Pathway application. The application requires that all of these stakeholders sign off on the plan before being submitted.

Customize Your Pathway: The Customize Your Pathway is designed for students interested in a high-skill, high-wage and in-demand career not covered by a current pathway offered at BV. Students and families may collaborate with school staff to organize a series of existing courses into a pathway aligned with their goals after graduation.

Examples of what Customize Your Pathway might look like include:

| | VOCAL ARTS | BUSINESS MANAGEMENT | CRIMINAL JUSTICE | PRE-MED | CAMBRIDGE AICE DIPLOMA | JROTC MILITARY SCIENCE | JOURNALISM |
|--------------------|------------------------------|------------------------------|---------------------------------|--|---|--|---|
| 9 | TREBLE CHORUS | BMIT / ENTREPRE DRAMA 1-2 | BIOLOGY | H BIOLOGY + HOSA | SEE ADVANCED ACADEMICS FOR DIPLOMA REQUIREMENTS | LET 1 BEG COLOR GUARD RAIDERS | JOURNALISM 1 DIGITAL JOURN COMP GRPH DES 1-2 |
| 10 | CONCERT CHOIR | MARKETING 1-2 CAMBRIDGE ECON | PSYCHOLOGY & SOCIOLOGY | H CHEMISTRY MEDICAL TERMS FOUND OF HEALTH CARE | CAMBRIDGE GENERAL PAPER | LET 2 BEG MARKSMANSHIP INTER COLOR GUARD | CAM GEN PAPER H NEWSPAPER 1-2 COMP GRPH DES 3-4 |
| 11 | H CONCERT CHOIR H SHOW CHOIR | MARKETING 1-2 H ALG 3-4 | JUV LAW & JUSTICE ANAT & PHYSIO | ANAT & PHYSIO CAMBRIDGE PSYC DATA & STATS | GLOBAL PERSPECTIVES | LET 3 INT MARKSMANSHIP ADV COLOR GUARD | CAM LANGUAGE H NEWSPAPER 3-4 COMP GRPH DES 5-6 |
| 12 | H SHOW CHOIR AP MUSIC THEORY | ACCOUNTING 1-2 AP PRECALC | FORENSIC SCI 1-2 CAMBIRDE PSYC | AP BIOLOGY AP CHEMISTRY AP STATISTICS | 7+ CAMBRIDGE COURSES (incl Gen Pap and Globe Per) | LET 4 ADV MARKSMANSHIP ADV COLOR GUARD | EDITORIAL LEADER H NEWSPAPER 5-6 |
| EXTRAS TO CONSIDER | SPRING MUSICAL | FBLA CLUB JAG PROGRAM | DOUGLAS SHERIFF EXPLORERS PROG | HOSA CLUB UNMC HS ALLIANCE | NATIONAL HONOR SOCIETY | JROTC RAIDERS | YEARBOOK |





Customize Your Pathway

The Customize Your Pathway is designed for students interested in a high-skill, high-wage, and high-demand (H3) career not covered by a current pathway. High-skill, high-wage and high-demand jobs (H3) are occupations that match or exceed regional averages for pay, require specialized training or education, and are expected to have many openings in the next decade.

In short, the process involves:

- Contact with your School Counselor or Academy/Pathway Curriculum Specialist at your school.
 - Collaboration to create your plan.
 - Finalization of your plan.
-

Responsibilities

Student:

- Complete H3 research ([NE H3 Occupations](#)).
- Complete a rational statement that includes:
 - connection to Omaha Public Schools [Portrait of a Graduate](#).
 - transferable skills to be learned through a customized pathway.
 - postsecondary college and career alignment, dual enrollment options, or other advanced academic opportunities.
 - Capstone project ideas including but not limited to [work-based learning experiences](#) (e.g., job shadowing, internships, and community and career exploration).
 - Consideration for capstone projects and work-based learning experiences.
 - Options for course progression classes from existing in-school course guide.
- Collaborate with school counselor or academy/pathway lead to develop the three-year course progression.

Family:

- Participate in meetings or provide consent to planning with the school designated pathway team.
- Sign approval on Customized Your Pathway plan.
- Understand that a student's experience may differ from those in an established academy or pathway.

School Academy/Pathway Team:

- Understand pathway programs and courses offered in school.
- Verify course plan and makes necessary changes
- Approval of course plan.
- Coordination of conferences.
- If at an Academy school, communicates limitations of not being included in Academy program.

Timeline:

- Initiate initial request with assigned School Counselor or Academy/Pathway Lead to set up a meeting prior to deadline (last Friday in January).
- Complete all steps including signatures prior to Spring Break.

[Link to example Customize Your Pathway proposal](#)



Customize Your Pathway Form

Student Name _____

Student ID _____

Customize Your Pathway Initial Request

Date _____

At this time information is shared in order to make an informed decision on your Customize Your Pathway. School staff works with students and their families to make sure they understand the courses and options currently available at the school. This helps everyone become familiar with the choices that can shape the student's educational journey.

- Pathway/Academy Lead or Counselor _____
- Parent/Guardian _____
- Student _____

Student Planning

H3 Research: ([NE H3 Occupations](#))

Career Interest Field: _____
 Skill: _____
 Wage: _____
 Demand: _____

Student Rational Attached _____ yes _____ no

Collaborative Development of Plan

Date _____

Students, families, and staff work together to create a personalized "Customize Your Pathway" plan. H3 research, student rationale, course progression and possible Capstone Project is discussed.

- Pathway/Academy Lead _____
- Counselor _____
- Parent/Guardian _____
- Student _____

Course Progression*:

| Grade | Semester 1 Career Aligned Course | Semester 2 Career Aligned Course |
|-------|----------------------------------|----------------------------------|
| 10 | | |
| 11 | | |
| 12 | | |

Signatures:

Date _____

Student _____

Parent/Guardian _____

Academic Lead or Counselor _____

Principal _____

* Course selection may need to be adjusted based upon availability.

Printed copies of Customize Your Pathway plan shared with: 1. Student & Family; 2. School Counselor; 3. Principal; 4. School Academy/Pathway Curriculum Specialist; 5. Career Education Office (forwarded by Curriculum Specialist).



**THE PATHWAYS of
The Career
Center**



Automotive Technology

(10,11,12) 2 Credits/Semester

- Work on domestic and foreign cars and trucks in a high-tech precision industry
- Use the same advanced diagnostic and hand tool equipment as industry professionals to troubleshoot complex automotive systems.
- Maintain, repair, and fine-tune a wide range of vehicle engine performance alongside ASE technicians.

Automotive Collision Repair

(10,11,12) 2 Credits/Semester

- Develop skills and techniques used by professional in assembly, disassembly and non-structural repair.
- Repair, remove and replace auto body parts.
- Professionally apply undercoat, paint and top coat to create a professional finish.

Construction

(10,11,12) 2 Credits/Semester

- Operate a wide range of hand and power tools for residential and commercial projects.
- Develop important hands-on skills in the areas of estimating, framing, interior and exterior work.
- Work alongside professional mentors from architecture, construction and engineering fields.

Electrical Systems Technology

(10,11,12) 2 Credits/Semester

- Advance with industry recognized skills through the Omaha Joint Electrical Apprenticeship and Training Committee program.
- Install electrical fixtures according to blueprints and schematics.
- Gain industry recognized skills from residential and commercial wiring projects and internship.

Welding

(10,11,12) 2 Credits/Semester

- Apply multiple welding techniques to join, cut or manipulate metal.
- Develop a wide variety of techniques for high wage, high demand careers.
- Experience hands-on instruction to enhance critical thinking and problem solving skills.

**DISCOVER YOUR FUTURE!
CC is the PLACE TO BE!**

Certified Nursing Assistant

(Must be 16 by course completion)

(11,12) 2 Credits/Semester

- Prepare for a high demand career field by completing the requirements for the State of Nebraska Certified Nursing Assistant Certification.
- Obtain skills through immersion in multiple aspects of the art and science of healthcare.
- Work alongside experienced registered nurses in a

Emergency Medical Technician

(Must be 18 by course completion)

(12) 2 Credits/Semester

- Attain essential life saving techniques critical for a career in emergency medicine.
- Complete the requirements for the national registry EMT license.
- Assess, stabilize, and transport patients during clinical experiences with certified professionals.

Information Support & Networking

(10,11,12) 2 Credits/Semester

- Prepare for a career in the diverse field of information technology.
- Earn CompTIA A+, Network+ & Security+ Certifications
- Troubleshoot, diagnose and repair personal computers, networks and security apparatus.

Digital Video Production

(10,11,12) 2 Credits/Semester

- Operate specialized equipment to create professional video and film production.
- Showcase skills in multiple video, film, and broadcast news competitions.

UNMC High School Alliance

(11,12) 2 Credits/Semester

- Experience unique and innovative science classes that are taught in partnership by UNMC faculty and certified high school teacher on the UNMC campus.

Access UNMC High School Alliance Application:

<https://www.unmc.edu/alliance/> (NOV 1st)

Zoo Academy

(11,12) 2 Credits/Semester

- Experience unique and innovative science classes that are taught in partnership by certified high school teachers on the Henry Doory Zoo campus.

Access Zoo Academy Application: (NOV 1st)

<https://www.omahazoo.com/zooacademy>



DISCOVER YOUR FUTURE!

CONNECTING TODAY'S STUDENTS WITH
TOMORROW'S CAREERS

CONTACTS

Jeremy Nielsen
Principal / Director

☎ 531-299-9505

✉ jeremy.nielsen@ops.org

Career Center Office - **Brenda McNair**

☎ 531-299-0330

✉ brenda.mcnaair@ops.org

🌐 <https://www.ops.org/careercenter>

OVERVIEW

Who: Student who are current
Freshman, Sophomores, & Juniors,
(these students will become 10th, 11th and 12th graders next year)

What: Career Pathways courses -
(2-3 year pathway sequences)

When: Application opens December 1
Application closes March 27
*Late additions by April 30

How: Application Emailed to all OPS Students
Linked on social MEDIA sites & website.

Website: <https://www.ops.org/careercenter>

Requirements: On track for graduation,

SCHEDULE

A/B Alternating Block Schedule

Block 1: 8:15-10:30AM

Block 2: 12:00-2:15PM

TRANSPORTATION

Bus Transportation provided
by school district.

*Students need approval to drive a
personal car with proof of valid
driver's license. Permission form is
at Career Center and must be signed
by parent and home school
administrator

CAREER CENTER PATHWAYS INFORMATION

5 - Trades / Skilled & Technical Sciences Pathways.

Automotive Tech, Automotive Collision, Construction, Electrical, & Welding

introduce students to respective careers in the trades. Students will gain strong foundational proficiency and skills through a 2-3 year course sequence. Student outcomes in each pathway include industry certifications, internships, apprenticeships, college credit, and sponsorships with a pipeline to the workforce.

2 - Health Pathways.

Basic Nursing Assistant (B/CNA), and Emergency Medical Technician (EMT)

Introduces students to careers in health and therapeutic services fields. Both programs are approved by the State of Nebraska. Students have access to job shadows, simulations, field experiences and more! The culmination for students is earning the nationally recognized industry credential.

- BNA/CNA students must be 16 by May of the calendar year
- EMT students must be seniors

2 - I.T. / Communications Pathways.

IT PC Repair & Networking and Digital Video Production (DVP)

Introduces students to a careers in IT / Communication fields. Students have access to college credit, certifications, network simulations, video experiences and more! Students work with specialized equipment and advanced technology in these pathways. Both pathways have 2-year course sequences.

FOR MORE INFO or DETAILS - Pathway Booklet QR link



Pathway
Information



APPLICATION INFORMATION

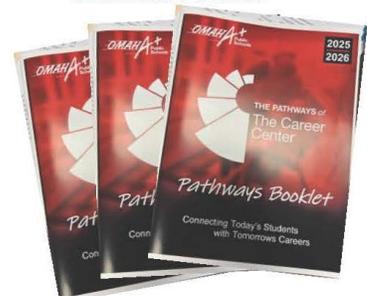
- ✓ Applications are live on December 1, 2025 - March 13, 2026
- ✓ Application Link will be EMAILED to all 9th-11th Students.

Prior to applying

Before beginning the application, students need to know the following information:

- Personal Information
 - Home address & Home School
 - Student ID number
 - GPA
 - School issued email address
 - Career Aspirations
 - Counselor name & email
- The Pathway/Course you are Interest in..
 - Auto Tech - Auto Collision - Construction
 - Electrical - Welding - IT/Networking
 - CNA Nursing - EMT - Digital Video Production

Look for a hardcopy of our
Pathways Booklet in the
Counselors Office!



Metro Community College Career Academy



CAREER ACADEMY PROGRAMS 2026-2027

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

CAREER ACADEMIES BY LOCATION - ** INDICATES 2ND YEAR AVAILABLE

FORT OMAHA CAMPUS

- Architecture
- Civil Engineering
- Construction Technology**
- Culinary Arts
- Data Science
- Electrical Technology**
- Heating Air and Refrigeration**
- Horticulture, Land Systems and Management
- Pre-Apprenticeship Plumbing
- Web and Mobile App Development**
- Welding Technology**

SOUTH OMAHA CAMPUS

- Accounting
- Automotive Collision**
- Automotive Technology
- Advanced Manufacturing**
- Business Transfer**
- Certified Nursing Assistant (CNA)
- Emergency Medical Technician (EMT)
- IT Technician - Cyber Security**
- Powersports and Outdoor Equipment

ELKHORN VALLEY CAMPUS

- Digital Cinema/Filmmaking
- Photography

SARPY CENTER

- Business Transfer**
- Criminal Justice
- Human Services

APPLIED TECHNOLOGY CENTER

- Diesel Technology**
- Fire Science**

ONLINE

- 3-D Animation and Games

*CAREER ACADEMY OFFERINGS AND LOCATIONS SUBJECT TO CHANGE

To Apply for a Career Academy:

Applications are available December 2, 2025 from your high school counselor, and online at www2.mccneb.edu/careeracademy. All applicants must complete an application for MCC prior to submitting their Career Academy application. Application can be completed at www.mccneb.edu/apply.

Please submit the application to secondarypartnerships@mccneb.edu.

Application Deadline: March 13, 2026

QUESTIONS:

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

- Your high school counselor
- Secondary Partnerships 531-MCC-2213 or secondarypartnerships@mccneb.edu



Course Selection & Student Schedules

Course Selection Process & Schedule

Students will begin course selection for the following school year in January of their current school year. Students are encouraged to familiarize themselves with the Buena Vista course guide and the Omaha Public Schools graduation requirements. Each student will meet individually with their counselor in the spring for a planning session which will include locking in selections for courses for the following year. It is important students consider course choices and discuss with families and teachers and case managers to prepare for course selection with their counselors. Students' abilities, interests, 504 and IEP plans, and individual goals are essential factors when making selections.

During February and March, students select and finalize their courses for the FOLLOWING school year.

Please refer to the online Buena Vista Course Catalog (available at ops.org/BuenaVista). The course catalog includes a course planner to outline required and elective courses, as well as course descriptions with grade levels and prerequisites.

Course Selection Guidelines

Students select courses in the spring for the following year. A student will have two opportunities to select courses:

1. Students select and finalize courses during spring course selection.
 - a. PROCESS: Counselors meet with students 1:1.
2. Following spring course selection, students can adjust courses based on conflicts in their schedules.
 - a. PROCESS 1: Counselor reaches out to student / guardian to adjust based on conflicts in the master schedule.
 - b. PROCESS 2: Student or guardian reach out to counselor via email with request for changes prior to the end of the current school year.

Course changes after the spring semester are only allowed under the following circumstances:

1. If a course was completed during Next Level Learning in the Summer.
2. If the student must repeat a course that was failed during the previous school year.
3. If there is a schedule conflict that cannot be adjusted without dropping or changing a course.
4. If a student needs to meet graduation requirements.

*Please note that we do not make schedule changes so that students can personally select their teachers or the peers in their classes.

10th – 12th Grade Course Selection

During late January and February; current Buena Vista students will be directed to update their **Academic Planner in their student portal** during their Bison Block class. They will have until February 23rd to work with their parents, guardians, and teachers to select the appropriate classes in the planner and return their signed course selection sheet to their Bison Block teacher. *The course selection sheet will be signed by the parent/guardian, the student, and the counselor and saved as a record of selections.*

During February, high school counselors will meet with Buena Vista students 1:1 to finalize and verify course selections, level placement, career pathways, and alternative electives. Selections will be locked in at this time. *Once locked, the counselor must be contacted to make adjustments before the end of the school year.*



Course Drop Guidelines

Dropping a course after the first 15 days of the semester will result in a grade of “F,” which is included in grade point average calculations. Requests to drop a course will be initiated by the student or parent/guardian by the school counselor.

Procedures for withdrawing from a course:

1. Conversation with the teacher
2. Counselor conferencing with teacher and student
3. Problem-solving with all affected parties

*The first step is to navigate through the schedule change. If it is determined that other faculty need to be included, please use the “Schedule Change/Request to Drop a Course” form. Please see School Counseling for a copy of the OPS Schedule Change/Request to Drop a Course form. Use the “Schedule Change/Request to Drop a Course” form as a last resort.

Course Placement Appeals

All Secondary Omaha Public Schools offer procedures for appealing course placement (i.e. AP, Honors, IB, etc.). Each building may have specific forms and deadlines; however, the following general procedures shall apply:

- **Level One: Counselor, Curriculum Specialist, Assistant Principal/Academic Director, or Principal.** A student or parent with a course placement appeal may first discuss the matter with the counselor or Assistant Principal-Academic Director, with the object of resolving the matter informally.
- **Level Two: Chief Academic Officer (Department of Curriculum and Instruction Support)** If, after appealing to level one an individual still wishes to pursue the appeal, he/she may formalize the request in writing addressed to the Chief Academic Officer of Curriculum Instruction and Support at 3215 Cuming Street, Omaha, NE 68131.
- **Level Three: Superintendent.** If, after receiving a written response from the Chief Academic Officer of Curriculum Instruction and Support and an individual still wishes to pursue the appeal, he/she may formalize the request to the Superintendent of Schools

These steps shall be taken promptly to accommodate course selections for the school year in question.

Credit Recovery Guidelines

The purpose of Credit Recovery is to provide opportunities for students to earn credits to meet graduation requirements for courses they have failed. Credit Recovery involves the student retaking the failed course(s) and focusing on the course content standards to demonstrate proficiency on district assessments. The focus is on the proficiency related to course content standards, not seat time.

- Credit Recovery may be delivered in various methods and during a variety of times (e.g., Summer School, After School / Night School format (3:15 – 5:15pm), or Academic Expansion).
- Credit Recovery may be delivered in a traditional classroom or through a blended learning experience (in class with an endorsed teacher using online learning modules).
- Teachers who provide credit recovery through online virtual or blended learning must be certified educators endorsed for the course they are teaching.
- Although students may complete online courses before the end of the term, final grades will need to be posted during the standard grading windows.
- The student should follow the appropriate course sequencing.
- Students should not be enrolled in consecutive courses simultaneously (English 1 & English 2). Any exception to the three-course limit must be identified in an individual learning plan, in an alternative program, and approved by the Chief Academic Officer for Curriculum Instruction and Support.
- Students should be enrolled in no more than three online courses at a time.
- Timely teacher content and feedback is essential for student learning.

Review the Edmentum Credit Accrual and Recovery Practices Handbook for specific guidelines for online practices.



Human Growth Opt Out Form

High School – Grade 10

In 2016 the Board of Education of the Omaha Public Schools District approved updated content standards for Human Growth and Development for grades 4th – 8th and 10th. The Board of Education provides parents and guardians the opportunity to “opt” their child out of individual lessons taught or the entire course. All students are enrolled in a quarter long class at middle school unless indicated below. If you have any questions about the lessons, please contact your child’s Human Growth teacher. **Please return this form to the school counselor if you are opting your child out of the course or opting your child out of a content standard or topic.**

If this form is not returned, your child is enrolled in the Human Growth and Development.

| Content Standards | Please sign your full name to opt your student out of any specific content. |
|--|---|
| I wish to “opt” my child out of the entire Human Growth & Development Course. | |
| 1. Describe how relationships can be impacted by sense of self. (2 days) | |
| 2. Give examples of the impact media has made on teens’ perceptions of relationships and sexuality. (2 days) | |
| 3. Explain the importance of having hope and a growth mindset in your life. (4 days) | |
| 4. Examine how values and goals impact decision-making. (5 days) | |
| 5. Demonstrate healthy communication practices. (6 days) | |
| 6. Analyze relationships for healthy and unhealthy characteristics. (7 days) | |
| 7. Explain the impact of sexual abuse, sexual assault and domestic abuse on the individual and family. (11 days) | |
| 8. Describe ways to show courtesy and respect for others. (2 days) | |
| 9. Assess accurate information about gender identity, biological sex, gender expression and sexual orientation. (1 day) | |
| 10. Explain the impact of alcohol or other drug use and abuse by minors. (8 days) | |
| 11. Describe how environment and life situations influence choices for alcohol and other drug use or nonuse. (7 days) | |
| 12. Explain the male and female reproductive systems. (3 days) | |
| 13. Describe the importance of medical check-ups. (2 days) | |
| 14. Explain the benefits of abstaining from sexual activity. (3 days) | |
| 15. Compare family planning methods for effectiveness, ease of use, cost and possible side effects. (10 days) Family Planning, Adoption Plan, Emergency Contraception, Terminating the Pregnancy | |
| 16. Describe life consequences often faced by young families. (2 days) | |
| 17. Describe the importance of prenatal care for the developing fetus. (5 days) | |
| 18. Explain how to prevent the spread of sexually transmitted diseases. (10 days) | |
| 19. Explain the current status of Nebraska Law. | |

Student’s name: _____

Student Number _____

School: _____

School Year: _____

Parent/Guardian Signature: _____

I am opting my child out of Human Growth & Development Course because:

- Scheduling Conflict
 Family Decision

Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to accept allegations regarding non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE 68131 (402-557-2001). The following persons have been designated to handle inquiries regarding the non-discrimination policies: Director for the Office of Equity and Diversity, 3215 Cuming St. Omaha, NE 68131 (402-557-2790).

Copy 1 – Principal

Copy 2 – Counselor

Copy 3 – Curriculum Instruction & Assessment



Clubs & Activities

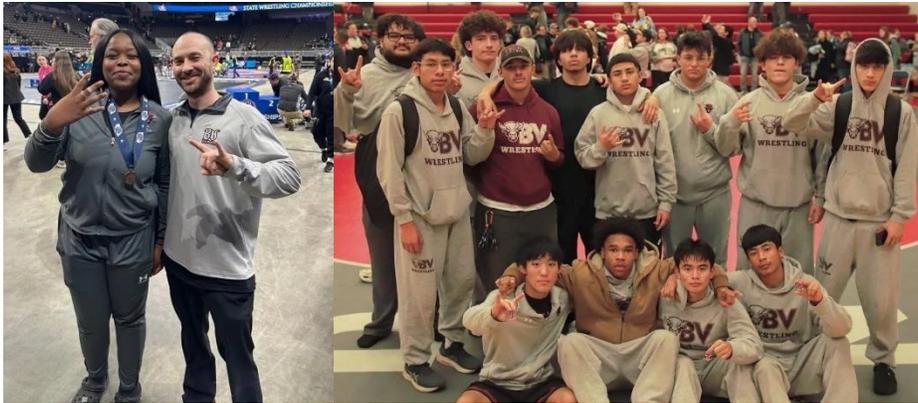
| | | | |
|----------------------------------|---|------------------------------|---|
| Band | Smoot Hedges-Stoops | Matt Colin | Band Camp required - typically 2 weeks before school starts. |
| Cheerleading | Doherty Fuhrman | Megan Sydney | Parent infor meeting March 11th. Tryout Clinic March 23-26th. Tryouts are on March 27th. |
| Chess Club | Scheibler | Sara | |
| Color Guard | Smoot | Matt | Color Guard - tryouts March 9-11th |
| Cooking Club | Morrison | Jack | Meets every Thursday after school @ rm 234, 3:15-4:30pm |
| Cosmetology | Foley | Melissa | |
| Dance Team | Lopez Hernandez Garcia-Navarro | Amy Leslie | |
| Drama | Harder | Carey | Audition Notices posted in school and on Social Media |
| Educators Rising | Mclaughlin Jahns | Aaron Kellie | For future teachers in Education pathway. Meets at 3:15, room 237, second Tues of each month. |
| Dungeons and Dragons Club | Mclaughlin | Aaron | Meets every Wednesday after school @ rm 237, 3:15-5:15pm |
| FBLA | Manca | Andrei | Meetings every first B day of the week in 126 at 3:10pm. Just stop by! |
| FFA | Oliverius | Nicole | |
| Girls Who Code | Nyatawa | Megan | |
| HOSA | McDade | Brenda | Meetings 315-415pm the 1st Thursday and 3rd Tuesday of every month! Must join by Sept of the new school year! |
| JROTC | Nguyen Podany | Major Sergeant | We have multiple afterschool activities but you need to join JROTC to be part of our practices and fun. |
| Latino Leaders | Lopez Hernandez | Amy | |
| Math Competition | Hudson | Magnolia | |
| Mascot Mike Bison | Stowe | Carissa | Email Mrs. Stowe- try on mascot; sign contract for conduct/appearances |
| Newspaper | Otero | Marc | Sign-up for Journalism, Digital Journalism, or Computer Graphic Arts! These are prerequisites for Newspaper. |
| NHS | Stowe | Carissa | Email advisor- submit GPA and clear behavior check |
| Orchestra | Hedges-Stoops | Colin | Previous Orchestra/Strings experience or contact Hedegs-Stoops for other paths. Honors Auditions in May. |
| Robotics Competition | Stanton | J. Mark | WE WANT YOU! Join Bison Robotics Competition, build epic bots, and dominate the arena! Email Coach Stanton |
| Senior Senate | Yuhas | Dallas | |
| SNHS | Barnhill | Alair | |
| Speech | Otero | Marc | |
| Student Council | Kyser Wakefield Salcido-Rodriguez | Sydney Savannah Karina | Application for next year comes out April 27th and is due May 11! Freshman Recruitment in week 1 of school year! "" "" |
| Vocal Music | Dunn | Marcella | All can join Treble & Bass Choir! Concert & Show Choir auditions in March. See Ms. Dunn for details. |
| Yearbook | Otero | Marc | Sign-up for Journalism, Digital Journalism, or Computer Graphic Arts! These are prerequisites for Yearbook. |



Athletics

| Fall Sports | Winter Sports | Spring Sports |
|---|--|---|
| Cross Country Football Softball Girls Golf Boys Tennis Unified Bowling Volleyball Cheer Dance | Basketball Bowling Swimming Wrestling Cheer Dance | Baseball Boys Golf Soccer Girls Tennis Track & Field Unified Track |

Consult our website and social media or contact our main office at (531) 299-2900 to get more information or to connect with our Athletic Director at (531) 299-8675).



