The mission of Central High School is to continue a tradition of excellence emphasizing academic achievement, responsible global citizenship, pride in diversity and enduring scholarship.
Dear Eagles,

Welcome to Omaha Central High School. We are glad you have chosen our nation’s finest downtown high school where “A Tradition of Excellence” is not just our motto, it is our legacy.

Beginning in 1859 as Nebraska’s first high school, Omaha Central has always been an academic powerhouse, preparing students not only for success in the nation’s finest colleges and universities, but for success in business, agriculture, academia, sports, entertainment, government and the military. It is no coincidence that four Fortune 500 companies are headquartered within our attendance area. There is no other school in the metro area that can boast such distinguished alumni, including three Nobel Prize winners, a Pulitzer Prize winner, an Academy Award winner, a Congressional Medal of Honor recipient, a member of the Pro Football Hall of Fame, and numerous other graduates who have been local and national leaders for over a century and a half.

Central’s consistent success is predicated upon our traditional and rigorous academic program that includes numerous Advanced Placement courses, extensive Dual Enrollment offerings, and the prestigious International Baccalaureate Programme. Well-rounded students are able to make their mark in the fine and performing arts, in numerous extracurricular and co-curricular activities, and in nationally recognized athletic program. We expect excellence from all students and constantly promote the importance of academic rigor, outstanding behavior and ongoing community engagement. Our students love being Central Eagles, and their amazing accomplishments are a source of pride for our school and community.

Thank you for being a part of Central High’s “Tradition of Excellence.”

Sincerely,

Dr. Ed Bennett
Principal of Central High School
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*Every effort has been made to ensure the accuracy of the information presented in this course catalog. Central High School reserves the right to correct any errors.*
### ADMINISTRATIVE STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Assigned Students</th>
<th>Phone</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ed Bennett</td>
<td></td>
<td>531-299-5650</td>
<td><a href="mailto:edward.bennett@ops.org">edward.bennett@ops.org</a></td>
</tr>
<tr>
<td><strong>Principal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Dionne Kirksey</td>
<td>A</td>
<td>531-299-5670</td>
<td><a href="mailto:ellisa.kirksey@ops.org">ellisa.kirksey@ops.org</a></td>
</tr>
<tr>
<td><strong>Assistant Principal (Activities)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Rob Locken</td>
<td>N, R</td>
<td>531-299-6613</td>
<td><a href="mailto:robert.locken@ops.org">robert.locken@ops.org</a></td>
</tr>
<tr>
<td><strong>Assistant Principal (Athletics)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Danielle Brandt</td>
<td>J, X, Y, Z</td>
<td>531-299-5665</td>
<td><a href="mailto:danielle.brandt@ops.org">danielle.brandt@ops.org</a></td>
</tr>
<tr>
<td><strong>Assistant Principal (Data)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Jessica Anderson</td>
<td>E, F, G, H, I</td>
<td>531-299-9366</td>
<td><a href="mailto:jessica.anderson@ops.org">jessica.anderson@ops.org</a></td>
</tr>
<tr>
<td>Dr. Amy Andrews</td>
<td>O, P, Q, T, U, V, W</td>
<td>531-299-5664</td>
<td><a href="mailto:amy.welch@ops.org">amy.welch@ops.org</a></td>
</tr>
<tr>
<td>Mr. Eric Behrens</td>
<td>B, C, D, S</td>
<td>531-299-5524</td>
<td><a href="mailto:eric.behrens@ops.org">eric.behrens@ops.org</a></td>
</tr>
<tr>
<td>Mr. Bill Canney</td>
<td>K, L, M</td>
<td>531-299-5663</td>
<td><a href="mailto:william.canney@ops.org">william.canney@ops.org</a></td>
</tr>
<tr>
<td>Ms. Jill Best</td>
<td></td>
<td>531-299-7596</td>
<td><a href="mailto:jill.best@ops.org">jill.best@ops.org</a></td>
</tr>
<tr>
<td><strong>School Support Liaison</strong></td>
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### SCHOOL COUNSELORS

<table>
<thead>
<tr>
<th>Name</th>
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<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Sheri Harrach</td>
<td>A, X, Z</td>
<td>531-299-5656</td>
<td><a href="mailto:sheri.harrach@ops.org">sheri.harrach@ops.org</a></td>
</tr>
<tr>
<td><strong>School Counseling Director</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. John Flemming</td>
<td>D, O, P, U, V</td>
<td>531-299-5655</td>
<td><a href="mailto:john.flemming@ops.org">john.flemming@ops.org</a></td>
</tr>
<tr>
<td>Mrs. Leslie Hill</td>
<td>H, R</td>
<td>531-299-5660</td>
<td><a href="mailto:leslie.hill@ops.org">leslie.hill@ops.org</a></td>
</tr>
<tr>
<td>Mr. Todd Hunter</td>
<td>F, G, T</td>
<td>531-299-3766</td>
<td><a href="mailto:todd.hunter@ops.org">todd.hunter@ops.org</a></td>
</tr>
<tr>
<td>Mrs. Angie Meyer</td>
<td>12th Grade College</td>
<td>531-299-5659</td>
<td><a href="mailto:angela.meyer@ops.org">angela.meyer@ops.org</a></td>
</tr>
<tr>
<td>Mr. Ron Moore</td>
<td>E, EL Students</td>
<td>531-299-5658</td>
<td><a href="mailto:ronald.moore@ops.org">ronald.moore@ops.org</a></td>
</tr>
<tr>
<td>Ms. Mindy Morgan</td>
<td>J, L, W</td>
<td>531-299-5657</td>
<td><a href="mailto:mindy.morgan@ops.org">mindy.morgan@ops.org</a></td>
</tr>
<tr>
<td>Ms. Julie Politik</td>
<td>M, N</td>
<td>531-299-5661</td>
<td><a href="mailto:julie.politi@ops.org">julie.politi@ops.org</a></td>
</tr>
<tr>
<td>Mr. Tom Reilly</td>
<td>C, Q, S</td>
<td>531-299-5662</td>
<td><a href="mailto:thomas.reilly@ops.org">thomas.reilly@ops.org</a></td>
</tr>
<tr>
<td>Mrs. Michelle Synowiecki</td>
<td>B, I, K, EL Support</td>
<td>531-299-7668</td>
<td><a href="mailto:michelle.synowiecki@ops.org">michelle.synowiecki@ops.org</a></td>
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</tbody>
</table>

### DEPARTMENT HEADS

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Phone</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Tanya Simmons</td>
<td>531-299-5632</td>
<td><a href="mailto:tanya.simmons@ops.org">tanya.simmons@ops.org</a></td>
</tr>
<tr>
<td>Business/Marketing/Information Technology/CAD/Engineering</td>
<td>Jodi Dierks</td>
<td>531-299-5621</td>
<td><a href="mailto:jodi.dierks@ops.org">jodi.dierks@ops.org</a></td>
</tr>
<tr>
<td>English</td>
<td>Katie Rude</td>
<td>531-299-5606</td>
<td><a href="mailto:katherine.rude@ops.org">katherine.rude@ops.org</a></td>
</tr>
<tr>
<td>English Learners</td>
<td>Megan Kaminski-Doloto</td>
<td>531-299-5596</td>
<td><a href="mailto:megan.kaminski-doloto@ops.org">megan.kaminski-doloto@ops.org</a></td>
</tr>
<tr>
<td>Family Consumer Science</td>
<td>Debii Corell</td>
<td>531-299-5595</td>
<td><a href="mailto:deborah.corell@ops.org">deborah.corell@ops.org</a></td>
</tr>
<tr>
<td>International Baccalaureate (IB)</td>
<td>Paul Nielsen (MYP)</td>
<td>531-299-5557</td>
<td><a href="mailto:paul.nielson@ops.org">paul.nielson@ops.org</a></td>
</tr>
<tr>
<td></td>
<td>Cathy Andrus (DP)</td>
<td>531-299-5654</td>
<td><a href="mailto:cathy.andrus@ops.org">cathy.andrus@ops.org</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Brent Larson</td>
<td>531-299-5558</td>
<td><a href="mailto:brent.larson@ops.org">brent.larson@ops.org</a></td>
</tr>
<tr>
<td>Military Science</td>
<td>Maj. Ryan Cripps</td>
<td>531-299-5491</td>
<td><a href="mailto:ryan.cripps@ops.org">ryan.cripps@ops.org</a></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Sara Cowan</td>
<td>531-299-5499</td>
<td><a href="mailto:sara.cowan@ops.org">sara.cowan@ops.org</a></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Dennis Baker</td>
<td>531-299-5553</td>
<td><a href="mailto:dennis.baker@ops.org">dennis.baker@ops.org</a></td>
</tr>
<tr>
<td>Science</td>
<td>Janis Elliott</td>
<td>531-299-5531</td>
<td><a href="mailto:janis.elliott@ops.org">janis.elliott@ops.org</a></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Gary Groff</td>
<td>531-299-5514</td>
<td><a href="mailto:gary.groff@ops.org">gary.groff@ops.org</a></td>
</tr>
<tr>
<td>Special Education</td>
<td>Tim Herbert</td>
<td>531-299-5501</td>
<td><a href="mailto:tim.herbert@ops.org">tim.herbert@ops.org</a></td>
</tr>
<tr>
<td>World Languages</td>
<td>Erica Meyer</td>
<td>531-299-5581</td>
<td><a href="mailto:erica.meyer@ops.org">erica.meyer@ops.org</a></td>
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# Omaha Public Schools Graduation & College Entrance Requirements

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>OPS GRADUATION REQUIREMENTS</th>
<th>COLLEGE ENTRANCE REQUIREMENTS*</th>
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<td>CREDITS</td>
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<td>English</td>
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<tr>
<td></td>
<td>Grade 9 – English 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 10 – English 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 11 – English 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 12 – English 7 &amp; 8</td>
<td>4 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fulfilled by OPS requirements</td>
</tr>
<tr>
<td>Social Studies</td>
<td><strong>7 CREDITS</strong></td>
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<tr>
<td></td>
<td>Grade 9 – U.S. History 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 10 – Human Geography &amp; Intro to Economics</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Grade 11 – World History 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 12 – American Government</td>
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<tr>
<td>Mathematics</td>
<td><strong>6 CREDITS</strong></td>
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<tr>
<td></td>
<td>Grade 9 – Math as Recommended</td>
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</tr>
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<tr>
<td>Science</td>
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<tr>
<td></td>
<td>Grade 9 – Physical Science 1 &amp; 2</td>
<td>3 years</td>
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<td>Grade 10 – Biology 1 &amp; 2</td>
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<td></td>
<td>Grade 11 – Science Elective</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Human Growth &amp; Development</td>
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<tr>
<td>Personal Finance</td>
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<td>Electives</td>
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<tr>
<td>World Language</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>49 CREDITS REQUIRED</td>
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<tr>
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<td>For all OPS High Schools</td>
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**RECOMMENDED ON TRACK INDICATORS**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>9 - Freshman</th>
<th>10 - Sophomore</th>
<th>11 - Junior</th>
<th>12 - Senior</th>
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<tbody>
<tr>
<td>Credits Earned</td>
<td>13 credits</td>
<td>25 total credits</td>
<td>37 total credits</td>
<td>49 total credits</td>
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*Note: 49 Credits are required to graduate.*

**NEBRASKA COLLEGE ENTRANCE REQUIREMENTS:**

Metro Community College and other Nebraska Community Colleges – Proof of graduation from an accredited high school.

Nebraska State College System – Chadron, Peru, Wayne – Proof of graduation from an accredited high school.

University of Nebraska System – UNO, UNL, UNK (in line with NCAA requirements) – See your OPS District Student Handbook

Students and parents/guardians should research the requirements of each institution to ensure that students have selected appropriate courses.

For students attending King Science Technology Magnet who take Biology and Physical Science their sequence could look different at their respective high schools.

** For students who have successfully completed Physical Science in 8th grade, their sequence will begin with Biology.
Requisitos de Graduación y para entrar a la Universidad de las Escuelas Públicas de Omaha

<table>
<thead>
<tr>
<th>MATERIA</th>
<th>REQUISITO DE GRADUACIÓN DE OPS</th>
<th>REQUISITO PARA LA ADMISIÓN A LA UNIVERSIDAD*</th>
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<tr>
<td>Inglés</td>
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<td>Grado 09 – Inglés 1 &amp; 2</td>
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<td>Estudios Social</td>
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<td>Grado 09 – Historia de EEUU 1 &amp; 2</td>
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<tr>
<td></td>
<td>Grado 10 – Geografía Humana &amp; Introducción a Economía</td>
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<td>6 CRÉDITOS</td>
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<tr>
<td></td>
<td>Grado 09 – Matemáticas como se recomienda</td>
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<tr>
<td>Ciencias</td>
<td>** 6 CRÉDITOS</td>
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<tr>
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<td>Grado 09 – Ciencia Física 1 &amp; 2</td>
<td></td>
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<td>Grado 10 – Biología 1 &amp; 2</td>
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<td></td>
<td>Grado 11 – Ciencia Electiva</td>
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<td>Educación Física</td>
<td>4 CRÉDITOS</td>
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<tr>
<td>Crecimiento y Desarrollo Humano</td>
<td>1 CRÉDITO</td>
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<tr>
<td>Finanzas Personales</td>
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<tr>
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<td>16 CRÉDITOS</td>
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<td>Considere planes de educación e intereses</td>
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<tr>
<td>Idioma Mundial</td>
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<tr>
<td>TOTAL</td>
<td>49 CRÉDITOS REQUERIDO</td>
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<tr>
<td></td>
<td>para todas las Preparatorias de OPS</td>
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INDICADORES DE GRADUACIÓN RECOMENDADOS

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<thead>
<tr>
<th>Grado</th>
<th>9 - Freshman</th>
<th>10 - Sophomore</th>
<th>11 - Junior</th>
<th>12 - Senior</th>
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</thead>
<tbody>
<tr>
<td>Créditos Obtenidos</td>
<td>13 créditos</td>
<td>25 créditos en total</td>
<td>37 total créditos</td>
<td>49 créditos en total en materias requeridas</td>
</tr>
</tbody>
</table>

Note: Se requieren 49 Créditos para graduarse.

*REQUISITOS PARA LA ADMISIÓN A LA UNIVERSIDAD DE NEBRASKA:

Colegio Comunitario Metro y otros Colegios Comunitarios de Nebraska – Comprobante de graduación de una preparatoria acreditada. Sistema de Universidad Estatal de Nebraska – Chadron, Peru, Wayne – Comprobante de graduación de una preparatoria acreditada. Sistema de Universidad de Nebraska – UNO, UNL, UNK (en línea con requisitos en NCAA) – Vea el manual del estudiante del distrito de OPS.

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

Para los estudiantes asistiendo King Science Technology Magnet que toman Biología y Ciencias Físicas su secuencia puede verse diferente en sus preparatorias respectivas.

** * Para los estudiantes que han completado exitosamente ciencias físicas en el 8vo grado, su secuencia comenzará con biología.
GENERAL INFORMATION

HIGH SCHOOL TERMINOLOGY
Credit – Passing a course with a D or higher
Required course – A course which is required for graduation. See OPS Graduation Requirements.
Elective course – A course which can be taken to meet Elective requirements. See OPS Graduation Requirements.
Grade Point Average (GPA) – An indication of a student's academic achievement, calculated as the total number of grade points received over a given period divided by the total number of credits awarded.
Honors classes – Honors courses are taught at a faster pace than their academic-level counterparts. Students are responsible for more work on their own. Grade points for Honors courses are “weighted” which results in an increased GPA. Students selecting honors courses are making a full year commitment to the course.
Advanced Placement (AP) classes – AP courses are college-level courses taught in the high school setting. Grade points for AP courses are “weighted” which results in an increased GPA. Standards are set by the College Board. Students selecting AP courses are making a full year commitment to the course.
Academic classes – Academic classes marked “Meets graduation requirement” fulfill graduation requirements for Omaha Public Schools. All of our classes are considered college-preparatory courses.

ATTENDANCE
The Omaha Public Schools strongly believes that daily attendance is critical to academic achievement. We expect every student to attend school and classes on time every day. OPS Research shows that there is a meaningful link between student attendance and achievement. In accordance to the Nebraska State Statute 79-209, the Omaha Public School district has in place an attendance policy that supports the encouragement of daily attendance. Parent/Guardians are encouraged to call their child’s school as soon as they are aware their child will be absent. The District notifies parents/guardians when a student has missed the equivalent of five, ten, and fifteen days. The District notifies the County Attorney when a student missed the equivalent of 20 days, and then the County Attorney decides whether to refer back to the school for more intervention, Nolle Pros, diversion, or file a petition in juvenile court. If you need assistance with attendance issues, please contact your child’s building administrator, SSL, or school counselor.

HONORS COURSE EXPECTATIONS
Students considering Honors courses should take the following into consideration. Honors courses are designed for highly motivated students who have self-discipline in and outside of class. Honors courses move more rapidly through assignments than in an academic-level class and may frequently have multiple assignments due within a few weeks. Honors students are expected to take notes, focus on schoolwork, cooperate in small groups, and challenge themselves. They should actively and assertively contribute to the class through discussion, assistance to others, and contribution of new ideas.

ACADEMIC RECOGNITION
Honor Roll certificates are issued 4 times per year to students who meet the following criteria:
- **Golden Eagle**: Students with a Grade Point Average of 4.0000 and above for the previous QUARTER
- **Special**: Students with a Grade Point Average of 3.5000 to 3.9999 for the previous QUARTER
- **High**: Students with a Grade Point Average of 3.0000 to 3.4999 for the previous QUARTER
Purple Feathers are issued one time per year to students who meet the following criteria:
- CUMULATIVE Grade Point Average of 3.5 and above
- Special recognition is given to seniors who are being awarded the Purple Feather for the 4th time in their high school career AND whose SEMESTER Grade Point Averages have consistently been 3.5000 or higher
- Students awarded a Purple Feather may purchase an Academic Letter from the Student Council sponsor
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.
Omaha Public Schools
Common Grading Practices

How will mastery be evaluated?