Initial-Eligibility Standards

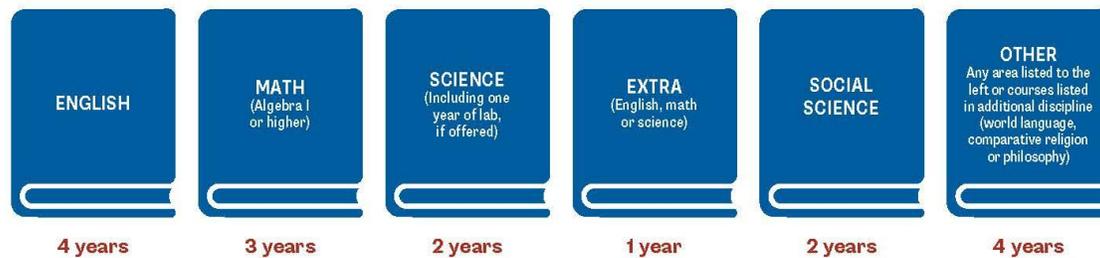
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school. For more information on registration, visit on.ncaa.com/RegChecklist.

Academic Requirements

Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

Division I

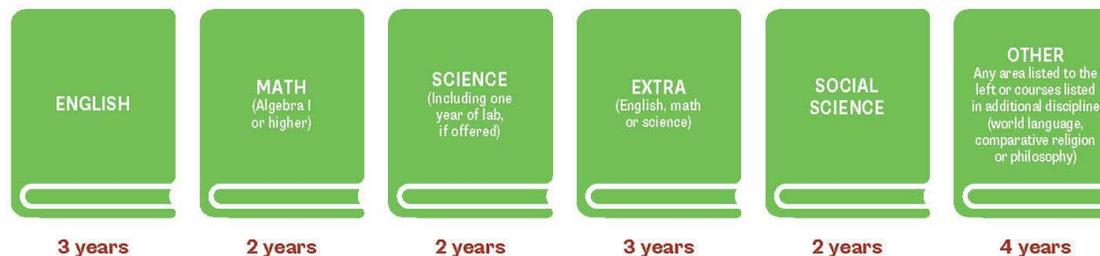
1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.

GRADE
9
REGISTER

- » If you haven't yet, [register](https://eligibilitycenter.org) for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist to ensure you're taking the right courses, and earn the best grades possible!

GRADE
10
PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, [transition](#) it to the required [certification account](#).
- » Monitor the [task list](#) in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

GRADE
11
STUDY

- » Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved [core courses](#) and graduate on time with your class.
- » Share your [NCAA ID](#) with NCAA schools recruiting you so each school can place you on its [institutional request list](#).
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE
12
GRADUATE

- » [Request your final amateurism certification](#) beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final [official transcript](#) with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

4 x 4 = 16

9th GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

4 CORE COURSES

10th GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

4 CORE COURSES

11th GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

4 CORE COURSES

12th GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

4 CORE COURSES



CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time



[@ncaaec](#) [@ncaaec](#) [@ncaaec](#) [@playcollegesports](#)

26-27 Course Descriptions



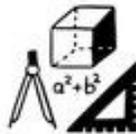
BISON

Buena Vista High School

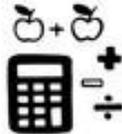
Buena Vista Course Descriptions



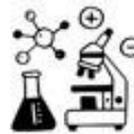
ALGEBRA



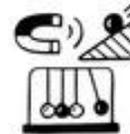
GEOMETRY



ARITHMETIC



CHEMISTRY



SCIENCE



BIOLOGY



FOREIGN LANGUAGE



LITERATURE



WRITING



GEOGRAPHY



HISTORY



SOCIAL SCIENCE



COMPUTER SCIENCE



CODING



ROBOTICS



SCIENTIFIC EXPERIMENTS



ECONOMICS



LAW STUDY



NATURE STUDY



PHYSICAL EDUCATION



DRAMA CLUB



ART



CRAFT



MUSIC

ART

110191 ART FOUNDATIONS 1 (9-12)

This course will provide students with a solid foundation for drawing and design. Elements of art, principles of design, color theory and composition will be covered. Students will learn art techniques and concepts using a variety of 2D and 3D media to create original works of art. In addition to art production, students will use a variety of learning strategies including reading, analyzing, and interpreting to respond, connect, and develop a deeper understanding of art from a variety of cultures and time periods. This is the first semester of a year-long course.

Prerequisites: none

110151 EXPLORATORY ART (9-12)

In this year long course, students will be introduced to the elements and principles of design, and gain basic skills in art production through a variety of media. Production projects will be enhanced through discussions of art history, aesthetic and art criticism issues. This is a year long course.

110431 APPLIED DESIGN (10-12)

This course explores design in crafts, with emphasis on function, decoration, cultural context. Students will be introduced to notable crafts movements and styles, and use the critical process to examine their own work, and examples from art history. Emphasis will be on understanding the relationship of form and function in utilitarian and decorative objects; as well as recognizing the effect of advances in technology on craft traditions. Students will be creating objects in a variety of media, demonstrating the use of elements and principles of design and understanding aesthetic theory and the creative process. In addition to art production, students will use a variety of learning strategies including reading, analyzing and responding to develop a deeper understanding of art and craft.

Prerequisite for this course is successful completion of Art Foundations 1-2 or Beginning Ceramics and Sculpture 1-2. This is the first semester of a year long course.

110241 INTRMD DRAWING AND PAINTING 1 (10-12)

This course offers an expansion of skills and knowledge of drawing, painting, and design concepts. An emphasis will be on idea generation; artistic investigations in techniques and media; initial development of personal voice and style and the development of a greater awareness of art beyond school. In addition to art production, students will use a variety of learning strategies including reading, analyzing, and interpreting to respond, connect, and develop a deeper understanding of art from a variety of cultures and time periods. This is the first semester of a year-long course.

Prerequisites: Art Foundations, Art 1-2 or Intro to Studio Art

110451 STUDIO ART (11-12)

The focus of this course is on the development of conceptual and technical skills used in contemporary studio practice by providing advanced opportunities to expand and refine artistic skills in a variety of two-dimensional media. Students will develop a personal style and creative ideas to expand one's awareness of art beyond school. Students will focus on portfolio development, presentation, exhibition, scholarship preparation and career exploration. Learning strategies allow students to communicate a deeper understanding of their own art and art from a variety of cultural contexts, time periods and cultural settings. This course can be taken concurrently with other art courses.

Prerequisite for this course is successful completion Intermediate Drawing and Painting or Applied Design 1-2

110192 ART FOUNDATIONS 2 (9-12)

This course will provide students with a solid foundation for drawing and design. Elements of art, principles of design, color theory and composition will be covered. Students will learn art techniques and concepts using a variety of 2D and 3D media to create original works of art. In addition to art production, students will use a variety of learning strategies including reading, analyzing, and interpreting to respond, connect, and develop a deeper understanding of art from a variety of cultures and time periods. This is the second semester of a year-long course.

Prerequisites: none

110152 EXPLORATORY ART (9-12)

In this year long course, students will be introduced to the elements and principles of design, and gain basic skills in art production through a variety of media. Production projects will be enhanced through discussions of art history, aesthetic and art criticism issues. This is a year long course.

110432 APPLIED DESIGN (10-12)

This course explores design in crafts, with emphasis on function, decoration, cultural context. Students will be introduced to notable crafts movements and styles, and use the critical process to examine their own work, and examples from art history. Emphasis will be on understanding the relationship of form and function in utilitarian and decorative objects; as well as recognizing the effect of advances in technology on craft traditions. Students will be creating objects in a variety of media, demonstrating the use of elements and principles of design and understanding aesthetic theory and the creative process. In addition to art production, students will use a variety of learning strategies including reading, analyzing and responding to develop a deeper understanding of art and craft.

Prerequisite for this course is successful completion of Art Foundations 1-2 or Beginning Ceramics and Sculpture 1-2. This is the first semester of a year long course.

110242 INTRMD DRAWING AND PAINTING 2 (10-12)

This course offers an expansion of skills and knowledge of drawing, painting, and design concepts. An emphasis will be on idea generation; artistic investigations in techniques and media; initial development of personal voice and style and the development of a greater awareness of art beyond school. In addition to art production, students will use a variety of learning strategies including reading, analyzing, and interpreting to respond, connect, and develop a deeper understanding of art from a variety of cultures and time periods. This is the second semester of a year-long course.

Prerequisites: Art Foundations, Art 1-2 or Intro to Studio Art

110452 STUDIO ART (11-12)

The focus of this course is on the development of conceptual and technical skills used in contemporary studio practice by providing advanced opportunities to expand and refine artistic skills in a variety of two-dimensional media. Students will develop a personal style and creative ideas to expand one's awareness of art beyond school. Students will focus on portfolio development, presentation, exhibition, scholarship preparation and career exploration. Learning strategies allow students to communicate a deeper understanding of their own art and art from a variety of cultural contexts, time periods and cultural settings. This course can be taken concurrently with other art courses.

Prerequisite for this course is successful completion Intermediate Drawing and Painting or Applied Design 1-2



110841 AP STUDIO ART 2-D

*Dual Enrolled UNO

The AP 2D Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP 2D Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication and reflection. Students can work with any materials, processes and ideas to create work that exists on a flat surface. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting printmaking are among the possibilities. The AP 2D Art and Design Portfolio exams contain two sections. The Selected Works section (40% of total score) requires students to demonstrate skillful synthesis of materials, processes and ideas. The Sustained Investigation section (60% of total score) requires students to conduct a sustained investigation based on questions, through practice, experimentation and revision. Both sections of the portfolio require students to articulate information about their work. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

Prerequisites for this course are successful completion of upper level art courses or instructor approval. This is the first semester of a year long course.

110701 BEG CERAMICS AND SCULPTURE 1 (9-12)

This is a foundation course that emphasizes the art elements and principles of design to produce nonfunctional and functional three-dimensional art forms. This course explores ceramics in terms of form, function, and cultural expression. In addition to art production, students will use a variety of learning strategies including reading, analyzing, and responding to develop a deeper understanding of art. Students will learn and use the critical process to evaluate their own work, as well as examples taken from contemporary and historical clay artists. This is the first semester of a year-long course.

110711 INTRMD CERAMICS & SCULPTURE 1 (10-12)

In this course, students will be challenged with more advanced techniques and problems to create three-dimensional forms. Aesthetic issues related to form and function, the inherent expressive qualities of clay, and identifying good artisanship will be an ongoing part of the study. Students will create using methods of hand-building, the potter's wheel, and other sculptural techniques. Students will be exposed to firing techniques, different clay bodies, new glazes or surface treatments, contemporary and historical clay artists. The class will provide opportunities to expand skills; to develop a personal style; to develop creative ideas; to expand one's awareness of art beyond school, and to focus on presentation, exhibitions, scholarship preparation and career planning. This is the first semester of a year-long course.

Prerequisites: Beginning Ceramics and Sculpture, Pottery 1-2, or Beginning Ceramics

110751 ADV CERAMICS AND SCULPTURE 1

This course is an advanced, more independent course providing students an opportunity to individualize projects, enhancing their style in the medium while further exploring the philosophical and historical aspects of clay art. Students will refine techniques and increase skill levels. Students may explore in greater depth the process of hand-building, the potter's wheel, sculptural techniques, firing techniques, clay bodies, glazes and sculpture techniques. Focus is on creating a series of clay pieces on a chosen theme, researching ceramic history or artists, keeping a pottery journal/sketchbook, becoming current with contemporary ceramic artists and styles, and participating in workshops. This course will continue portfolio work, presentation, exhibitions, scholarship preparation and career planning. At least one student-initiated exhibit in a public forum will be required. **This course can be taken concurrently with other art courses.** This is the first semester of a year-long course.

Prerequisites: Intermediate Ceramics and Sculpture, Pottery 3-4, or Intermediate Ceramics

110842 AP STUDIO ART 2-D

*Dual Enrolled UNO

The AP 2D Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP 2D Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication and reflection. Students can work with any materials, processes and ideas to create work that exists on a flat surface. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting printmaking are among the possibilities. The AP 2D Art and Design Portfolio exams contain two sections. The Selected Works section (40% of total score) requires students to demonstrate skillful synthesis of materials, processes and ideas. The Sustained Investigation section (60% of total score) requires students to conduct a sustained investigation based on questions, through practice, experimentation and revision. Both sections of the portfolio require students to articulate information about their work. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

Prerequisites for this course are successful completion of upper level art courses or instructor approval. This is the first semester of a year long course.

110702 BEG CERAMICS AND SCULPTURE 2 (9-12)

This is a foundation course that emphasizes the art elements and principles of design to produce nonfunctional and functional three-dimensional art forms. This course explores ceramics in terms of form, function, and cultural expression. In addition to art production, students will use a variety of learning strategies including reading, analyzing, and responding to develop a deeper understanding of art. Students will learn and use the critical process to evaluate their own work, as well as examples taken from contemporary and historical clay artists. This is the second semester of a year-long course.

110712 INTRMD CERAMICS & SCULPTURE2 (10-12)

In this course, students will be challenged with more advanced techniques and problems to create three-dimensional forms. Aesthetic issues related to form and function, the inherent expressive qualities of clay, and identifying good artisanship will be an ongoing part of the study. Students will create using methods of hand-building, the potter's wheel, and other sculptural techniques. Students will be exposed to firing techniques, different clay bodies, new glazes or surface treatments, contemporary and historical clay artists. The class will provide opportunities to expand skills; to develop a personal style; to develop creative ideas; to expand one's awareness of art beyond school, and to focus on presentation, exhibitions, scholarship preparation and career planning. This is the second semester of a year-long course.

Prerequisites: Beginning Ceramics and Sculpture, Pottery 1-2, or Beginning Ceramics

110752 ADV CERAMICS AND SCULPTURE 2

This course is an advanced, more independent course providing students an opportunity to individualize projects, enhancing their style in the medium while further exploring the philosophical and historical aspects of clay art. Students will refine techniques and increase skill levels. Students may explore in greater depth the process of hand-building, the potter's wheel, sculptural techniques, firing techniques, clay bodies, glazes and sculpture techniques. Focus is on creating a series of clay pieces on a chosen theme, researching ceramic history or artists, keeping a pottery journal/sketchbook, becoming current with contemporary ceramic artists and styles, and participating in workshops. This course will continue portfolio work, presentation, exhibitions, scholarship preparation and career planning. At least one student-initiated exhibit in a public forum will be required. **This course can be taken concurrently with other art courses.** This is the second semester of a year-long course.

Prerequisites: Intermediate Ceramics and Sculpture, Pottery 3-4, or Intermediate Ceramics



110851 AP STUDIO ART 3-D

***Dual Enrolled UNO**

The AP 3D Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP 3D Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication and reflection. Students can work with any materials, processes and ideas that involve space and form. Figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts are among the possibilities. The AP 3D Art and Design Portfolio exams contain two sections. The Selected Works section requires students to demonstrate skillful synthesis of materials, processes and ideas. The Sustained Investigation section requires students to conduct a sustained investigation bases on questions, through practice, experimentation and revision. Both sections of the portfolio require students to articulate information about their work. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam. This is a year long course.

Prerequisites for this course are successful completion of upper level art courses or instructor approval. This is the first semester of a year long course.

110561 COMP GRPH DES 1 (9-12)

This course is an introduction to computer graphics design. Students will learn the elements and principles of design, in addition to layout skills and other applications of computer technology (flyers, poster and package design, drawing illustration). Students will be given a foundation in the business and commercial applications of computer graphics.

**Yearbook and Newspaper Production programs require that students take Journalism, Digital Journalism, or Comp Grph Design 1-2 as a prerequisite.*

110571 COMP GRPH C 3 (10-12)

This course is a continuation of student preparation in the field of commercial art and graphic design. Students explore hardware and software used by the industry, building a portfolio of their work. This is the first semester of a year long course.

Prerequisite for the course is successful completion of Computer Graphic Design 1-2

110581 COMP GRPH DES 5 (11-12)

This is a third year advanced course in computer graphics with emphasis on individual student projects in commercial art and design. This is the first semester of a year long course.

Prerequisite for the course is successful completion of Computer Graphic Design 3-4.

110621 COMP GRPH DES 7 (12)

This course for twelfth grade students is the culmination of a sequential graphic design experience. Students who complete this course will be prepared to enter a commercial arts vocation, or to enter an advanced university-based course in graphic arts. This is the first semester of a year long course.

Prerequisite for this course is successful completion of Computer Graphic Design 5-6.

110852 AP STUDIO ART 3-D

***Dual Enrolled UNO**

The AP 3D Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP 3D Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication and reflection. Students can work with any materials, processes and ideas that involve space and form. Figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts are among the possibilities. The AP 3D Art and Design Portfolio exams contain two sections. The Selected Works section requires students to demonstrate skillful synthesis of materials, processes and ideas. The Sustained Investigation section requires students to conduct a sustained investigation bases on questions, through practice, experimentation and revision. Both sections of the portfolio require students to articulate information about their work. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam. This is a year long course.

Prerequisites for this course are successful completion of upper level art courses or instructor approval. This is the first semester of a year long course.

110562 COMP GRPH DES 2 (9-12)

This course is an introduction to computer graphics design. Students will learn the elements and principles of design, in addition to layout skills and other applications of computer technology (flyers, poster and package design, drawing illustration). Students will be given a foundation in the business and commercial applications of computer graphics.

**Yearbook and Newspaper Production programs require that students take Journalism, Digital Journalism, or Comp Grph Design 1-2 as a prerequisite.*

110572 COMP GRPH C 4 (10-12)

This course is a continuation of student preparation in the field of commercial art and graphic design. Students explore hardware and software used by the industry, building a portfolio of their work. This is the second semester of a year long course.

Prerequisite for the course is successful completion of Computer Graphic Design 1-2

110582 COMP GRPH DES 6 (11-12)

This is a third year advanced course in computer graphics with emphasis on individual student projects in commercial art and design. This is the second semester of a year long course.

Prerequisite for the course is successful completion of Computer Graphic Design 3-4.

110622 COMP GRPH DES 8 (12)

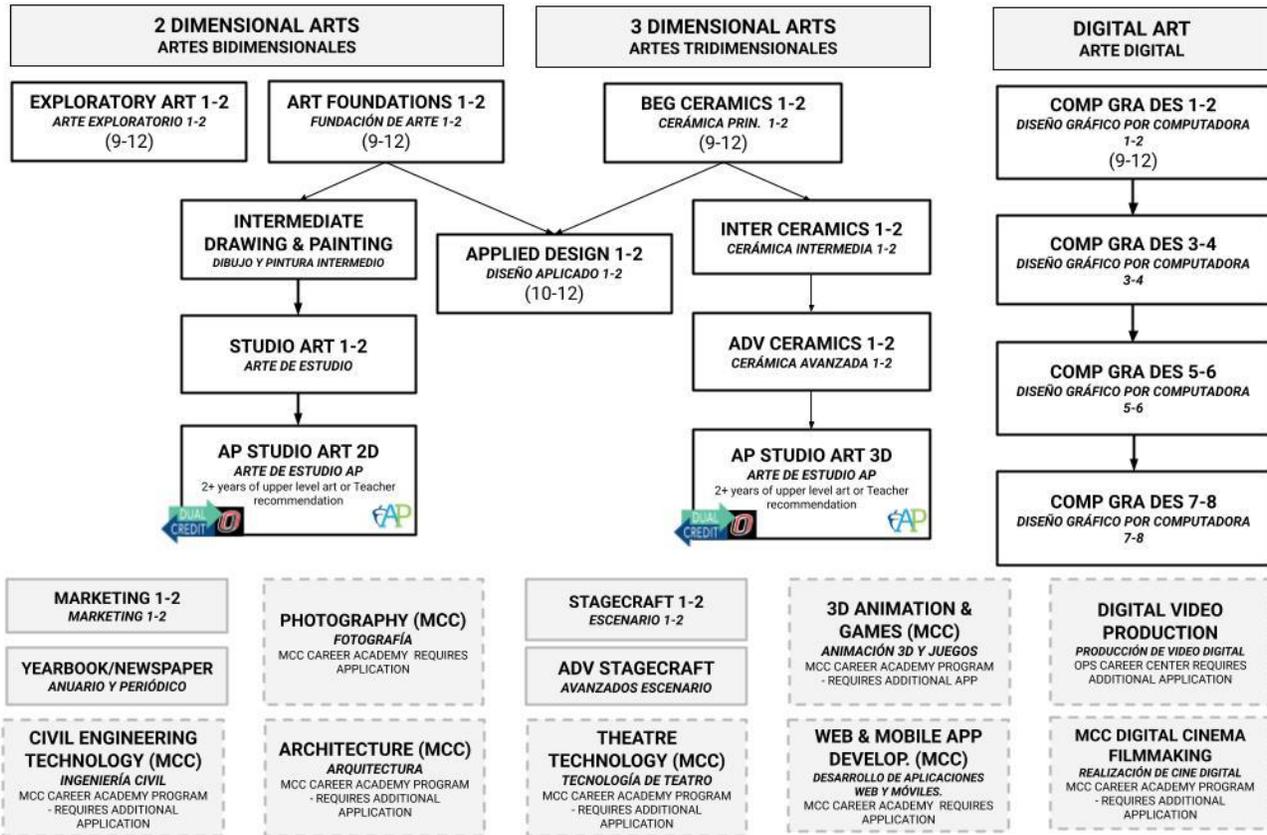
This course for twelfth grade students is the culmination of a sequential graphic design experience. Students who complete this course will be prepared to enter a commercial arts vocation, or to enter an advanced university-based course in graphic arts. This is the second semester of a year long course.

Prerequisite for this course is successful completion of Computer Graphic Design 5-6.



VISUAL ARTS / ARTES VISUALES

High School Graduation Requirements: These courses count towards elective credits. Students need at least 15 elective credits to graduate.
 Many colleges and universities nationwide requires that students take at least one Fine Arts course.
 Requisitos de graduación de la escuela secundaria: estos cursos cuentan para créditos optativos. Los estudiantes necesitan al menos 15 créditos optativos para graduarse. Muchos colegios y universidades de todo el país exigen que los estudiantes tomen al menos un curso de Bellas Artes.



CTE - BMIT

181301 FRESHMAN SEMINAR (9)

This introductory course is for all freshman students that will introduce them to the high school experience by discovering school opportunities in career-based pathway and academy programming, will build a plan for their high and post-high school experiences, and will focus on learning strategies for successful transitioning into the high school environment. Students will engage in content in this course exploring the Omaha Public School Portrait of a Graduate, benchmarks of a College and Career Continuum, and Nebraska's College and Career Readiness Standards.

120021 PRINC OF BUS, MKTNG & MGMT (9-12) (S)

This course is designed as an introductory overview of the Business, Marketing, and Management Career Field. Units of study include economic systems, forms of business ownership, management, marketing, and accounting. Career opportunities will also be explored.

120471 MARKETING 1 (10-12)

Students will explore the basic functions of marketing: pricing, promotion, product planning, and place/distribution: the marketing mix. The curriculum provides the foundational skills and knowledge in economics, communications skills/interpersonal skills, professional career development, business, management, and entrepreneurship. Application of academic concepts and technology are integrated throughout the curriculum.

120171 ACCOUNTING 1 (10-12)

This two-semester course covers sole proprietorship accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing and reporting, principles of income measurement and asset valuation, and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using the computer. An introduction to partnerships and corporations may be included.

120981 PERSONAL FINANCE (12) (S)

The goal of personal finance is to help students become financially responsible, conscientious members of society. This course develops student understanding and skills in money management; budgeting; financial goal attainment; use of credit; insurance; investments; and consumer rights and responsibilities. Application of academic concepts, technology, and career planning are integrated throughout the curriculum.

188021 JOBS FOR AMERICAS GRADUATES (9-12)

Jobs for America's Graduates (JAG) is a graduation enhancement program focusing on personal and career development and future readiness. The class will participate in a variety of classroom activities, assignments, exploration, guest speakers, mentorship, and guidance. Each member will become part of a student leadership organization and have several opportunities to further unlock and enhance their potential. This course should be utilized by high school level students. This course may be used for consecutive years and credits for the same student; students may repeat the course multiple times for high school credit.

181302 FRESHMAN SEMINAR (9)

This introductory course is for all freshman students that will introduce them to the high school experience by discovering school opportunities in career-based pathway and academy programming, will build a plan for their high and post-high school experiences, and will focus on learning strategies for successful transitioning into the high school environment. Students will engage in content in this course exploring the Omaha Public School Portrait of a Graduate, benchmarks of a College and Career Continuum, and Nebraska's College and Career Readiness Standards.

120401 ENTREPRENEURSHIP 1 (9-12) (S)

Entrepreneurship is a course designed for students with a career interest in entrepreneurship. Emphasis is placed on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored. Instructional strategies may include the development of a business plan, or actual creation of a student-run business.

120472 MARKETING 2 (10-12)

Students will explore the basic functions of marketing: pricing, promotion, product planning, and place/distribution: the marketing mix. The curriculum provides the foundational skills and knowledge in economics, communications skills/interpersonal skills, professional career development, business, management, and entrepreneurship. Application of academic concepts and technology are integrated throughout the curriculum.

120172 ACCOUNTING 2 (10-12)

This two-semester course covers sole proprietorship accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing and reporting, principles of income measurement and asset valuation, and accounting systems and controls. Students are exposed to careers in the accounting field and are given the opportunity to perform accounting applications using the computer. An introduction to partnerships and corporations may be included.

188022 JOBS FOR AMERICAS GRADUATES (9-12)

Jobs for America's Graduates (JAG) is a graduation enhancement program focusing on personal and career development and future readiness. The class will participate in a variety of classroom activities, assignments, exploration, guest speakers, mentorship, and guidance. Each member will become part of a student leadership organization and have several opportunities to further unlock and enhance their potential. This course should be utilized by high school level students. This course may be used for consecutive years and credits for the same student; students may repeat the course multiple times for high school credit.



BUSINESS, MARKETING, MANAGEMENT, & INFORMATION TECHNOLOGY/ NEGOCIOS, MARKETING, GESTIÓN Y TECNOLOGÍA DE LA INFORMACIÓN

High School Graduation Requirements: Business courses count towards 15 required elective credits. Personal Finance is required for graduation. Requisitos de graduación de la escuela secundaria: los cursos de negocios cuentan para 15 créditos optativos requeridos. Se requieren finanzas personales para graduarse.

PRINCIPLES OF BUSINESS, MARKETING, & MANAGEMENT (S)
PRINCIPIOS DE NEGOCIOS, MARKETING Y GESTIÓN
(9-12)

ENTREPRENEURSHIP (S)
EMPRENDIMIENTO
(9-12)
Completion of Principles of Business, Marketing, and Management


FRESHMAN SEMINAR
SEMINARIO DE PRIMER AÑO
(9)


FOUNDATIONS OF COMPUTING 1-2
FUNDAMENTOS DEL CUIDADO DE LA SALUD
(9-12)
Level 1 meets Grade req.