35% Weight for Formative Assessment

65% Weight for Summative Assessment

Formative: 35%
Summative: 65%

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?

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.

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

(Advanced, Proficient, Basic)
Every student at Central High School has a four-year academic plan. This is a fluid plan which is revised throughout each year to fit the student’s current interests and anticipated post-secondary plans. In developing their four-year plan, students should also consider co-curricular activities and the amount of time spent working and volunteering. Every student has an Academic Planner tool via Infinite Campus Portal, which can be accessed by student and parent/guardian once the high school placement process is complete. The Academic Planner is a draft and can be changed until registration for the next school year, during which counselors will “lock” course choices into place. Below is an overview of four years of course options that will meet the needs of most students. Student interest, post-secondary plans, course prerequisites, program requirements, and teacher input will impact final course selections.

### 9th Grade Options

<table>
<thead>
<tr>
<th>Subject</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 1-2 OR English 1-2 ELL</td>
</tr>
<tr>
<td>Social Studies</td>
<td>U.S. History 1-2 OR H. US History 1-2 OR U.S. History 1-2 ELL</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math as recommended (any course listed with a status of “Meets graduation requirement”)</td>
</tr>
<tr>
<td>Science</td>
<td>Physical Science 1-2 OR H. Physical Science 1-2 OR Physical Science 1-2 ELL OR H. Biology 1-2 (if Physical Science 1-2 done)</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE as selected (any course listed with a status of “Meets graduation requirement”) OR Concert Band (1st Semester counts as PE) OR J ROTC 1-2</td>
</tr>
</tbody>
</table>

**Additional Selections**

1. (include World Language, Pathway Course, Study Hall, etc)

### 10th Grade Options

<table>
<thead>
<tr>
<th>Subject</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 3-4 OR H. English 3-4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Human Geography/Intro to Economics OR H. Human Geography/H. Intro to Econ OR AP Human Geography/H. Intro to Econ</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math as recommended (any course listed with a status of “Meets graduation requirement”)</td>
</tr>
<tr>
<td>Science</td>
<td>Biology 1-2 OR H. Biology 1-2 OR Science Elective (any course listed with a status of “Meets graduation requirement”)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE as selected (any course listed with a status of “Meets graduation requirement”) OR Concert Band (1st Semester counts as PE) OR J ROTC 1-2 OR J ROTC 3-4</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>Human Growth &amp; Development (1 sem) OR H. Human Growth &amp; Development (1 sem)</td>
</tr>
</tbody>
</table>

**Additional Selections**

1. (include Pathway Course, World Language, Study Hall, etc)

### 11th Grade Options

<table>
<thead>
<tr>
<th>Subject</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 5-6 OR AP English Language and Composition 1-2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Modern World History 1-2 OR AP World History 1-2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math as recommended (any course listed with a status of “Meets graduation requirement”)</td>
</tr>
<tr>
<td>Science</td>
<td>Science Elective (any course listed with a status of “Meets graduation requirement”)</td>
</tr>
</tbody>
</table>

**Additional Selections**

1. (include World Language, Study Hall, etc)

### 12th Grade Options

<table>
<thead>
<tr>
<th>Subject</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 7-8 OR English 7-8 Global Issues/Social Justice OR English 7-8 Holocaust Literature OR AP English Literature and Composition 1-2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>American Government (1 sem) OR AP American Government (1 year)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math as recommended (any course listed with a status of “Meets graduation requirement”)</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>Personal Finance (1 sem) OR H. Personal Finance (1 sem)</td>
</tr>
</tbody>
</table>

**Additional Selections**

1. (include World Language, Study Hall, Class Release, etc)
REGISTRATION AND SCHEDULING

GRADERS 9-11

<table>
<thead>
<tr>
<th>Period</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout high school</td>
<td>Students use IC Academic Planner for long-term academic planning</td>
</tr>
<tr>
<td>February 2021</td>
<td>Teachers discuss course recommendations, available courses, and next steps with classes and students</td>
</tr>
<tr>
<td>Throughout registration process</td>
<td>Parent/guardian review materials sent home, complete homework, review/update IC Academic Planner</td>
</tr>
<tr>
<td>February-March 2021</td>
<td>Orientation and one-on-one registration meeting with assigned CHS counselor for all students</td>
</tr>
<tr>
<td>During registration appointment</td>
<td>Students’ IC Academic Planner locked by assigned counselor</td>
</tr>
<tr>
<td>May 2021</td>
<td>Families review courses selected by students for verification</td>
</tr>
<tr>
<td>May 21, 2021</td>
<td>Last day to change course selections</td>
</tr>
</tbody>
</table>

GRADE 8

<table>
<thead>
<tr>
<th>Period</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January-February 2021</td>
<td>The High School Selection process takes place from January to February of the students’ 8th grade year. Details regarding this process can be found at <a href="http://sap.ops.org">http://sap.ops.org</a>. Once students are officially enrolled at their high school for the 2021-2022 school year, the registration process begins.</td>
</tr>
<tr>
<td>January 2021</td>
<td>Teachers discuss course recommendations and next steps with classes and students</td>
</tr>
<tr>
<td>February 2021</td>
<td>High School Orientation – middle school counselors present lessons at all middle schools about the transition to high school. Students will have access to online Course Catalogs. Families should review and complete registration by adding their course selections to the IC Academic Planner.</td>
</tr>
<tr>
<td>March 2021</td>
<td>High School Registration – school counselors from CHS will confirm their course selections.</td>
</tr>
<tr>
<td>April 2021</td>
<td>Parochial/Nebraska Option Registration – students not currently attending OPS schools will receive a packet in the mail with information on our Parochial/Nebraska Option Registration event. Orientation and Registration will be completed at this event.</td>
</tr>
<tr>
<td>March-May 2021</td>
<td>Students, teachers, and parents/guardians can contact assigned high school counselor with changes/concerns regarding course placement and selection.</td>
</tr>
<tr>
<td>May 21, 2021</td>
<td>Last day to change course selections</td>
</tr>
</tbody>
</table>

COURSE SELECTION

Central High School takes great care in helping students select appropriate courses and levels (academic, honors, AP, etc.). See each course description on the following pages for prerequisites. Course placement recommendations are made after careful consideration of current and previous grades earned, career/college interest, parent/guardian input, work ethic, assessment scores, and student interest. We strongly encourage students and families to consider teacher recommendations, as teachers are uniquely qualified to understand student aptitude and fit with course curriculum. Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

COLLEGE PREPARATORARY CURRICULUM

Preparation for post-secondary education is a concern for many students. Course selections should be made carefully to assure admission to the college of choice. Public and private institutions expect the transcript to show that the applicant has met certain prerequisites for admission. Requirements vary, and students should consult school catalogs and/or websites of institutions they wish to attend as they plan their programs of study. Students and parents/guardians are responsible for researching the requirements of each institution to ensure that students have selected appropriate courses.

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, Department Head, Assistant Principal/Data – A student or parent with a course placement appeal may first discuss the matter with the counselor, or building administrator involved, with the object of resolving the matter informally.

- **Level Two**: Chief Academic Office (Department of Curriculum and Instruction Support) Suppose the course placement appeal is not resolved at Level One, and the individual still wishes to pursue the appeal. In that case, 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 the appeal is not resolved at Level Two and the individual still wishes to pursue the appeal, he/she may formalize the appeal to the superintendent of schools after receiving a written response from the Chief Academic Officer of Curriculum Instruction and Support.

These steps shall be taken in a timely matter so as to accommodate the registration of courses for the school year in question.
SCHEDULING PRACTICES

9th-12th Graders

- Students in grades 9-11 are required to register for a minimum of 7 credits per semester.
- **Enrollment in an Honors or AP course is a commitment for the duration of the course. Schedules will not be changed from an Honors to a non-Honors/AP course unless the teacher, department chair and principal or designee agrees that the student is academically misplaced.**
- No schedule changes will be made after May 21, 2021 unless:
  o The student completed a course during summer school for which they had registered.
  o The student must repeat a failed course from the previous school year or summer school.
  o A course conflict in the student’s schedule necessitates dropping or changing a course.
  o The student needs an additional course to meet graduation requirements.
  o The student is not carrying the required 7 credit load (5 credits for seniors).
  o All of the student’s one semester classes are in the SAME semester, and study halls are all the opposite semester.

12th Graders

- Students in grade 12 are required to register for a minimum of 6 credits per semester. Students taking fewer courses would be considered part-time students which may impact athletic eligibility, social security, college options, etc. Seniors selecting 5 or 6 credits per semester will very likely have a study hall in their schedule. Many colleges look closely at senior schedules for rigor.
- Students may request early release with parent/guardian approval.
- Seniors are encouraged to take a rigorous schedule that will prepare them for college and career.
- There is no guarantee of early release for seniors. Students should not make work or other commitments based on their school schedule until after they receive their schedule. Classes will not be overloaded to accommodate early release.

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.

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, Edmentum time).
- 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 window.
- 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.
Beginning with the 2021-2022 school year, the Class of 2024 and beyond will be required to declare a Pathway, at the end of 9th grade. This Pathway will guide students through elective courses that will provide them with a strong understanding of a particular career path. Students should look through the Pathways that will be offered at Central High School. Pathway documents are located on the following pages. At the conclusion of their 9th grade year, students should select a Pathway they feel best matches their interests and abilities. Students will take one elective per year from their chosen Pathway (some pathways will include two 1-semester classes). The rest of a student's schedule will include graduation required classes and other electives of interest to the student. 8th grade students should look over the pathway documents to see which pathway interests them the most. If an 8th grade student thinks a pathway may be the right for them, that student should refer to chart below as a guide to selecting courses for 9th grade.

### 8th grade to 9th grade Pathway Scheduling Guide

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Required Elective</th>
<th>Highly Encouraged Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Video Production</td>
<td>Freshman Seminar</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Band</td>
<td>Freshman Seminar</td>
<td>Concert Band</td>
</tr>
<tr>
<td>Ceramics and Sculpture</td>
<td>Freshman Seminar</td>
<td>Art 1-2</td>
</tr>
<tr>
<td>Choir</td>
<td>Freshman Seminar</td>
<td>Junior Chorus</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>Freshman Seminar</td>
<td>Info. Tech Fundamentals</td>
</tr>
<tr>
<td>Costume Design</td>
<td>Freshman Seminar</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Digital Arts Design</td>
<td>Freshman Seminar</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Drama</td>
<td>Freshman Seminar</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Drawing and Painting</td>
<td>Freshman Seminar</td>
<td>Art 1-2</td>
</tr>
<tr>
<td>Entrepreneurship &amp; Virtual Enterprise</td>
<td>Freshman Seminar</td>
<td>----------------------------</td>
</tr>
<tr>
<td>IBDP Liberal Arts</td>
<td>Freshman Seminar</td>
<td>See Pathway Document</td>
</tr>
<tr>
<td>Journalism</td>
<td>Freshman Seminar</td>
<td>Journalism 1-2</td>
</tr>
<tr>
<td>Marketing &amp; Sports &amp; Entertainment</td>
<td>Freshman Seminar</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Orchestra</td>
<td>Freshman Seminar</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Stagecraft</td>
<td>Freshman Seminar</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Teaching as a Profession</td>
<td>Freshman Seminar</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>
# Leadership Pathways

## Omaha Central High School

### Computer Programming Pathway

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Freshman Seminar and Information Technology Fundamentals 1-2</td>
<td><strong>Performing and Fine Arts:</strong> Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology</td>
</tr>
<tr>
<td>10</td>
<td>H Programming 1-2</td>
<td>Robotics 1-2, 3-4, 5-6, 7-8</td>
</tr>
<tr>
<td>11</td>
<td>H Programming 3-4</td>
<td>Computer Science AB, Computer Science Principles</td>
</tr>
<tr>
<td>12</td>
<td>H Cybersecurity 1-2</td>
<td></td>
</tr>
</tbody>
</table>

*Note:* These are required classes for this pathway that must be taken in conjunction with other courses to meet graduation requirements.

## Omaha Central High School

### Entrepreneurship Pathway

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Freshman Seminar</td>
<td><strong>Performing and Fine Arts:</strong> Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology</td>
</tr>
<tr>
<td>10</td>
<td>Principles of Business, Marketing &amp; Management and Entrepreneurship</td>
<td>Business and Consumer Law, College Introduction to Business, Marketing 1-2, Marketing 3-4, H Introduction to Business, Accounting 3-4</td>
</tr>
<tr>
<td>11</td>
<td>Accounting 1-2</td>
<td>African American History, Native American History, Omaha History</td>
</tr>
<tr>
<td>12</td>
<td>Entrepreneurship 3-4</td>
<td><strong>World Language:</strong> Chinese, French, German, Latin, Spanish, Spanish for Spanish Speakers, JROTC Leadership Academy</td>
</tr>
</tbody>
</table>

*Note:* These are required classes for this pathway that must be taken in conjunction with other courses to meet graduation requirements.
# Omaha Central High School
## IB Diploma Programme Pathway

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Freshman Seminar and</td>
<td><strong>Performing and Fine Arts</strong>: Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology</td>
</tr>
<tr>
<td></td>
<td>World Language: French 3-4/Spanish 3-4/German 1-2 or Accelerated Spanish/French and Physical Education Course</td>
<td>Robotics 1-2, Robotics 3-4, Robotics 5-6, Robotics 7-8, CAD</td>
</tr>
<tr>
<td>10</td>
<td>World Language: French 5-6/Spanish 5-6/German 3-4 or Accelerated Spanish/French and Physical Education Course</td>
<td>IB Social Cultural Anthropology</td>
</tr>
<tr>
<td>11</td>
<td><strong>IB Science</strong> (HL/SL 1-2): Biology, Chemistry, Physics or Environmental Systems &amp; Society SL and <strong>IB Language</strong> (SL 1-2): French, German, or Spanish <strong>IB Social Cultural Anthropology</strong> HL/SL or <strong>IB Computer Science</strong> or <strong>IB Music</strong> HL/SL and <strong>IB Theory of Knowledge</strong> 1-2</td>
<td>Computer Science Programming, H Cybersecurity</td>
</tr>
<tr>
<td>12</td>
<td><strong>IB History</strong> HL 3-4 and <strong>IB Language</strong> (SL 3-4): French, German, Spanish and <strong>IB Science</strong> (HL 3-4): Biology, Chemistry, Physics and <strong>IB Social Cultural Anthropology</strong> HL or <strong>IB Computer Science</strong> HL or <strong>IB Music</strong> HL and <strong>IB Theory of Knowledge</strong> 3-4 and Extended Essay (EE) and Creativity, Activity, Service (CAS)</td>
<td></td>
</tr>
</tbody>
</table>

**Note**: These are required classes for this pathway that must be taken in conjunction with other courses to meet graduation requirements.
### Journalism Pathway

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Freshman Seminar</td>
<td>Performing and Fine Arts: Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Journalism 1-2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>H Newspaper 1-2</td>
<td>African American History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Native American History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Omaha History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sociology, Psychology</td>
</tr>
<tr>
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<td>H Newspaper 5-6</td>
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<td>Internship/Capstone</td>
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**Note:** These are required classes for this pathway that must be taken in conjunction with other courses to meet graduation requirements.

### Marketing: Sports and Entertainment Pathway

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<td>Performing and Fine Arts: Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology</td>
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<td>Freshman Seminar</td>
<td>Perform and Fine Arts: Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology</td>
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<td>and Education Practicum/Internship 1-2</td>
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# Performing Arts Pathways

## Omaha Central High School

### Band Pathway

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<td>9</td>
<td>Freshman Seminar and Concert Band</td>
<td>Performing and Fine Arts: Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology</td>
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Note: These are required classes for this pathway that must be taken in conjunction with other courses to meet graduation requirements.

### Choir Pathway

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<td>Freshman Seminar and Junior Chorus</td>
<td>Performing and Fine Arts: Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology, CHS Singers</td>
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<td>Treble Ensemble or Concert Choir</td>
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<td>Concert Choir and Internship/Capstone Experience</td>
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Note: These are required classes for this pathway that must be taken in conjunction with other courses to meet graduation requirements.
### Omaha Central High School

#### Costume Design Pathway

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<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
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<td>Freshman Seminar</td>
<td><strong>Performing and Fine Arts</strong>: Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology</td>
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<tr>
<td></td>
<td></td>
<td>Creative Writing</td>
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<td></td>
<td></td>
<td>Screenplay Writing</td>
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<td>10</td>
<td>Textile Construction and Design 1-2</td>
<td>African American History</td>
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<td>Native American History</td>
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<td>Omaha History</td>
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<td>Textile Construction and Design 3-4</td>
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<td>12</td>
<td>Design Workshop</td>
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### Omaha Central High School

#### Drama Pathway

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<th>Grade</th>
<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
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<tbody>
<tr>
<td>9</td>
<td>Freshman Seminar</td>
<td><strong>Performing and Fine Arts</strong>: Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology, Stagecraft, Advanced Stagecraft</td>
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<td></td>
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<td>Creative Writing</td>
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<td>Screenplay Writing</td>
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<td>Drama 1-2</td>
<td>African American History</td>
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<td>Omaha History</td>
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<td>11</td>
<td>H Drama 3-4</td>
<td><strong>World Language</strong>: Chinese, French, German, Latin, Spanish, Spanish for Spanish Speakers</td>
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<td>12</td>
<td>H Drama 5-6 and Internship/Capstone Experience or Theatrical Productions</td>
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### Omaha Central High School

#### Orchestra Pathway

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
</tr>
</thead>
</table>
| 9     | Freshman Seminar and Orchestra | **Performing and Fine Arts**: Band, Choir, Guitar, Piano, Music Theory, Music Technology, Drama  
**World Language**: Chinese, French, German, Latin, Spanish, Spanish for Spanish Speakers |
| 10    | Orchestra                |                           |
| 11    | Orchestra                |                           |
| 12    | Orchestra and Internship/Capstone Experience |                           |

**Note**: These are required classes for this pathway that must be taken in conjunction with other courses to meet graduation requirements.

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#### Stagecraft Pathway

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
</tr>
</thead>
</table>
| 9     | Freshman Seminar         | **Performing and Fine Arts**: Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology, Drama  
African American History  
Native American History  
Omaha History |
| 10    | Intro to Stagecraft 1-2  |                           |
| 11    | Advanced Stagecraft 1-2  | **World Language**: Chinese, French, German, Latin, Spanish, Spanish for Spanish Speakers |
| 12    | Advanced Stagecraft 1-2 and Internship/Capstone Experience or Theatrical Productions |                           |

**Note**: These are required classes for this pathway that must be taken in conjunction with other courses to meet graduation requirements.
## Visual Arts Pathways

### Omaha Central High School

#### Audio Video Production Pathway

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Freshman Seminar</td>
<td>Performing and Fine Arts: Drama 1-2, Drama 3-4, Drama 5-6, Stagecraft 1-2, Stagecraft 3-4</td>
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<td>10</td>
<td>Digital Media and Audio Video Foundation</td>
<td>African American History, Native American History, Omaha History, Sociology, Psychology</td>
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<td>11</td>
<td>Audio Video Production 1-2</td>
<td>World Language: Chinese, French, German, Latin, Spanish, Spanish for Spanish Speakers</td>
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<td>Audio Video Production 3-4</td>
<td>JROTC Leadership Academy</td>
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</table>

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### Omaha Central High School

#### Ceramics and Sculpture Pathway

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<th>Grade</th>
<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
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<tbody>
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<td>9</td>
<td>Freshman Seminar and Art 1-2</td>
<td>Performing and Fine Arts: Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology</td>
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<tr>
<td>10</td>
<td>Pottery 1-2</td>
<td>African American History, Native American History, Omaha History</td>
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<td>11</td>
<td>Pottery 3-4</td>
<td>World Language: Chinese, French, German, Latin, Spanish, Spanish for Spanish Speakers</td>
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<td>12</td>
<td>Pottery 5-6 or AP 3D Design</td>
<td>JROTC Leadership Academy</td>
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</table>

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## Omaha Central High School
### Digital Arts Design Pathway

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
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<tbody>
<tr>
<td>9</td>
<td>Freshman Seminar</td>
<td><strong>Performing and Fine Arts</strong>: Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology</td>
</tr>
<tr>
<td>10</td>
<td>Digital Media and Color and Design Foundations</td>
<td><strong>Social Studies</strong>: Omaha History, African American History, Sociology Native American History, Psychology</td>
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<td>11</td>
<td>Advanced Digital Design 1-2</td>
<td><strong>World Language</strong>: Chinese, French, German, Latin, Spanish, Spanish for Spanish Speakers</td>
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<td>12</td>
<td>Applied Digital Design</td>
<td>Web Design 1-2 Web Design 3-4</td>
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</table>

*Note: These are required classes for this pathway that must be taken in conjunction with other courses to meet graduation requirements.*

## Omaha Central High School
### Drawing and Painting Pathway

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<th>Grade</th>
<th>Required Pathway Classes</th>
<th>Suggested Pathway Classes</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>Freshman Seminar and Art 1-2</td>
<td><strong>Performing and Fine Arts</strong>: Band, Choir, Orchestra, Guitar, Piano, Music Theory, Music Technology</td>
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<tr>
<td>10</td>
<td>Art 3-4</td>
<td>Beginning Drawing Color and Design Foundations Applied Design 1-2 Applied Design 3-4</td>
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<td>Art 5-6 or H Studio Art 1-2</td>
<td>African American History Native American History Omaha History</td>
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<td>Art 7-8 or H Studio Art 3-4 / Senior Studio AP Drawing / AP 2D Design</td>
<td><strong>World Language</strong>: Chinese, French, German, Latin, Spanish, Spanish for Spanish Speakers</td>
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<td>Art 1-2 (Beginning Drawing/Design)</td>
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<td>Art 3-4 (Advanced Drawing/Beginning Painting)</td>
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<td>Art 5-6 (Advanced 2-Dimensional Design/Sculpture)</td>
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<td>Art 7-8</td>
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<td>Applied Design 1-2</td>
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<td>Advanced Applied Design 1-2</td>
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<td>Principles of Business, Marketing and Management</td>
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<td>Honors Education and Training Internship (Field Experience)</td>
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<td>Textile Construction and Design 1-2</td>
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<td>Computer Design Fashion 3-4</td>
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<td>Computer Housing/Interior Design</td>
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<td>Intro to Child Development 1-2</td>
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<td>Honors Early Childhood Development 1-2</td>
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<td>Foods and Nutrition 1-2</td>
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<td>Culinary Skills 1-2</td>
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<td><strong>MATHEMATICS</strong></td>
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<td>Honors Enrichment Math 1-2</td>
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<td><strong>MILITARY SCIENCE</strong></td>
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<td>JROTC 1-2 (LET 1)</td>
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<td>JROTC 3-4 (LET 2)</td>
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<td>JROTC 7-8 (LET 4)</td>
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<td>Beginning Marksmanship 1-2</td>
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<td>Intermediate Marksmanship 3-4</td>
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<td>Advanced Marksmanship 1-2</td>
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<td>Basic Color Guard Course 1-2</td>
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<td>Intermediate Color Guard 3-4</td>
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<td>Color Guard Course 5-6</td>
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<td><strong>PERFORMING ARTS</strong></td>
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<td>Prep Band 1-2</td>
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<td>Concert Band 1-2</td>
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<td>Orchestra 1-2</td>
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<td>Jazz Band 1-2</td>
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<td>Instrumental Lessons 1-2</td>
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<td>Guitar 1-2</td>
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<td>H. Guitar 7-8</td>
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<tr>
<td>Piano</td>
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<td>Junior Chorus 1-2</td>
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<td>Mixed Chorus 1-2</td>
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<td>Concert Choir 1-2 (A Cappella)</td>
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<td>Chamber Ensemble 1-2 (Central High Singers)</td>
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<td>Treble Ensemble 1-2 (Bel Canto)</td>
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<td>Honors Music Theory 1-2</td>
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<td>Introduction to Stagecraft &amp; Theater Production 1-2</td>
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<td><strong>SOCIAL STUDIES</strong></td>
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<td>AP Human Geography</td>
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<td>AP World History 1-2</td>
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<tr>
<td>AP United States Government and Politics</td>
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<td>AP Comparative Government and Politics</td>
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<td>AP United States History 1-2</td>
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<td>African American History</td>
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<tr>
<td>Anthropology</td>
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<td>Honors Introduction to World Religions</td>
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<tr>
<td>Law and Juvenile Justice</td>
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<tr>
<td>Omaha History</td>
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<td>Sociology</td>
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<td>Native American Culture and Identity</td>
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<tr>
<td>Honors Academic Decathlon</td>
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<td>Spanish for Spanish Speakers 1-2</td>
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<tr>
<td>AP Spanish Literature 1-2</td>
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</table>
The College Board’s Advanced Placement (AP) Program® is a nationwide cooperative educational endeavor between secondary schools, colleges, and universities. Since its inception in 1955, the AP Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. For over fifty years, students in the Omaha Public Schools have participated in the AP program, not only to gain high-level academic skills, but also to earn college credit while still in high school. Successful completion of AP Exams offers students the opportunity to earn advanced academic college credit. This can mean substantial economic savings for families on courses that would otherwise have to be taken in the freshman and sophomore years of college. Participation in the AP program gives students a college level experience while still in high school.

Dedicated and enthusiastic high school teachers, following course guidelines developed and published by the College Board, teach AP courses. The Program’s success is rooted in the collaborative efforts of motivated students, dedicated teachers, and Central High School. By participating in the AP Program, Central High students make a commitment to the rigor and challenge of college-level courses. Taking honors courses in these subjects prepares students to enter the AP classes. “AP” designation on the transcript for each course is contingent upon authorization of the College Board. Should a staff change occur, the course will be reauthorized upon College Board approval. AP teachers are available for student support by appointment, typically before or after school or via email. Many AP teachers also offer group study opportunities and AP practice exams during the months leading up to the AP test.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>READING</th>
<th>REQUIRED STUDY</th>
<th>SUMMATIVE WORKS</th>
<th>SUMMER ASSIGNMENT</th>
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<tbody>
<tr>
<td>AP 2-D ART &amp; DESIGN</td>
<td>2 periods/day</td>
<td>15-20 college level works of art, including 15 sustained investigation and 5 selected works, plus process documentation that demonstrates synthesis of materials, processes, ideas</td>
<td>Create 2-3 college level works of art for Sustained Investigation and/or Selected Works, process documentation</td>
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<tr>
<td>AP DRAWING</td>
<td>2 periods/day</td>
<td>15-20 college level works of art, including 15 sustained investigation and 5 selected works, plus process documentation that demonstrates synthesis of materials, processes, ideas</td>
<td>Create 2-3 college level works of art for Sustained Investigation and/or Selected Works, process documentation</td>
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<tr>
<td>AP 3-D ART &amp; DESIGN</td>
<td>2 periods/day</td>
<td>15-20 college level works of art, including 15 sustained investigation and 5 selected works, plus process documentation that demonstrates synthesis of materials, processes, ideas</td>
<td>Create 2-3 college level works of art for Sustained Investigation and/or Selected Works, process documentation</td>
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<tr>
<td>AP COMPUTER SCIENCE PRINCIPLES</td>
<td>150 pages</td>
<td>1 hour per week</td>
<td>6 tests, 15 projects</td>
<td>None</td>
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<tr>
<td>AP COMPUTER SCIENCE</td>
<td>150 pages</td>
<td>1 hour per week</td>
<td>6 tests, 15 projects</td>
<td>None</td>
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<tr>
<td>AP ENGLISH LANGUAGE</td>
<td>100 pages per week, fiction and non-fiction</td>
<td>5-7 hours per week</td>
<td>10-15 impromptu themes, 1 prepared theme, 3-4 exams first semester; 15-20 impromptu themes, 1 research paper and 3-4 exams second semester</td>
<td>Read 4 novels and complete accompanying work/study guide for each</td>
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<tr>
<td>AP ENGLISH LITERATURE</td>
<td>100 pages per week, fiction and non-fiction</td>
<td>5-7 hours per week</td>
<td>1 research paper, 1 project, 5-7 themes, 5 personal essays, 4-5 exams</td>
<td>Read 1-2 novels and complete reading log and reflection journal</td>
</tr>
<tr>
<td>AP FRENCH LANGUAGE</td>
<td>Semester chapters</td>
<td>30 minutes per day</td>
<td>1-2 quizzes per chapter, 5-6 exams, 1 research project, 3 speaking evaluations, minimum 2 mini projects/chapter</td>
<td>None</td>
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<tr>
<td>AP GERMAN LANGUAGE</td>
<td>Completion of readings begun in class</td>
<td>30 minutes per day</td>
<td>4 written/reading comprehension tests, 4 speaking tests, 4 listening tests, weekly vocabulary and grammar quizzes, 1 essay</td>
<td>None</td>
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<tr>
<td>AP SPANISH LANGUAGE</td>
<td>Voluntary reading from various websites</td>
<td>30 minutes per day</td>
<td>6 listening tests, 4 debates, 1 speaking test, 6 reading tests, grammar term exam, 4 writing assessments, and a cumulative vocabulary test</td>
<td>Review vocabulary and reading from provided websites</td>
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<tr>
<td>AP SPANISH LITERATURE</td>
<td>Completion of readings begun in class, review of readings</td>
<td>30 minutes per day</td>
<td>4 debates, 4 writing and 3-4 literary theory tests, formative reading comprehension tests as needed, summative reading comprehension test</td>
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<tr>
<td>AP CALCULUS AB</td>
<td>Sem. 1: Ch.1-2, Sem. 2: Ch.4-7</td>
<td>5-7 hours per week</td>
<td>Minimum 2 quizzes/chapter, chapter exams, semester exams</td>
<td>None</td>
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<tr>
<td>AP CALCULUS BC</td>
<td>Sem. 1: Ch.1-5, Sem. 2: Ch.6-9</td>
<td>5-7 hours per week</td>
<td>Minimum 2 quizzes/chapter, chapter exams, semester exams</td>
<td>None</td>
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<tr>
<td>COURSE</td>
<td>MATERIALS</td>
<td>TIME</td>
<td>EXAM/PROJECTS</td>
<td>COMMENTS</td>
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<tr>
<td>AP STATISTICS</td>
<td>30 pages per week; 800 pages per year, Completion of reading guide</td>
<td>3-4 hours per week</td>
<td>Quizzes on every section, chapter tests, take-home free response questions for each chapter, 2 practice problem sets/week</td>
<td>None</td>
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<tr>
<td>AP MUSIC THEORY</td>
<td>10 pages per week</td>
<td>4 hours per week</td>
<td>4 tests, 2-3 composition assignments</td>
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<tr>
<td>AP BIOLOGY</td>
<td>50 pages per week</td>
<td>5 hours per week</td>
<td>Tests &amp; lab Reports 20/semester</td>
<td>Human Anatomy &amp; Physiology Project</td>
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<tr>
<td>AP CHEMISTRY</td>
<td>40 pages per week</td>
<td>3-5 hours per week including time for exam preparation</td>
<td>8-10 major exams, 8-12 formal lab reports, 20 homework assignments and many small quizzes</td>
<td>Read 7 chapters and complete 6 assignments</td>
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<tr>
<td>AP PHYSICS 1</td>
<td>30 pages per week</td>
<td>5 hours per week</td>
<td>Concept tests, lab reports, practice problem sets</td>
<td>None</td>
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<tr>
<td>AP PHYSICS 2</td>
<td>30 pages per week</td>
<td>5 hours per week</td>
<td>Concept tests, lab reports, practice problem sets</td>
<td>None</td>
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<tr>
<td>AP PHYSICS C</td>
<td>10-25 pages per week</td>
<td>5 hours per week</td>
<td>4 exams, 2 papers and 8 formal lab reports</td>
<td>None</td>
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<tr>
<td>AP GOVERNMENT AND COMPARATIVE</td>
<td>400 g. in text; supplementary reading; articles</td>
<td>3-4 hours per week</td>
<td>7 tests, 7 quizzes, 3 projects, 1 research paper, weekly current events summaries, monthly current events editorials</td>
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<tr>
<td>AP GOVERNMENT AND POLITICS U.S.</td>
<td>400 g. in text; supplementary reading; articles</td>
<td>3-4 hours per week</td>
<td>7 tests, 7 quizzes, 3 projects, 1 research paper, weekly current events summaries, monthly current events editorials</td>
<td>None</td>
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<tr>
<td>AP HUMAN GEOGRAPHY</td>
<td>500 pages in text, extra articles, AP Prep book</td>
<td>4-6 hours per week</td>
<td>Group and individual presentations, 1-2 quizzes per chapter, 10 chapter tests, 1 free response question per chapter</td>
<td>Summer Reading Project</td>
</tr>
<tr>
<td>AP MACROECONOMICS</td>
<td>400 g. in text; supplementary reading; articles</td>
<td>3-4 hours per week</td>
<td>5 tests, 5 quizzes, 3 projects, 1 research paper, weekly current events summaries, monthly current events editorials</td>
<td>None</td>
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<tr>
<td>AP MICROECONOMICS</td>
<td>400 g. in text; supplementary reading; articles</td>
<td>3-4 hours per week</td>
<td>5 tests, 5 quizzes, 3 projects, 1 research paper, weekly current events summaries, monthly current events editorials</td>
<td>None</td>
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<tr>
<td>AP PSYCHOLOGY</td>
<td>400 pages per semester, additional readings</td>
<td>5-6 hours per week</td>
<td>9 quizzes, 9 unit tests and 9 homework/mini-projects/papers; cumulative midterm and semester exam</td>
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<tr>
<td>AP US HISTORY</td>
<td>1000 pages per year; supplemental documents</td>
<td>5 hours per week</td>
<td>8 tests, reading quizzes, major research project including paper and presentation</td>
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<tr>
<td>AP WORLD HISTORY</td>
<td>1000 pages per year; articles; primary sources</td>
<td>3-5 hours per week</td>
<td>5-6 exams, 1 research project, 3-4 assigned essays</td>
<td>None</td>
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</table>
Dual Enrollment Program

What is Dual Enrollment?

Dual Enrollment provides high school students the opportunity to take college-credit bearing courses taught by college-approved high school teachers in the student's home high school building. The term 'Dual Enrollment' means a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that—

(A) is transferable to the institutions of higher education in the partnership; &
(B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act.

Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcripted college credit at the time they successfully pass the course. Essentially, dual enrollment prepares students for success in college and careers by increasing access to higher education, lowering the cost of college, and shortening student time to earning a degree or certification.

Dual Enrollment is currently offered in OPS through two primary programs:

1) Advanced Placement (AP)
2) Career Education (CE).

Dual Enrollment Benefits.

Reduced Tuition Cost. Participating students have a reduced tuition rate or may qualify for FREE tuition through a scholarship program authorized by the Nebraska State Legislature.

- MCC: $50 per course.
- UNO: $250 per course.
- Midland U: $250 per course.

*Tuition Costs are determined by the postsecondary institution.