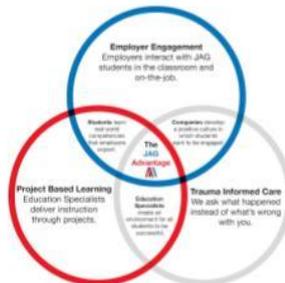

MARKETING 1-2
MERCADOTECNIA 1-2
Completion of Principles of Business, Marketing, and Management
(10-12)

ACCOUNTING 1-2
CONTABILIDAD 1-2
(11-12)


PERSONAL FINANCE (S)
FINANZAS PERSONALES
(12)
GRADUATION REQUIREMENT

AP COMPUTER SCIENCE PRINCIPLES
PRINCIPIOS DE CIENCIAS INFORMÁTICAS AP
(10-12)
Semester 2 meets grade req. 

JOBS FOR AMERICA'S GRADUATE (JAG)
EMPLEOS PARA GRADUADOS DE AMÉRICA (JAG)
(9-12)
Requires application. Once accepted JAG is a 4 year elective program.



 These courses meet the requirements of the Computer Science & Technology Act
learning that works for Nebraska

JAG was founded by the United Way to be a high-impact force for change in boosting genuine equality of outcomes in education, job and life, and has proven to be one of the "great equalizers" in America. Many students need support at this critical point so that they can successfully transition into "what's next"

131691 FOUNDATIONS OF COMPUTING 1 (10-12)**SMART Tech Pathway Year 1****Meets grad requirement**

Foundations of Computing 1 focuses on computer literacy, educational technology, digital citizenship, information technology, and computer science. Students will develop a greater understanding of the a digital presence, as well as the impact of computing in society. Beyond learning the fundamentals of programming students build computational-thinking skills, communication skills, and productivity skills through the use of collaborative tools, modeling, and simulations.

131311 AP COMPUTER SCI PRINCIPLES 1 (10-12)**SMART Tech Pathway Year 1**

Computer Science Principles introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding how computer science impacts people and society. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

130201 INTRO ARTIFICIAL INTELLIGENCE (11-12)**SMART Tech Year 2 – AI / VR & Software Dev Pathway**

This introductory course will provide a solid foundation in artificial intelligence (AI) concepts for all fields. Students will be introduced to the pioneers and origins of AI, as well as a timeline and advancements in the artificial intelligence realm. Learning focus will include AI applications, ethics, regulations, and applications for AI in business and industry.

Students should have taken Foundations of Computing 1-2 or AP Computer Science 1-2 to be eligible for AI / VR courses.

130361 H SOFTWARE DEVELOPMENT 1 (12)**SMART Tech Year 3 – AI / VR & Software Dev Pathway**

Honors Software development is intended as an integrative course in computer science and engineering programs of study. It is a research, design and development course in which students work in groups to design, develop and deploy an original solution to a valid open-ended technical problem by applying a software lifecycle process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, technology, and other related areas.

Prerequisites: Intro to AI and Intro to VR.

131422 FOUNDATIONS OF COMPUTING 2 (10-12)**SMART Tech Pathway Year 1**

Designed to be the first computer science course for students who have never programmed before, Foundations of Computing is a starting point for Computer Science. Students will explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational-thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis.

131332 AP COMPUTER SCI PRINCIPLES 2 (10-12)**SMART Tech Pathway Year 1****Meets grad requirement**

Computer Science Principles introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding how computer science impacts people and society. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

Prerequisite: AP Computer Science Principles 1

130202 INTRO VIRTUAL REALITY (11-12)**SMART Tech Year 2 – AI / VR & Software Dev Pathway**

This course is designed to introduce students to the field of virtual reality (VR) and provide students hands-on experience developing applications for modern virtual reality systems. Students learn about the historical development of virtual reality technology, computer graphics and 3D modeling, human-computer interaction relating to VR, modern VR technologies and context and use of VR.

Students should have taken Foundations of Computing 1-2 or AP Computer Science 1-2 to be eligible for AI / VR courses.

130362 H SOFTWARE DEVELOPMENT 2 (12)**SMART Tech Year 3 – AI / VR & Software Dev Pathway**

Honors Software development is intended as an integrative course in computer science and engineering programs of study. It is a research, design and development course in which students work in groups to design, develop and deploy an original solution to a valid open-ended technical problem by applying a software lifecycle process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, technology, and other related areas.

Prerequisites: Intro to AI and Intro to VR.



131411 H CYBERSECURITY 1 (11-12)**SMART Tech Year 2 – Cybersecurity Pathway**

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Students will solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior.

Students should have taken Foundations of Computing 1-2 or AP Computer Science 1-2 to be eligible for H Cybersecurity 1-2.

131721 H CYBERSECURITY 3 (11-12)**SMART Tech Year 3 – Cybersecurity Pathway**

In this course the students will continue to develop and build their cybersecurity skills and knowledge while learning advanced concepts required to recognize and potentially mitigate attacks against devices, computers, enterprise networks and mission-critical infrastructure. Students will learn current testing and vulnerability assessment techniques to measure and prevent attacks ranging from basic malware to complex web-based exploits and social engineering tactics that take advantage of people's trust. Students will recognize and evaluate real-world attacks through the use of advanced hacking techniques and methods of defense fortification using virtual labs and cyber ranges. At the same time, students will delve into topics like risk management and incident response and recovery. This course is designed to prepare students for the Certified Ethical Hacker (CEH) and/or the Security+ exam and certification.

Prerequisites: H Cybersecurity 1 and H Cybersecurity 2

131412 H CYBERSECURITY 2 (11-12)**SMART Tech Year 2 – Cybersecurity Pathway**

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Students will solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior.

Students should have taken Foundations of Computing 1-2 or AP Computer Science 1-2 to be eligible for H Cybersecurity 1-2.

131722 H CYBERSECURITY 4 (11-12)**SMART Tech Year 3 – Cybersecurity Pathway**

In this course the students will continue to develop and build their cybersecurity skills and knowledge while learning advanced concepts required to recognize and potentially mitigate attacks against devices, computers, enterprise networks and mission-critical infrastructure. Students will learn current testing and vulnerability assessment techniques to measure and prevent attacks ranging from basic malware to complex web-based exploits and social engineering tactics that take advantage of people's trust. Students will recognize and evaluate real-world attacks through the use of advanced hacking techniques and methods of defense fortification using virtual labs and cyber ranges. At the same time, students will delve into topics like risk management and incident response and recovery. This course is designed to prepare students for the Certified Ethical Hacker (CEH) and/or the Security+ exam and certification.

Prerequisites: H Cybersecurity 1 and H Cybersecurity 2

132241 IT ESSENTIALS PC REPAIR 1**SMART Tech Year 2 – Information Technology Pathway CAREER CENTER (student must be 16+)**

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

This is a Career Center course that provides a dual enrollment and/or career-based certification opportunity to students.

Students should have taken Foundations of Computing 1-2 or AP Computer Science 1-2 to be eligible for the IT Career Center Pathway Program.

132261 NETWORKING ESSENTIALS 1**SMART Tech Year 3 – Information Technology Focus CAREER CENTER (student must be 16+)*****Dual enrolled MCC**

This course is a continuation of IT Essentials PC Repair and is awarded Dual Credit with Metro Community College. This course prepares students with certified and practical skills for a career in the IT networking field. Advanced topics include Wide Area Networks, Network Customization, Hardening, Management, and Optimization. Upon successful completion, students are prepared to pass TestOut's Network Pro certification exam.

This course is taught at the Career Center only.

132251 IT ESSENTIALS PC REPAIR 2**SMART Tech Year 2 – Information Technology Pathway CAREER CENTER (student must be 16+)**

This course covers advanced, hands-on topics of hardware and software repair. Emphasis is on basic TCP/IP networking, wireless networking, and network troubleshooting. Through hands-on activities, students learn configuration procedures and more advanced administrative tasks, such as user management and security, and operating system installation. Topics of devices such as printers and scanners are also covered. Further prepares students for Comp TIA A+ certification.

Students should have taken Foundations of Computing 1-2 or AP Computer Science 1-2 to be eligible for the IT Career Center Pathway Program.

132262 NETWORKING ESSENTIALS 2**SMART Tech Year 3 – Information Technology Focus CAREER CENTER (student must be 16+)*****Dual enrolled MCC**

This course is a continuation of IT Essentials PC Repair and is awarded Dual Credit with Metro Community College. This course prepares students with certified and practical skills for a career in the IT networking field. Advanced topics include Wide Area Networks, Network Customization, Hardening, Management, and Optimization. Upon successful completion, students are prepared to pass TestOut's Network Pro certification exam.

This course is taught at the Career Center only.





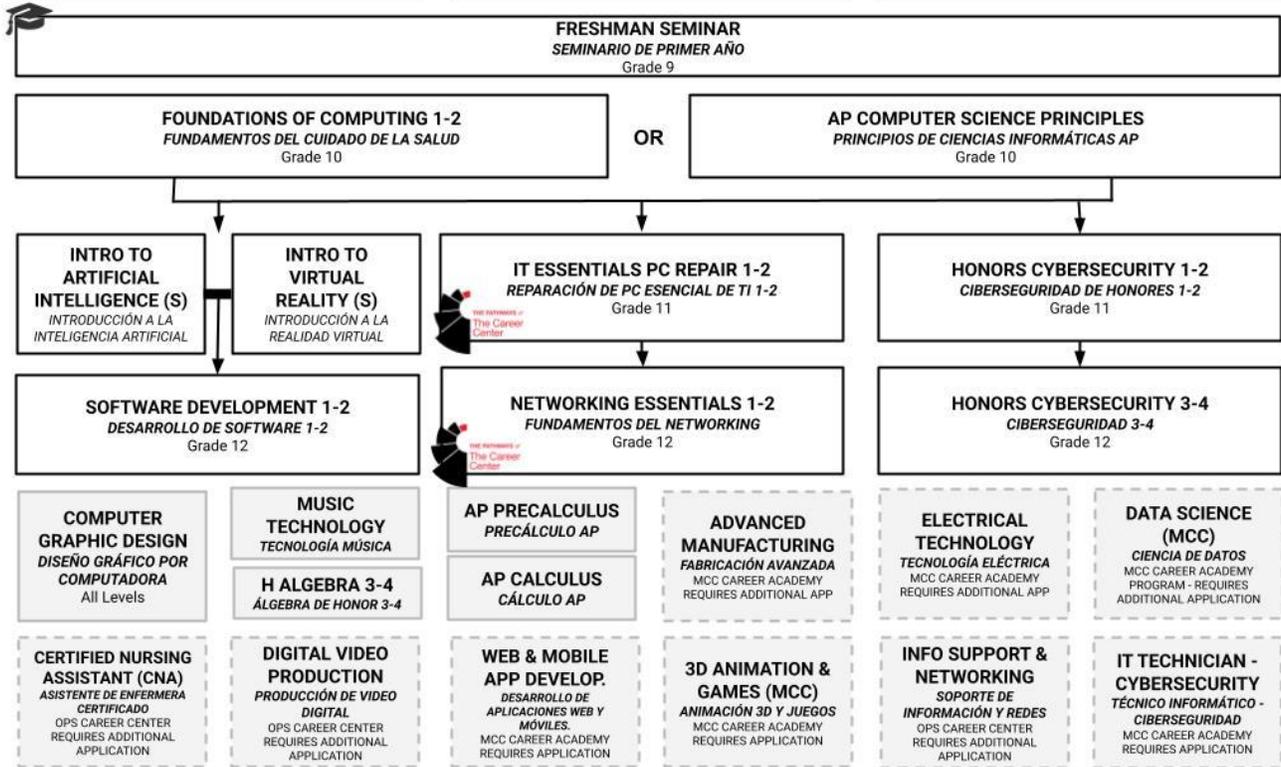
SMART TECHNOLOGY PATHWAYS / CAMINOS DE TECNOLOGÍA INTELIGENTE

During their Freshman year in the Freshman Seminar course, students will select one of nine career pathways at Buena Vista High School. During their 10th – 12th grade year, they will take a minimum of one elective class per year inside of that selected pathway. Durante su primer año en el curso de Seminario para estudiantes de primer año, los estudiantes seleccionarán una de las nueve trayectorias profesionales en Buena Vista High School. Durante su año de 10º a 12º grado, tomarán un mínimo de una clase optativa por año dentro de esa vía seleccionada.

AI, VR, & SOFTWARE DEVELOPMENT
IA, VR y DESARROLLO DE SOFTWARE

INFORMATION TECHNOLOGY
TECNOLOGÍAS DE LA INFORMACIÓN

CYBERSECURITY
LA SEGURIDAD CIBERNÉTICA



172141 INTRO TO ROBOTICS 1 (9-12)

Robotics Pathway Year 1

Students will design and build a robot to participate in area robotics competitions. Major units of study will focus on the engineering design process, designing and building a controllable base, designing and building a manipulator and programming of the mechanical system using logic based control and simple sensors.

**9th grade students should have had middle school robotics club or course experience.*

172731 INDUSTRIAL ROBOTICS 3 (10-12)

Robotics Pathway Year 2

Students will thoroughly examine a robotics design problem and implement the best possible solution to the proposed problem. The problem will require students to develop deeper understanding of robotics design and implementation including programming and using robotics arms. Examples would include structural design, weight distribution, drivetrains, pneumatic controls, alternative methods of transferring motion and in-depth precision programming control. Students will be introduced into the fundamentals of Industrial Robots.

Prerequisites: Successful completion of INTRO TO ROBOTICS 1-2

172741 INDUSTRIAL ROBOTICS 5 (11-12)

Robotics Pathway Year 3

Student will thoroughly examine robotics design problem, develop an original possible solution, and document the stages of the design process. The problem will require student to develop deeper understanding of robotics design, implementation, and problem solving for a specified criterion. This course applies science, technology, engineering, and math (STEM) concepts. Examples would include structural design, weight distribution, drivetrains, pneumatic controls, alternative methods of transferring motion and in-depth precision programming control. Students will learn to program and a Fanuc Robotic arm and its uses.

Prerequisites: Successful completion of INDUSTRIAL ROBOTICS 3-4

172142 INTRO TO ROBOTICS 2 (9-12)

Robotics Pathway Year 1

Students will design and build a robot to participate in area robotics competitions. Major units of study will focus on the engineering design process, designing and building a controllable base, designing and building a manipulator and programming of the mechanical system using logic based control and simple sensors.

**9th grade students should have had middle school robotics club or course experience.*

172732 INDUSTRIAL ROBOTICS 4 (10-12)

Robotics Pathway Year 2

Students will thoroughly examine a robotics design problem and implement the best possible solution to the proposed problem. The problem will require students to develop deeper understanding of robotics design and implementation including programming and using robotics arms. Examples would include structural design, weight distribution, drivetrains, pneumatic controls, alternative methods of transferring motion and in-depth precision programming control. Students will be introduced into the fundamentals of Industrial Robots.

Prerequisites: Successful completion of INTRO TO ROBOTICS 1-2

172742 INDUSTRIAL ROBOTICS 6 (11-12)

Robotics Pathway Year 3

Student will thoroughly examine robotics design problem, develop an original possible solution, and document the stages of the design process. The problem will require student to develop deeper understanding of robotics design, implementation, and problem solving for a specified criterion. This course applies science, technology, engineering, and math (STEM) concepts. Examples would include structural design, weight distribution, drivetrains, pneumatic controls, alternative methods of transferring motion and in-depth precision programming control. Students will learn to program and a Fanuc Robotic arm and its uses.

Prerequisites: Successful completion of INDUSTRIAL ROBOTICS 3-4

172641 MECHANICAL ELECTRICAL 1 (10-12)

Mechatronics Pathway Year 1

***Dual enrolled with MCC**

In this course, learners are introduced to the basic concepts of advanced manufacturing and the many modern technologies used to automate processes. The course uses highly engaging interactive multimedia computer course materials with simulations of the various technologies. The interactive multimedia simulations are combined with hands-on work using automation equipment to provide an immersive experience. Topics include: 3D Computer Aided Design (CAD), Robotics programming, CNC programming, electrical control systems, electronic sensors, pneumatics, basic measurement, safety, and materials and processes.

172651 MECHANICAL ELECTRICAL 3 (11-12)

Mechatronics Pathway Year 2

***Dual enrolled with MCC**

In this course, students will learn new skills that build on the technologies covered in the introductory course and combine these technologies into systems. New technology topics will use interactive multimedia computer course materials with simulations and hands-on work with real automation equipment. Students will also work on team projects to design and build working prototype machines that incorporate the various technologies. Topics include: Programmable Logic Controllers (PLCs), Flexible Manufacturing/Robotic Systems, Automation Cells, Materials Engineering, Mechanical Systems, Machining, Concepts of Quality, CAD, Print Reading, Electrical Controls, and Safety.

Prerequisites: Successful completion of MECHANICAL ELECTRICAL 1-2
**MCC requires a grade of C or higher to move forward in the program.*

172642 MECHANICAL ELECTRICAL 2 (10-12)

Mechatronics Pathway Year 1

***Dual enrolled with MCC**

In this course, learners are introduced to the basic concepts of advanced manufacturing and the many modern technologies used to automate processes. The course uses highly engaging interactive multimedia computer course materials with simulations of the various technologies. The interactive multimedia simulations are combined with hands-on work using automation equipment to provide an immersive experience. Topics include: 3D Computer Aided Design (CAD), Robotics programming, CNC programming, electrical control systems, electronic sensors, pneumatics, basic measurement, safety, and materials and processes.

172652 MECHANICAL ELECTRICAL 4 (11-12)

Mechatronics Pathway Year 2

***Dual enrolled with MCC**

In this course, students will learn new skills that build on the technologies covered in the introductory course and combine these technologies into systems. New technology topics will use interactive multimedia computer course materials with simulations and hands-on work with real automation equipment. Students will also work on team projects to design and build working prototype machines that incorporate the various technologies. Topics include: Programmable Logic Controllers (PLCs), Flexible Manufacturing/Robotic Systems, Automation Cells, Materials Engineering, Mechanical Systems, Machining, Concepts of Quality, CAD, Print Reading, Electrical Controls, and Safety.

Prerequisites: Successful completion of MECHANICAL ELECTRICAL 1-2
**MCC requires a grade of C or higher to move forward in the program.*



172661 MECHANICAL ELECTRICAL 5 (12)
Mechatronics Pathway Year 3

***Dual enrolled with MCC**

In this course, students will learn new skills that build on the technologies covered in the MECHANICAL ELECTRICAL 1-2 and 3-4 courses and combine these technologies into systems. New technology topics will use interactive multimedia computer course materials with simulations and hands-on work with real automation equipment. Learners will also work on team projects to design and build working prototype machines that incorporate the various technologies. Topics include: Mechatronics Systems, Lean Manufacturing, Hydraulics, CAD/CAM, Materials Engineering, Plastics Injection Molding, Mold Design, and Welding Concepts.

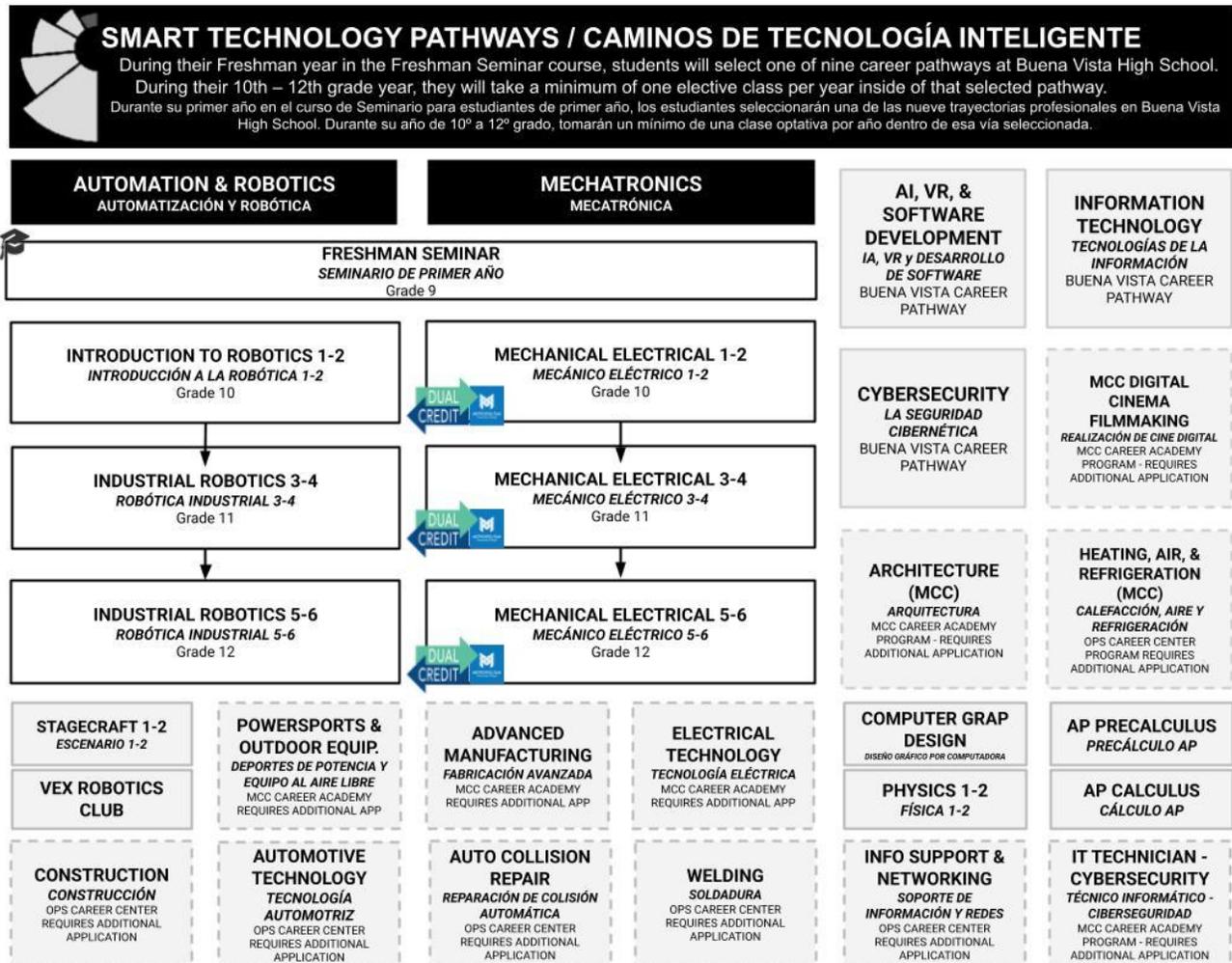
Prerequisites: Successful completion of MECHANICAL ELECTRICAL 3-4
 *MCC requires a grade of C or higher to move forward in the program.

172662 MECHANICAL ELECTRICAL 6 (12)
Mechatronics Pathway Year 3

***Dual enrolled with MCC**

In this course, students will learn new skills that build on the technologies covered in the MECHANICAL ELECTRICAL 1-2 and 3-4 courses and combine these technologies into systems. New technology topics will use interactive multimedia computer course materials with simulations and hands-on work with real automation equipment. Learners will also work on team projects to design and build working prototype machines that incorporate the various technologies. Topics include: Mechatronics Systems, Lean Manufacturing, Hydraulics, CAD/CAM, Materials Engineering, Plastics Injection Molding, Mold Design, and Welding Concepts.

Prerequisites: Successful completion of MECHANICAL ELECTRICAL 3-4
 *MCC requires a grade of C or higher to move forward in the program.



CTE – HUMAN PERFORMANCE & EDUCATION

074001 FOUNDATIONS OF HEALTH CARE 1 (10-12)

Year 1 Human Perf. & Behavioral Health Pathways

Foundations of Health Care is designed to give an overview of the therapeutic services, diagnostic services, support services, biotechnology research and development, and health informatics pathways. The course focuses on exploring health science pathways and careers, employability skills, ethical and legal responsibilities, safety practices and technical skills, and the history and current healthcare trends.

060931 ANATOMY & PHYSIOLOGY 1

Year 2 Human Perf. & Behavioral Health Pathways

***Dual Enrolled UNO**

Anatomy and Physiology 1-2 enables students to understand the principles and structures of the human body. Students develop an understanding of the structure and function of complex human organ systems through inquiry-based laboratory experiences using up-to-date technology. This course will explore scientific and technological advances in the field of anatomy. Students will also explore career opportunities in medical and related fields. The study and application of vocabulary and terminology is an essential part of this course. Students will incorporate writing and literacy strategies into summative projects. Laboratory dissections are required.

Prerequisites: Physical Science 1-2 and Biology 1-2.

074241 INTRO TO EXERCISE SCIENCE 1 (12)

Year 3 Human Performance Pathway

***Dual enrolled UNO**

This course will give students a basic understanding of career opportunities within the field of exercise science. Students will gain knowledge of body systems, nutrition, life-long fitness and the impact of disease and injury on quality of life.

070611 INTRO MED TERM 1

Year 1 Human Perf. & Behavioral Health Pathways

This course is designed to help students learn medical language by analyzing their components. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions.

060932 ANATOMY & PHYSIOLOGY 2

Year 2 Human Perf. & Behavioral Health Pathways

***Dual Enrolled UNO**

Anatomy and Physiology 1-2 enables students to understand the principles and structures of the human body. Students develop an understanding of the structure and function of complex human organ systems through inquiry-based laboratory experiences using up-to-date technology. This course will explore scientific and technological advances in the field of anatomy. Students will also explore career opportunities in medical and related fields. The study and application of vocabulary and terminology is an essential part of this course. Students will incorporate writing and literacy strategies into summative projects. Laboratory dissections are required.

Prerequisites: Physical Science 1-2 and Biology 1-2.

074242 INTRO TO EXERCISE SCIENCE (12)

Year 3 Human Performance Pathway

***Dual enrolled UNO**

This course will give students a basic understanding of career opportunities within the field of exercise science. Students will gain knowledge of body systems, nutrition, life-long fitness and the impact of disease and injury on quality of life.

074001 FOUNDATIONS OF HEALTH CARE 1 (10-12)

Year 1 Human Perf. & Behavioral Health Pathways

Foundations of Health Care is designed to give an overview of the therapeutic services, diagnostic services, support services, biotechnology research and development, and health informatics pathways. The course focuses on exploring health science pathways and careers, employability skills, ethical and legal responsibilities, safety practices and technical skills, and the history and current healthcare trends.