The Omaha Public Schools District provides the textbook and all course materials necessary for completion of the dual enrollment course. Tuition payment is the responsibility of the student. If a student qualifies for federal needs-based programs, they may be eligible for FREE tuition. The ACE scholarship program pays mandatory tuition fees for qualified high schools students to enroll in dual enrollment courses. The basic criteria for high school students to qualify for the ACE scholarship is their eligibility status to receive assistance under a variety of federal programs, most notably the free and reduced lunch program. Students must work with a building official or counselor to complete the online ACE application. More information on ACE can be found at http://ccpe.state.ne.us/publicdoc/ccpe/Financial%20Aid/ACE/

Credits Transfer. Students begin creating an official college transcript with participation in a dual enrollment course. College institutions determine the transferability of credit, but typically credits transfer as follows:

AP Courses: transfer as general education requirements in either humanities, social sciences, natural sciences, or mathematics to 4-year/2-year institutions

CE courses: transfer as required credits at the issuing institution towards an associate’s degree or certification, or to a similar 2-year institution with like programming, or may transfer as elective credits at 4-year institutions.

Students should request transcripts from any college he/she has earned dual enrollment credit with and provide them to the college/university during the admission process. It is the student’s responsibility to disclose any college credit earned during high school, whether from an AP or CE dual enrollment course, to their college advisor.
To Apply for a Career Academy:

Applications became available on December 3, 2020 from your high school guidance counselor, and online at mccneb.edu/careeracademy.

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

Application Deadline: March 5, 2021.

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

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

CAREER CENTER

Hands-on Learning
Likable & Knowledgeable Teachers
Critical Employability Skills
Internships / Apprenticeships
Industry Certifications
Early College Credit Options
Busing/Transportation provided
Core Academic Classes offered
Counseling Services
VALUE

Ask your Counselor for an Application

Connecting Today’s Students With Tomorrow’s Careers

2021-22 Enrollment
11 Pathways
In High Demand, High Wage, and High Skill careers

Competitive Advantage
Right now you may not know exactly what your next steps are. Will you choose college? Or will you choose a career? You can choose BOTH! No matter what you choose, coming to the Career Center gives you a competitive advantage. Each of our programs includes a blend of hands-on application and theory. This means you’ll know what you need to do and actually how to do it! Wherever you’re headed in life, your CONNECTION begins here!

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 professionals in assembly, disassembly and non-structural repair.
• Repair, remove and replace auto body parts.
• Professionally apply undercoat, paint and topcoat 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.

Core/Academic Courses
(10, 11, 12) 1 Credit/Semester
• Experience contextualized core academic courses in English, Math, and others.

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 career in emergency medicine.

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 productions.
• 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 at https://www.unmc.edu/alliance/

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 Doorly Zoo campus. (Nov. 2020 due date)

Access Zoo Academy Application at https://www.zoo.org/zooacademy/
ART DEPARTMENT FLOWCHART

Art 1-2
Beginning Drawing & Design

Art 3-4
Adv. Drawing & Beginning Painting
(Honors option)

Art 5-6
Adv. 2-D Design & Sculpture
(Honors option)

Art 7-8
Watercolor & Personal Style
(Honors option)

Honors Studio Art

Honors Studio Art 3-4

Applied Design 1-2

Adv. Applied Design
(Honors option)

Adv. Applied Design 3-4
(Honors option)

Pottery 1-2

Pottery 3-4
(Honors option)

Pottery 5-6
(Honors option)

AP 2-D Art & Design or AP Drawing

AP 3-D Art & Design
The goal of the Art Department is to develop and nurture an application of the study of the visual arts past and present. A sequential program of instruction is aimed at mastery in the disciplines of aesthetics, art production, criticism, and art history. This program results from a wide range of experiences: use of art elements and principles of design, the vocabulary of art, the use of art tools and techniques in a variety of media, art survey, art and the artists in the community, and the exploration of continued studies and career opportunities in the field of art.

ART 1-2 (Beginning Drawing/Design) 110211/110212
This course offers beginning art students a foundation in basic drawing skills, design elements and principles, and color theory as they create original art works in a variety of media. 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 be examining important works of art from a variety of cultures and time periods, participating in critiques of art works, and discussing aesthetic issues.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 9, 10, 11, 12 Status: Elective credit

ART 3-4 (Advanced Drawing/Beginning Painting) (Honors Option) 110251/110252
This course offers an expansion of skills and knowledge of drawing and design concepts, and further exploration of techniques and media, including watercolor and/or acrylic painting. Students will explore aesthetic issues, examine and discuss historically important art works from a variety of cultures, using the language of art criticism. 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.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 10, 11, 12 Status: Elective credit
Prerequisite: Art 1-2 with a passing grade for both semesters

ART 5-6 (Advanced Two-Dimensional Design/Sculpture) (Honors Option) 110291/110292
This course offers serious art students the opportunity to apply the elements and principles of design to advanced projects in a variety of media (i.e., various techniques of printmaking, painting, and/or sculpture). 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 engage in art criticism and aesthetic discussion as they explore various time periods and cultures from an art historical perspective. Students will keep a drawing and reflection sketchbook.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 11, 12 Status: Elective credit
Prerequisite: Art 3-4 with a grade of "C" or better for both semesters

ART 7-8 (Honors Option) 110331/110332
This course is a culmination of a sequential art experience for twelfth grade students. It provides selected students the opportunity to individualize projects to enhance their own styles in one or more media, while further exploring the philosophical and historical aspects of art.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 12 Status: Elective credit
Prerequisite: Art 5-6 with a grade of "C" or better for both semesters, or permission of department head

FUNDAMENTALS OF COLOR AND DESIGN TBD
This semester long course is an introduction to the elements and principles of design and color theory for creative problem solving. Students will gain an understanding of color theory, as well as learn to identify, and analyze the principles and elements of design. Students will utilize these theories and principles in the creation of their own unique designs. This class will help students establish critical artistic and design skills. They will investigate a broad range of materials, techniques, and projects to explore color and design concepts with reference to historical and contemporary perspectives.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

APPLIED DESIGN 1-2 110431/110432
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.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 10, 11, 12 Status: Elective credit
Prerequisite: Art 1-2 with a passing grade for both semesters

ADVANCED APPLIED DESIGN 1-2 (Honors Option) 110441/110442
This course expands on the concepts of Beginning Applied Design to emphasize creative use of design principles and advanced techniques in the creation of crafts and jewelry. Students will continue to explore the role of crafts and jewelry in various cultures throughout history and deepen their understanding of form versus function and fine art versus craft. Emphasis will be on craftsmanship, technique, function, expression, and content in examining works of others and in creating works of their own. 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.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 11, 12 Status: Elective credit
Prerequisite: Applied Design 1-2 with a grade of "C" or better for both semesters
### Technical Problems: Advanced Applied Design 3-4 (Honors Option) 110551/110552

This course is designed for the third year applied design students as an extension of Advanced Applied Design. Lessons will address advanced problems in design, media, and process. Areas of concentration: development of a thematic emphasis, and the art disciplines of aesthetics, art criticism, art history, and art production.

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**Prerequisite:** Advanced Applied Design with a grade of "C" or better for both semesters

### Pottery 1-2 110461/110462

This course explores hand built pottery techniques in terms of form, function and cultural expression. A background in drawing, design and color is recommended. 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 about pottery produced by artisans from various cultures and times, and use the critical process to evaluate their own work, as well as examples taken from art history.

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**Prerequisite:** Art 1-2 with a passing grade for both semesters

### Pottery 3-4 (Honors Option) 110471/110472

This course will enable students to further develop hand building and wheel throwing skills, while they continue to study the development of pottery styles and techniques through history and in various cultures. Aesthetic issues related to form and function, the inherent expressive qualities of clay, and identifying good craftsmanship will be an ongoing part of the study. In addition to art production, students will use a variety of learning strategies including reading, analyzing and responding to develop a deeper understanding of ceramic art.

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**Prerequisite:** Art 1-2 and Pottery 1-2 with a grade of "C" or better for both semesters

### Pottery 5-6 (Honors Option) 110681/110682

This course is an advanced, individualized course providing selected students an opportunity to individualize projects, enhancing their style in the medium while further exploring the philosophical and historical aspects of clay art. 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, participating in workshops, and spaying glazes.

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**Prerequisite:** Pottery 3-4 with a grade of “C” or better for both semesters

### Honors Studio Art 1-2 110591/110592

The focus of this course is on the development of conceptual and technical skills used in contemporary studio practice. Students will complete an in-depth study of two-dimensional design elements and principles while using a variety of 2D media while drawing, painting, illustrating, printmaking and designing textiles. Students will work to develop a personal style in a chosen media and begin to develop a personal portfolio. Honors requirements are: attend formal exhibits and submit exhibits reviews/critiques; write an in-depth research paper; complete written abstracts about artists and their work; refine individual work for exhibition and/or competition each semester; participate in discussions and critiques and keep a drawing and reflection sketchbook.

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**Prerequisite:** Art 3-4 with a grade of “B” or better for both semesters, and permission of department head

### Honors Studio Art 3-4 110611/110612

This course focuses on exhibitions, portfolios, scholarship preparation and career planning. Areas of concentration will be art production, art history, art criticism, and aesthetics. Students are strongly encouraged to enroll concurrently in another art class. Honors requirements are: attend formal exhibits and submit exhibits reviews/critiques; write an in-depth research paper; complete written abstracts about artists and their work; refine individual work for exhibition and/or competition each semester; participate in discussions and critiques and keep a drawing and reflection sketchbook.

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**Prerequisite:** Honors Studio Art 1-2 with a grade of “B” or better for both semesters, and permission of department head

### AP 2-D Art & Design 110841/110842

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.

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**Prerequisite:** H Studio Art with grade of “B” or better and/or department head signature

### AP Drawing  TBD

The AP Drawing 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 Drawing...
students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication and reflection. Students will focus on the use of mark-making, line, surface, light and shade, and composition. Students can work with any materials, processes, and ideas. Drawing (analog or digital), painting, printmaking, and mixed media work are among the possibilities.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 12  Status: Elective credit
Prerequisite: H Studio Art with grade of “B” or better and/or department head signature

AP 3-D ART & DESIGN 110851/110852
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.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 12  Status: Elective credit
Prerequisite: Pottery 3-4 with a grade of B or better and/or department head permission

BUSINESS/MARKETING/INFORMATION TECHNOLOGY DEPARTMENT
Business, marketing, and technology courses are designed to give students a head start in post-secondary courses or provide competencies to begin future training and employment upon graduation. Students should consider taking courses in business, marketing, and technology if they plan to take further courses after graduation, enter the work force, or add balance to their high school course selection.

BUSINESS

FRESHMAN SEMINAR 181301/181302
Course Description: This introductory course is for all freshmen students who will introduce them to the high school experience by discovering school opportunities in career-based and academic programming. Students will build a plan for their high and post-high school experiences and focus on learning strategies for successfully transitioning into the high school environment. Students will engage in content in the 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.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 9  Status: Elective Credit

PERSONAL FINANCE 120981
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. This course is eligible for Dual Enrollment.
Credit: 1 per semester  Duration: 1 semester
Grade Level: 12  Status: Meets graduation requirement

HONORS PERSONAL FINANCE 120971
This is an honors-level course in Personal Finance. 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. This course is eligible for Dual Enrollment through Metropolitan Community College.
Credit: 1 per semester  Duration: 1 semester
Grade Level: 12  Status: Meets graduation requirement

PRINCIPLES OF BUSINESS, MARKETING AND MANAGEMENT (Honors Option) 120021
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.
Credit: 1 per semester  Duration: 1 semester
Grade Level: 9, 10, 11, 12  Status: Elective credit

ACCOUNTING 1-2 (Honors Option) 120171/120172
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. Students will need to access accounting software via the internet after school hours at the school library, public library, or at home.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 10, 11, 12  Status: Elective credit
Prerequisite: Grade of “C” in Algebra 1-2

HONORS ACCOUNTING 3-4 120201/120202
This is a two-semester course that includes partnership and corporate accounting, adjustment in inventory control systems, budgetary control systems, and further enhancement of accounting skills.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 11, 12  Status: Elective credit
Prerequisite: Grade of “C” or better in Accounting 1-2

BUSINESS/CONSUMER LAW 120391
A course designed to present the study of the legal rights and responsibilities necessary to be informed and productive citizens. Key concepts include contracts and torts, the role of courts, litigation, and constitutional issues including civil and criminal law.
Credit: 1 per semester  Duration: 1 semester
Grade Level: 10, 11, 12  Status: Elective credit

HONORS INTRO TO BUSINESS 121051
This college-level course is taught online by Metropolitan Community College and requires that students enroll for dual credit. There is collaboration between a Central teacher and the Metro instructor to assist students with technology and curriculum. The course surveys the structure and functions of the American business system in a global society, together with an overview of business organization, economics, management, marketing, and finance.
Credit: 1 per semester  Duration: 1 semester
Grade Level: 11, 12  Status: Elective credit
Prerequisite: Permission of department chair

ENTREPRENEURSHIP 120401
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.
Credit: 1 per semester  Duration: 1 semester
Grade Level: 10, 11, 12  Status: Elective credit

MARKETING

FASHION MERCHANDISING 1-2 (Honors Option) 120461/120462
This course introduces students to the world of fashion through a study of basic fashion and marketing concepts. The course explores a history of fashion, store operations, personal selling, pricing, textiles, women’s apparel, children’s apparel, men's apparel, accessories, cosmetics, fashion retailing, careers in fashion, and the technical aspects of display, promotion and advertising. The course is designed to give students the basic skills and knowledge which may be used to increase employability upon graduation or which will aid the college-bound student planning to major in business and marketing. Students are also eligible to be members of the marketing youth organization, DECA, and participate in the competitions, travel and activities of this association. Students have the option of enrolling concurrently in Marketing Internship 1-2.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 11, 12  Status: Elective credit

MARKETING 1-2 (Honors Option) 120471/120472
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. Students are also eligible to be members of the marketing youth organization, DECA, and participate in the competitions, travel, and activities of this association. This course is the beginning level of a sequence in the marketing program curriculum for students who desire to continue with Marketing 3-4 in their senior year. Students have the option of enrolling concurrently in Marketing Internship 1-2.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 10, 11, 12  Status: Elective credit

MARKETING 3-4 (Honors Option) 120481/120482
The course will emphasize entrepreneurial development and responsive marketing strategies that meet customer needs. The course focuses on marketing concepts and the role of marketing in the organization and society. Topics include market segmentation, product development, promotion, distribution, and pricing. Additional topics include external environment, economics, politics, government, marketing research, international marketing, cultural diversity, ethics, technology, and careers in marketing. Capstone activities include development of a marketing or business plan. Students are also eligible to be members of the marketing youth organization, DECA, and participate in the competitions, travel, and activities of this association.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 12  Status: Elective credit
Prerequisite: Marketing 1-2 with a grade of “C” or better or teacher permission, concurrent enrollment in Marketing Internship 3-4

SPORTS AND ENTERTAINMENT MARKETING 1-2 (Honors Option) 120891/120892
The first-year course is segmented into two instructional areas: the foundations of marketing & the marketing functions. The coursework will focus on the entertainment (music and arts industry) and the sports industry from the marketing perspective. Students will learn computer and technology applications, economic concepts, human resources concepts and marketing and business concepts. They also will study product/service planning, selling, financing, pricing, promotion, risk management, purchasing, distribution and market-information management. All case studies and projects will relate to the entertainment and sports industry. Students will connect with the entertainment and sports executives within the Omaha Metro Area. Students are also eligible to be members of the marketing youth organization, DECA, and
participate in the competitions, travel, and activities of this association.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 11, 12 Status: Elective credit
Prerequisite: Marketing 1-2 or Fashion Merchandising 1-2 with a grade of "C" or better or teacher permission
Requisite: Concurrent enrollment in Marketing Internship 3-4

MARKETING INTERNSHIP 1-2
The internship program provides 11th and 12th grade students with an individual career experience in the community. The internship is a supplement to formal classroom instruction. Students plan their internship with a teacher-coordinator and participate in a paid or unpaid occupational experience.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 11, 12 Status: Elective credit
Requisite: Concurrent enrollment in Marketing 1-2, Marketing 3-4, or Entertainment and Sports Marketing 1-2

MARKETING INTERNSHIP 3-4
The internship program provides 11th and 12th grade students with an individual career experience in the community. The internship is a supplement to formal classroom instruction. Students plan their internship with a teacher-coordinator and participate in a paid or unpaid occupational experience.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 11, 12 Status: Elective credit
Requisite: Concurrent enrollment in Marketing 1-2 or 3-4, or Entertainment and Sports Marketing 1-2

INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY FUNDAMENTALS
This course prepares freshmen for skills and demands required for success in high school and in real-world environments. Student's unique interests, learning styles, and aptitudes are evaluated to explore work place challenges, investigate career pathways, and increase technological skills. Correlating academics with the Nebraska Career Education model of 16 career clusters is the basis for the course and emphasizes: Employability, Ethics, Systems, Teamwork, Career Development, Problem Solving, Critical Thinking, Information Technology Application, Legal Responsibilities, Communication, Safety, Health, and the Environment.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 9 Status: Elective credit

WEB DESIGN 1-2
Students will demonstrate knowledge of web design and languages, including HyperText Markup Language (HTML) and Cascading Style Sheets (CSS) to create a content rich and visually pleasing website that captures and keeps visitors' interests. Focus will be given to effective page layout, image creation and manipulation, interactivity, content creation, and project management.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 10, 11, 12 Status: Elective credit

WEB DESIGN 3-4
This is an advanced level course in web design. Students will demonstrate knowledge of web design and languages, including HyperText Markup Language (HTML) and Cascading Style Sheets (CSS) to create a content rich and visually pleasing website that captures and keeps visitors' interests. Focus will be given to effective page layout, image creation and manipulation, interactivity, content creation, and project management. This course may be available for articulated or dual credit at a postsecondary institution.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 11, 12 Status: Elective credit
Prerequisite: Grade of C or higher in Web Design 1-2

AUDIO VISUAL FOUNDATIONS
Students will expand their media skills in the areas of interviewing, reporting, writing, editing, photography/videography, and design. Students will explore careers while working together to create projects in a variety of media, such as print, web, podcast, and/or broadcast. The emphasis of Audio Video Foundations is on career exploration, collaboration, creativity, and legal/ethical standards in produced media.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

INTRODUCTION TO DIGITAL MEDIA (Honors Option)
Students will create, design, and produce digital media including sound, video, and graphics. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, and web processes.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

DIGITAL DESIGN (Honors Option)
Students will focus on developing advanced skills to plan, design, and create interactive projects using elements of texts, graphics, and digital imaging. These skills will prepare students for entry-level positions in the digital design field. Students will demonstrate proper use of copyright and fair use throughout the course.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

ADVANCED DIGITAL DESIGN (Honors Option)
Students will focus on developing advanced skills to plan, design, and create interactive projects using elements of texts, graphics, and digital imaging. These skills
will prepare students for entry-level positions in the digital design field. Students will demonstrate proper use of copyright and fair use throughout the course.