060931 ANATOMY & PHYSIOLOGY 1

Year 2 Human Perf. & Behavioral Health Pathways

***Dual Enrolled UNO**

Anatomy and Physiology 1-2 enables students to understand the principles and structures of the human body. Students develop an understanding of the structure and function of complex human organ systems through inquiry-based laboratory experiences using up-to-date technology. This course will explore scientific and technological advances in the field of anatomy. Students will also explore career opportunities in medical and related fields. The study and application of vocabulary and terminology is an essential part of this course. Students will incorporate writing and literacy strategies into summative projects. Laboratory dissections are required.

Prerequisites: Physical Science 1-2 and Biology 1-2.

070611 INTRO MED TERM 1

Year 1 Human Perf. & Behavioral Health Pathways

This course is designed to help students learn medical language by analyzing their components. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions.

060932 ANATOMY & PHYSIOLOGY 2

Year 2 Human Perf. & Behavioral Health Pathways

***Dual Enrolled UNO**

Anatomy and Physiology 1-2 enables students to understand the principles and structures of the human body. Students develop an understanding of the structure and function of complex human organ systems through inquiry-based laboratory experiences using up-to-date technology. This course will explore scientific and technological advances in the field of anatomy. Students will also explore career opportunities in medical and related fields. The study and application of vocabulary and terminology is an essential part of this course. Students will incorporate writing and literacy strategies into summative projects. Laboratory dissections are required.

Prerequisites: Physical Science 1-2 and Biology 1-2.



074321 BEHAVIORAL HEALTH 1
Year 3 Behavioral Health Pathway

***Dual enrolled UNO**

This course establishes a foundation that is necessary to understand Behavioral Health and investigate the careers in the field of Health Sciences. Course emphasis is placed on teaching students to successfully investigate Behavioral Health; education preparation, workforce structure and acquire awareness and knowledge of this career area. Classroom and laboratory experiences, activities and leadership programs are supplemented through HOSA Future Health Professionals. Prerequisites: (Per NDE): Students must complete Behavioral Health I in order to take Behavioral Health II. Due to the nature of this course, it has been designed as a year-long course and is divided into two semesters for course coding and reporting purposes. It is up to the classroom teacher's discretion where semester break occurs in individual classrooms.

141161 LIFESPAN DEVELOPMENT (10-12)
Year 1 Teaching as a Profession Pathway

This course explores the physical, emotional, social, and intellectual development of individuals across the lifespan. External impacts on development including family structure and practices, social and technological forces, and resources available to individuals and their outcomes will be explored. Classroom, laboratory and educational leadership activities are supplemented through Educators Rising.

Prerequisites: None.

141181 BEST PRACTICES IN EDUCATION 1 (11-12)
Year 2 Teaching as a Profession Pathway

This course is a continuation of the Teaching as a Profession pathway and is the third course in a four-course sequence. Students will further engage in topics related to instructional and assessment methods, including differentiation of instruction. Students will also develop active listening skills necessary for educators and demonstrate positive feedback techniques. Students will gain skills related to planning for instruction, which will be utilized in the field experience (the fourth course in this sequence). Classroom, laboratory, and educational leadership activities are supplemented through Nebraska Educators Rising, a career and technical student organization. Students will need to complete and pass a background check in order to go into classrooms for the 25 hours of field observation and practicum experiences. Recommended Level: Grades 10-12.

Prerequisites: Lifespan Development and Principles of Education and Training.

141191 FIELD EXP IN EDUC TRAINING 1 (12)
Year 3 Teaching as a Profession Pathway

This course is a continuation of the Best Practices in Education and Training course and is the fourth course in a four-course sequence. Through this capstone experience, students will apply previously developed knowledge and skills into a structured workplace experience. Students will need to complete and pass a background check in order to go into classrooms for the 90 hours of field observation and practicum experiences. This volunteer experience may take place within a school environment for those seeking teaching careers, or within the business and industry community for those seeking careers in professional educational training. Goals are set cooperatively by students, their instructor, and respective supervising professionals. Opportunities may include experience teaching in a controlled setting by designing learning experiences and facilitating presentations. Students will focus on improving their instructional strategies through coaching from their teacher and supervising professionals. Classroom, laboratory, and educational leadership activities are supplemented through Nebraska Educators Rising, a career and technical student organization. Recommended Level: Grades 11-12.

Prerequisites: Best Practices in Education. Lifespan Development and Principles of Education and Training.

074322 BEHAVIORAL HEALTH 2
Year 3 Behavioral Health Pathway

***Dual enrolled UNO**

This course establishes a foundation that is necessary to understand Behavioral Health and investigate the careers in the field of Health Sciences. Course emphasis is placed on teaching students to successfully investigate Behavioral Health; education preparation, workforce structure and acquire awareness and knowledge of this career area. Classroom and laboratory experiences, activities and leadership programs are supplemented through HOSA Future Health Professionals. Prerequisites: (Per NDE): Students must complete Behavioral Health I in order to take Behavioral Health II. Due to the nature of this course, it has been designed as a year-long course and is divided into two semesters for course coding and reporting purposes. It is up to the classroom teacher's discretion where semester break occurs in individual classrooms.

141171 PRINCIPLES OF EDUC & TRAINING (10-12)
Year 1 Teaching as a Profession Pathway

***Dual enrolled UNO**

This course is designed to introduce students to career opportunities and related skills in the Education and Training career field, including teaching and professional educational training. Students will explore topics related to the foundation and history of education, the philosophy of education, roles of educators, instructional and assessment methods, diversity of cultures and communities related to educational settings, learner development, and professional development. Classroom, laboratory, and educational leadership activities are supplemented through Nebraska Educators Rising, a career and technical student organization.

Students will need to complete and pass a background check in order to go into classrooms for the 5 hours of field observation and practicum experiences. This course can be dual enrolled through UNO, based on teacher HLC guideline credentials, for TED 1010 for 3 credits.

141182 BEST PRACTICES IN EDUCATION 2 (11-12)
Year 2 Teaching as a Profession Pathway

This course is a continuation of the Teaching as a Profession pathway and is the third course in a four-course sequence. Students will further engage in topics related to instructional and assessment methods, including differentiation of instruction. Students will also develop active listening skills necessary for educators and demonstrate positive feedback techniques. Students will gain skills related to planning for instruction, which will be utilized in the field experience (the fourth course in this sequence). Classroom, laboratory, and educational leadership activities are supplemented through Nebraska Educators Rising, a career and technical student organization. Students will need to complete and pass a background check in order to go into classrooms for the 25 hours of field observation and practicum experiences. Recommended Level: Grades 10-12.

Prerequisites: Lifespan Development and Principles of Education and Training.

141192 FIELD EXP IN EDUC TRAINING 1 (12)
Year 3 Teaching as a Profession Pathway

This course is a continuation of the Best Practices in Education and Training course and is the fourth course in a four-course sequence. Through this capstone experience, students will apply previously developed knowledge and skills into a structured workplace experience. Students will need to complete and pass a background check in order to go into classrooms for the 90 hours of field observation and practicum experiences. This volunteer experience may take place within a school environment for those seeking teaching careers, or within the business and industry community for those seeking careers in professional educational training. Goals are set cooperatively by students, their instructor, and respective supervising professionals. Opportunities may include experience teaching in a controlled setting by designing learning experiences and facilitating presentations. Students will focus on improving their instructional strategies through coaching from their teacher and supervising professionals. Classroom, laboratory, and educational leadership activities are supplemented through Nebraska Educators Rising, a career and technical student organization. Recommended Level: Grades 11-12.

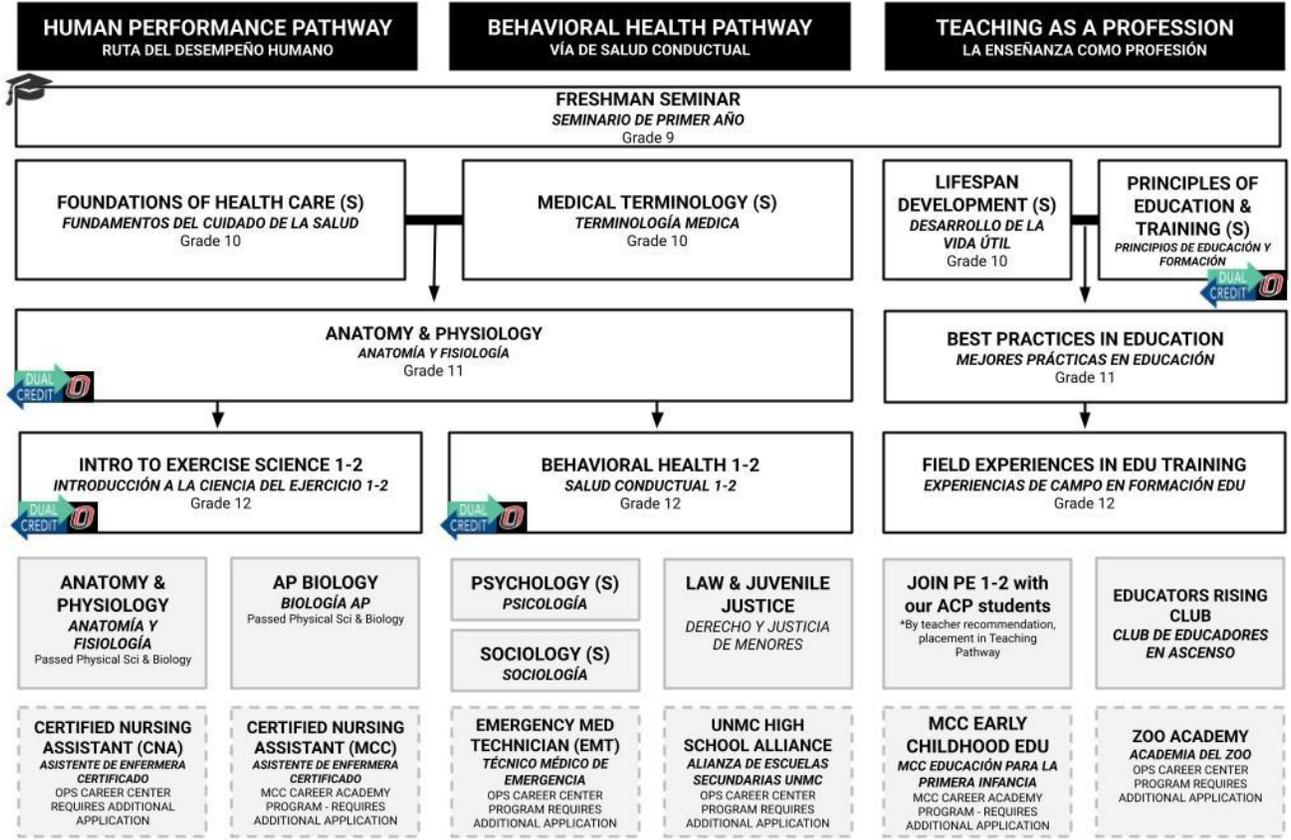
Prerequisites: Best Practices in Education. Lifespan Development and Principles of Education and Training.





HEALTH & EDUCATION PATHWAYS / RUTAS DE SALUD Y EDUCACIÓN

During their Freshman year in the Freshman Seminar course, students will select one of nine career pathways at Buena Vista High School. During their 10th – 12th grade year, they will take a minimum of one elective class per year inside of that selected pathway.
 Durante su primer año en el curso de Seminario para estudiantes de primer año, los estudiantes seleccionarán una de las nueve trayectorias profesionales en Buena Vista High School. Durante su año de 10º a 12º grado, tomarán un mínimo de una clase optativa por año dentro de esa vía seleccionada.



ENGLISH

CORE ENGLISH PROGRAMS

010341 ENGLISH 1 (9)

English 1 focuses on the English Language Arts skills of reading, writing, speaking and listening. Students will use a variety of conceptual lenses to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

010351 H ENGLISH 1 (9)

Honors English 1 provides a more rigorous and intensive study of the English Language Arts skills of reading, writing, speaking and listening as described in English 1-2. Students will read a variety of narrative and informational texts and produce writing pieces in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical. Additional course work is required above and beyond the regular English 1-2 course.

010411 ENGLISH 3 (10)

English 3 focuses on the English Language Arts skills of reading, writing, speaking and listening. Students will use a variety of unique conceptual lenses (relationships, culture, responsibility, integrity and honor) to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

010631 CAMBRIDGE ENG GEN PAPER AS 1 (10)

***Counts towards Cambridge AICE Diploma**

This course builds students' ability to understand and write in English through the study of a broad range of contemporary topics. Students will analyze opinions and ideas and learn how to construct an argument. Highly transferable skills will be developed throughout the course including how to develop arguments and present reasoned explanations, a wider awareness and knowledge of current issues, independent reasoning, interpretation and persuasion skills, and the ability to present a point of view clearly and reflect upon those of others.

010471 ENGLISH 5 (11)

English 5 focuses on the English Language Arts skills of reading, writing, speaking and listening through a study of American literature. Students will use a variety of conceptual lenses to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

011951 CAMBRIDGE ADV ENGLISH LANG AS 1 (11)

***Counts towards Cambridge AICE Diploma**

***Dual enrolled with MCC**

Students will have the opportunity to study English language and its use in communication. Students will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, students will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Students will also develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.

010342 ENGLISH 2 (9)

English 2 focuses on the English Language Arts skills of reading, writing, speaking and listening. Students will use a variety of conceptual lenses to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

010352 H ENGLISH 2 (9)

Honors English 2 provides a more rigorous and intensive study of the English Language Arts skills of reading, writing, speaking and listening as described in English 1-2. Students will read a variety of narrative and informational texts and produce writing pieces in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical. Additional course work is required above and beyond the regular English 1-2 course.

010412 ENGLISH 4 (10)

English 4 focuses on the English Language Arts skills of reading, writing, speaking and listening. Students will use a variety of unique conceptual lenses (relationships, culture, responsibility, integrity and honor) to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

010632 CAMBRIDGE ENG GEN PAPER AS 2 (10)

***Counts towards Cambridge AICE Diploma**

This course builds students' ability to understand and write in English through the study of a broad range of contemporary topics. Students will analyze opinions and ideas and learn how to construct an argument. Highly transferable skills will be developed throughout the course including how to develop arguments and present reasoned explanations, a wider awareness and knowledge of current issues, independent reasoning, interpretation and persuasion skills, and the ability to present a point of view clearly and reflect upon those of others.

010472 ENGLISH 6 (11)

English 6 focuses on the English Language Arts skills of reading, writing, speaking and listening through a study of American literature. Students will use a variety of conceptual lenses to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

011952 CAMBRIDGE ADV ENGLISH LANG AS 2 (11)

***Counts towards Cambridge AICE Diploma**

***Dual enrolled with MCC**

Students will have the opportunity to study English language and its use in communication. Students will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, students will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Students will also develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.



010531 ENGLISH 7 (12)

English 7 focuses on the English Language Arts skills of reading, writing, speaking and listening through a study of British and global literature. Students will use a variety of conceptual lenses to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

011961 CAMBRIDGE ADV ENGLISH LIT AS 1 (12)

***Counts towards Cambridge AICE Diploma**

***Dual enrolled with UNO**

Students will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Students will develop skills of reading and analysis of texts and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

010532 ENGLISH 8 (12)

English 8 focuses on the English Language Arts skills of reading, writing, speaking and listening through a study of British and global literature. Students will use a variety of conceptual lenses to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

011962 CAMBRIDGE ADV ENGLISH LIT AS 2 (12)

***Counts towards Cambridge AICE Diploma**

***Dual enrolled with UNO**

Students will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Students will develop skills of reading and analysis of texts and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

JOURNALISM & YEARBOOK PROGRAMS

020411 JOURNALISM – 1 (9-12) (S)

Journalism 1 introduces students to the field of journalism including newspaper, photography, and yearbook. Students learn the history, law, and ethics of journalism as well as journalistic writing, reporting and interviewing, and layout and design. Students are expected to work both individually and collaboratively.

**Yearbook and Newspaper Production programs require that students take Journalism, Digital Journalism, or Comp Grph Design 1-2 as a prerequisite.*

**Art Course which also serves as prerequisite for journalism programs.*

110561 COMP GRPH DES 1 (9-12)

This course is an introduction to computer graphics design. Students will learn the elements and principles of design, in addition to layout skills and other applications of computer technology (flyers, poster and package design, drawing illustration). Students will be given a foundation in the business and commercial applications of computer graphics.

**Yearbook and Newspaper Production programs require that students take Journalism, Digital Journalism, or Comp Grph Design 1-2 as a prerequisite.*

021221 H NEWSPAPER PRODUCTION 1 (10-12)

Students enrolled in this course are responsible for the production of the online and print school newspaper and student journalism social media. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, design and video skills are required.

Prerequisites: Successful completion of a "C" or higher in either Journalism 1 OR Digital Journalism OR Graphic Design 1-2. It also requires Journalism Advisor permission.

021241 H NEWSPAPER PRODUCTION 3 (11-12)

Students enrolled in this course are responsible for the production of the online and print school newspaper and student journalism social media. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, design, and video skills are required. Students will assume additional responsibilities and assignments. This course is for second year second year journalism students.

Prerequisites: Successful completion of a "C" or higher in Honors News Production 1-2 AND requires Journalism Advisor permission.

020451 DIGITAL JOURNALISM (9-12) (S)

Digital Journalism focuses on a variety of media platforms for the 21st century, placing emphasis on the laws and ethics of both online and video journalism which include the development of skills in online newspaper and web design, podcasts, news broadcasting and social media. Students will understand what positive and objective digital citizenship is in addition to acquiring skills that help to prepare them for advanced journalism courses.

**Yearbook and Newspaper Production programs require that students take Journalism, Digital Journalism, or Comp Grph Design 1-2 as a prerequisite.*

**Art Course which also serves as prerequisite for journalism programs.*

110562 COMP GRPH DES 2 (9-12)

This course is an introduction to computer graphics design. Students will learn the elements and principles of design, in addition to layout skills and other applications of computer technology (flyers, poster and package design, drawing illustration). Students will be given a foundation in the business and commercial applications of computer graphics.

**Yearbook and Newspaper Production programs require that students take Journalism, Digital Journalism, or Comp Grph Design 1-2 as a prerequisite.*

021222 H NEWSPAPER PRODUCTION 2 (10-12)

Students enrolled in this course are responsible for the production of the online and print school newspaper and student journalism social media. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, design and video skills are required.

Prerequisites: Successful completion of a "C" or higher in either Journalism 1 OR Digital Journalism OR Graphic Design 1-2. It also requires Journalism Advisor permission.

021242 H NEWSPAPER PRODUCTION 4 (11-12)

Students enrolled in this course are responsible for the production of the online and print school newspaper and student journalism social media. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, design, and video skills are required. Students will assume additional responsibilities and assignments. This course is for second/third year journalism students.

Prerequisites: Successful completion of a "C" or higher in Honors News Production 1-2 AND requires Journalism Advisor permission.



021251 H NEWSPAPER PRODUCTION 5 (12)

Students enrolled in this course are responsible for the production of the online and print school newspaper and student journalism social media. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, design, and video skills are required. Students will assume additional responsibilities and assignments. This course is for second/third year journalism students.

Prerequisites: Successful completion of a "C" or higher in Honors News Production 3-4 AND requires Journalism Advisor permission.

021281 H EDITORIAL LEADERSHIP 1 (11-12)

Students enrolled in this class must also be enrolled concurrently in H Yearbook 3-4, or H News Production 3-4, or higher. The purpose of this class is to build the leadership skills of journalists who are promoted into editorial management positions. It will also establish ongoing training, coaching, and support as well as create mutually supportive cohorts for the leaders.

Prerequisites: Successful completion of a "C" or higher in previous Honors Yearbook, Honors Newspaper Production AND requires Journalism Advisor Permission. Exceptions may be made for H Yearbook 1-2, H Newspaper 1-2, and H Digital Journalism 3-4 students who have been moved to an editorial leadership position.

021231 H YEARBOOK 1 (10-12)

Students enrolled in this course are responsible for the production of the school yearbook. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are required.

Prerequisites: Successful completion of a "C" or higher in either Journalism 1 OR Digital Journalism OR Graphic Design 1-2. It also requires Journalism Advisor permission.

021331 H YEARBOOK 3 (11-12)

Students enrolled in this course are responsible for the production of the school yearbook. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are required. Students will assume additional responsibilities and assignments. This course is for second year yearbook students.

Prerequisites: Successful completion of a "C" or higher in Honors Yearbook 1-2 AND requires Journalism Adviser permission.

021431 H YEARBOOK 5 (12)

Students enrolled in this course are responsible for the production of the school yearbook. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are required. Students will assume additional responsibilities and assignments. This course is for third year yearbook students.

Prerequisites: Successful completion of a "C" or higher in Honors Yearbook 3-4 AND requires Journalism Adviser permission.

021252 H NEWSPAPER PRODUCTION 6 (12)

Students enrolled in this course are responsible for the production of the online and print school newspaper and student journalism social media. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, design, and video skills are required. Students will assume additional responsibilities and assignments. This course is for fourth year journalism students.

Prerequisites: Successful completion of a "C" or higher in Honors News Production 3-4 AND requires Journalism Advisor permission.

021282 H EDITORIAL LEADERSHIP 2 (11-12)

Students enrolled in this class must also be enrolled concurrently in H Yearbook 3-4, or H News Production 3-4, or higher. The purpose of this class is to build the leadership skills of journalists who are promoted into editorial management positions. It will also establish ongoing training, coaching, and support as well as create mutually supportive cohorts for the leaders.

Prerequisites: Successful completion of a "C" or higher in previous Honors Yearbook, Honors Newspaper Production AND requires Journalism Advisor Permission. Exceptions may be made for H Yearbook 1-2, H Newspaper 1-2, and H Digital Journalism 3-4 students who have been moved to an editorial leadership position.

022232 H YEARBOOK 2 (10-12)

Students enrolled in this course are responsible for the production of the school yearbook. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are required. Prerequisites:

Prerequisites: Successful completion of a "C" or higher in either Journalism 1 OR Digital Journalism OR Graphic Design 1-2. It also requires Journalism Advisor permission.

021332 H YEARBOOK 4 (11-12)

Students enrolled in this course are responsible for the production of the school yearbook. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are required. Students will assume additional responsibilities and assignments. This course is for second year yearbook students.

Prerequisites: Successful completion of a "C" or higher in Honors Yearbook 1-2 AND requires Journalism Adviser permission.

021432 H YEARBOOK 6 (12)

Students enrolled in this course are responsible for the production of the school yearbook. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are required. Students will assume additional responsibilities and assignments. This course is for third year yearbook students.

Prerequisites: Successful completion of a "C" or higher in Honors Yearbook 3-4 AND requires Journalism Adviser permission.



READING INTERVENTION

011181 LITERACY SKILLS (9-12)

Students in this course will improve reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Strategies for phonemic awareness and phonics will be taught as needed. Students will read leveled, high interest literature for both academic and recreational purposes.

Placement is based on Standardized test scores and teacher recommendation.

011191 LITERACY SKILLS 2 (9-12)

This is the second year of literacy skills. Students in this course will improve reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Strategies for phonemic awareness and phonics will be taught as needed. Students will read leveled, high interest literature for both academic and recreational purposes.

Prerequisites: completion of Literacy Skills 011181 and/or 011182; teacher recommendation.

011011 ACADEMIC LITERACY (9-12)

This course helps students develop skills and knowledge to improve their engagement, fluency, and comprehension of content-area materials and texts. Students will learn to understand and regulate their own reading processes while developing strategies for overcoming reading obstacles.

Placement is based on standardized test scores and teacher recommendation.

011182 LITERACY SKILLS (9-12)

Students in this course will improve reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Strategies for phonemic awareness and phonics will be taught as needed. Students will read leveled, high interest literature for both academic and recreational purposes.

Placement is based on Standardized test scores and teacher recommendation.

011192 LITERACY SKILLS 2 (9-12)

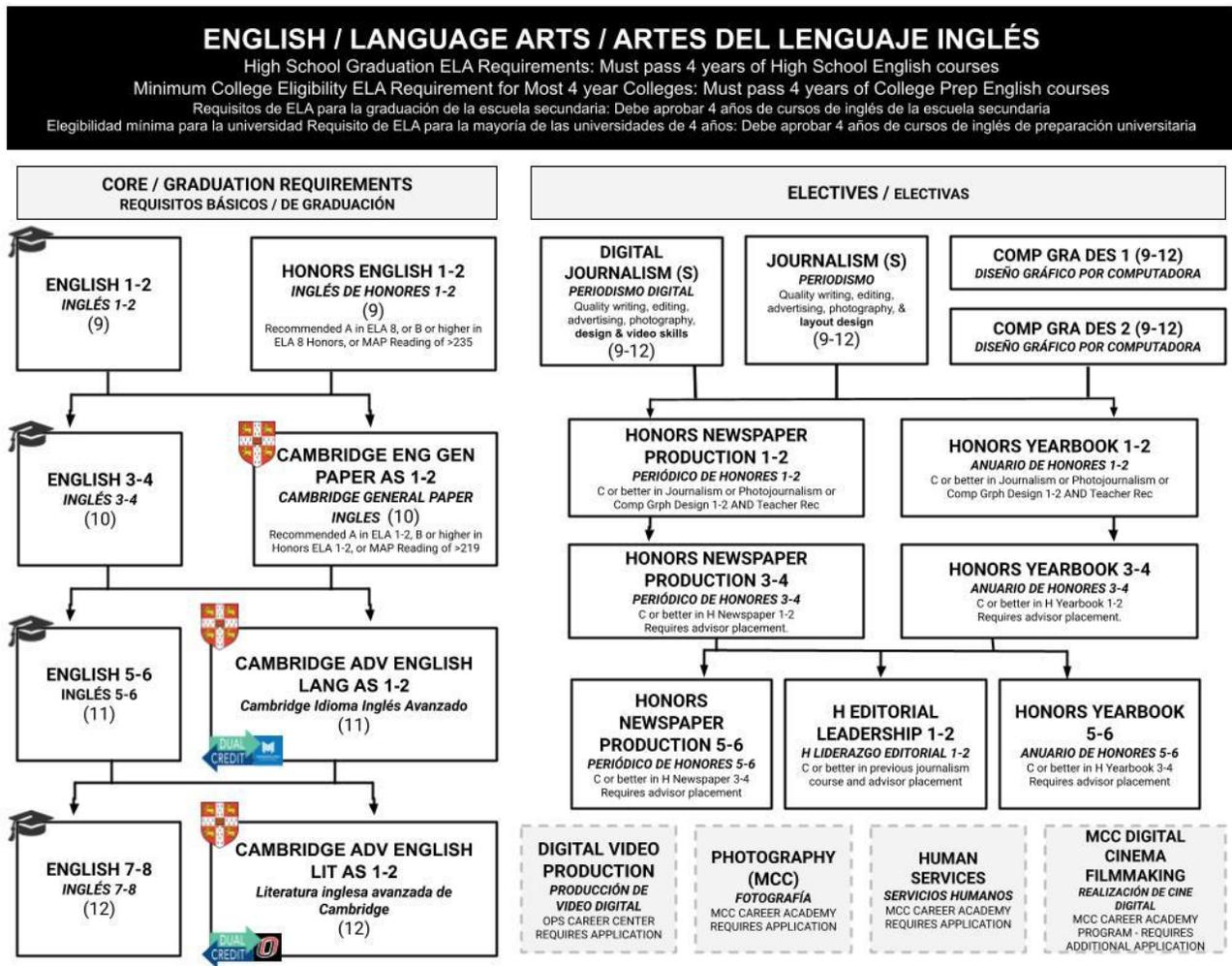
This is the second year of literacy skills. Students in this course will improve reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Strategies for phonemic awareness and phonics will be taught as needed. Students will read leveled, high interest literature for both academic and recreational purposes.

Prerequisites: completion of Literacy Skills 011181 and/or 011182; teacher recommendation.

011012 ACADEMIC LITERACY (9-12)

This course helps students develop skills and knowledge to improve their engagement, fluency, and comprehension of content-area materials and texts. Students will learn to understand and regulate their own reading processes while developing strategies for overcoming reading obstacles.

Placement is based on standardized test scores and teacher recommendation.



ENGLISH AS A SECOND LANGUAGE

YEAR 1 (generally)

155191 ESL 1 (elective credit)

This course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences). It is worth 2 credits due to double seat time. It focuses on increasing ELs' academic English skills in the areas of speaking, listening, reading, and writing to an early-intermediate level as measured by the ELP Achievement Level Descriptors. The language and literacy integrated curriculum provides students with a balanced approach to learning English through applying comprehension skills to study authentic literature, informational texts, foundational literacy skills, academic vocabulary development, and academic writing with contextualized grammar. Special attention will be given to develop ELs' oral language through integration of academic conversations. The curriculum for ESL classes is aligned to the English Language Proficiency standards and is in support of academic language development required for the core content-area standards' mastery.

155211 ESL READING 1 (elective credit)

This course is designed to build reading skills in English for the English learners at beginning levels of English proficiency. Students in this course will improve reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Strategies for phonemic awareness and phonics will be taught as needed. Students will read leveled, high interest literature across multiple genres for varied purposes.

063141 SCIENCE FOUNDATIONS 3 (*for science credit)

Science Foundations 3-4 is an inquiry-based course designed to expose students to natural, environmental, and life sciences. Topics include weather and water cycles, plant studies, environmental changes, and human body systems. This course provides a foundation for other science courses.

This science elective course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences).

159411 ESL SOC ST FOUND 1 (elective credit)

This ESL course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences) and supports literacy and English language acquisition. This course explores the life of our country during the time period between Independence to 1900. Instruction is organized around the themes of geography, history, economics, and civics. Students investigate the key people, events, and ideas of the United States through primary and secondary sources, multiple perspectives, and the inquiry process. The curriculum for ESL classes is aligned to the English Language Proficiency standards and is in support of academic language development required for mastery of HS US History course standards and curriculum.

040581 MATH ESSENTIALS 1 (*for math credit)

This course is designed for identified special education students and ESL students who are not prepared to enter the regular sequence of math courses (beginning with pre-algebra). Topics include operations with whole numbers, fractions, decimals and percents, data analysis, geometry, measurement and problem solving. This is the first semester of a year-long course.

155192 ESL 2 (elective credit)

This course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences). It is worth 2 credits due to double seat time. It focuses on increasing ELs' academic English skills in the areas of speaking, listening, reading, and writing to an early-intermediate level as measured by the ELP Achievement Level Descriptors. The language and literacy integrated curriculum provides students with a balanced approach to learning English through applying comprehension skills to study authentic literature, informational texts, foundational literacy skills, academic vocabulary development, and academic writing with contextualized grammar. Special attention will be given to develop ELs' oral language through integration of academic conversations. The curriculum for ESL classes is aligned to the English Language Proficiency standards and is in support of academic language development required for the core content-area standards' mastery.

155212 ESL READING 2 (elective credit)

This course is designed to build reading skills in English for the English learners at beginning levels of English proficiency. Students in this course will improve reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Strategies for phonemic awareness and phonics will be taught as needed. Students will read leveled, high interest literature across multiple genres for varied purposes.

063142 SCIENCE FOUNDATIONS 4 (*for science credit)

Science Foundations 3-4 is an inquiry-based course designed to expose students to natural, environmental, and life sciences. Topics include weather and water cycles, plant studies, environmental changes, and human body systems. This course provides a foundation for other science courses.

This science elective course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences).

159412 ESL SOC ST FOUND 2 (elective credit)

This ESL course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences) and supports literacy and English language acquisition. This course explores the life of our country during the time period between Independence to 1900. Instruction is organized around the themes of geography, history, economics, and civics. Students investigate the key people, events, and ideas of the United States through primary and secondary sources, multiple perspectives, and the inquiry process. The curriculum for ESL classes is aligned to the English Language Proficiency standards and is in support of academic language development required for mastery of HS US History course standards and curriculum.

040582 MATH ESSENTIALS 2 (*for math credit)

This course is designed for identified special education students and ESL students who are not prepared to enter the regular sequence of math courses (beginning with pre-algebra). Topics include operations with whole numbers, fractions, decimals and percents, data analysis, geometry, measurement and problem solving. This is the second semester of a year-long course.



YEAR 2 (generally)

155351 ESL 3 (elective credit)

This course is intended for intermediate proficiency level English learners (typically a second-year English learners with formal educational experiences). It is worth 2 credits due to double seat time. The focus of the course will be to increase ELs' academic English skills in the areas of speaking, listening, reading, and writing to an intermediate level as measured by the ELP Achievement Level Descriptors. The language and literacy integrated curriculum will focus on strengthening comprehension and interaction with complex text through utilization of high-yield comprehension strategies, academic conversations, academic vocabulary and writing and grammar skills required to produce academic writing. The curriculum for ESL classes is aligned to the English Language Proficiency standards and is in support of academic language development required for the core content-area standards' mastery.

155231 ESL READING 3 (elective credit)

This is the first semester of a year-long course. This course is designed for intermediate proficiency level ELs. The focus of the course is to improve ELs academic language development in the areas of speaking, listening, reading and writing to an intermediate level as measured by the ELP Achievement Level Descriptors. Emphasis is on strengthening comprehension skills through experience with texts that systematically increase in scope and complexity. Students will have frequent opportunities for academic conversations and writing about relevant content that supports growth toward mastery of grade level content. Successful completion of learning goals from ESL 1-2 course or demonstration of equivalent skills is required for registration in this course.

031331 US HISTORY 1 ELL (*for social studies credit)

This course is restricted for ESL students who are concurrently enrolled in ESL 3-4 or ESL 5-6. A special focus on language development is provided, but content and standards are the U.S. History standards. This course continues the study of United States history from 1900 to present. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, and civics. Students investigate the key people, events, and ideas of the United States through primary and secondary sources, multiple perspectives, and the inquiry process.

060501 PHYSICAL SCIENCE 1 (*for science credit)

Physical Science engages students in the three dimensions (science practices, disciplinary core ideas, and crosscutting concepts) of learning as identified by the Nebraska College and Career Ready Standards for Science. The topics include forces and interactions, waves and electromagnetic radiation, structure and properties of matter, energy, chemical reactions, space systems, weather and climate, and Earth's systems. This course provides a foundation for other science courses and meets the district requirement for Physical Science.

YEAR 3(generally)

155151 ESL 5 (elective credit)

This co-requisite course is intended for intermediate proficiency level English learners, who are also enrolled in English 1-2 ELL course. The focus of the course will be to increase ELs' academic English skills in the areas of speaking, listening, reading, and writing to an advanced level as measured by the ELP Achievement Level Descriptors. The language and literacy integrated curriculum will focus on strengthening comprehension and interaction with complex text through utilization of high-yield comprehension strategies, academic conversations, academic vocabulary and writing and grammar skills required to produce academic writing. The curriculum for this course is aligned to the English Language Proficiency standards and is in support of academic language development required for English 1-2 course.

010371 ENGLISH 1 ELL (*for English credit)

This course offers the English 1-2 curriculum with enhanced vocabulary focus and cultural orientation for ELL students.

155352 ESL 4 (elective credit)

This course is intended for intermediate proficiency level English learners (typically a second-year English learners with formal educational experiences). It is worth 2 credits due to double seat time. The focus of the course will be to increase ELs' academic English skills in the areas of speaking, listening, reading, and writing to an intermediate level as measured by the ELP Achievement Level Descriptors. The language and literacy integrated curriculum will focus on strengthening comprehension and interaction with complex text through utilization of high-yield comprehension strategies, academic conversations, academic vocabulary and writing and grammar skills required to produce academic writing. The curriculum for ESL classes is aligned to the English Language Proficiency standards and is in support of academic language development required for the core content-area standards' mastery.

155232 ESL READING 4 (elective credit)

This is the second semester of a year-long course. This course is designed for intermediate proficiency level ELs. The focus of the course is to improve ELs academic language development in the areas of speaking, listening, reading and writing to an intermediate level as measured by the ELP Achievement Level Descriptors. Emphasis is on strengthening comprehension skills through experience with texts that systematically increase in scope and complexity. Students will have frequent opportunities for academic conversations and writing about relevant content that supports growth toward mastery of grade level content. Successful completion of learning goals from ESL 1-2 course or demonstration of equivalent skills is required for registration in this course.

031332 US HISTORY 2 ELL (*for social studies credit)

This course is restricted for ESL students who are concurrently enrolled in ESL 3-4 or ESL 5-6. A special focus on language development is provided, but content and standards are the U.S. History standards. This course continues the study of United States history from 1914 to present. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, culture, and the elements of citizenship. Students investigate these themes using textbooks, newspapers, novels, primary sources, and technology.

060502 PHYSICAL SCIENCE 2 (*for science credit)

Physical Science engages students in the three dimensions (science practices, disciplinary core ideas, and crosscutting concepts) of learning as identified by the Nebraska College and Career Ready Standards for Science. The topics include forces and interactions, waves and electromagnetic radiation, structure and properties of matter, energy, chemical reactions, space systems, weather and climate, and Earth's systems. This course provides a foundation for other science courses and meets the district requirement for Physical Science.

155152 ESL 6 (elective credit)

This co-requisite course is intended for intermediate proficiency level English learners, who are also enrolled in English 1-2 ELL course. The focus of the course will be to increase ELs' academic English skills in the areas of speaking, listening, reading, and writing to an advanced level as measured by the ELP Achievement Level Descriptors. The language and literacy integrated curriculum will focus on strengthening comprehension and interaction with complex text through utilization of high-yield comprehension strategies, academic conversations, academic vocabulary and writing and grammar skills required to produce academic writing. The curriculum for this course is aligned to the English Language Proficiency standards and is in support of academic language development required for English 1-2 course.

010372 ENGLISH 2 ELL (*for English credit)

This course offers the English 1-2 curriculum with enhanced vocabulary focus and cultural orientation for ELL students.



Year 4+ (as applicable)

157101 ACADEMIC LANGUAGE STUDY EL 1 (elective credit)

This year-long course is designed to boost academic language development of Long Term English Learners (LTELs). This course will focus on teaching high-leverage academic language, including vocabulary, syntax, and complex grammatical structures. Through the coursework, LTELs will engage in academic conversations and peer collaboration while reading authentic, increasingly complex information and literacy texts that are relevant to students' lives. The course curriculum will also aim to develop LTELs' academic writing skills to successfully write summaries, opinions, informative texts, and research papers. The course will provide LTELs with opportunities to make regular connections between coursework and the demands of college and the workplace.

Prerequisites: Follow Long-Term ELs Scheduling Recommendations

157102 ACADEMIC LANGUAGE STUDY EL 2 (elective credit)

This year-long course is designed to boost academic language development of Long Term English Learners (LTELs). This course will focus on teaching high-leverage academic language, including vocabulary, syntax, and complex grammatical structures. Through the coursework, LTELs will engage in academic conversations and peer collaboration while reading authentic, increasingly complex information and literacy texts that are relevant to students' lives. The course curriculum will also aim to develop LTELs' academic writing skills to successfully write summaries, opinions, informative texts, and research papers. The course will provide LTELs with opportunities to make regular connections between coursework and the demands of college and the workplace.

Prerequisites: Follow Long-Term ELs Scheduling Recommendations



JROTC

070811 J ROTC 1 - LET 1 (9-12)

070812 J ROTC 2 - LET 1 (9-12)

The JROTC program is designed to help develop strong leaders and model citizens. First-year Cadets will be introduced to JROTC Foundations, the mission of the program, and how it helps prepare you for personal success and active citizenship. Personal Growth and Behaviors focuses on your behavioral preferences, interpersonal skills, and strategies to help build your personal success in the classroom, the JROTC program, and your community. Team Building introduces you to the discipline and structure of military drill. Your individual role responding to commands and moving with precision is essential when participating in drill exercises at future competitions or community events. Decision Making introduces you to a process and system for addressing goals and handling conflict, both internal and with others. Health and Fitness looks at stress and its effect on your health. Physical Fitness is one effective strategy for maintaining health and is an essential component of the JROTC program. Service Learning you will learn the features and benefits of service learning for your community, yourself, and your program. This course is also a substitute course for physical education.

070821 J ROTC 3 - LET 2

070822 J ROTC 4 - LET 2

The JROTC program is designed to help develop strong leaders and model citizens. As a second-year Cadet you'll continue to build on LET I knowledge and skills and find yourself being introduced to new content that will help you develop as a leader in the program, your school, and community. The new knowledge, skills, and abilities you will acquire your second year: Leadership introduces you to the elements, attributes, competencies, and styles that leaders strive to use and develop within teams. You will learn to recognize the importance of leadership in setting goals and improving results. Personal Growth and Behaviors will continue to build on LET 1 competencies, while focusing on who you are and what you stand for. You'll work on strengthening communication skills essential in all walks of life. Team Building continues to build on drill and ceremony protocol. In LET 2, you will look at the attributes of a drill leader and the types of drill commands to oversee a team or squad leader. First Aid provides you with an introduction to first aid for emergencies and common injuries. As a leader, you may encounter a situation where first aid knowledge is necessary. Decision Making will expose you to the reality of bullying. You'll learn about the types of bullying and intervention strategies to help deter or prevent violence in schools. Health and Fitness is a necessary element of the JROTC program. All Cadets are required, as they are able, to participate in the Cadet Challenge physical fitness competition. You will look more closely at the elements of good health, including nutrition and what you eat, exercise, and sleep. Your choice to pursue a healthy lifestyle can be contagious to your peers and is the mark of leadership. Service Learning is a required component of the JROTC program. In Leadership Education Training (LET) 2, you will participate in service learning and evaluate its effectiveness. Citizenship and Government will encourage you to evaluate the important aspects of a democratic government and the rights of citizens, as introduced and interpreted in the U.S. Constitution. This course is also a substitute course for physical education. Prerequisites: JROTC 1-2

070831 J ROTC 5 - LET 3

070832 J ROTC 6 - LET 3

The JROTC program is designed to help develop strong leaders and model citizens. As a third-year Cadet, you'll continue to build on LET I and II knowledge and skills and find yourself being introduced to new content that will help you develop your supervisory skills and abilities. The knowledge, skills, and abilities you will acquire this year: Leadership learning experiences provide you with opportunities to supervise others, make leadership decisions, and assess your own management style. You will learn to take on more responsibilities in your battalion by working on project plans and continuous improvement. Personal Growth and Behaviors will help prepare you for necessary decisions about your future education. You'll explore the education requirements of your desired career goals and research how to financially obtain them. You'll learn time management strategies, essential skills in all leaders. Team Building continues to build on drill and ceremony protocol. You will analyze the duties of a platoon leader or sergeant and focus on the skills and abilities for executing platoon drills. Decision Making will help expose you to the common stereotypes, relationship conflicts, and prejudice of our society. You'll explore strategies for neutralizing prejudice in your own relationships and how to develop negotiating strategies to help others resolve conflicts. Health and Fitness will focus on the troubling effects of drugs, tobacco, and alcohol on today's society. You'll identify substance abuse behaviors and its impact on health and learn strategies for responding appropriately to abusers. Service Learning you will move from participating and evaluating service-learning projects to playing a key role in service-learning planning and implementation. Citizenship and Government will look more deeply at the definition of a citizen and your responsibility and role as a contributing member of a strong community. Prerequisites: JROTC 3-4

070841 J ROTC 7 - LET 4

070842 J ROTC 8 - LET 4

The JROTC program is designed to help develop strong leaders and model citizens. As a fourth-year Cadet, you'll continue to build on the LET I-III knowledge and skills and find yourself being introduced to new content that will help you continue to lead others in your battalion. The knowledge, skills, and abilities you will acquire your senior year: Leadership learning experiences provide you with a unique opportunity to look at the role of leadership in continuous improvement. You'll take a look at the big picture of the JROTC program and how its outcomes relate to leadership. Additionally, you'll explore strategies for teaching and mentoring others. Personal Growth and Behaviors continues to help you think and plan for your future with topics such as personal independence, the importance of personal accountability, and professional development. Team Building continues to build on drill and ceremony protocol. You will look at the tactics for motivating others and how they translate into other areas of leadership. Additionally, you'll explore the elements of a communication model and how to overcome barriers of communication. In Service Learning you will manage a service-learning project within a unit or the entire battalion. You'll be introduced to project management processes and management tools. Citizenship and Government exposes you to the challenges that face fundamental principles of society today. You will discuss topics to encourage you, as a citizen, to think about the future of citizen rights. Leadership laboratories for the practical application of learning are a key part of the course. Prerequisites: JROTC 5-6



070781 BEG MARKSMANSP (10-12)

Detailed instruction in the art of precision rifle marksmanship and safety under the supervision of instructors certified in the Civilian Marksmanship Program and Safety Certified by U.S. Army Cadet Command. This is instruction in Olympic style marksmanship techniques and competition. Small caliber Air Rifles are used in this instruction. Students must be mature, highly motivated, dedicated, and self-disciplined.

Students in this course will be expected to participate as members of the Varsity or Junior Varsity Marksmanship Teams.

**Students MUST be part of the JROTC Program to take this course.*

071051 INT MARKSMANSHIP

This is a continuation of the Beginning Marksmanship Course Detailed instruction in the art of precision rifle marksmanship and safety under the supervision of instructors certified in the Civilian Marksmanship Program and Safety Certified by U.S. Army Cadet Command. This is instruction in Olympic style marksmanship techniques and competition. Small caliber Air Rifles are used in this instruction. Students must be mature, highly motivated, dedicated, and self-disciplined.

Students in this course will be expected to participate as members of the Varsity or Junior Varsity Marksmanship Teams.

**Students MUST be part of the JROTC Program to take this course.*

070791 ADV MARKSMANSP

Further individualized detailed instruction in precision rifle marksmanship techniques. The focus is on developing a precision expert marksman. This is instruction in Olympic style marksmanship techniques and competition. Small caliber Air Rifles are used in this instruction. Students must be mature, highly motivated, dedicated, and self-disciplined.

Students in this course will be expected to participate as members of the Varsity or Junior Varsity Marksmanship Teams.

**Students MUST be part of the JROTC Program to take this course.*

070631 BEGINNING JROTC COLOR GUARD (9-12)

Cadets will study the history of Color Guard, Honor Guard, Saber Team, and Drill. Cadets will learn how these elements have been used by the military to instill discipline and maintain tradition. Cadets will receive instruction on how to function as a member of a color guard in parades, sports activities, events, and competitions. Cadets will learn the intricacies of regulation drill without and with rifles. Cadets will also learn customs and courtesies of the National Flag. Cadets will become proficient in the use and proper handling of the saber. This course will enable cadets to become knowledgeable leaders in all aspects of color guard, honor guard, saber team, and drill.

**Students MUST be part of the JROTC Program to take this course.*

070651 INTERMEDIATE JROTC COLOR GUARD

Cadets will study the history of Color Guard, Honor Guard, Saber Team, and Drill. Cadets will learn how these elements have been used by the military to instill discipline and maintain tradition. Cadets will receive instruction on how to function as a member of a color guard in parades, sports activities, events, and competitions. Cadets will learn the intricacies of regulation drill without and with rifles. Cadets will also learn customs and courtesies of the National Flag. Cadets will become proficient in the use and proper handling of the saber. This course will enable cadets to become knowledgeable leaders in all aspects of color guard, honor guard, saber team, and drill.

**Students MUST be part of the JROTC Program to take this course.*

070782 BEG MARKSMANSP (10-12)

Detailed instruction in the art of precision rifle marksmanship and safety under the supervision of instructors certified in the Civilian Marksmanship Program and Safety Certified by U.S. Army Cadet Command. This is instruction in Olympic style marksmanship techniques and competition. Small caliber Air Rifles are used in this instruction. Students must be mature, highly motivated, dedicated, and self-disciplined.

Students in this course will be expected to participate as members of the Varsity or Junior Varsity Marksmanship Teams.

**Students MUST be part of the JROTC Program to take this course.*

071052 INT MARKSMANSHIP

This is a continuation of the Beginning Marksmanship Course Detailed instruction in the art of precision rifle marksmanship and safety under the supervision of instructors certified in the Civilian Marksmanship Program and Safety Certified by U.S. Army Cadet Command. This is instruction in Olympic style marksmanship techniques and competition. Small caliber Air Rifles are used in this instruction. Students must be mature, highly motivated, dedicated, and self-disciplined.

Students in this course will be expected to participate as members of the Varsity or Junior Varsity Marksmanship Teams.

**Students MUST be part of the JROTC Program to take this course.*

070792 ADV MARKSMANSP

Further individualized detailed instruction in precision rifle marksmanship techniques. The focus is on developing a precision expert marksman. This is instruction in Olympic style marksmanship techniques and competition. Small caliber Air Rifles are used in this instruction. Students must be mature, highly motivated, dedicated, and self-disciplined.

Students in this course will be expected to participate as members of the Varsity or Junior Varsity Marksmanship Teams.

**Students MUST be part of the JROTC Program to take this course.*

070632 BEGINNING JROTC COLOR GUARD (9-12)

Cadets will study the history of Color Guard, Honor Guard, Saber Team, and Drill. Cadets will learn how these elements have been used by the military to instill discipline and maintain tradition. Cadets will receive instruction on how to function as a member of a color guard in parades, sports activities, events, and competitions. Cadets will learn the intricacies of regulation drill without and with rifles. Cadets will also learn customs and courtesies of the National Flag. Cadets will become proficient in the use and proper handling of the saber. This course will enable cadets to become knowledgeable leaders in all aspects of color guard, honor guard, saber team, and drill.

**Students MUST be part of the JROTC Program to take this course.*

070652 INTERMEDIATE JROTC COLOR GUARD

Cadets will study the history of Color Guard, Honor Guard, Saber Team, and Drill. Cadets will learn how these elements have been used by the military to instill discipline and maintain tradition. Cadets will receive instruction on how to function as a member of a color guard in parades, sports activities, events, and competitions. Cadets will learn the intricacies of regulation drill without and with rifles. Cadets will also learn customs and courtesies of the National Flag. Cadets will become proficient in the use and proper handling of the saber. This course will enable cadets to become knowledgeable leaders in all aspects of color guard, honor guard, saber team, and drill.

**Students MUST be part of the JROTC Program to take this course.*



070671 ADVANCED JROTC COLOR GUARD

Cadets will study the history of Color Guard, Honor Guard, Saber Team, and Drill. Cadets will learn how these elements have been used by the military to instill discipline and maintain tradition. Cadets will receive instruction on how to function as a member of a color guard in parades, sports activities, events, and competitions. Cadets will learn the intricacies of regulation drill without and with rifles. Cadets will also learn customs and courtesies of the National Flag. Cadets will become proficient in the use and proper handling of the saber. This course will enable cadets to become knowledgeable leaders in all aspects of color guard, honor guard, saber team, and drill.

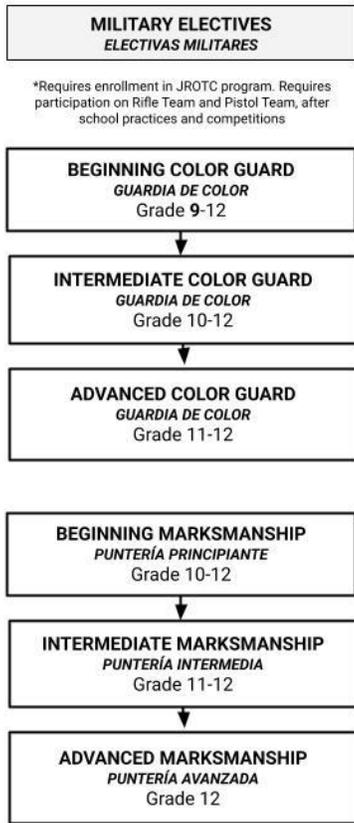
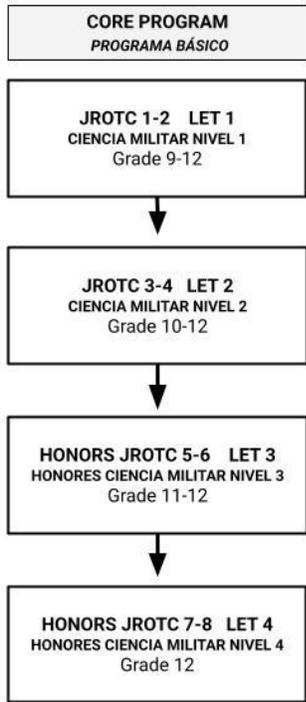
*Students MUST be part of the JROTC Program to take this course.

070672 ADVANCED JROTC COLOR GUARD

Cadets will study the history of Color Guard, Honor Guard, Saber Team, and Drill. Cadets will learn how these elements have been used by the military to instill discipline and maintain tradition. Cadets will receive instruction on how to function as a member of a color guard in parades, sports activities, events, and competitions. Cadets will learn the intricacies of regulation drill without and with rifles. Cadets will also learn customs and courtesies of the National Flag. Cadets will become proficient in the use and proper handling of the saber. This course will enable cadets to become knowledgeable leaders in all aspects of color guard, honor guard, saber team, and drill.

*Students MUST be part of the JROTC Program to take this course.

MILITARY SCIENCE / CIENCIA MILITAR
 High School Graduation Requirements: Students may earn PE credits and Elective credits for participation in the JROTC program.
 Requisitos de graduación de la escuela secundaria: los estudiantes pueden obtener créditos de educación física y créditos optativos por participar en el programa JROTC.



The U.S. Army Junior Reserve Officers' Training Corps (JROTC) is one of the largest character development and citizenship programs for youth in the world. The National Defense Act of 1916 established organized JROTC programs at public and private educational institutions. In 1964, Congress expanded the program to all military services and changed from active duty to shared support from the services and schools. As congressionally mandated by Title 10 United States Code, Section 2031, each military service must have a JROTC program to "instill in students in United States secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment." JROTC's mission, "To Motivate Young People to be Better Citizens", is the guide post for the program's success.