Credit: 1 per semester  
Grade Level: 11, 12  
Prerequisite: Introduction to Digital Media or Digital Design

**FOUNDATIONS OF COMPUTING 1-2**  
131421/131422  
This course utilizes industry specific software and tools from Hudl to engage students in computer science, video, and software support. Designed as a computer science course for students with little or no technology background, Foundations of Computing starts a unique pathway for computer science education. Students will work with industry software; build skills in digital citizenship, cybersecurity, computational-thinking, collaboration tools, and data analysis.

Credit: 1 per semester  
Grade Level: 10, 11, 12  
Duration: 2 semesters  
Status: Elective credit

**H PROGRAMMING 1-2**  
131131/131132  
First year programming covers fundamental concepts of programming. These are provided through explanations and effects of commands and hands-on utilization of computers to produce correct output. This course introduces effective techniques necessary for the efficient solution of a variety of complex problems using a high-level programming language. It includes problem descriptions, flowcharts, hierarchy diagrams, pseudocode, and program documentation as a means of solving these problems. This course emphasizes the creation of efficient algorithms through fundamental programming techniques such as input/output handling, programming structures, and data storage. Students are introduced to project management techniques, including standard debugging techniques and collaborative programming strategies.

Credit: 1 per semester  
Grade Level: 10, 11, 12  
Duration: 2 semesters  
Status: Elective credit

**AP COMPUTER SCIENCE PRINCIPLES 1-2**  
131311/131312  
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 of 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.

Credit: 1 per semester  
Grade Level: 9, 10, 11, 12  
Duration: 2 semesters  
Status: Elective credit

**AP COMPUTER SCIENCE A 1-2**  
130701/130702  
This course uses the Java language to study advanced computer programming concepts. The course will cover arrays, matrices, algorithms, searches and sorts, classes, inheritance and recursion. College credit is available by passing the AP computer science test in May. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

Credit: 1 per semester  
Grade Level: 10, 11, 12  
Duration: 2 semesters  
Status: Elective credit

Prerequisite: Grade of A or B in H. Programming 1-2 or AP Computer Science Principles 1-2

**H. CYBERSECURITY 1-2**  
131411/131412  
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. The course raises students’ knowledge of and commitment to ethical computing behavior.

Credit: 1 per semester  
Grade Level: 10, 11, 12  
Duration: 2 semesters  
Status: Elective credit

Prerequisite: Successful completion of H. Programming 1-2 or AP Computer Science Principles 1-2

**H PROGRAMMING 3-4**  
131221/131222  
Students will demonstrate advanced skills in the software development life cycle through in-depth use of modern programming language. The content covered will include high-level, object-oriented concepts, while emphasizing the design of elegant solutions and efficient algorithms. Students will select individual and small group projects for in-depth study.

Credit: 1 per semester  
Grade Level: 11, 12  
Duration: 2 semesters  
Status: Elective credit

Prerequisite: Teacher recommendation

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**CAD/DIGITAL ENGINEERING DEPARTMENT**

The goals of the CAD/Design Engineering Department are to provide students with a computer based, hands-on experience. Students will explore different areas related to drafting, such as: architecture, interior and exterior design, machine tool drafting, computer graphics, and engineering. CAD/Design Engineering will also aid students in the development of job related basic skills, which will allow a person to enter, maintain, and succeed in a career or post-secondary school.

**CAD/DIGITAL ENGINEERING 1-2**  
170211/170212  
This course will introduce the student to basic drafting skills, technology, and introductory applications of graphic communications. The development of visualization skills, sketching, and the use of software programs used in computer aided drafting (CAD). Dual enrolled with ARCH 1100 & 1110 at Metropolitan Community College.

Credit: 1 per semester  
Duration: 2 semesters
ENGLISH DEPARTMENT

The goals of the English Department are to develop basic skills in grammar and composition and to introduce the student to the literature of western civilization, emphasizing especially the English and American traditions. Students also encounter continental, Asian, African, Hispanic, and Native American literary texts in translation.

ENGLISH 1-2 010341/010342

English 1-2 focuses on the Nebraska State Standards for Language Arts which include reading, writing, speaking, listening, and multiple literacies. Students use a variety of unique conceptual lenses to gain command of essential skills in written and oral communication and the reading of literary and informational texts. Students use the writing process to produce five required papers per semester in a variety of modes (narrative, persuasive, argumentative, analytical, and technical). Students study the sequence of language and composition skills assigned to this level, write five required themes each semester, and read a wide range of literary selections.
including the short story, poetry, Shakespeare's Romeo and Juliet, and works such as Dr. Jekyll and Mr. Hyde and A Raisin in the Sun among others.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 9  
**Status:** Meets graduation requirement

**HONORS ENGLISH 1-2**  
010351/010352

Hons English 1-2 provides a more rigorous and intensive study of the language arts skills of reading, writing, speaking, listening, and multiple literacies as described in English 1-2. Students read a variety of literary and informational texts and produce five required pieces in the following modes: narrative, persuasive, argumentative, analytical, and technical. Additional coursework is required above and beyond the regular English 1-2 course. Students follow an accelerated English 1-2 curriculum that involves in-depth study of grammar and usage, intense literary experiences with sophisticated texts such as Rouse's translation of Homer's Odyssey, The Count of Monte Cristo, and Shakespeare's Romeo and Juliet among others. Students will write a minimum of five expository, analytical papers per semester. This is not a creative writing or journalism experience. It is the beginning of a demanding college preparatory honors program requiring extensive homework.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 9  
**Prerequisite:** Any one of the following*: Grade of “A” in English Language Arts-8 1 and 2, Grade of “B” or higher in Honors English Language Arts-8 1 and 2, MAP Reading score at or above a score determined by District English Language Arts Supervisor

**HONORS ENGLISH 3-4**  
010411/010412

English 3-4 continues a focus with increasing complexity on the Nebraska State Standards for Language Arts which include reading, writing, speaking, listening, and multiple literacies. Students use a variety of unique conceptual lenses to gain command of essential skills in written and oral communication and the reading of literary and informational texts. Students use the writing process to produce five required pieces per semester in a variety of modes (narrative, persuasive, argumentative, analytical, and technical). Students write five themes each semester. Literary selections include Idylls of the King, Macbeth, a study of Greek and Roman mythology, and additional works selected by the teacher.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 10  
**Prerequisite:** Grade of “B” or higher in English 1-2 and teacher permission strongly recommended, parent/guardian permission required

**ENGLISH 5-6**  
010471/010472

English 5-6 continues a focus with increasing complexity on the Nebraska State Standards for Language Arts which include reading, writing, speaking, listening, and multiple literacies. Students use a variety of unique conceptual lenses related to the American experience (The Individual and Society, A New Birth of Freedom, An Age of Realism, The Modern World) to gain command of essential skills in written and oral communication and the reading of literary and informational texts. Students use the writing process to produce five required pieces per semester in a variety of modes (narrative, persuasive, argumentative, analytical, and technical). The junior offering provides a continuation of grammar and composition skills including the writing of six themes each semester. American literature from 1510 to the present is the main area of concentration. Individual selections include The Scarlet Letter, The Great Gatsby, and selected poems, plays, and short stories.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 11  
**Status:** Meets graduation requirement

**AP ENGLISH LANGUAGE AND COMPOSITION 1-2**  
011911/011912

AP Language and Composition is an AP course designed to engage students in the careful reading and critical analysis of primarily non-fiction works, but it also includes American literature and poetry. Through close reading and use of other AP learning strategies, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. This course follows the College Board curriculum and involves extensive reading and writing. Advanced educational credit may be available for students who successfully pass the AP Exam. Dual enrollment options may be available. **Concurrent enrollment in AP World History is strongly 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.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 11  
**Prerequisite:** Grade of “B” or higher in H. English 3-4 and teacher permission strongly recommended, parent/guardian permission required

**ENGLISH 7-8**  
010531/010532

English 7-8 is a culminating course focusing on the Nebraska State Standards for Language Arts which include reading, writing, speaking, listening, and multiple literacies through a study of British and global literature. Students use a variety of unique conceptual lenses (Taking Risks, Gender Roles, Seeking Justice, Seeking Peace, Voices of Protest) to gain command of essential skills in written and oral communication and the reading of literary and informational texts. Students produce five required writing pieces in the following modes: narrative, persuasive, argumentative, analytical, and technical. The senior English course provides a continued study of grammar and composition skills. English literature from the Anglo-Saxon period through the present is the main emphasis. Selections include Beowulf, Hamlet, selected poems, plays, short stories, and novels. The composition requirement is six themes each semester.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 12  
**Status:** Meets graduation requirement

**ENGLISH 7-8 (Holocaust Literature)**

English 7-8 (Holocaust Literature) covers the skills and standards described in the Nebraska State Standards for Language Arts. The guiding questions of this course
influence the student's discovery and understanding of the Holocaust's themes. World literature focused on the Holocaust is the main emphasis. Students produce six required writing pieces. Selections include Night, The Sunflower, and selected short stories poems and films.
Credit: 1 per semester  
Duration: 2 semesters  
Status: Meets graduation requirement

ENGLISH 7-8 (Global Issues/Social Justice)  
English 7-8 (Global Issues/Social Justice) covers the skills and standards described in the Nebraska State Standards for Language Arts. The directives and guiding questions of this course influence the student's discovery and understanding of social justice themes. The emphasis of the class is on current issues in the world and social justice for all groups of people using modern narratives, Young Adult Literature, informational texts, and various forms of media. The goals of this class are to represent the voices of those who have been silenced and represent diverse groups and perspectives.
Credit: 1 per semester  
Duration: 2 semesters  
Status: Meets graduation requirement

AP ENGLISH LITERATURE AND COMPOSITION 1-2  
AP English Literature and Composition is an AP course that engages students in the critical analysis of selected texts from ancient Greece to the contemporary world. Students continue to practice close reading techniques, build their vocabularies and comfort with the language of literary analysis, and approach texts independently with increasing sophistication and critical thinking. This course follows the College Board curriculum and involves extensive reading and writing. Students begin this course in the summer following their junior year by completing reading assignments. It exposes students to a wide range of literary offerings from ancient Greece to contemporary world literature in translation. In addition to the six in-class literary based themes, students write several informal essays, and two research-based papers using MLA formatting. Dual enrollment options may be available. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.
Credit: 1 per semester  
Duration: 2 semesters  
Status: Meets graduation requirement  
Prerequisite: Grade of “B” or higher in AP English Language and teacher permission strongly recommended, parent/guardian permission required

H ACADEMIC RESEARCH AND WRITING  
Honors Academic Research and Writing focuses on formal academic research writing in which students gain proficiency in locating and evaluating primary and secondary sources (print and electronic), analyzing the arguments within these sources, and constructing original informed arguments based on conclusions drawn from research. Students write for varied purposes and formats with an emphasis placed on how to cite sources appropriately based on the subject area’s style guides (e.g. MLA, APA, etc.). The course focuses on general research skills as well as the specific skills needed for researching and writing in science, math, English, and social studies. Students should possess an interest in developing and improving research and writing skills. Pre-IBDP students at Central should give serious consideration to this course in preparation for the Extended Essay.
Credit: 1 per semester  
Duration: 1 semester  
Status: Elective credit

JOURNALISM 1-2 (Honors Option)  
Journalism 1-2 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.
Credit: 1 per semester  
Duration: 2 semesters  
Status: Elective credit  
Prerequisite: “B” or above in English classes or “B” in eighth grade English classes

PHOTOJOURNALISM (Honors Option)  
Photojournalism students learn and apply advanced photography and software techniques to produce high quality photographs for the yearbook/newspaper/website.
Credit: 1 per semester  
Duration: 1 semester  
Status: Elective credit  
Prerequisite: Strong interest in pursuing advanced study in Journalism, Newspaper, and/or Yearbook and teacher approval

H. NEWSPAPER 1-2  
Students enrolled in this course will be responsible for the print and/or online production of the school newspaper, The Register. Students will work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are emphasized. This advanced journalism course requires students to fill staff positions, write and edit stories, complete layouts on the computer, take photographs, design graphics, and sell ads for the school newspaper. This course requires teamwork and a time commitment well beyond class time.
Credit: 1 per semester  
Duration: 2 semesters  
Status: Elective credit  
Prerequisite: “B” in Journalism 1 and teacher approval

H. NEWSPAPER 3-4  
Students enrolled in this course will be responsible for the print and/or online production of the school newspaper, The Register. Students will work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are emphasized. This advanced journalism course requires students to fill staff positions, write and edit stories, complete layouts on the computer, take photographs, design graphics, and sell ads for the school newspaper. This course requires teamwork and a time commitment well beyond class time.
Credit: 1 per semester  
Duration: 2 semesters  
Status: Elective credit  
Prerequisite: “B” in H. Newspaper 1 and teacher approval
### H. NEWSPAPER 5-6

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Duration</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>021191/021192</td>
<td>10, 11, 12</td>
<td>1 per semester</td>
<td>2 semesters</td>
<td>Elective credit</td>
</tr>
</tbody>
</table>

Students enrolled in this course will be responsible for the print and/or online production of the school newspaper, The Register. Students will work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are emphasized. This advanced journalism course requires students to fill staff positions, write and edit stories, complete layouts on the computer, take photographs, design graphics, and sell ads for the school newspaper. This course requires teamwork and a time commitment well beyond class time.

**Prerequisite:** "B" in H. Newspaper 3 and teacher approval

### H. YEARBOOK 1-2

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Duration</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>021231/021232</td>
<td>10, 11, 12</td>
<td>1 per semester</td>
<td>2 semesters</td>
<td>Elective credit</td>
</tr>
</tbody>
</table>

Students enrolled in this course are responsible for the production of the school yearbook, THE O-BOOK. 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.

**Prerequisite:** "C" in H. Yearbook 1 and teacher approval

### H. YEARBOOK 3-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Duration</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>021331/021332</td>
<td>10, 11, 12</td>
<td>1 per semester</td>
<td>2 semesters</td>
<td>Elective credit</td>
</tr>
</tbody>
</table>

Students enrolled in this course are responsible for the production of the school yearbook, THE O-BOOK. 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.

**Prerequisite:** "C" in H. Yearbook 3 and teacher approval

### H. YEARBOOK 5-6

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Duration</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>021431/021432</td>
<td>10, 11, 12</td>
<td>1 per semester</td>
<td>2 semesters</td>
<td>Elective credit</td>
</tr>
</tbody>
</table>

Students enrolled in this course are responsible for the production of the school yearbook, THE O-BOOK. 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 fourth year yearbook students.

**Prerequisite:** "C" in H. Yearbook 5 and teacher approval

### EDITORIAL LEADERSHIP

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Duration</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>022751/022752</td>
<td>10, 11, 12</td>
<td>1 per semester</td>
<td>2 semesters</td>
<td>Elective credit</td>
</tr>
</tbody>
</table>

Students enrolled in this class must also be concurrently enrolled in H. Yearbook 3-4 or H. Newspaper 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.

**Prerequisite:** Concurrent enrollment in H. Yearbook 3-4 or H. Newspaper 3-4 or higher, teacher approval

### POETRY STUDY

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Duration</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>010011/010012</td>
<td>9, 10, 11, 12</td>
<td>1 per semester</td>
<td>2 semesters</td>
<td>Elective Credit</td>
</tr>
</tbody>
</table>

Poetry Study students will gain a deeper understanding of poetry from the classics to contemporary examples of various forms. Students are expected to participate in competitions/performances outside of school which include speaking in front of groups of people.

### CREATIVE WRITING (Honors Option)

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Duration</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>020351/020352</td>
<td>9, 10, 11, 12</td>
<td>1 per semester</td>
<td>1 or 2 semesters (student choice)</td>
<td>Elective credit</td>
</tr>
</tbody>
</table>

Creative Writing is a workshop-style elective course providing students with opportunities to write and share verse, fiction, discursive prose, and drama. Students in all grade levels are challenged to enhance their communication skills, extend their appreciation of language, express themselves creatively, and collaborate with other writers. This is a one-semester course and may be taken in successive semesters and years. Students who choose to take the course for Honors credit form the editorial staff for Dimension (published annually) and Duct Tape (published quarterly), Central's literary publications. This course is eligible for Dual Enrollment through Metropolitan Community College if the student is 16 years or older.

**Prerequisite:** Grade of "C" or better in previous high school English classes or "B" in eighth grade English classes.

### INTRO TO SPEECH & DEBATE (Honors Option)

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Duration</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>021541/021542</td>
<td>9, 10, 11, 12</td>
<td>1 per semester</td>
<td>2 semesters</td>
<td>Elective Credit</td>
</tr>
</tbody>
</table>

Intro to Speech and Debate introduces students to the art of speaking, oral interpretation, and persuasive and debate skills to broaden their oral communication skills. Students will explore and analyze historical and award-winning speeches, event analysis and rule interpretations, topic selection, elements of persuasion, and preparation for several in-class debates and speeches.

### ENGLISH REVIEW

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Duration</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>011171</td>
<td>11, 12</td>
<td>1 per quarter (credit recovery only)</td>
<td>1 quarter</td>
<td>Meets graduation requirement</td>
</tr>
</tbody>
</table>

This one-semester course allows a student to make up one credit of English 1-8. Remediation of skills is the basis of design for this course. Students review and practice reading and writing skills including grammar, vocabulary development, composition, and study skills. Assignments will be tailored to meet the particular needs of students. Students will encounter high-interest texts and may be required to complete practical writing assignments as one or two of the five required formal compositions. Though successful completion of the course makes up one required credit of English toward graduation requirements, this credit does not fulfill minimum university English requirements for admission or NCAA participation.

**Credit:** 1 per quarter (credit recovery only)

**Grade Level:** 11, 12

**Status:** Meets graduation requirement
ACADEMIC LITERACY 011011/011012
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.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 9, 10  Status: Elective Credit

LITERACY SKILLS 011181/011182
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.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 9, 10  Status: Elective Credit

ENGLISH LEARNERS DEPARTMENT

English Learners (EL) Flowchart

Level One
- ESL 1-2
- ESL Reading 1-2
- ESL Science Foundations 1-2
- ESL Social Studies Foundations 1-2
- ESL Math Prep

Level Two
- ESL 3-4
- ESL Reading 3-4
- ESL Science Foundations 3-4
- ESL Social Studies 3
- Human Geography
- Pre-Algebra

Level Three
- English 1-2 ELL
- ESL Reading 5-6
- Physical Science ELL
- U.S. History ELL
- Algebra 1-2

* The above courses are available only to students who qualify for EL services and support. EL students are not limited to these courses. These courses act as an educational guideline for EL students. Each student’s graduation plan depends upon the student’s academic successes.
* EL summer school options are available.
The EL department works to empower English Learners (ELs) to be successful both inside and outside of the classroom. The sequence of courses prepares all EL students for their mainstream courses to reach graduation status. EL courses emphasize academic/social vocabulary, phonemic awareness, language comprehension, writing skills, study strategies, and technology literacy through content focused areas. Additional academic support is offered to each student through tutorials available during the school day.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Description</th>
<th>Credit: 1 per semester</th>
<th>Grade Level: 9, 10, 11, 12</th>
<th>Status: Elective credit</th>
<th>Prerequisite: EL students, placement determined by EL program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 1-2</td>
<td>155191/155192</td>
<td>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 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.</td>
<td>Duration: 2 semesters</td>
<td>Status: Elective credit</td>
<td>EL students, placement determined by EL program</td>
<td></td>
</tr>
<tr>
<td>ESL READING 1-2</td>
<td>155341/155342</td>
<td>Basic reading skills for each level of study are introduced and practiced. These include: basic comprehension, vocabulary expansion, identification of main ideas, supporting details, sequencing, and using prediction as a reading tool. This course may be repeated.</td>
<td>Duration: 2 semesters</td>
<td>Status: Elective credit</td>
<td>EL students, placement determined by EL program</td>
<td></td>
</tr>
<tr>
<td>ESL MATH PREP 1-2</td>
<td>155301/155302</td>
<td>This course is designed to teach the math vocabulary in English as well as to introduce the four basic operations and their applications. It is specifically for students without an extensive academic background. It precedes Basic Math or General Math. This course does not meet the math requirements for graduation.</td>
<td>Duration: 2 semesters</td>
<td>Status: Elective credit</td>
<td>EL students, placement determined by EL program</td>
<td></td>
</tr>
<tr>
<td>MATH ESSENTIALS 1-2</td>
<td>040581/040582</td>
<td>This course is designed for 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.</td>
<td>Duration: 2 semesters</td>
<td>Status: Elective credit</td>
<td>EL students, placement determined by EL program</td>
<td></td>
</tr>
<tr>
<td>ESL SOCIAL STUDIES FOUNDATIONS 1-2</td>
<td>159411/159412</td>
<td>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</td>
<td>Duration: 2 semesters</td>
<td>Status: Elective credit</td>
<td>EL students, placement determined by EL program</td>
<td></td>
</tr>
<tr>
<td>ESL SCIENCE FOUNDATIONS 1-2</td>
<td>159511/159512</td>
<td>This course is designed to teach science vocabulary in English as well as basic scientific content in preparation for mainstream Science courses. This course does not meet the science requirements for graduation.</td>
<td>Duration: 2 semesters</td>
<td>Status: Elective credit</td>
<td>EL students, placement determined by EL program</td>
<td></td>
</tr>
<tr>
<td>ESL 3-4</td>
<td>155351/155352</td>
<td>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.</td>
<td>Duration: 2 semesters</td>
<td>Status: Elective credit</td>
<td>EL students, placement determined by EL program</td>
<td></td>
</tr>
</tbody>
</table>
### ESL READING 3-4
155171/155172
Basic reading skills for each level of study are introduced and practiced. These include: basic comprehension, vocabulary expansion, identification of main ideas, supporting details, sequencing, and using prediction as a reading tool. This course may be repeated.

**Credit:** 1 per semester  
**Grade Level:** 9, 10, 11, 12  
**Duration:** 2 semesters  
**Prerequisite:** EL students, placement determined by EL program

### ESL SCIENCE FOUNDATIONS 3-4
063141/063142
This 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 elective science course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences).

**Credit:** 1 per semester  
**Grade Level:** 9, 10, 11, 12  
**Duration:** 2 semesters  
**Prerequisite:** EL students, placement determined by EL program

### ENGLISH 1-2 ELL
010371/010372
This course offers the English 1-2 curriculum with enhanced vocabulary focus and cultural orientation for EL students.

**Credit:** 1 per semester  
**Grade Level:** 9, 10, 11, 12  
**Duration:** 2 semesters  
**Prerequisite:** EL students, placement determined by EL program

### ESL 5-6
155151/155152
Course Description/Narrative: 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.

**Credit:** 1 per semester  
**Grade Level:** 9, 10, 11, 12  
**Duration:** 2 semesters  
**Prerequisite:** EL students, placement determined by EL program

### US HISTORY 1-2 ELL
031331/031332
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.

**Credit:** 1 per semester  
**Grade Level:** 9, 10, 11, 12  
**Duration:** 2 semesters  
**Prerequisite:** EL students concurrently enrolled in ESL 3-4 or ESL 5-6

### PHYSICAL SCIENCE 1-2 ELL
060901/060902
This course has a special focus on language development, but content and standards are the Physical Science 1-2 standards. This course engages students in inquiry-based problem solving as they investigate Physical Science issues that are relevant to their daily lives. Topics of study include: matter, energy, forces and motion, Earth in space, Earth structures and processes. This course meets the district requirement for physical science.

**Credit:** 1 per semester  
**Grade Level:** 9, 10, 11, 12  
**Duration:** 2 semesters  
**Prerequisite:** EL students concurrently enrolled in EL English 1-2

### ACADEMIC LANGUAGE STUDY
157101/157102
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.

**Credit:** 1 per semester  
**Grade Level:** 9, 10, 11, 12  
**Duration:** 2 semesters  
**Prerequisite:** EL students, placement determined by EL program
LIFESPAN DEVELOPMENT 141161
Course Description/Narrative: 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.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

PRINCIPLES OF EDUCATION AND TRAINING 141171
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. This course can be dual enrolled through UNO, based on teacher HLC guideline credentials, for TED 1010 for 3 credits.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

HONORS INTRODUCTION TO EDUCATION 1-2 141031/141032
This course will expose students to the education profession through an introduction to preservice preparation, societal influences on education, classroom practices, and the governance structures which impact teachers and schools. This course is aligned with a dual enrollment opportunity for eligible students. A field experience is encouraged.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 11, 12 Status: Elective credit

HONORS EDUCATION AND TRAINING INTERNSHIP (FIELD EXPERIENCE) 187601/187602
The internship program provides 11th and 12th grade students with an individual career experience in the community. The internship is a supplement to formal classroom instruction. Students plan their internship with a teacher-coordinator and participate in a paid or unpaid occupational experience. Students must provide their own transportation to their internship experience (teacher will work to help organize).
Credit: 1 per semester Duration: Double class period for 2 semesters
Grade Level: 11, 12 Status: Elective credit
Prerequisite: Honors Introduction to Education 1-2, Approval by teacher-coordinator

TEXTILE CONSTRUCTION AND DESIGN 1-2 140261/140262
Interested in Fashion Design? Interior Design? Clothing & Textiles construction? In this class, students explore the definition and application of elements and principles of design in living spaces, fashion and/or textiles. Design trends, inspiration sources, technical tools (hand and computer), fiber/fabric types and much more are explored through examples, exercises, critiques and creative projects. Basic sewing construction is learned in this class. A portfolio will be developed, which will be used in related upper level courses for this Design program of study. Students are exposed to career opportunities and skills necessary for the design career fields of fashion, interiors and/or textiles.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 9, 10, 11, 12 Status: Elective credit

TEXTILE CONSTRUCTION AND DESIGN 3-4 140271/140272
This intermediate Design program of study course expands upon the elements and principles of design learned in Textile Construction and Design 1-2. Hands-on projects combine sewing construction techniques, fashion trends, consumer skills, fibers and fabrics. This course also incorporates creative and technical design skills that are required in the clothing, textiles and fashion industry.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 9, 10, 11, 12 Status: Elective credit
Prerequisite: Clothing and Textiles 1-2 or Textile Construction and Design 1-2 with a grade of “C” or better strongly recommended

DESIGN WORKSHOP 140201/140202
This course is designed for students interested in pursuing advanced study in the fashion and textile industry. It provides students with hands on opportunities in garment design and construction. Students will develop a portfolio including fashion sketches, fabrics and photo of completed designed garments. Designing, pattern making, draping and clothing construction are included in this class.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 11, 12 Status: Elective credit
Prerequisite: Clothing and Textiles 3-4 with a grade of “C” or better and teacher recommendation
COMPUTER DESIGN FASHION 3-4 140231/140232
This course expands the concepts learned in Fashion 1-2. Topics will include: surface design rendering, computer design, fashion illustration, costuming and career dressing. These concepts will be included in a portfolio and/or presentation boards.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 10, 11, 12 Status: Elective credit
Prerequisite: Successfully completed Computer Design Fashion 1-2

COMPUTER HOUSING/INTERIOR DESIGN 140811/140812
This course explores housing selection and interior design through hands-on projects. Students will design interior renderings, floor plans, furniture arrangements, window treatments, and storage considering the elements and principles of design.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 9, 10, 11, 12 Status: Elective credit

INTRODUCTION TO CHILD DEVELOPMENT 1-2 140721/140722
This course will provide students with knowledge and skills necessary for working with children as parents or caregivers. Topics of study include parenting readiness, guidance, family differences, prenatal development, the birth process, and early childhood developmental stages.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 9, 10, 11, 12 Status: Elective credit

HONORS EARLY CHILDHOOD DEVELOPMENT 1-2 140731/140732
This honors course will provide students with knowledge and skills necessary for working with and teaching young children. Students will design various interactive learning experiences to help children learn and grow. This course is aligned with a dual credit opportunity and is a required course for the Early Childhood Career Pathway. Field experience may be required and students must pass a criminal background check in order to work with the children at the facilities. This is a college course with an optional dual enrollment opportunity with Metropolitan Community College (EDED 1150). Dual enrollment costs are the responsibility of the students. Financial aid may be available for students who meet requirements for the ACE scholarship.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 10, 11, 12 Status: Elective credit

FAMILY LIVING 1-2 140791/140792
This course focuses on the family as the basic unit of society, recognizing the diversity and responsibilities included in maintaining a strong family. Skills are strengthened in resource management, decision-making, communication skills, developing healthy relationships, and crisis management.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 10, 11, 12 Status: Elective credit

FOODS AND NUTRITION 1-2 140621/140622
This course introduces nutrition, wellness and food preparation skills to students. The course involves the study of cultural and social aspects of nutrition and food time management. Students will have the opportunity to participate in labs bi-weekly starting 2nd Quarter upon successful completion of district-required safety and sanitation assessments.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 11, 12 Status: Elective credit

CULINARY SKILLS 1-2 140631/140632
This course introduces professional skills related to the culinary industry including basic cooking procedures, kitchen safety and sanitation, tool and equipment usage, and preparation of stocks and sauces. Students will apply these skills through catering projects and experiences. Successful completion of Culinary Skills 1-2 may enable students to continue on to third and fourth year opportunities in the Culinary Program at the Career Center.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 11, 12 Status: Elective credit
Prerequisite: Foods 1-2 with a grade of “C” or higher, or permission by department chair
This course helps pregnant or parenting students work toward better parenting skills. Students analyze the roles and responsibilities of parents, families, and other caregivers in the development of healthy infants and children. Emphasis for these teen parents is placed on taking responsibility for personal choices, school success and future employment.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 9, 10, 11, 12  
**Status:** Elective credit  
**Prerequisite:** Students must be pregnant or an active parent of any gender

**SPORTS NUTRITION**  
140141

This course focuses: training diets, planning pre-competition meals, ideal weight ranges and body composition, carbohydrate loading, special nutritional needs of athletes, supplements and drugs, nutrition-related health problems in sports, body fluid balance and the importance of water, eating disorders, how to gain/lose weight, ergogenic acids and the relationships between calorie needs and physical education.

**Credit:** 1 per semester  
**Duration:** 1 semester  
**Grade Level:** 10, 11, 12  
**Status:** Elective credit

**INTERNATIONAL BACCALAUREATE PROGRAMMES**

Omaha Central High School is authorized as an International Baccalaureate® (IB) Middle Years Programme (MYP) and as an International Baccalaureate® (IB) Diploma Programme (DP) school. IB World Schools, including Central High School, share a common philosophy – a commitment to a high quality, challenging, international education.

**MIDDLE YEARS PROGRAMME**

IB’s Middle Years Program (MYP) is a five-year programme, which includes a partnership between Lewis and Clark Middle School and Central High School. The MYP starts in 6th grade (MYP Year 1) at Lewis and Clark and ends at the conclusion of 10th grade (MYP Year 5) at Central High School.

The MYP provides a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents (Arts, Design, Individuals and Societies, Language Acquisition, Language and Literature, Mathematics, Physical and Health Education, and Sciences).

During the 10th grade year (MYP Year 5), a student will experience the responsibility of completing a significant piece of work over an extended period of time called the Personal Project. The MYP Personal Project is student-centered and age-appropriate, and enables students to engage in practical explorations through a cycle of inquiry, action and reflection. The MYP Personal Project encourages students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community. The MYP Personal Project will be completed during 10th grade.

**DIPLOMA PROGRAMME**

The IB Diploma Program (DP) is designed as an academically rigorous and balanced program of education with final examinations that prepare students for success at both the university and life beyond. The program has gained recognition and respect from the world’s leading universities.

Since the late 1960’s, the program has:
- Provided an education that balances subject breadth and depth, and considers the nature of knowledge across disciplines through the unique theory of knowledge course.
- Encouraged international mindedness in IB students, starting with a foundation in their own language and culture.
- Developed positive attitudes toward learning that prepare students for a university education.
- Gained a reputation for its rigorous external assessment with published global standards, making this a qualification welcomed by universities worldwide.
- Emphasized the development of the whole student - physically, intellectually, emotionally and ethically.