The U.S. Army's JROTC program currently operates in more than 1,700 public and private high schools, military institutions, and correctional centers throughout the United States and overseas. The JROTC faculty is led by nearly 4,000 instructors who are retired from active duty, reserve duty, or National Guard Army service. Instructors are trained and qualified in accordance with the National Defense Authorization Act 2007 to teach and mentor approximately 314,000 JROTC Cadets annually.

MATH

040581 MATH ESSENTIALS 1

This course is designed for identified special education students and ESL students who are not prepared to enter the regular sequence of math courses (beginning with pre-algebra). Topics include operations with whole numbers, fractions, decimals and percents, data analysis, geometry, measurement and problem solving. This is the first semester of a year-long course.

040161 PRE-ALGEBRA 1

This course is designed to meet the needs of the student who will benefit from a transition course which bridges the similarities of arithmetic and algebra. This course will contain spiraling reinforcement of basic algebraic concepts and topics in order to prepare students for successful placement in Algebra 1-2. This course will cover the content standards for pre-algebra, including operations on real numbers, conversions among fractions, decimals, and percents, solving linear equations and inequalities, graphing linear equations, working with polynomials, and using measures of central tendency to interpret data. This is the first semester course of Pre-Algebra 1-2.

040271 ALGEBRA 1

This course is a first-year algebra survey. It covers traditional algebra topics including a study of the four basic operations dealing with signed numbers and polynomials, solution of first and second degree equations, verbal problems, systems of linear equations, graphing and writing linear equations and inequalities, and simplifying exponential expressions. This course is the first semester of Algebra 1-2.

040351 GEOMETRY 1

This course is a complete study of geometry. Topics include congruence and similarity of figures, parallelism and perpendicularity, right triangle relationships, formal and informal proof, coordinate geometry, properties of polygons and circles, and perimeter, area, and volume of two- and three-dimensional figures. This course is the first semester of Geometry 1-2.

Students enrolling in Geometry 1-2 should have passing grades in both semesters of Algebra 1-2.

040361 H GEOMETRY 1

This course is the honors section of Geometry 1-2. Topics include congruence and similarity of figures, parallelism and perpendicularity, right triangle relationships, formal and informal proof, coordinate geometry, properties of polygons and circles, and perimeter, area, and volume of two- and three-dimensional figures. As an honors class, each topic will be covered in greater depth and with enrichment. This course is the first semester of Honors Geometry 1-2.

Students enrolling in this course should have advanced grades both semesters of Algebra 1-2 and teacher recommendation. This is the first semester of a year-long course.

040291 ALGEBRA 3

This course covers the topics of a traditional second-year algebra course. Content includes solving polynomial equations as well as linear, absolute value, and quadratic equations and inequalities, and working with exponents and logarithms, complex numbers, systems of equations and inequalities, and simple probability. Appropriate technology will be used to assist in instruction and learning. This course is the first semester of Algebra 3-4.

Students enrolling in this course will have successfully completed both semesters of Algebra 1-2 with passing grades.

049701 COLLEGE ALGEBRA 1

In this course students learn math skills required for further mathematics courses. Topics include: functions and their inverses; polynomial, radical, exponential and rational expressions and equations; graphing functions using transformations. Topics in probability and statistics are also addressed.

Prerequisites: Algebra 3-4

040582 MATH ESSENTIALS 2

This course is designed for identified special education students and ESL students who are not prepared to enter the regular sequence of math courses (beginning with pre-algebra). Topics include operations with whole numbers, fractions, decimals and percents, data analysis, geometry, measurement and problem solving. This is the second semester of a year-long course.

040162 PRE-ALGEBRA 2

This course is designed to meet the needs of the student who will benefit from a transition course which bridges the similarities of arithmetic and algebra. This course will contain spiraling reinforcement of basic algebraic concepts and topics in order to prepare students for successful placement in Algebra 1-2. This course will cover the content standards for pre-algebra, including operations on real numbers, conversions among fractions, decimals, and percents, solving linear equations and inequalities, graphing linear equations, working with polynomials, and using measures of central tendency to interpret data. This is the second semester course of Pre-Algebra 1-2.

040272 ALGEBRA 2

This course is a first-year algebra survey. It covers traditional algebra topics including a study of the four basic operations dealing with signed numbers and polynomials, solution of first and second degree equations, verbal problems, systems of linear equations, graphing and writing linear equations and inequalities, and simplifying exponential expressions. This course is the second semester of Algebra 1-2.

040352 GEOMETRY 2

This course is a complete study of geometry. Topics include congruence and similarity of figures, parallelism and perpendicularity, right triangle relationships, formal and informal proof, coordinate geometry, properties of polygons and circles, and perimeter, area, and volume of two- and three-dimensional figures. This course is the second semester of Geometry 1-2.

Students enrolling in Geometry 1-2 should have passing grades in both semesters of Algebra 1-2.

040362 H GEOMETRY 2

This course is the honors section of Geometry 1-2. Topics include congruence and similarity of figures, parallelism and perpendicularity, right triangle relationships, formal and informal proof, coordinate geometry, properties of polygons and circles, and perimeter, area, and volume of two- and three-dimensional figures. As an honors class, each topic will be covered in greater depth and with enrichment. This course is the second semester of Honors Geometry 1-2.

Students enrolling in this course should have advanced grades both semesters of Algebra 1-2 and teacher recommendation. This is the first semester of a year-long course.

040292 ALGEBRA 4

This course covers the topics of a traditional second-year algebra course. Content includes solving polynomial equations as well as linear, absolute value, and quadratic equations and inequalities, and working with exponents and logarithms, complex numbers, systems of equations and inequalities, and simple probability. Appropriate technology will be used to assist in instruction and learning. This course is the second semester of Algebra 3-4.

Students enrolling in this course will have successfully completed Algebra 3 as well as both semesters of Algebra 1-2 with passing grades.

049702 COLLEGE ALGEBRA 2

In this course students learn math skills required for further mathematics courses. Topics include: functions and their inverses; polynomial, radical, exponential and rational expressions and equations; graphing functions using transformations. Topics in probability and statistics are also addressed.

Prerequisites: Algebra 3-4



040301 H ALGEBRA 3

This is the honors section of Algebra 3-4. As such the topics and concepts will be covered in more depth, and additional content is present as well. This course covers the topics of a traditional second-year algebra course. Content includes solving polynomial equations as well as linear, absolute value, and quadratic equations and inequalities, and working with exponents and logarithms, complex numbers, systems of equations and inequalities, matrix algebra and matrix solutions to systems of equations, series and sequences, and compound probability. Appropriate technology will be used to assist in instruction and learning. This course is the first semester of Algebra 3-4.

Students enrolling in this course will have successfully completed both semesters of Algebra 1-2 with advanced grades and teacher recommendation. This is the first semester of a year-long course.

049601 DATA AND STATISTICS 1

This course is designed to equip students with the mathematical, statistical, and computational skills necessary to explore life situations. Students will engage with data and statistics in order to be able to determine correlations, make sound predictions, and develop conclusions.

Prerequisites: Geometry 1-2

040841 AP STATISTICS 1

This is a course in statistics that covers the topics in the syllabus published by the College Board. College credit and placement depend on the individual college. This statistics class will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. This course is equivalent to a one-semester, introductory, non-calculus based college course in statistics. This is the first semester of a year-long course. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

Prerequisites: Students should have taken and passed Data & Stats, OR an A in Algebra 3-4, B in Honors Algebra 3-4, or Teacher Rec

040801 AP PRECALCULUS 1

*Dual enrolled with UNO

AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications— polynomial, rational, exponential, logarithmic, trigonometric, polar parametric, vector-valued, implicitly defined, and linear transformation functions using matrices.

040451 AP CALCULUS AB 1

*Dual enrolled with UNO

This course follows the College Board's Advanced Placement syllabus for Calculus AB, which stresses the concept of limit and introduces the student to differential and integral calculus, including both theorems and techniques. Students enrolling in this course should have proficient or advanced grades in both semesters of AP Pre-Calc 1-2, or teacher recommendation. This is the first semester of a year-long course. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

040461 AP CALCULUS BC 1

This course follows the College Board's Advanced Placement syllabus for Calculus BC, which includes functions, graphs, limits, derivatives, integrals, polynomial approximations, and series. Students enrolling in this course should have proficient or advanced grades in both semesters of AP Precalc 1-2 and/or AP Calc AB, or teacher recommendation. This is the first semester of a year-long course. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

040302 H ALGEBRA 4

This is the honors section of Algebra 3-4. As such the topics and concepts will be covered in more depth, and additional content is present as well. This course covers the topics of a traditional second-year algebra course. Content includes solving polynomial equations as well as linear, absolute value, and quadratic equations and inequalities, and working with exponents and logarithms, complex numbers, systems of equations and inequalities, matrix algebra and matrix solutions to systems of equations, series and sequences, and compound probability. Appropriate technology will be used to assist in instruction and learning. This course is the second semester of Algebra 3-4.

Students enrolling in this course will have successfully completed both semesters of Algebra 1-2 with advanced grades and teacher recommendation. This is the first semester of a year-long course.

049602 DATA AND STATISTICS 2

This course is designed to equip students with the mathematical, statistical, and computational skills necessary to explore life situations. Students will engage with data and statistics in order to be able to determine correlations, make sound predictions, and develop conclusions.

Prerequisites: Geometry 1-2

040842 AP STATISTICS 2

This is a course in statistics that covers the topics in the syllabus published by the College Board. College credit and placement depend on the individual college. This statistics class will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. This course is equivalent to a one-semester, introductory, non-calculus based college course in statistics. This is the second semester of a year-long course. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

Prerequisites: Students should have taken and passed Data & Stats, OR an A in Algebra 3-4, B in Honors Algebra 3-4, or Teacher Rec

040802 AP PRECALCULUS 2

*Dual enrolled with UNO

AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications— polynomial, rational, exponential, logarithmic, trigonometric, polar parametric, vector-valued, implicitly defined, and linear transformation functions using matrices.

040452 AP CALCULUS AB 2

*Dual enrolled with UNO

This course follows the College Board's Advanced Placement syllabus for Calculus AB, which stresses the concept of limit and introduces the student to differential and integral calculus, including both theorems and techniques. Students enrolling in this course should have proficient or advanced grades in both semesters of AP Pre-Calc 1-2, or teacher recommendation. This is the first semester of a year-long course. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

040462 AP CALCULUS BC 2

This course follows the College Board's Advanced Placement syllabus for Calculus BC, which includes functions, graphs, limits, derivatives, integrals, polynomial approximations, and series. Students enrolling in this course should have proficient or advanced grades in both semesters of AP Precalc 1-2 and/or AP Calc AB, or teacher recommendation. This is the first semester of a year-long course. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.



PERFORMING ARTS – THEATRE ARTS

020631 DRAMA 1 (9-12)

Drama 1 provides an introduction to drama and theater as an art form. Students enrolled in this course will learn and apply basic principles of acting and fundamentals of stage terminology and audience etiquette. Participants will study, experience, and perform pantomime, improvisation, monologues, original scenes, and create, write, and perform original scripts/plays. Students will also study the technical aspects of theater and an introduction to theater history. Students are required to attend and critique all school play and musical productions.

020651 ADVANCED DRAMA (10-12)

Advanced Drama is a continued in-depth study and application of acting principles, terminology, and theater history. Students will also learn and apply the fundamentals of directing, stage, lighting, and costume design. Students are required to attend and critique two live stage productions per semester.

Prerequisite: Drama 1-2

This course may be taken more than one time for credit.

020681 STAGECRAFT 1 (9-12)

Stagecraft 1 focuses on providing students with an understanding of technical theater, including theater safety, parts of a theater, theatrical rigging systems, the safe use of tools, basic set construction, introduction to set design, introduction to theatrical lighting and sound, stage management, and the use of other theatrical equipment. In addition, students will be introduced to theatrical costumes, properties, and theatrical makeup and the role each plays within a production. Students are required to attend and critique all school play and musical productions.

020691 ADV STAGECRAFT 1

Advanced Stagecraft 1 focuses on providing students with an advanced understanding of technical theater, set design and construction, the safe use of tools, theatrical rigging systems, and other theatrical equipment. Students enrolled in this course will read and technically analyze play/musical productions and take leadership roles in the technical dimension of school productions which include: designing and building sets, operating theatrical rigging, designing and leading the light, sound properties, makeup and costume crews, and stage management. They will also assist the technical director during school productions while maintaining focus on safety in all operations and procedures. Students must critique the production process and complete other projects related to technical theater in and outside of the classroom. Students are required to attend and critique all school play and musical productions.

This course may be taken more than one time for credit.

Prerequisite: Average B or above in Stagecraft 1-2 and teacher permission.

020632 DRAMA 2 (9-12)

Drama 2 provides an introduction to drama and theater as an art form. Students enrolled in this course will learn and apply basic principles of acting and fundamentals of stage terminology and audience etiquette. Participants will study, experience, and perform pantomime, improvisation, monologues, original scenes, and create, write, and perform original scripts/plays. Students will also study the technical aspects of theater and an introduction to theater history. Students are required to attend and critique all school play and musical productions.

020652 ADVANCED DRAMA (10-12)

Advanced Drama is a continued in-depth study and application of acting principles, terminology, and theater history. Students will also learn and apply the fundamentals of directing, stage, lighting, and costume design. Students are required to attend and critique two live stage productions per semester.

Prerequisite: Drama 1-2

This course may be taken more than one time for credit.

020682 STAGECRAFT 2 (9-12)

Stagecraft 2 focuses on providing students with an understanding of technical theater, including theater safety, parts of a theater, theatrical rigging systems, the safe use of tools, basic set construction, introduction to set design, introduction to theatrical lighting and sound, stage management, and the use of other theatrical equipment. In addition, students will be introduced to theatrical costumes, properties, and theatrical makeup and the role each plays within a production. Students are required to attend and critique all school play and musical productions.

020692 ADV STAGECRAFT 2

Advanced Stagecraft 2 focuses on providing students with an advanced understanding of technical theater, set design and construction, the safe use of tools, theatrical rigging systems, and other theatrical equipment. Students enrolled in this course will read and technically analyze play/musical productions and take leadership roles in the technical dimension of school productions which include: designing and building sets, operating theatrical rigging, designing and leading the light, sound properties, makeup and costume crews, and stage management. They will also assist the technical director during school productions while maintaining focus on safety in all operations and procedures. Students must critique the production process and complete other projects related to technical theater in and outside of the classroom. Students are required to attend and critique all school play and musical productions.

This course may be taken more than one time for credit.

Prerequisite: Average B or above in Stagecraft 1-2 and teacher permission.



PERFORMING ARTS – INSTRUMENTAL MUSIC

190671 CONCERT BAND

This course is considered to be the principal performing band in the high school instrumental music curriculum. Students will rehearse and perform standard band literature designed to strengthen basic musicianship and instrumental technique. Membership is by audition. In the senior high school, the Concert Band also serves as the nucleus for the marching band program as a part of the first semester's activities. Other performances include winter and spring concerts as well as the All-City Music Festival.

Prerequisites: None. **Students are required to participate in all scheduled performances.**

Please note that MOST performances occur outside of the school day. Performances are comprise part of the student's final grade.

190681 H CONCERT BAND

This course is considered to be the principal performing band in the high school instrumental music curriculum. Students will rehearse and perform standard band literature designed to strengthen basic musicianship and instrumental technique. Membership is by audition. In the senior high school, the Concert Band also serves as the nucleus for the marching band program as a part of the first semester's activities. Other performances include winter and spring concerts as well as the All-City Music Festival. Additional assignments and performances will be required for Honors credit. **Students are required to participate in all scheduled performances.**

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

190691 PERCUSSION CLASS

*1st Semester in this course qualifies for 1 credit of physical education.
*Fall ONLY

The high school Percussion class is designed to provide students with a comprehensive approach to percussion instruments and techniques. This course will explore various percussion instruments, their history, and their roles in different musical genres and ensembles. Students will develop their skills in playing percussion instruments and gain an understanding of rhythm, timing, and musical expression. Students will develop their skills in keyboard, battery, and auxiliary percussion instruments. **The course requires attendance for marching events, pep band events, and all band concerts.**

Prerequisites: Previous experience in band course or teacher approval

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

190571 PREP BAND MARCHING (FALL ONLY)

This course is intended for high school students with previous instrumental experience, but have yet to sharpen their skills sufficiently for membership in the concert band. Appropriate band literature and method studies that encourage the development of instrumental technique is rehearsed and performed.

Prep band members may be included in the marching band activities with permission of the Director of Bands. Students in Prep Band who participate in marching band may receive PE credit.

190591 JAZZ BAND

This course is a high school instrumental ensemble comprised of advanced instrumental students who are simultaneously enrolled in Concert Band or Orchestra. Various jazz rudiments and improvisation techniques are introduced through a variety of jazz and popular styles of music.

Membership is by audition.

190672 CONCERT BAND

This course is considered to be the principal performing band in the high school instrumental music curriculum. Students will rehearse and perform standard band literature designed to strengthen basic musicianship and instrumental technique. Membership is by audition. In the senior high school, the Concert Band also serves as the nucleus for the marching band program as a part of the first semester's activities. Other performances include winter and spring concerts as well as the All-City Music Festival.

Prerequisites: None. **Students are required to participate in all scheduled performances.**

Please note that MOST performances occur outside of the school day. Performances are comprise part of the student's final grade.

190682 H CONCERT BAND

This course is considered to be the principal performing band in the high school instrumental music curriculum. Students will rehearse and perform standard band literature designed to strengthen basic musicianship and instrumental technique. Membership is by audition. In the senior high school, the Concert Band also serves as the nucleus for the marching band program as a part of the first semester's activities. Other performances include winter and spring concerts as well as the All-City Music Festival. Additional assignments and performances will be required for Honors credit. **Students are required to participate in all scheduled performances.**

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

191221 HONORS COLOR GUARD

*1st Semester in this course qualifies for 1 credit of physical education.
*Fall ONLY

The color guard course is considered a principal performing ensemble in the high school instrumental music curriculum. Students will rehearse and perform in the fall and spring semesters through marching band and winter guard. A variety of equipment and techniques are covered in this course, such as: dance/movement, flags, rifles, sabers, and other props. Students may participate in performances outside of the school day and attendance may be required. To receive honors credit, students must meet the requirements provided in the Music Honors Framework. Students are required to participate in scheduled performances.

Prerequisites: Permission of instructor

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

190572 PREP BAND (SPRING ONLY)

This course is intended for high school students with previous instrumental experience but have yet to sharpen their skills sufficiently for membership in the concert band. Appropriate band literature including "method" studies that encourage the development of instrumental technique is rehearsed and performed.

Prep band members may be included in the marching band activities with permission of the Director of Bands.

190592 JAZZ BAND

This course is a high school instrumental ensemble comprised of advanced instrumental students who are simultaneously enrolled in Concert Band or Orchestra. Various jazz rudiments and improvisation techniques are introduced through a variety of jazz and popular styles of music.

Membership is by audition.



191131 GUITAR 1

This course is designed for 9th through 12th grade students with any level of guitar experience. Students will learn a foundation of guitar-playing technique with an emphasis on note-reading. The fundamentals of musicianship and composing music for the guitar will also be taught. In-class performances (alone and in groups) will be the focus of this class. However, one outside-of-class performance per semester is required. Students are encouraged to purchase their own guitar (electronic or acoustic). There are a limited number of instruments available for student use on a need basis only.

191141 GUITAR 3-4

In this course students will build on the foundation of playing techniques covered in Guitar 1-2. Note reading studies will cover all frets in first position as well as higher positions. Advanced techniques such as right hand finger style and classical (pima) will be taught. Chord studies will include moveable bar chords. Ear-training and transcribing music for the guitar will also be taught. Students will perform alone and in a variety of ensemble settings including a guitar recital in the spring semester. Students are encouraged to purchase their own guitar (steel or nylon string –no electric guitars). There are a limited number of instruments available for student use on a need basis only.

Successful completion of Guitar 1-2 expected or teacher approval.

191151 H GUITAR 5

In this course students will build on the foundation of playing techniques covered in Guitar 3-4. Note reading studies will cover all frets in first position as well as higher positions. Advanced techniques such as right hand finger style and classical (pima) will be taught. Chord studies will include moveable bar chords. Ear-training and transcribing music for the guitar will also be taught. Students will perform alone and in a variety of ensemble settings including a guitar recital in the spring semester. Students are encouraged to purchase their own guitar (steel or nylon string –no electric guitars). There are a limited number of instruments available for student use on a need basis only.

Successful completion of Guitar 3-4 expected.

190971 MUS TECH 1

This course is the perfect blend of technology and music. Students will be introduced to the skills needed in DJ'ing, Creating Sound Effects and Scores for Movies, Controlling Live Sound for Big Events, Creating their OWN music, Studio Recording & Sampling, and Preparing the best audio recording for Podcasting, Demos and Auditions. Prerequisites: None.

190851 ORCHESTRA

This course includes the rehearsal and performance of outstanding symphonic literature from the representative periods of music history. This literature provides for the development of both individual and ensemble skills. Performances may include fall, winter and spring concerts, as well as other performance opportunities outside of the school day. Students are required to participate in all scheduled performances.

Membership may be selected by audition.

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

190791 H ORCHESTRA

This course includes the rehearsal and performance of outstanding symphonic literature from the representative periods of music history. This literature provides for the development of both individual and ensemble skills. Performances may include fall, winter and spring concerts, as well as other performance opportunities outside of the school day. Students are required to participate in all scheduled performances.

Membership may be selected by audition. To receive honors credit, students must meet the requirements provided in the Music Honors Framework.

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

191132 GUITAR 2

This course is designed for 9th through 12th grade students with any level of guitar experience. Students will learn a foundation of guitar-playing technique with an emphasis on note-reading. The fundamentals of musicianship and composing music for the guitar will also be taught. In-class performances (alone and in groups) will be the focus of this class. However, one outside-of-class performance per semester is required. Students are encouraged to purchase their own guitar (electronic or acoustic). There are a limited number of instruments available for student use on a need basis only.

191142 GUITAR 3-4

In this course students will build on the foundation of playing techniques covered in Guitar 1-2. Note reading studies will cover all frets in first position as well as higher positions. Advanced techniques such as right hand finger style and classical (pima) will be taught. Chord studies will include moveable bar chords. Ear-training and transcribing music for the guitar will also be taught. Students will perform alone and in a variety of ensemble settings including a guitar recital in the spring semester. Students are encouraged to purchase their own guitar (steel or nylon string –no electric guitars). There are a limited number of instruments available for student use on a need basis only.

Successful completion of Guitar 1-2 expected or teacher approval.

191152 H GUITAR 6

In this course students will build on the foundation of playing techniques covered in Guitar 3-4. Note reading studies will cover all frets in first position as well as higher positions. Advanced techniques such as right hand finger style and classical (pima) will be taught. Chord studies will include moveable bar chords. Ear-training and transcribing music for the guitar will also be taught. Students will perform alone and in a variety of ensemble settings including a guitar recital in the spring semester. Students are encouraged to purchase their own guitar (steel or nylon string –no electric guitars). There are a limited number of instruments available for student use on a need basis only.

Successful completion of Guitar 3-4 expected.

190972 MUS TECH 2

This course is the perfect blend of technology and music. Students will be introduced to the skills needed in DJ'ing, Creating Sound Effects and Scores for Movies, Controlling Live Sound for Big Events, Creating their OWN music, Studio Recording & Sampling, and Preparing the best audio recording for Podcasting, Demos and Auditions. Prerequisites: None.

190852 ORCHESTRA

This course includes the rehearsal and performance of outstanding symphonic literature from the representative periods of music history. This literature provides for the development of both individual and ensemble skills. Performances may include fall, winter and spring concerts, as well as other performance opportunities outside of the school day. Students are required to participate in all scheduled performances.

Membership may be selected by audition.

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

190792 H ORCHESTRA

This course includes the rehearsal and performance of outstanding symphonic literature from the representative periods of music history. This literature provides for the development of both individual and ensemble skills. Performances may include fall, winter and spring concerts, as well as other performance opportunities outside of the school day. Students are required to participate in all scheduled performances.

Membership may be selected by audition. To receive honors credit, students must meet the requirements provided in the Music Honors Framework.

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.



191521 AP MUSIC THEORY

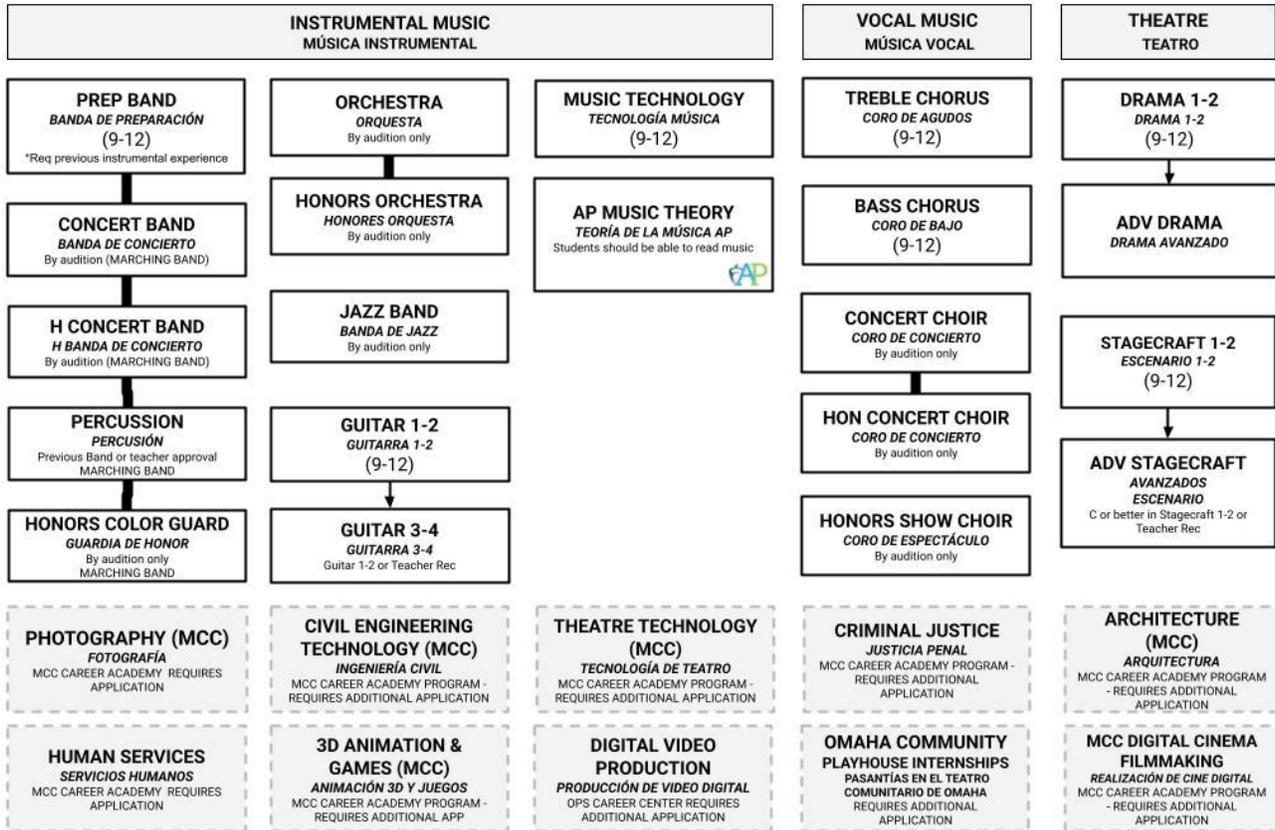
This AP Music Theory course is designed to develop aural, performance, composition and theoretical knowledge skills of students to levels beyond the high school level. Students are encouraged to progress to be able to take the AP exam during fourth quarter. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

191522 AP MUSIC THEORY

This AP Music Theory course is designed to develop aural, performance, composition and theoretical knowledge skills of students to levels beyond the high school level. Students are encouraged to progress to be able to take the AP exam during fourth quarter. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

PERFORMING ARTS / ARTES ESCÉNICAS

High School Graduation Requirements: These courses count towards elective credits. Students need at least 15 elective credits to graduate.
 Many colleges and universities nationwide requires that students take at least one Fine Arts course.
 Requisitos de graduación de la escuela secundaria: estos cursos cuentan para créditos optativos. Los estudiantes necesitan al menos 15 créditos optativos para graduarse. Muchos colegios y universidades de todo el país exigen que los estudiantes tomen al menos un curso de Bellas Artes.