To receive the IB Diploma from the International Baccalaureate Organization, a student must:
- Enroll and pass exams in at least one course from each of the six core subject areas:
  - Group 1 Language A (English)
  - Group 2 Language B (World Language)
  - Group 3 Social Science
  - Group 4 Science
  - Group 5 Mathematics
  - Group 6 The Arts OR other IB Elective
- Complete the Theory of Knowledge (TOK) course and the requirements for this course
- Complete the Extended Essay (EE)
- Complete the Creativity, Activity, Service (CAS) component

The best preparation for success in the IB Diploma Programme is to take Honors classes as freshmen and sophomores. Students and families will meet individually with the IB DP Coordinator to complete a tentative four-year plan. Students who develop an interest in the IB DP during 9th or 10th grade should see Mrs. Andrus in room 236 for information. The Intent to Participate form for the IB Diploma Programme can be found on the Central High School website.
IB ENGLISH HL 1-2
This course is the first part of a two-year program of English studies. The course is designed to foster an appreciation for the literature and culture of the student's society and other international societies. Through the study of the varied works presented the student should gain an international perspective on literature and the thought processes of other cultures. Literature is considered to be the watchtower of culture and society and it is through this lens that students will peruse readings that should let them see the world through the eyes of craftman honed work. Students will be taught to express their observations and analyses orally and in writing. These skills will be developed by exploring the different means used by authors and reinforced by the study of varied works and commentaries. There is an overriding theme that will connect all of the pieces studied. There will be six major works presented in this course which will be divided into two parts of the overall four that are part of Language A of the Diploma Programme.
Credit: 1 per semester
Grade Level: 11
Duration: 2 semesters
Status: Meets graduation requirement
Prerequisite: Honors English 3-4* and must be pursuing an IB Diploma

IB ENGLISH HL 3-4
This course is the conclusion of a two-year program. First semester is a detailed study of different literary genres, including the terms and techniques used by authors of each. Second semester is a study of one genre, focusing on the conventions, techniques, and history of that genre. Students will learn the skills of literary commentary and textual analysis in preparation for International Baccalaureate diploma exams.
Credit: 1 per semester
Grade Level: 12
Duration: 2 semesters
Status: Meets graduation requirement
Prerequisite: IB English HL 1-2

IB FRENCH SL 1-2
IB GERMAN SL 1-2
IB SPANISH SL 1-2
This course gives students the possibility of reaching a high degree of competence in an additional language while exploring the culture(s) where the language is spoken. The course aims to develop the students' linguistic competence and intercultural understanding. Students will actively engage in more extensive conversations, read authentic materials and write comprehensive essays using a wider range of vocabulary and grammatical structures. Students would be expected to communicate orally and in writing in a variety of common situations and with a certain degree of fluency.
Credit: 1 per semester
Grade Level: 11
Duration: 2 semesters
Status: Elective Credit
Prerequisite: Honors French 5-6, Honors Spanish 5-6 or Honors German 3-4 and must be pursuing an IB Diploma

IB FRENCH SL 3-4
IB GERMAN SL 3-4
IB SPANISH SL 3-4
This course is the second year of the sequence and gives students the possibility of reaching a high degree of competence in an additional language while exploring the culture(s) where the language is spoken. The course aims to develop the students' linguistic competence and intercultural understanding. Students will actively engage in more extensive conversations, read authentic materials and write comprehensive essays using a wider range of vocabulary and grammatical structures. Students would be expected to communicate orally and in writing in a variety of common situations and with a certain degree of fluency. Students will also be expected to read and comprehend works of literature.
Credit: 1 per semester
Grade Level: 12
Duration: 2 semesters
Status: Elective credit
Prerequisite: IB French, German or Spanish SL 1-2

IB SPANISH HL 1-2
This course gives students the possibility of reaching a high degree of competence in an additional language while exploring the culture(s) where the language is spoken. The course aims to develop the students' linguistic competence and intercultural understanding. Students will actively engage in more extensive conversations, read authentic materials and write comprehensive essays using a wider range of vocabulary and grammatical structures. Students would be expected to communicate orally and in writing in a wide variety of situations with clarity and fluency. Students will also be expected to read and comprehend works of literature.
Credit: 1 per semester
Grade Level: 11
Duration: 2 semesters
Status: Elective credit
Prerequisite: Honors Spanish for Spanish Speakers 5-6 and must be pursuing an IB Diploma

IB SPANISH HL 3-4
This course is the second year of the sequence and gives students the possibility of reaching a high degree of competence in an additional language while exploring the culture(s) where the language is spoken. The course aims to develop the students' linguistic competence and intercultural understanding. Students will actively engage in more extensive conversations, read authentic materials and write comprehensive essays using a wider range of vocabulary and grammatical structures. Students would be expected to communicate orally and in writing in a wide variety of situations with clarity and fluency. Students will also be expected to read and comprehend works of literature.
Credit: 1 per semester
Grade Level: 12
Duration: 2 semesters
Status: Elective credit
Prerequisite: IB Spanish HL 1-2

IB SPANISH AB INITIO SL 1-2
The language ab initio course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.
Credit: 1 per semester
Grade Level: 11
Duration: 2 semesters
Status: Elective credit
Prerequisite: Must be pursuing an IB Diploma, no previous Spanish Language experience and consultation with the IB Diploma Programme Coordinator

TBD
IB SPANISH AB INITIO SL 3-4  TBD
The continuation of IB Spanish ab initio SL 1-2, this course continues to explore the three themes: individual and society, leisure and work, and urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 12  Status: Elective credit
Prerequisite: Must be pursuing an IB Diploma, no previous Spanish Language experience and consultation with the IB Diploma Programme Coordinator

IB HISTORY HL 1-2  030391/030392
The IB History HL course covers 20th Century world history and is the first of a two-year sequence. It is designed to develop students' skills in processing information, discussion and writing, and analysis of historical documents and interpretations. Three interrelated topics will be studied deeply and through an internationally-minded lens during the course: Nationalism and Independence Movements (emphasis on India and Pakistan, Algeria, and Vietnam), The Cold War, and Communism in Crisis (c. 1976-1991). Students are expected to complete all reading, writing, and research assignments with care and habits of thinking pertinent to the historian's craft.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 11  Status: Elective credit
Prerequisite: Honors Intro to Economics and H Geography or AP Human Geography* and must be pursuing an IB Diploma

IB HISTORY HL 3-4  030371/030372
The IB History HL 3-4 is the second of a two-year sequence. It is designed to develop students' skills in processing information, discussion and writing, and analysis of historical documents and interpretations. Three interrelated topics will be studied deeply and through an internationally-minded lens during the course: The United States Civil War, The Second World War and the Americas, and The Cold War. Students are expected to complete all reading, writing, and research assignments with care and habits of thinking pertinent to the historian's craft.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 12  Status: Elective credit
Prerequisite: IB History HL 1-2

IB COMPUTER SCIENCE HL/SL 1-2  TBD
The IB Computer science course is the study of computational systems, and the use and programming of computers to solve real world problems. It studies the theory, design, and architecture, of each of these. Computer science requires an understanding of programming, systems architecture and the underlying concepts of computational thinking. An awareness of the ethical issues related to, and the influence of, computer science on culture and society is an integral part of the course. Computer science enables students to model, analyze, discover, and create systems to address highly complex problems. It facilitates and empowers them to innovate, explore and the acquire further knowledge and skills.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 11, 12  Status: Elective credit
Prerequisite: IB History HL 1-2

IB COMPUTER SCIENCE HL 3-4  TBD
The IB Computer science course is the study of computational systems, and the use and programming of computers to solve real world problems. It studies the theory, design, and architecture, of each of these. Computer science requires an understanding of programming, systems architecture and the underlying concepts of computational thinking. An awareness of the ethical issues related to, and the influence of, computer science on culture and society is an integral part of the course. Computer science enables students to model, analyze, discover, and create systems to address highly complex problems. It facilitates and empowers them to innovate, explore and the acquire further knowledge and skills. In IB Computer Science HL students add network organization, network security design, databases, theory of ADTs, application of databases and ADTs, and vulnerabilities to the course of study.

IB SOCIAL CULTURAL ANTHROPOLOGY SL 1-2  030561/030562
Social and cultural anthropology is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. Social and cultural anthropology places special emphasis on comparative perspectives that make explicit our own cultural assumptions and those of others. Anthropologists explore problems and issues associated with the complexity of societies in local, regional and global contexts, and as such, it is a dynamic, exciting and highly relevant subject.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 11  Status: Elective credit
Prerequisite: Must be pursuing an IB Diploma

IB SOCIAL CULTURAL ANTHROPOLOGY HL 1-2  031561/031562
Social and cultural anthropology is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. Social and cultural anthropology places special emphasis on comparative perspectives that make explicit our own cultural assumptions and those of others. Anthropologists explore problems and issues associated with the complexity of societies in local, regional and global contexts, and as such, it is a dynamic, exciting and highly relevant subject.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 11  Status: Elective credit
Prerequisite: Must be pursuing an IB Diploma
IB SOCIAL CULTURAL ANTHROPOLOGY HL 3-4

Social and cultural anthropology is the comparative study of culture and human societies. Anthropologists seek an understanding of humankind in all its diversity. This understanding is reached through the study of societies and cultures and the exploration of the general principles of social and cultural life. Social and cultural anthropology places special emphasis on comparative perspectives that make explicit our own cultural assumptions and those of others. Anthropologists explore problems and issues associated with the complexity of societies in local, regional and global contexts, and as such, it is a dynamic, exciting and highly relevant subject.

Credit: 1 per semester  
Grade Level: 12  
Status: Elective credit  
Prerequisite: IB Social Cultural Anthropology HL 1-2

IB BIOLOGY HL 1-2

The IB Biology course is designed to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Biological concepts covered include: the process of evolution that drives the diversity of living things and provides a unifying thread; how biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis; the processes where by living systems store, retrieve, transmit and respond to information essential to life; and the interaction of biological systems to produce complex properties.

Credit: 1 per semester  
Grade Level: 11  
Status: Meets graduation requirement for third year of science  
Prerequisite: Honors Biology, Honors Chemistry and Honors Physics* and must be pursuing an IB Diploma

IB BIOLOGY HL 3-4

IB Biology HL 3-4 is the second year HL extension and is designed to review previously studied topics by examining biological concepts in depth. These new concepts include: nucleic acids and proteins, cell respiration and photosynthesis, genetics, plant structure and physiology, human health and philosophy, evolution, and ecology and conservation. Methodology will follow that of the SL and HL Biology 1-2 courses described previously.

Credit: 1 per semester  
Grade Level: 12  
Status: Meets graduation requirement for third year of science  
Prerequisite: IB Biology HL 1-2

IB CHEMISTRY SL 1-2

IB Chemistry SL 1-2 is an exploration of the fundamental principles of chemistry. The students will be expected to learn general laboratory skills and use electronic data collection and analysis tools. The course work will follow the IB curriculum and philosophy and will include the following topics: Quantitative chemistry, Atomic structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and bases, Oxidation and reduction, Organic chemistry, and Measurement and data processing, and one additional topic. Students must also complete a cross disciplinary group project and a rigorous individual lab report.

Credit: 1 per semester  
Grade Level: 11  
Status: Meets graduation requirement for third year of science  
Prerequisite: Honors Biology, Honors Chemistry and Honors Physics* and must be pursuing an IB Diploma

IB CHEMISTRY HL 1-2

IB Chemistry HL 1-2 is an exploration of the fundamental principles of chemistry. The students will be expected to learn general laboratory skills and use electronic data collection and analysis tools. The course work will follow the IB curriculum and philosophy and will include the following topics: Quantitative chemistry, Atomic structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and bases, Oxidation and reduction, Organic chemistry, and Measurement and data processing, and one additional topic. Students must also complete a cross disciplinary group project.

Credit: 1 per semester  
Grade Level: 11  
Status: Meets graduation requirement for third year of science  
Prerequisite: Honors Biology, Honors Chemistry and Honors Physics* and must be pursuing an IB Diploma

IB CHEMISTRY HL 3-4

IB Chemistry HL 3-4 is a continuation of the fundamental principles of chemistry developed in the IB Chemistry HL 1-2 course. The course expectations for IB Chemistry HL 3-4 will be similar to the HL 1-2 course in the selection of topics but the treatment of the material will be more in depth. The students will be expected to maintain general laboratory skills and utilize electronic data collection and analysis. The course work will follow the IB curriculum and philosophy and will include the following topics: Quantitative chemistry, Atomic structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and bases, Oxidation and reduction, Organic chemistry, and Measurement and data processing, and one additional topic, and a rigorous individual lab report.

Credit: 1 per semester  
Grade Level: 12  
Status: Meets graduation requirement for third year of science  
Prerequisite: IB Chemistry HL 1-2
IB ENVIRONMENTAL SYSTEMS AND SOCIETY (ESS) SL 1-2
063731/063732
ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will be equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem-solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from a personal to a community and to a global scale. Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.
Credit: 1 per semester
Grade Level: 11
Duration: 2 semesters
Status: Elective credit
Prerequisite: Honors Biology, Honors Chemistry and Honors Physics* and must be pursuing an IB Diploma

IB PHYSICS SL 1-2
060781/060782
IB Physics SL 1-2 is an inquiry based exploration of the principles of physics, experimental design, and investigation within an international and historical context. The coursework will follow the IB curriculum and philosophy and will include the following topics with two of the optional topics: Physics and Physical Measurement, Mechanics, Thermal Physics, Oscillations and Waves, Electric Currents, Fields and Forces, Atomic and Nuclear Physics, Energy, Power and Climate Change. Optional topics are: Sight and Wave Phenomena, Quantum Physics and Nuclear Physics, Digital Technology, Relativity and Particle physics. Students must also complete a cross disciplinary group project.
Credit: 1 per semester
Grade Level: 11
Duration: 2 semesters
Status: Meets graduation requirement for third year of science
Prerequisite: Honors Biology, Honors Chemistry and Honors Physics* and must be pursuing an IB Diploma

IB PHYSICS HL 1-2
060881/060882
IB Physics HL 1-2 is an inquiry based exploration of the principles of physics, experimental design, and investigation within an international and historical context. The coursework will follow the IB curriculum and philosophy and will include the following topics with two of the optional topics: Physics and Physical Measurement, Mechanics, Thermal Physics, Oscillations and Waves, Electric Currents, Fields and Forces, Atomic and Nuclear Physics, Energy, Power and Climate Change. Optional topics are: Sight and Wave Phenomena, Quantum Physics and Nuclear Physics, Digital Technology, Relativity and Particle physics. Students must also complete a cross disciplinary group project.
Credit: 1 per semester
Grade Level: 11
Duration: 2 semesters
Status: Meets graduation requirement for third year of science
Prerequisite: Honors Biology, Honors Chemistry and Honors Physics* and must be pursuing an IB Diploma

IB PHYSICS HL 3-4
060981/060982
IB Physics HL 3-4 is an inquiry based exploration of the principles of physics, experimental design, and investigation within an international and historical context. The coursework will follow the IB curriculum and philosophy and will include the following topics in depth with two of the optional topics: Physics and Physical Measurement, Mechanics, Thermal Physics, Oscillations and Waves, Electric Currents, Fields and Forces, Atomic and Nuclear Physics, Energy, Power and Climate Change. Optional topics only for HL are: Motion in Fields, Thermal Physics, Wave Phenomena, Electromagnetic Induction, Quantum Physics and Nuclear Physics, and Digital Technology. Students must also complete a cross disciplinary group project.
Credit: 1 per semester
Grade Level: 12
Duration: 2 semesters
Status: Meets graduation requirement for third year of science
Prerequisite: IB Physics HL 1-2

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION SL 1-2
042151/042152
This course is designed for student who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy, the more practical side of mathematics.
Credit: 1 per semester
Grade Level 11
Duration: 2 semesters
Status: Meets graduation requirement
Prerequisite: Algebra 3-4 and must be pursuing an IB Diploma

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION HL 1-2
042171/042172
This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy, the more practical side of mathematics. Statistics will be included in this course. This course is intended for students whose interest in mathematics is more practical than theoretical but seek more challenging content than IB Math Applications and Interpretation SL.
Credit: 1 per semester
Grade Level 11
Duration: 2 semesters
Status: Meets graduation requirement
Prerequisite: Honors Algebra 3-4 and must be pursuing an IB Diploma

IB MATHEMATICS: ANALYSIS AND APPROACHES SL 1-2
042191/042192
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.
Credit: 1 per semester
Grade Level 11
Duration: 2 semesters
Status: Meets graduation requirement
Prerequisite: Honors Algebra 3-4 and must be pursuing an IB Diploma
IB MATHEMATICS: ANALYSIS AND APPROACHES HL 1-2 042211/042212
This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. This course delves deeper into the content than IB Math Analysis and Approaches SL.
Credit: 1 per semester
Grade Level: 11
Status: Meets graduation requirement
Prerequisite: Honors Pre-calculus and must be pursuing an IB Diploma

IB MATHEMATICS: APPLICATIONS AND INTERPRETATIONS SL 3-4 042161/042162
This is the second year of IB Math Applications and Interpretations. The course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.
Credit: 1 per semester
Grade Level: 12
Status: Meets graduation requirement
Prerequisite: IB Mathematics: Applications and Interpretations SL 1-2

IB MATHEMATICS: ANALYSIS AND APPROACHES SL 3-4 042201/042202
This is the second year of IB Math Analysis and Approaches SL. The course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology.
Credit: 1 per semester
Grade Level: 12
Status: Meets graduation requirement
Prerequisite: IB Mathematics: Analysis and Approaches SL 1-2

IB MATHEMATICS: ANALYSIS AND APPROACHES HL 3-4 042241/042242
This is the second year of IB Math Analysis and Approaches HL. The course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology. This course dives deeper into the content than IB Math Analysis and Approaches SL.
Credit: 1 per semester
Grade Level: 12
Status: Meets graduation requirement
Prerequisite: IB Mathematics: Analysis and Approaches HL 1-2

IB ART SL 1-2 110201/110202
Serious and highly motivated students who successfully completed a second year of art are invited to enroll in this demanding and college preparatory class. Students will develop and maintain an Investigative Work Book (sketchbook) which includes an investigation of the technical use of material and subject matter, in addition to creating art work with international-mindedness and an appreciation of many cultures as part of their investigative study. Second semester will be “student directed” work with guidance of the art instructor. This class requires an additional period each day of independent work. The HL option will require two years in the class. The SL option can be taken for one or two years.
Credit: 1 per semester
Grade Level: 11
Status: Elective credit
Prerequisite: Art 1-2 (a second year of art is strongly recommended) and must be pursuing an IB Diploma

IB ART SL 3-4 110311/110312
Serious and highly motivated students who successfully completed three years of art, including the first year of IB Art are invited to enroll in this demanding and college preparatory class. Students will maintain an Investigative Work Book (sketchbook), which includes an investigation of the technical use of material and subject matter, in addition to creating art work with international-mindedness and an appreciation of many cultures as part of their study. Students will direct their own lessons, with the guidance of the art instructor. Students will do a display of their work and will also submit their work for external assessment in the spring. This class requires an additional period each day of independent work.
Credit: 1 per semester
Grade Level: 12
Status: Elective credit
Prerequisite: IB Art SL 1-2

IB ART HL 1-2 110261/110262
Serious and highly motivated students who successfully completed a second year of art are invited to enroll in this demanding and college preparatory class. Students will develop and maintain an Investigative Work Book (sketchbook) which includes an investigation of the technical use of material and subject matter, in addition to creating art work with international-mindedness and an appreciation of many cultures as part of their investigative study. Second semester will be “student directed” work with guidance of the art instructor. This class requires an additional period each day of independent work. The HL option will require two years in the class. The SL option can be taken for one or two years.
Credit: 1 per semester
Grade Level: 11
Status: Elective credit
Prerequisite: Art 1-2 (a second year of art is strongly recommended) and must be pursuing an IB Diploma
IB ART HL 3-4

110271/110272

Serious and highly motivated students who successfully completed three years of art, including the first year of IB Art are invited to enroll in this demanding and college preparatory class. Students will maintain an Investigative Work Book (sketchbook), which includes an investigation of the technical use of material and subject matter, in addition to creating art work with international mindedness and an appreciation of many cultures as part of their study. Students will direct their own lessons, with the guidance of the art instructor. Students will do a display of their work and will also submit their work for external assessment in the spring. This class requires an additional period each day of independent work.