PERFORMING ARTS – VOCAL MUSIC

192061 BASS CHORUS

This course is open to 9-12th graders who wish to participate in a chorus of bass voices. Basic vocal concepts are stressed through literature that is appropriate for tenor and bass voices. Performance opportunities are included as an extension of the classroom activities including concerts and contests in the Omaha area. **Students are required to participate in all scheduled performances.**

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

190311 TREBLE CHORUS

This course is open to all students who wish to participate in a choral class of treble voices. Basic vocal concepts are stressed through literature that is appropriate for soprano and alto voices.

Performance opportunities are included as an extension of the classroom activities. Students are required to participate in all scheduled performances, many of which could occur outside of the school day.

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

190281 CONCERT CHOIR

This course is the principal performing choral organization of each high school. Students will rehearse and perform music of all musical periods of history in both accompanied and unaccompanied styles. Performance usually includes fall, winter and spring concerts outside of the school day.

Membership is selected by audition. Students are required to participate in all scheduled performances.

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

190351 H CONCERT CHOIR

This course is the principal performing choral organization of each high school. Students will rehearse and perform music of all musical periods of history in both accompanied and unaccompanied styles. Performances usually includes fall, winter and spring concerts.

Membership is selected by audition. Students are required to participate in all scheduled performances. To receive honors credit, students must meet the requirements provided in the Music Course Honors Framework, including auditions or participation in music solo/ensemble performances or recitals.

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

191331 H SHOW CHOIR

This course is the principal Show Choir of each high school and receives both an Honors and PE Credit. These advanced choral ensembles, which vary in size are available by audition to students who are simultaneously enrolled in one of the school's principal choral organizations. One of the primary functions of these groups is to serve as "ambassadors" for the school. Choreographed numbers and frequent performance, often requiring time outside of school, must be a student consideration for enrollment and audition. **Students are required to participate in all scheduled performances, including competitions in the spring**

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

Prerequisites: Audition or Permission from Instructor

192062 BASS CHORUS

This course is open to 9-12th graders who wish to participate in a chorus of bass voices. Basic vocal concepts are stressed through literature that is appropriate for tenor and bass voices. Performance opportunities are included as an extension of the classroom activities including concerts and contests in the Omaha area. **Students are required to participate in all scheduled performances.**

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

190312 TREBLE CHORUS

This course is open to all students who wish to participate in a choral class of treble voices. Basic vocal concepts are stressed through literature that is appropriate for soprano and alto voices.

Performance opportunities are included as an extension of the classroom activities. Students are required to participate in all scheduled performances, many of which could occur outside of the school day.

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

190282 CONCERT CHOIR

This course is the principal performing choral organization of each high school. Students will rehearse and perform music of all musical periods of history in both accompanied and unaccompanied styles. Performance usually includes fall, winter and spring concerts outside of the school day.

Membership is selected by audition. Students are required to participate in all scheduled performances.

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

190352 H CONCERT CHOIR

This course is the principal performing choral organization of each high school. Students will rehearse and perform music of all musical periods of history in both accompanied and unaccompanied styles. Performances usually includes fall, winter and spring concerts.

Membership is selected by audition. Students are required to participate in all scheduled performances. To receive honors credit, students must meet the requirements provided in the Music Course Honors Framework, including auditions or participation in music solo/ensemble performances or recitals.

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

191332 H SHOW CHOIR

This course is the principal Show Choir of each high school and receives both an Honors and PE Credit. These advanced choral ensembles, which vary in size are available by audition to students who are simultaneously enrolled in one of the school's principal choral organizations. One of the primary functions of these groups is to serve as "ambassadors" for the school. Choreographed numbers and frequent performance, often requiring time outside of school, must be a student consideration for enrollment and audition. **Students are required to participate in all scheduled performances, including competitions in the spring**

Please note that MOST performances occur outside of the school day. Performances comprise part of the student's final grade.

Prerequisites: Audition or Permission from Instructor



PHYSICAL EDUCATION

070181 PHYSICAL ED 1 (9-12)

This course involves students in the development of personal fitness and participation in a variety of sports, games, and dance activities. Aquatics are taught where facilities permit.

070471 TEAM SPORTS 1 (9-12)

This course will consist of instruction in rules, strategies, skills and sportsmanship concepts. Activities may include: flag football, soccer, volleyball, basketball, team handball, softball, and floor hockey. A fitness unit will be taught.

070191 LIFETIME WELLNESS 1 (9-12)

Students will learn about health and nutrition. Knowledge of lifetime wellness and fitness will be covered and emphasized. Activities include but are not limited to: walking, toning, fitness concepts and technology, and orienteering. District mandated Fitnessgram will be administered in pre and post test form.

070381 PE LEADERSHIP 1 (10-12)

This co-ed course is ideal for the student athlete who wants to seriously train for high school sports. The course will teach student athletes the proper way to train and the leadership skills which are essential in becoming leaders in the school and out in the community. Physical activities will incorporate balance, neuromuscular coordination, improving basic running technique, various methods of strength training, and flexibility. The goal is to focus on an individual's strengths and weaknesses and to enhance their sport performance and overall athleticism through speed, strength, and movement training. Classroom activities will incorporate nutrition, sport psychology, lessons in leadership, and goal setting.

The course will also include a minimum of 8 hours of community service as a component of the class. While this course is recommended for athletes, it is open to all students.

**To be added to this program students at BV indicate their interest through their PE teacher and the list is provided to counseling in January.*

070251 LGT WT TRNG COND 1 (10-12)

This course emphasizes improvement in muscular endurance, strength and power. Proper lifting techniques are taught through the use of light weights and high repetitions. Healthy living concepts, such as proper nutrition and stress reduction, will be a part of class discussions. A fitness unit will be taught.

070281 ADV WT TRG/CON 1

This is a second year class that expands instruction in strength, flexibility and aerobic training.

MUST have passed LGT WT TRNG COND 1-2 for safety reasons.

070931 HUMAN GROWTH HS

This course helps senior high students acquire responsible decision-making skills related to wellness, communication skills, healthy relationships, preventing abuse, chemical usage, sexuality, prenatal care, etc. All senior high school students are required to enroll in one of the Human Growth and Development courses, but a parent/guardian may choose to opt out his/her student.

070182 PHYSICAL ED 2 (9-12)

This course involves students in the development of personal fitness and participation in a variety of sports, games, and dance activities. Aquatics are taught where facilities permit.

070472 TEAM SPORTS 2 (9-12)

This course will consist of instruction in rules, strategies, skills and sportsmanship concepts. Activities may include: flag football, soccer, volleyball, basketball, team handball, softball, and floor hockey. A fitness unit will be taught.

070192 LIFETIME WELLNESS 2 (9-12)

Students will learn about health and nutrition. Knowledge of lifetime wellness and fitness will be covered and emphasized. Activities include but are not limited to: walking, toning, fitness concepts and technology, and orienteering. District mandated Fitnessgram will be administered in pre and post test form.

070382 PE LEADERSHIP 2 (10-12)

This co-ed course is ideal for the student athlete who wants to seriously train for high school sports. The course will teach student athletes the proper way to train and the leadership skills which are essential in becoming leaders in the school and out in the community. Physical activities will incorporate balance, neuromuscular coordination, improving basic running technique, various methods of strength training, and flexibility. The goal is to focus on an individual's strengths and weaknesses and to enhance their sport performance and overall athleticism through speed, strength, and movement training. Classroom activities will incorporate nutrition, sport psychology, lessons in leadership, and goal setting.

The course will also include a minimum of 8 hours of community service as a component of the class. While this course is recommended for athletes, it is open to all students.

**To be added to this program students at BV indicate their interest through their PE teacher and the list is provided to counseling in January.*

070252 LGT WT TRNG COND2 (10-12)

This course emphasizes improvement in muscular endurance, strength and power. Proper lifting techniques are taught through the use of light weights and high repetitions. Healthy living concepts, such as proper nutrition and stress reduction, will be a part of class discussions. A fitness unit will be taught.

070282 ADV WT TRG/CON 2

This is a second year class that expands instruction in strength, flexibility and aerobic training.

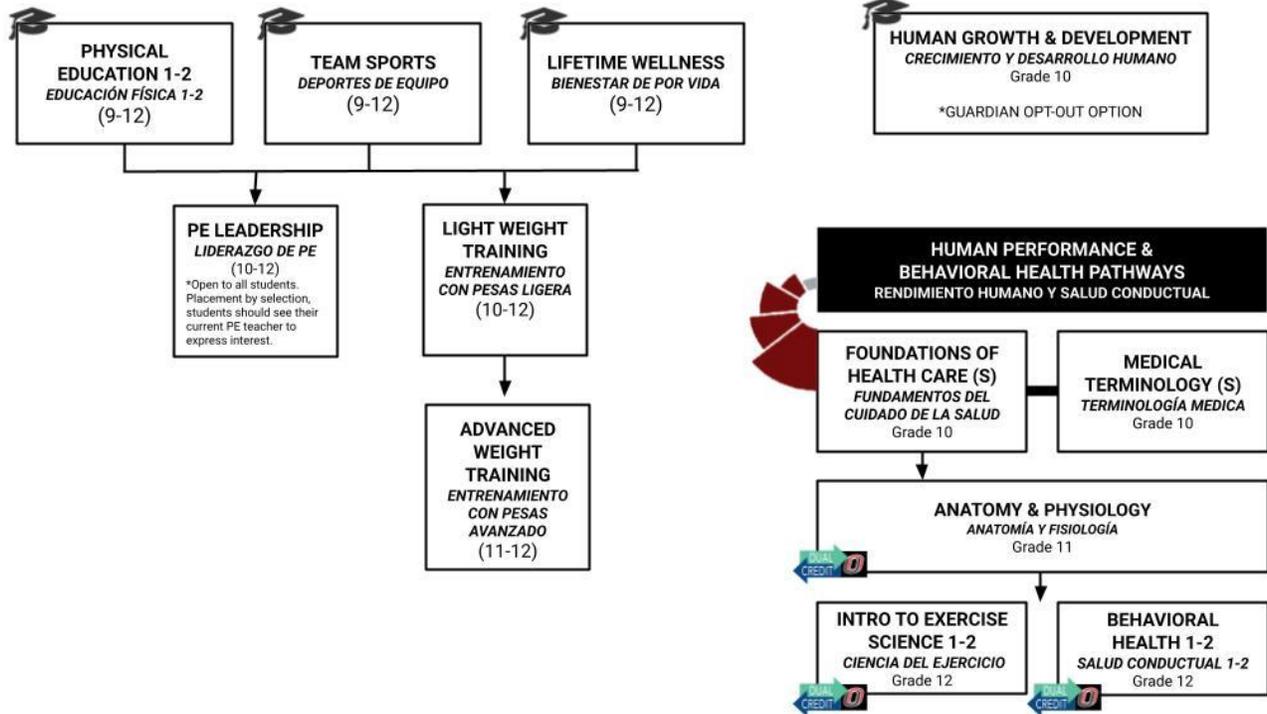
MUST have passed LGT WT TRNG COND 1-2 for safety reasons.



PHYSICAL EDUCATION & HUMAN GROWTH / EDUCACIÓN FÍSICA Y DESARROLLO HUMANO

High School Graduation PE Requirements: Must pass 4 credits of PE or equivalent courses
Requisitos de educación física para graduarse de la escuela secundaria: debe aprobar 4 créditos de educación física o cursos equivalentes

CORE / GRADUATION REQUIREMENTS REQUISITOS BÁSICOS / DE GRADUACIÓN



SCIENCE

CORE SCIENCE CLASSES

060501 PHYSICAL SCIENCE 1

Physical Science engages students in the three dimensions (science practices, disciplinary core ideas, and crosscutting concepts) of learning as identified by the Nebraska College and Career Ready Standards for Science. The topics include forces and interactions, waves and electromagnetic radiation, structure and properties of matter, energy, chemical reactions, space systems, weather and climate, and Earth's systems. This course provides a foundation for other science courses and meets the district requirement for Physical Science.

060411 BIOLOGY 1

Biology engages students in the three dimensions (science practices, disciplinary core ideas, and crosscutting concepts) of learning as identified by the Nebraska College and Career Ready Standards for Science. The topics include structure and function, interdependent relationships in ecosystems, matter and energy in organisms and ecosystems, heredity: inheritance and variation of traits, Earth systems, history of Earth, and sustainability. This course meets the district requirement for Biology.

060431 H BIOLOGY 1

Honors Biology 1-2 engages students in the three dimensions (science practices, disciplinary core ideas, and crosscutting concepts) of learning as identified by the Nebraska College and Career Ready Standards for Science. The topics include structure and function, interdependent relationships in ecosystems, matter and energy in organisms and ecosystems, heredity: inheritance and variation of traits, Earth systems, history of Earth, and sustainability. This course meets the district requirement for Biology. Students enrolled in honors courses have additional experiences that require a more rigorous program of study.

ELECTIVE SCIENCE CLASSES

060551 CHEMISTRY 1

Chemistry 1-2 engages students in both theoretical and practical problem-solving strategies as they investigate chemical issues that are relevant to their daily lives. Topics of study include laboratory processes, chemical safety, atomic structure, properties of matter, and chemical reactions.

Prerequisites: Physical Science 1-2, Biology 1-2 (concurrent enrollment in Biology 1-2 is acceptable with teacher recommendation), and successful completion of, or concurrent enrollment in, Algebra 1-2.

060561 H CHEMISTRY 1

Chemistry 1-2 engages students in both theoretical and practical problem-solving strategies as they investigate chemical issues that are relevant to their daily lives. Topics of study include laboratory processes, chemical safety, atomic structure, properties of matter, and chemical reactions. Students enrolled in honors courses have additional experiences that require a more rigorous program of study.

Prerequisites: Physical Science 1-2, Biology 1-2 (concurrent enrollment in Biology 1-2 is acceptable with teacher recommendation), and successful completion of, or concurrent enrollment in, Algebra 1-2.

060581 AP CHEMISTRY 1

AP Chemistry provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Advanced educational credit may be available for students who successfully pass the AP Exam.

Prerequisites: Physical Science 1-2, Biology 1-2, Chemistry 1-2, and Algebra 1-2 with no grade less than a "C." Completion of, or concurrent enrollment in, Algebra 3-4 is recommended. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

060502 PHYSICAL SCIENCE 2

Physical Science engages students in the three dimensions (science practices, disciplinary core ideas, and crosscutting concepts) of learning as identified by the Nebraska College and Career Ready Standards for Science. The topics include forces and interactions, waves and electromagnetic radiation, structure and properties of matter, energy, chemical reactions, space systems, weather and climate, and Earth's systems. This course provides a foundation for other science courses and meets the district requirement for Physical Science.

060412 BIOLOGY 2

Biology engages students in the three dimensions (science practices, disciplinary core ideas, and crosscutting concepts) of learning as identified by the Nebraska College and Career Ready Standards for Science. The topics include structure and function, interdependent relationships in ecosystems, matter and energy in organisms and ecosystems, heredity: inheritance and variation of traits, Earth systems, history of Earth, and sustainability. This course meets the district requirement for Biology.

060432 H BIOLOGY 2

Honors Biology 1-2 engages students in the three dimensions (science practices, disciplinary core ideas, and crosscutting concepts) of learning as identified by the Nebraska College and Career Ready Standards for Science. The topics include structure and function, interdependent relationships in ecosystems, matter and energy in organisms and ecosystems, heredity: inheritance and variation of traits, Earth systems, history of Earth, and sustainability. This course meets the district requirement for Biology. Students enrolled in honors courses have additional experiences that require a more rigorous program of study.

060552 CHEMISTRY 2

Chemistry 1-2 engages students in both theoretical and practical problem-solving strategies as they investigate chemical issues that are relevant to their daily lives. Topics of study include laboratory processes, chemical safety, atomic structure, properties of matter, and chemical reactions.

Prerequisites: Physical Science 1-2, Biology 1-2 (concurrent enrollment in Biology 1-2 is acceptable with teacher recommendation), and successful completion of, or concurrent enrollment in, Algebra 1-2.

060562 H CHEMISTRY 2

Chemistry 1-2 engages students in both theoretical and practical problem-solving strategies as they investigate chemical issues that are relevant to their daily lives. Topics of study include laboratory processes, chemical safety, atomic structure, properties of matter, and chemical reactions. Students enrolled in honors courses have additional experiences that require a more rigorous program of study.

Prerequisites: Physical Science 1-2, Biology 1-2 (concurrent enrollment in Biology 1-2 is acceptable with teacher recommendation), and successful completion of, or concurrent enrollment in, Algebra 1-2.

060582 AP CHEMISTRY 2

AP Chemistry provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Advanced educational credit may be available for students who successfully pass the AP Exam.

Prerequisites: Physical Science 1-2, Biology 1-2, Chemistry 1-2, and Algebra 1-2 with no grade less than a "C." Completion of, or concurrent enrollment in, Algebra 3-4 is recommended. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.



061331 FORENSIC SCIENCE

Forensic Science promotes active learning and emphasizes the application and integration of math, chemistry, biology, physics, and earth science. Topics covered may include the collection, handling, and examination of trace evidence such as hair, fibers, soil, pollen, and glass, fingerprint, blood, and blood splatter examination, DNA, drug and toxicology testing, handwriting and tool mark analysis, voice examination, impressions, ballistics, and forensic anthropology. This is a one-semester course.

Prerequisites: Physical Science 1-2 and Biology 1-2.

061061 EARTH SCIENCE 3

Earth Science 3-4 is an inquiry-based course that builds upon content from Nebraska's earth science standards that were introduced in the Physical Science and Biology 1-2 course sequence. Students use scientific inquiry to further explore concepts of Earth's composition and how it is studied, the history and dynamics of Earth, and the reshaping the Earth's crust, atmosphere, atmospheric forces, and oceans.

Prerequisites: Physical Science 1-2 and Biology 1-2.

Buena Vista – Earth Science is offered every other school year, on a rotation with Environmental Science. Earth Science is offered on ODD FALL years (25-26, 27-28, 29-30, etc...)

060351 ENVIRONMENTAL SCIENCE 1

Environmental Science allows students to develop insights and skills needed to make decisions regarding the environment. The class provides basic knowledge on ecosystems and how they work. In addition, students learn how they affect the environment, what they can do to use the environment wisely, and how to preserve what is left. This course includes hands-on experiences, simulations, and outside activities. In the end, the students learn about the world in which they live. This is a one-semester course.

Buena Vista – Environmental Science is offered every other school year, on a rotation with Earth Science. Environmental Science is offered on EVEN FALL years (26-27, 28-29, 30-31 etc...)

060931 ANATOMY & PHYSIOLOGY 1

*Dual Enrolled UNO

Anatomy and Physiology 1-2 enables students to understand the principles and structures of the human body. Students develop an understanding of the structure and function of complex human organ systems through inquiry-based laboratory experiences using up-to-date technology. This course will explore scientific and technological advances in the field of anatomy. Students will also explore career opportunities in medical and related fields. The study and application of vocabulary and terminology is an essential part of this course. Students will incorporate writing and literacy strategies into summative projects. Laboratory dissections are required.

Prerequisites: Physical Science 1-2 and Biology 1-2.

060471 AP BIOLOGY 1

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes - energy and communication, genetics, information transfer, ecology, and interactions.

Prerequisites: Physical Science 1-2, Biology 1-2, with no grade less than a "C" and teacher recommendation. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

061332 FORENSIC SCIENCE

Forensic Science promotes active learning and emphasizes the application and integration of math, chemistry, biology, physics, and earth science. Topics covered may include the collection, handling, and examination of trace evidence such as hair, fibers, soil, pollen, and glass, fingerprint, blood, and blood splatter examination, DNA, drug and toxicology testing, handwriting and tool mark analysis, voice examination, impressions, ballistics, and forensic anthropology. This is a one-semester course.

Prerequisites: Physical Science 1-2 and Biology 1-2.

061062 EARTH SCIENCE 4

Earth Science 3-4 is an inquiry-based course that builds upon content from Nebraska's earth science standards that were introduced in the Physical Science and Biology 1-2 course sequence. Students use scientific inquiry to further explore concepts of Earth's composition and how it is studied, the history and dynamics of Earth, and the reshaping the Earth's crust, atmosphere, atmospheric forces, and oceans.

Prerequisites: Physical Science 1-2 and Biology 1-2.

Buena Vista – Earth Science is offered every other school year, on a rotation with Environmental Science. Earth Science is offered on ODD FALL years (25-26, 27-28, 29-30, etc...)

060352 ENVIRONMENTAL SCIENCE 2

Environmental Science allows students to develop insights and skills needed to make decisions regarding the environment. The class provides basic knowledge on ecosystems and how they work. In addition, students learn how they affect the environment, what they can do to use the environment wisely, and how to preserve what is left. This course includes hands-on experiences, simulations, and outside activities. In the end, the students learn about the world in which they live. This is a one-semester course.

Buena Vista – Environmental Science is offered every other school year, on a rotation with Earth Science. Environmental Science is offered on EVEN FALL years (26-27, 28-29, 30-31 etc...)

060932 ANATOMY & PHYSIOLOGY 2

*Dual Enrolled UNO

Anatomy and Physiology 1-2 enables students to understand the principles and structures of the human body. Students develop an understanding of the structure and function of complex human organ systems through inquiry-based laboratory experiences using up-to-date technology. This course will explore scientific and technological advances in the field of anatomy. Students will also explore career opportunities in medical and related fields. The study and application of vocabulary and terminology is an essential part of this course. Students will incorporate writing and literacy strategies into summative projects. Laboratory dissections are required.

Prerequisites: Physical Science 1-2 and Biology 1-2.

060472 AP BIOLOGY 2

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes - energy and communication, genetics, information transfer, ecology, and interactions.

Prerequisites: Physical Science 1-2, Biology 1-2, with no grade less than a "C" and teacher recommendation. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.



060601 PHYSICS 1

Physics 1-2 engages students in an inquiry-based, problem-solving approach to investigate the physical laws that are fundamental to all science. Topics of study include: motion and technological design; the effects of forces on motion; the origin of the universe; conservation of energy; and the interaction of energy and matter.

Prerequisites: Physical Science 1-2, Biology 1-2 (concurrent enrollment in Biology 1-2 is acceptable with teacher recommendation), and successful completion of, or concurrent enrollment in, Algebra 1-2.

063141 SCIENCE FOUNDATIONS 3

Science Foundations 3-4 is an inquiry-based course designed to expose students to natural, environmental, and life sciences. Topics include weather and water cycles, plant studies, environmental changes, and human body systems. This course provides a foundation for other science courses.

This science elective course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences).

060602 PHYSICS 2

Physics 1-2 engages students in an inquiry-based, problem-solving approach to investigate the physical laws that are fundamental to all science. Topics of study include: motion and technological design; the effects of forces on motion; the origin of the universe; conservation of energy; and the interaction of energy and matter.

Prerequisites: Physical Science 1-2, Biology 1-2 (concurrent enrollment in Biology 1-2 is acceptable with teacher recommendation), and successful completion of, or concurrent enrollment in, Algebra 1-2.

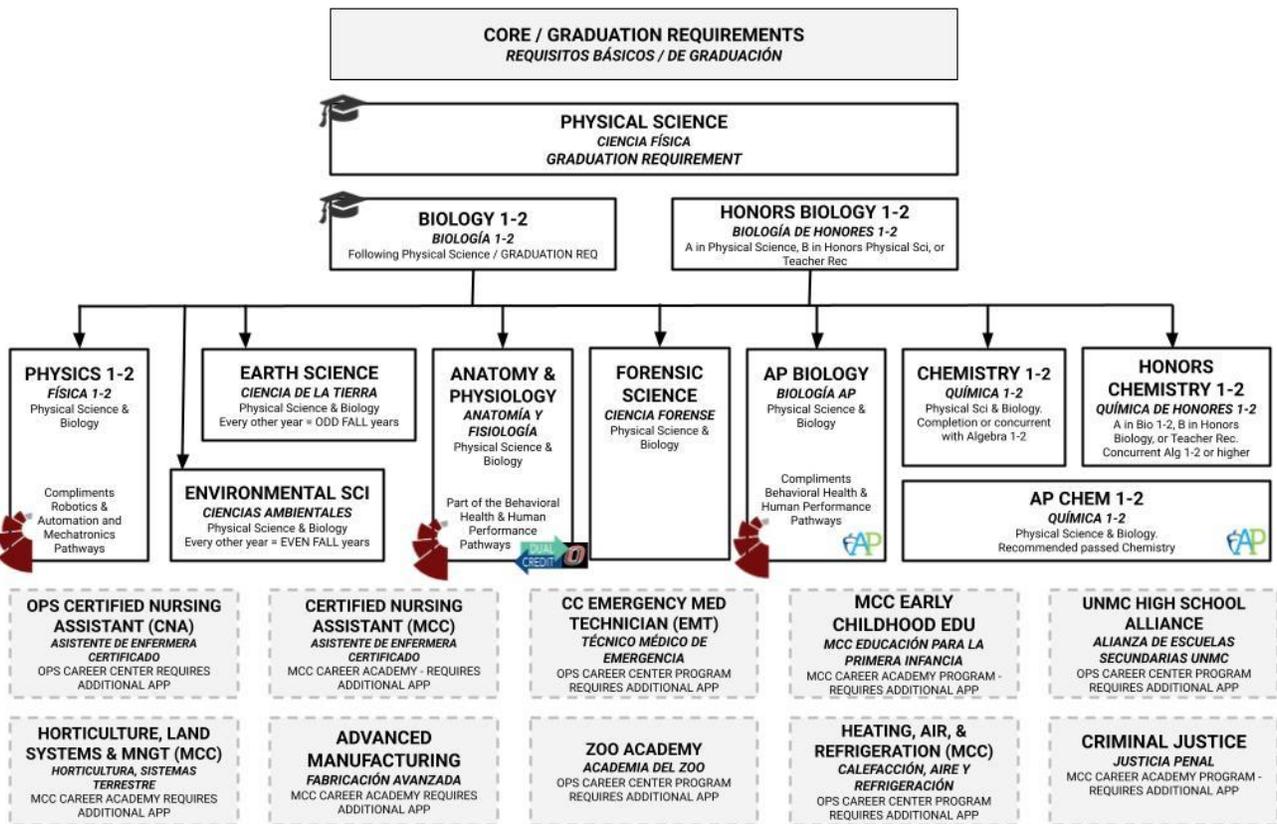
063142 SCIENCE FOUNDATIONS 4

Science Foundations 3-4 is an inquiry-based course designed to expose students to natural, environmental, and life sciences. Topics include weather and water cycles, plant studies, environmental changes, and human body systems. This course provides a foundation for other science courses.

This science elective course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences).

SCIENCE / CIENCIA

High School Graduation SCIENCE Requirements: Must pass Physical Science 1-2, Biology 1-2, and 1 additional course
 Minimum College Eligibility Requirement for Most 4 year Colleges: 3 years including at least 2 of these: Biology, Chemistry, Physics or Earth Science.
 Requisitos de CIENCIAS para graduarse de la escuela secundaria: Debe aprobar Ciencias Físicas 1-2, Biología 1-2 y 1 curso adicional. Elegibilidad mínima para la universidad
 Requisito de CIENCIAS para la mayoría de las universidades de 4 años: 3 años, incluidos al menos 2 de estos: Biología, Química, Física o Ciencias de la Tierra.



SOCIAL STUDIES

CORE SOCIAL STUDIES COURSES

030901 US HISTORY 1 (9)

United States History 1-2 explores United States history from the Progressive Era to present day. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, cultures, and the elements of citizenship. Students investigate these themes using historical thinking and primary and secondary sources.

030911 H US HISTORY 1 (9)

United States History 1-2 explores United States history from the Progressive Era to present day. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, cultures, and the elements of citizenship. Students investigate these themes using historical thinking and primary and secondary sources. Honors courses have additional opportunities for in-depth course work and application of historical thinking skills.

031011 HUMAN GEOGRAPHY (10)

Human Geography provides an effective method for studying human activities on the Earth's surface. Humans' interactions with one another and the environment are studied and analyzed to provide an understanding of the world in which the students live. The course is divided into four units: Population & Cultural Geography, Urban Geography, Political Geography, and Economic & Environmental Geography. This is a one-semester course.

033241 CAMBRIDGE ADV GEOGRAPHY AS 1 (10-12) *DUAL ENROLLED UNO

Cambridge International AS Level Geography focuses on physical and human topics with the opportunity to study them holistically during A Level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills.

033221 CAMBRIDGE ADV ECONOMICS AS 1 (10-12)

Cambridge International AS Level Economics. Students learn how to explain and analyze economic issues and arguments, evaluate economic information, organize, present and communicate ideas and judgements clearly. The course covers a range of fundamental economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Students also study the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

031381 MODERN WLD HIST 1 (11)

Modern World History 1-2 explores the culture and history of people from 1000 CE to the present. As students examine the choices and decisions of the past, they are better able to confront today's problems and choices with a deeper awareness of the alternatives before them, and the likely consequences of each.

030421 AP WORLD HIST 1 (11-12) *DUAL ENROLLED UNO

Advanced Placement World History 1-2 is a modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Concurrent enrollment in AP English Language and Composition is highly recommended. Students who select not to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

030902 US HISTORY 2 (9)

United States History 1-2 explores United States history from the Progressive Era to present day. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, cultures, and the elements of citizenship. Students investigate these themes using historical thinking and primary and secondary sources.

030912 H US HISTORY 2 (9)

United States History 1-2 explores United States history from the Progressive Era to present day. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, cultures, and the elements of citizenship. Students investigate these themes using historical thinking and primary and secondary sources. Honors courses have additional opportunities for in-depth course work and application of historical thinking skills.

030461 INTRO ECONOMICS (10)

Introduction to Economics examines the key concepts of economics through study of various sectors of market systems. Fundamentals, micro, macro, and international economic concepts are presented and studied. Emphasis is given to the role of the citizen in America's market structure. This is a one-semester course.

033242 CAMBRIDGE ADV GEOGRAPHY AS 2 (10-12) *DUAL ENROLLED UNO

Cambridge International AS Level Geography focuses on physical and human topics with the opportunity to study them holistically during A Level study. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills.

033222 CAMBRIDGE ADV ECONOMICS AS 2 (10-12)

Cambridge International AS Level Economics. Students learn how to explain and analyze economic issues and arguments, evaluate economic information, organize, present and communicate ideas and judgements clearly. The course covers a range of fundamental economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Students also study the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

031382 MODERN WLD HIST 2 (11)

Modern World History 1-2 explores the culture and history of people from 1000 CE to the present. As students examine the choices and decisions of the past, they are better able to confront today's problems and choices with a deeper awareness of the alternatives before them, and the likely consequences of each.

030422 AP WORLD HIST 2 (11-12) *DUAL ENROLLED UNO

Advanced Placement World History 1-2 is a modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Concurrent enrollment in AP English Language and Composition is highly recommended. Students who select not to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.



030251 AMER GOVERNMENT (12)

American Government addresses the theories and practices that are the basis to the nation's form of government. Students analyze the structure, operations, and functions of local, state, and national governments. This helps students better prepare themselves to practice participatory citizenship, as related to their responsibilities and rights as citizens. This is a one-semester course.

030261 AP GOVT & POL: US (12)

***DUAL ENROLLED UNO**

Advanced Placement United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Concurrent enrollment in AP Literature and Composition is recommended. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

030262 AP GOVT & POL:COMP (12)

***DUAL ENROLLED UNO**

AP Comparative Government and Politics introduces students to the rich diversity of political life outside of the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

ELECTIVE SOCIAL STUDIES COURSES

030341 AP US HISTORY 1 (10-12)

***DUAL ENROLLED UNO**

Advanced Placement United States History focuses on developing students' understanding of American history from approximately 1491 to the present. Students investigate the content of United States history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. Concurrent enrollment in AP English is recommended. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

030342 AP US HISTORY 2 (10-12)

***DUAL ENROLLED UNO**

Advanced Placement United States History focuses on developing students' understanding of American history from approximately 1491 to the present. Students investigate the content of United States history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. Concurrent enrollment in AP English is recommended. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

010821 CAMBRIDGE GLOBAL PERSPECT AS 1 (10-12)

Cambridge International AS & A Level Global Perspectives and Research is a skills-based course that prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of – and reflection on – issues of global significance. They will develop unique, transferable skills including research, critical thinking and communication by following an approach to analyzing and evaluating arguments and perspectives called the 'Critical Path.' Collaborative skills are enhanced through participation in a team project. The skills gained through study of this course help students to meet the demands of Twenty-First century learning, preparing the transition to higher education and the world of work. As part of the course learners write a research report on a research question of their choice.

010822 CAMBRIDGE GLOBAL PERSPECT AS 2 (10-12)

Cambridge International AS & A Level Global Perspectives and Research is a skills-based course that prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of – and reflection on – issues of global significance. They will develop unique, transferable skills including research, critical thinking and communication by following an approach to analyzing and evaluating arguments and perspectives called the 'Critical Path.' Collaborative skills are enhanced through participation in a team project. The skills gained through study of this course help students to meet the demands of Twenty-First century learning, preparing the transition to higher education and the world of work. As part of the course learners write a research report on a research question of their choice.

030531 SOCIOLOGY (9-12) (S)

Sociology explores the structure of society from both a historical and contemporary base. Students examine the ways in which people interact with one another. This involves learning about relationships in social institutions, such as the family, and the organization of societies, both locally and globally. The course also deals with vital issues and social concerns, such as the struggle for civil rights, socialization at a young age, adolescent relationships, crime, poverty, and social stratification. This is a one-semester course.

030491 PSYCHOLOGY (9-12) (S)

Psychology explores the complex nature of human behavior. Emphasis is placed upon the most significant concepts of contemporary psychology and the methods psychologists use to study behavior. This is a one-semester course.

033231 CAMBRIDGE ADV PSYCHOLOGY AS 1 (10-12)

Cambridge International AS Level Psychology is designed to give students an understanding of psychological concepts, theories and research methodology.

033232 CAMBRIDGE ADV PSYCHOLOGY AS 2 (10-12)

Cambridge International AS Level Psychology is designed to give students an understanding of psychological concepts, theories and research methodology.

030611 LAW-JUV JUSTICE (9-12) (S)

Law and Juvenile Justice focuses on the understanding of American society and its system of laws. Effective participation within America's legal structure is highlighted. The course investigates the structure and implementation of criminal law, the criminal justice process, and the identification and analysis of civil law. This is a one-semester course.

030401 MEX AMER HISTO 1 (9-12) (S)

This course examines Mexican history as well as the Mexican American experience in the United States. Particular attention is given to Omaha's Mexican American community. This is a semester course.



030711 OMAHA HISTORY (9-12) (S)

Omaha History explores the rich and colorful past of one of America's great cities. From the Native Americans who first settled here, to the diverse ethnic groups who later called this place home, Omaha has possessed a unique, vibrant, and sometimes gaudy history that is full of interesting and inspiring stories of the individuals who have made their marks here. Students also learn about the architecture and cultural institutions that have made the city what it is today.

031610 NATIVE AM CULT & I (9-12) (S)

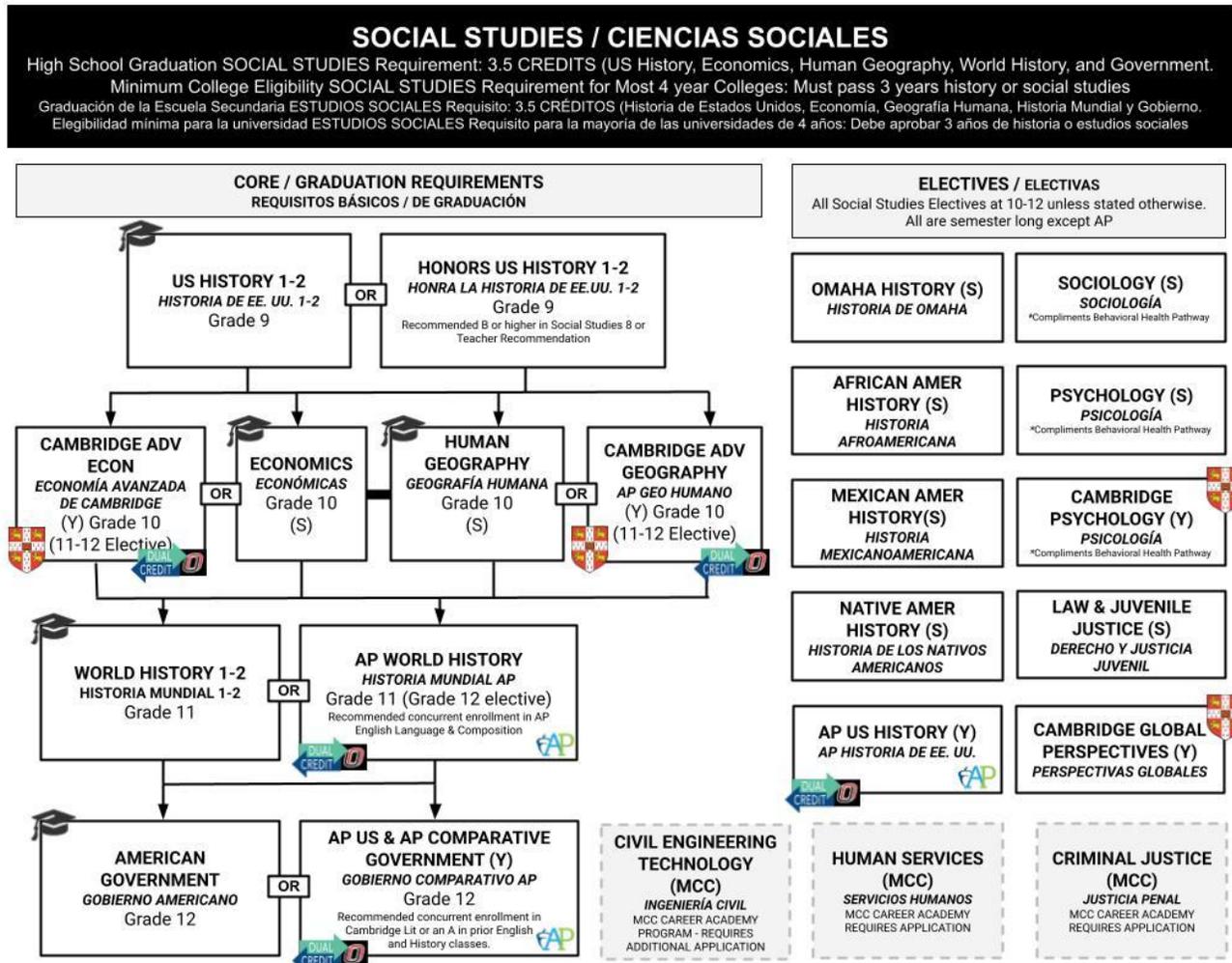
Developed from of the Native Indian Centered Education program. This course will examine the development of Native American cultural identity through the evaluation of traditional and contemporary aspects of Northern Plains Indigenous life. This course is designed to provide a history and analyze issues facing Native American Nations with a focus on those residing in Nebraska.

031331 US HISTORY 1 ELL

This course is restricted for ESL students who are concurrently enrolled in ESL 3-4 or ESL 5-6. A special focus on language development is provided, but content and standards are the U.S. History standards. This course continues the study of United States history from 1900 to present. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, and civics. Students investigate the key people, events, and ideas of the United States through primary and secondary sources, multiple perspectives, and the inquiry process.

031332 US HISTORY 2 ELL

This course is restricted for ESL students who are concurrently enrolled in ESL 3-4 or ESL 5-6. A special focus on language development is provided, but content and standards are the U.S. History standards. This course continues the study of United States history from 1914 to present. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, culture, and the elements of citizenship. Students investigate these themes using textbooks, newspapers, novels, primary sources, and technology.



SPECIAL EDUCATION

090751 / 090752 AFFECTIVE SKILLS

This course focuses on developing student aptitudes in the overall area of personal management, including social and coping skills. This course can be used based on IEP team recommendation.

100281 / 100282 COMMUNITY LIV 1-2

This course will provide the individual with training to function in the community as a traveler and consumer skillfully and independently. The students will learn to read and use bus schedules. The students will take MAT buses to various locations and will practice their social skills in these public places.

090721 / 090722 DAILY LIV/LIFE SKI

This Special Education course is for students in the Alternate Curriculum Program only. The goal of this course is to develop functional life skills necessary for the student to achieve his/her highest potential in skill development and independence. The following domain areas will be emphasized in this course; functional academics, community, domestic and vocational. Topics covered include application of math and reading skills in school and community settings, accessing community sites and services and caring for personal needs.

090341 / 090342 ENGLISH 9S 1-2

090351 / 090352 ENGLISH 10S 1-2

090361 / 090362 ENGLISH 11S 1-2

090371 / 090372 ENGLISH 12S 1-2

091041 / 091042 MATHEMATICS 9S 1-2

091051 / 091052 MATHEMATICS 10S 1-2

091061 / 091062 MATHEMATICS 11S 1-2

091071 / 091072 MATHEMATICS 12S 1-2

090441 / 090442 READ SKILLS 9S 1-2

090451 / 090452 READ SKILLS 10S 1-2

090461 / 090462 READ SKILLS 10S 1-2

090471 / 090472 READ SKILLS 10S 1-2

090421 / 090422 SCIENCE 9S 1-2

090521 / 090522 SCIENCE 10S 1-2

090621 / 090622 SCIENCE 11S 1-2

090721 / 090722 SCIENCE 12S 1-2

091001 / 091002 SOCIAL STUDIES 9S 1-2

091011 / 091012 SOCIAL STUDIES 10S 1-2

091021 / 091022 SOCIAL STUDIES 11S 1-2

091031 / 091032 SOCIAL STUDIES 12S 1-2

091638 PERSONAL FINANCE 12S

This Special Education course is for students in the Alternate Curriculum Program only. The course focuses on Personal Finance concepts. Students participate in the Nebraska Alternate Assessment.

090731 / 090732 STUDY SKILLS

This course helps students improve skills in the areas of paraphrasing, sentence writing, test and note taking, organization, scanning, improving vocabulary and memorization. Tutorial assistance and remediation are provided.

020211 / 020212 LIFE SKILLS 1-2

This course is designed specifically for the Expelled Student Program (ESP). The course provides students with life skills needed to interact successfully with others in various social, educational, professional, and work-related scenarios. The course utilizes a behavior modification and social learning model which stresses positive strategies for interacting with critical incidents as well as with daily occurrences of a more typical nature. Students may earn one (1) credit per semester upon successful completion of the course.

This Special Education course is for students in the Alternate Curriculum Program only. Students will learn and apply writing skills and strategies to communicate. This aligns with the Nebraska ELA standards with Extended Indicators. Students participate in the Nebraska Alternate Assessment.

This Special Education course is for students in the Alternate Curriculum Program only. Students will communicate number concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. This included number sense, algebra, geometry, and data. This aligns with College and Career Ready, Math, Standards including the Extended Indicators. Students participate in the Nebraska Alternate Assessment.

This Special Education course is for students in the Alternate Curriculum Program only. This course focuses on the development and application of reading skills to support community access and independent living. In addition, the course covers locating and reading information in primary resources and applying knowledge of informational text. Students participate in the Nebraska Alternate Assessment.

This Special Education course is for students in the Alternate Curriculum Program only. The course includes inquiry, earth and space, physical, and biology concepts. The main focus is on biology. Students participate in the Nebraska Alternate Assessment.

This Special Education course is for students in the Alternate Curriculum Program only. The course focuses on Human Geography and Economics concepts. Students participate in the Nebraska Alternate Assessment.



WORLD LANGUAGE

160301 FRENCH 1

This course in World Languages at the first-year level stresses interpretive, presentational, and interpersonal communication abilities to develop survival skills in the target language. Students become aware of the personal and economic opportunities that knowing a second language will bring them and how that knowledge will enable them to function better both in the United States and globally. They also begin to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160311 FRENCH 3

This course in World Languages at the second-year level is a continuation and expansion of the principles and concepts of the first year. During this time, students continue to work extensively with interpretive, presentational, and interpersonal communication skills while also delving more extensively into language structure, reading for information and general composition. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160351 H FRENCH 5

This third-year level World Languages course, designated as Honors classes, emphasizes using the target language, authentic materials, and technology throughout instruction. Students are required to use the language to a greater extent in increasingly complex interpretive, presentational, and interpersonal communication skills. Students will explore a variety of fiction and non-fiction genres in the target language. Students are expected to write coherent paragraphs, short stories, and outlines. Cultural projects are to be carried out in the target language. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160361 H FRENCH 7

This course in World Languages at the fourth-year level will often center around discussions and reports. Students interpretive, presentational, and interpersonal communication skills become more advanced in order to develop the student's ability to produce the language in more complicated forms. Reading will move to comparatively complex forms of authentic materials, readings, and literature. The study of cultures, art, music, poetry, and literature continues to be stressed. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160501 SPANISH 1

This course in World Languages at the first-year level stresses interpretive, presentational, and interpersonal communication abilities to develop survival skills in the target language. Students become aware of the personal and economic opportunities that knowing a second language will bring them and how that knowledge will enable them to function better both in the United States and globally. They also begin to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160511 SPANISH 3

This course in World Languages at the second-year level is a continuation and expansion of the principles and concepts of the first year. During this time, students continue to work extensively with interpretive, presentational, and interpersonal communication skills while also delving more extensively into language structure, reading for information and general composition. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160302 FRENCH 2

This course in World Languages at the first-year level stresses interpretive, presentational, and interpersonal communication abilities to develop survival skills in the target language. Students become aware of the personal and economic opportunities that knowing a second language will bring them and how that knowledge will enable them to function better both in the United States and globally. They also begin to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160312 FRENCH 4

This course in World Languages at the second-year level is a continuation and expansion of the principles and concepts of the first year. During this time, students continue to work extensively with interpretive, presentational, and interpersonal communication skills while also delving more extensively into language structure, reading for information and general composition. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160352 H FRENCH 6

This third-year level World Languages course, designated as Honors classes, emphasizes using the target language, authentic materials, and technology throughout instruction. Students are required to use the language to a greater extent in increasingly complex interpretive, presentational, and interpersonal communication skills. Students will explore a variety of fiction and non-fiction genres in the target language. Students are expected to write coherent paragraphs, short stories, and outlines. Cultural projects are to be carried out in the target language. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160362 H FRENCH 8

This course in World Languages at the fourth-year level will often center around discussions and reports. Students interpretive, presentational, and interpersonal communication skills become more advanced in order to develop the student's ability to produce the language in more complicated forms. Reading will move to comparatively complex forms of authentic materials, readings, and literature. The study of cultures, art, music, poetry, and literature continues to be stressed. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160502 SPANISH 2

This course in World Languages at the first-year level stresses interpretive, presentational, and interpersonal communication abilities to develop survival skills in the target language. Students become aware of the personal and economic opportunities that knowing a second language will bring them and how that knowledge will enable them to function better both in the United States and globally. They also begin to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160512 SPANISH 4

This course in World Languages at the second-year level is a continuation and expansion of the principles and concepts of the first year. During this time, students continue to work extensively with interpretive, presentational, and interpersonal communication skills while also delving more extensively into language structure, reading for information and general composition. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.



160551 H SPANISH 5

This third-year level World Languages course, designated as Honors classes, emphasizes using the target language, authentic materials, and technology throughout instruction. Students are required to use the language to a greater extent in increasingly complex interpretive, presentational, and interpersonal communication skills. Students will explore a variety of fiction and non-fiction genres in the target language. Students are expected to write coherent paragraphs, short stories, and outlines. Cultural projects are to be carried out in the target language. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160851 SPANISH FOR SPANISH SPEAKERS 1

This course is designed for students who speak Spanish fluently but have difficulty reading and writing the language. Most of these students feel more comfortable reading and writing in English. Students will develop basic Spanish literacy skills along with gaining a deeper knowledge of the culture, history, and literature of the Spanish language. The course is taught in Spanish.

160831 SPANISH FOR SPANISH SPEAKERS 3

This course is designed for fluent Spanish speakers who have basic Spanish skills in reading, writing, speaking, and listening. The course is taught in Spanish and focuses on developing a Spanish speaker's writing and reading comprehension of the Spanish language. Students read short stories, poetry, and write longer passages in Spanish. The course is taught in Spanish.

160861 H SPANISH/SPKRS 3

This course is designed for fluent Spanish speakers with above basic Spanish skills in reading and writing. It focuses on honing academic Spanish skills in listening and speaking while continuing to focus on reading and writing skills. Students will gain deeper knowledge of Hispanic cultures, histories and literature through this class.

160871 H SPANISH/SPKRS 5

This course is a continuation of Honors Spanish for Spanish Speakers 3-4 and is designed for students with above average Spanish literacy skills. It focuses on honing academic Spanish skills in listening and speaking while continuing to focus on reading and writing skills. Students will gain deeper knowledge of Hispanic cultures, histories and literature through this class. Students are strongly encouraged to take this course to prepare for AP Spanish Language and/or Literature.

160581 AP SPANISH LANG 1

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the student of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

160552 H SPANISH 6

This third-year level World Languages course, designated as Honors classes, emphasizes using the target language, authentic materials, and technology throughout instruction. Students are required to use the language to a greater extent in increasingly complex interpretive, presentational, and interpersonal communication skills. Students will explore a variety of fiction and non-fiction genres in the target language. Students are expected to write coherent paragraphs, short stories, and outlines. Cultural projects are to be carried out in the target language. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

160852 SPANISH FOR SPANISH SPEAKERS 2

This course is designed for students who speak Spanish fluently but have difficulty reading and writing the language. Most of these students feel more comfortable reading and writing in English. Students will develop basic Spanish literacy skills along with gaining a deeper knowledge of the culture, history, and literature of the Spanish language. The course is taught in Spanish.

160832 SPANISH FOR SPANISH SPEAKERS 4

This course is designed for fluent Spanish speakers who have basic Spanish skills in reading, writing, speaking, and listening. The course is taught in Spanish and focuses on developing a Spanish speaker's writing and reading comprehension of the Spanish language. Students read short stories, poetry, and write longer passages in Spanish. The course is taught in Spanish.

160862 H SPANISH/SPKRS 4

This course is designed for fluent Spanish speakers with above basic Spanish skills in reading and writing. It focuses on honing academic Spanish skills in listening and speaking while continuing to focus on reading and writing skills. Students will gain deeper knowledge of Hispanic cultures, histories and literature through this class.

160872 H SPANISH/SPKRS 6

This course is a continuation of Honors Spanish for Spanish Speakers 3-4 and is designed for students with above average Spanish literacy skills. It focuses on honing academic Spanish skills in listening and speaking while continuing to focus on reading and writing skills. Students will gain deeper knowledge of Hispanic cultures, histories and literature through this class. Students are strongly encouraged to take this course to prepare for AP Spanish Language and/or Literature.

160582 AP SPANISH LANG 2

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the student of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.



161121 AP SPANISH LIT 1

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

161122 AP SPANISH LIT 2

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

WORLD LANGUAGES / IDIOMAS DEL MUNDO

Graduation Language Requirements: These courses count towards elective credits. Students need at least 15+ elective credits to graduate.
 Minimum College Eligibility ELA Requirement for Most 4 year Colleges: Must pass 2 years of the same language.
 Requisitos de idioma para la graduación de la escuela secundaria: estos cursos cuentan para créditos optativos. Los estudiantes necesitan al menos 15 créditos optativos para graduarse. Elegibilidad mínima para la universidad Requisito de ELA para la mayoría de las universidades de 4 años: Debe aprobar 2 años del mismo idioma.