Credit: 1 per semester
Grade Level: 12
Duration: 2 semesters
Status: Elective credit
Prerequisite: Art 1-2 (a second year of art is strongly recommended) and must be pursuing an IB Diploma

IB MUSIC SL 1-2

190131/190132

IB Music SL 1-2 is a course where the student will develop fluency in the language of music by listening to music describing and analyzing music and making connections between various styles and genres of music, music and history, cultures, the other arts and other disciplines. Students are required to be a member of a performing ensemble (Wind Ensemble, A Cappella Choir or Orchestra) as part of their IB Assessment.

Credit: 1 per semester
Grade Level: 11
Duration: 2 semesters
Status: Elective credit
Prerequisite: H Music Theory strongly recommended, Concurrent participation in Wind Ensemble, A Cappella Choir or Orchestra required and must be pursuing an IB Diploma

IB MUSIC HL 1-2

190141/190142

IB Music HL 1-2 is a course where the student will develop fluency in the language of music by performing, creating, writing, describing, listening, analyzing music and making connections between various styles and genres of music, music and history, cultures, the other arts and other disciplines.

Credit: 1 per semester
Grade Level: 11
Duration: 2 semesters
Status: Elective credit
Prerequisite: H Music Theory strongly recommended, Concurrent participation in Wind Ensemble, A Cappella Choir or Orchestra required and must be pursuing an IB Diploma

IB MUSIC HL 3-4

190161/190162

IB Music HL 3-4 is a continuing course where the student will develop fluency in the language of music by performing, creating, writing, listening, describing, analyzing music and making connections between various styles and genres of music, music and history, cultures, the other arts and other disciplines. Students will be required to write two compositions and perform a solo recital as part of their IB assessment.

Credit: 1 per semester
Grade Level: 12
Duration: 2 semesters
Status: Elective credit
Prerequisite: IB Music HL 1-2

IB THEORY OF KNOWLEDGE (TOK) 1-2

030021/030022

Theory of Knowledge 1-2 is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language, reason, intuition, imagination, memory and faith) and different areas of knowledge (studies in language and literature, language acquisition, individuals and societies, sciences, mathematics and the arts). Course assessments focus on building the knowers’s perspective, knowledge issues, and presentation/organization of ideas through small class Socratic seminars, reflective journaling and presentations. The course covers content thematically and TOK 1-2 focuses on the themes of certainty, evidence, interpretation, explanation, technology, values, culture, truth, belief, and intuition. As part of TOK, the other components of the IB Core, the Extended Essay, and CAS (Creativity, Action, and Service), will be addressed. Explicit instruction and review of the Approaches to Teaching and Learning (ATL) skills: thinking skills, communication skills, social skills, self-management skills, and research skills will be included.

Credit: 1 per semester
Grade Level: 11
Duration: 2 semesters
Status: Elective credit
Prerequisite: Must be pursuing an IB Diploma

IB THEORY OF KNOWLEDGE (TOK) 3-4

030031/030032

Theory of Knowledge 3-4 is the second year of a two-year course sequence. The second year is designed to encourage each student to begin synthesizing course concepts as they relate to the ways of knowing and areas of knowledge. The course reviews the same thematic concepts from TOK 1-2, but places stronger emphasis on truth, technology, culture, values, and experience as they relate to the areas of knowledge. The course culminates in two summative assessments: an essay on a prescribed title and a presentation.

Credit: 1 per semester
Grade Level: 12
Duration: 2 semesters
Status: Elective credit
Prerequisite: IB TOK 1-2
Central High Math Sequence

Honors Algebra 1-2  ➔  Honors Geometry 1-2 ➔  Honors Algebra 3-4 ➔  Honors Pre-Calculus/Trigonometry

Honors Advanced Topics

AP Statistics

AP Calculus AB ➔  AP Calculus BC

Calculus 3 and Differential Equations

Consumer Math+ (12 only and permission)

Math Topics Analysis (12 only)

Pre-Calculus Trigonometry

Prob/Stats ➔  AP Statistics

****If you are in Honors Math, you are eligible to register for E-Math***

Prealgebra+ ➔  Algebra 1-2 ➔  Geometry 1-2 ➔  Algebra 3-4

Bridge to Advanced Algebra*

+ - Course counts for OPS math credit but does not count towards college admission
The goals of the Mathematics Department are to improve and extend arithmetical skills, to develop a facility with the kinds of problems most citizens meet, to develop a facility with mathematical skills and concepts necessary to use in jobs, technical schools, armed services, and college work; and, to provide personal enjoyment. It is the goal of the department to provide opportunities for each student to progress in mathematics as far as personal ability, maturity, interest, and time allow.

**PRE-ALGEBRA 1-2** 040161/040162
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.
Credit: 1 per semester  
Grade Level: 9, 10  
Duration: 2 semesters  
Status: Meets graduation requirement

**ALGEBRA 1-2** 040271/040272
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.
Credit: 1 per semester  
Grade Level: 9, 10, 11, 12  
Duration: 2 semesters  
Status: Meets graduation requirement

**HONORS ALGEBRA 1-2** 040281/040282
This course is the honors section of Algebra 1-2. It covers traditional algebra topics including operations with signed numbers and polynomials, solving first and second-degree equations, verbal problems, systems of linear equations, graphing and writing linear equations and inequalities, and simplifying exponential expressions. As an honors class, these topics will be covered in greater depth and with enrichment.
Credit: 1 per semester  
Grade Level: 9  
Duration: 2 semesters  
Prerequisite: Any one of the following*: Grade of “A” in Pre-Algebra 1 and 2, MAP Math score at or above a score determined by District Math Supervisor, Orleans-Hanna Algebra Prognosis Test Score at or above 75

**GEOMETRY 1-2** 040351/040352
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.
Credit: 1 per semester  
Grade Level: 9, 10, 11, 12  
Duration: 2 semesters  
Status: Meets graduation requirement  
Prerequisite: Must have passed Algebra 1-2 in high school or earned a “B” or higher in Algebra 1-2 in middle school

**HONORS GEOMETRY 1-2** 040361/040362
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 proficient or advanced grades in both semesters of Honors Algebra 1-2, or advanced grades both semesters of Algebra 1-2 and teacher recommendation.
Credit: 1 per semester  
Grade Level: 9, 10  
Duration: 2 semesters  
Status: Meets graduation requirement  
Prerequisite: Any one of the following*: Grade of “A” in Algebra 1 and 2, Grade of “B” or higher in Honors Algebra 1 and 2, MAP Math score at or above a score determined by District Math Supervisor

**BRIDGE TO ADVANCED ALGEBRA** 040341/040342
This course is designed to prepare struggling students for Algebra 3-4. It is an intensive review of geometry topics including 2 and 3 dimensional measurement, Pythagorean Theorem, congruence, similarity, and coordinate geometry and an intensive review of basic algebra topics including solving and writing linear, quadratic, and systems of equations, graphing, exponent rules. Through the coursework, students will be better prepared and more mature mathematically to meet the challenge of Algebra 3-4 content.
Credit: 1 per semester  
Grade Level: 10, 11, 12  
Duration: 2 semesters  
Status: Meets graduation requirement  
Prerequisite: Algebra 1-2, Geometry, and only by Math Department placement

**ALGEBRA 3-4** 040291/040292
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.
Credit: 1 per semester  
Grade Level: 10, 11, 12  
Duration: 2 semesters  
Status: Meets graduation requirement  
Prerequisite: Must have passed Algebra 1-2 and have taken Geometry 1-2. 9th graders cannot enroll in Algebra 3-4.
HONORS ALGEBRA 3-4  
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.

Credit: 1 per semester  
Grade Level: 9, 10, 11  
Status: Meets graduation requirement  
Prerequisite: For incoming 9th graders - Any one of the following*: Grade of "A" in Algebra 1 and 2 or Geometry 1 and 2, Grade of "B" or higher in Honors Algebra 1 and 2 or Honors Geometry 1 and 2, MAP Math score at or above a score determined by District Math Supervisor  
For grades 10-12 – Grade of "B" or higher in Honors Algebra 1 and 2 or Honors Geometry 1 and 2

PRE-CALCULUS/TRIGONOMETRY 1-2  
This course includes topics of mathematics that are necessary for the successful study of calculus. Topics include polar coordinates, right triangle trigonometry, circular functions, logarithms, and graphs of rational and polynomial relations and functions. Students enrolling in this course should have successfully completed both semesters of Algebra 3-4 with passing grades.

Credit: 1 per semester  
Grade Level: 11, 12  
Status: Meets graduation requirement  
Prerequisite: Must have passed Algebra 3-4 and all previous math courses

HONORS PRE-CALCULUS/TRIGONOMETRY 1-2  
This course is the honors section of Pre-calculus/trigonometry. This course includes topics of mathematics that are necessary for the successful study of calculus. Topics include polar coordinates, right triangle trigonometry, circular functions, logarithms, and graphs of rational and polynomial relations and functions. Students enrolling in this course should have successfully completed both semesters of Algebra 3-4 with proficient or advanced grades.

Credit: 1 per semester  
Grade Level: 10, 11, 12  
Status: Meets graduation requirement  
Prerequisite: Grade of "B" or higher in Honors Algebra 3-4 OR teacher recommendation and parent/guardian/student signature indicating a full year commitment. Note, 9th graders in Honors Pre-Calc/Trig 1-2 as 9th graders have been on a unique accelerated path since 6th grade or earlier.

PROB/STAT  
This course offers a study of statistical methods and would be of use for any student planning to pursue professional study in medicine, biology, sociology, psychology, economics, or business. The content includes permutations, combinations, axiomatic probability, organizing and reporting data, binomial and normal distributions, sampling distributions, hypothesis testing, and confidence intervals. Students enrolling in this course should have passing grades in both semesters of Algebra 3-4.

Credit: 1 per semester  
Grade Level: 11, 12  
Status: Meets graduation requirement  
Prerequisite: Algebra 3-4 or Honors Algebra 3-4 and placement by Math Department

AP STATISTICS 1-2  
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. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

Credit: 1 per semester  
Grade Level: 11, 12  
Status: Meets graduation requirement  
Prerequisite: Pre-Calc/Trig 1-2 and teacher recommendation, or Honors Algebra 3-4 and teacher recommendation if taken concurrently with Honors Pre-Calc/Trig

MATH ANALYSIS  
Math Analysis is a full-year terminal math course for students who have reached proficiency in advanced algebra topics but have no intention of pursuing math- or science-related fields of study in post-secondary school. The course content includes Critical Thinking, Set Theory, Number Theory, Functions, Measurement, Personal Finance, Combinatorics, Probability, Statistics, and Logic.

Credit: 1 per semester  
Grade Level: 12  
Status: Meets graduation requirement  
Prerequisite: Algebra 3-4 (passed, at the below basic level) and placement by Math Department

AP CALCULUS AB 1-2  
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 Honors Pre-calculus/Trigonometry 1-2, or teacher recommendation. College Dual Enrollment may be available with this 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.

Credit: 1 per semester  
Grade Level: 11, 12  
Status: Meets graduation requirement  
Prerequisite: Grade of "B" or higher in Honors Pre-Calc/Trig 1-2, and teacher recommendation and parent/guardian/student signature indicating a full year commitment
AP CALCULUS BC 1-2 040461/040462
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 Honors Pre-calculus/Trigonometry, or teacher recommendation. College Dual Enrollment may be available with this 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.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 11, 12  Status: Meets graduation requirement
Prerequisite: Grade of "B" or higher in Honors Pre-Cal/Trig 1-2, and teacher recommendation and parent/guardian/student signature indicating a full year commitment

HONORS CALCULUS 3 040471
Topics are from multi variable calculus and include partial derivatives, multiple integrals and calculus of vector functions. Students enrolling in this course should have successfully completed AP Calculus BC. College Dual Enrollment may be available with this course.
Credit: 1 per semester  Duration: 1 semester
Grade Level: 12  Status: Meets graduation requirement
Prerequisite: Grade of “C” or higher in AP Calculus BC, must be paired with Honors Differential Equations

HONORS DIFFERENTIAL EQUATIONS 040541
Topics include first order, linear, or homogeneous differential equations and systems; the Laplace transform; boundary value problems; series and numerical solutions; and nonlinear systems. Students enrolling in this course should have successfully completed AP Calculus BC. College Dual Enrollment may be available with this course.
Credit: 1 per semester  Duration: 1 semester
Grade Level: 12  Status: Meets graduation requirement
Prerequisite: Grade of “C” or higher in AP Calculus BC, must be paired with Honors Calculus 3

HONORS ENRICHMENT MATH 1-2 040701/040702
This course offers the talented and motivated mathematics student who desires to broaden his/her mathematical horizons exposure to the following: reinforcement and extension of algebra, reinforcement and extension of geometry, number theory, symbolic logic, three dimension geometry, analytic geometry and general problem solving.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 9, 10, 11, 12  Status: Elective credit
Prerequisite: Concurrent enrollment in honors math course

HONORS ADVANCED TOPICS 040611/040612
This course includes semester long topics beyond Calculus that include, but are not limited to, Linear Algebra, Set Theory, and Partial Differential Equations.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 11, 12  Status: Meets graduation requirement
Prerequisite: AP Calculus BC and teacher recommendation

CONSUMER MATH 040681/040682
This course is for seniors only. It is designed to help students develop an understanding of the reasons for and the benefits derived from taxes, the services available from banks and other lending institutions, the workings of insurance, and the basic concepts of consumer credit. The skills obtained in this course will help students become mathematically knowledgeable citizens.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 12  Status: Meets graduation requirement
Prerequisite: 3 years of math, graduating seniors only and should not to be taken concurrently with any other math course, Counselor/math department recommendation only

MILITARY SCIENCE DEPARTMENT
JROTC Mission - "To motivate young people to be better citizens."

JROTC Objectives
➢ Educate students to succeed in high school and life beyond high school.
➢ Build teamwork – stress seven values through a simple acronym for leadership: (LDRSHIP) – Loyalty, Duty, Respect, Selfless service, Honor, Integrity, and Personal courage.
➢ Challenge students to make goals in life, to make a plan to attain those goals, and to provide direction as required so students achieve their goals.
➢ Provide students with leadership responsibilities and opportunities as members of the class.
➢ Conduct hands-on interactive learning and most importantly, have fun doing so.

JROTC Curriculum
The curriculum is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. The curriculum prepares students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that benefit the student and community.

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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.

Credit: 1 per semester

Grade Level: 9, 10, 11, 12

Prerequisite: None

Notes: All enrolled cadets are required to wear the Army Junior ROTC uniform at least once a week, during the school day, or, as specified by the Senior Army Instructor. All cadets are required to participate in the Junior ROTC physical fitness program and other activities. This course counts as a physical education credit.

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.

Credit: 1 per semester

Grade Level: 10, 11, 12

Prerequisite: J ROTC 1-2

Notes: All enrolled cadets are required to wear the Army Junior ROTC uniform at least once a week, during the school day, or, as specified by the Senior Army Instructor. All cadets are required to participate in the Junior ROTC physical fitness program and other activities. This course counts as a physical education credit.

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.

An Honors Course is available to selected cadets with instructor permission.

Credit: 1 per semester

Grade Level: 11, 12

Prerequisite: J ROTC 3-4

Notes: All enrolled cadets are required to wear the Army Junior ROTC uniform at least once a week, during the school day, or, as specified by the Senior Army Instructor. All cadets are required to participate in the Junior ROTC physical fitness program and other activities. This course counts as a physical education credit.
JROTC 7-8. LEADERSHIP EDUCATION AND TRAINING IV THE MANAGING LEADER (LET 4) 070841/070842
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. An Honors Course is available for selected students with instructor permission.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 12  Status: Meets graduation requirement
Prerequisite: J ROTC 5-6

Notes: All enrolled cadets are required to wear the Army Junior ROTC uniform at least once a week, during the school day, or, as specified by the Senior Army Instructor. All cadets are required to participate in the Junior ROTC physical fitness program and other activities. This course counts as a physical education credit.

JROTC ELECTIVE COURSES
Note: Participation in JROTC Elective Courses requires students to be enrolled in a JROTC Leadership Education and Training Course, LET 1, 2, 3, or, 4. Instructor permission is also required.

BEGINNING MARKSMANSHIP 1-2 070780/070781
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.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 10, 11, 12
Prerequisite: Must be enrolled in a JROTC LET Course

INTERMEDIATE MARKSMANSHIP 3-4 071051/071052
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.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 10, 11, 12
Prerequisite: Must be enrolled in a JROTC LET Course

ADVANCED MARKSMANSHIP 5-6 070790/070791
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.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 11, 12
Prerequisite: Must be enrolled in a JROTC LET  Course Requires Instructor permission

BASIC COLOR GUARD 1-2 220440/220441
This is a Beginning Class in U.S. Army Regulation Drill. Students taking this course will receive instruction in the history and purpose of Regulation Drill, and its application in the organization and conduct of Color Guard Drill, Regulation Unarmed, and Armed Drill, and Drill with Sabers. Emphasis will be on learning the finer details of drill to prepare for ceremonies, exhibition and competition, and to prepare cadets to become drill team commanders. Students taking this course will be expected to participate as members of JROTC Color Guard and Drill Teams which will require before and after school practices and attendance at scheduled drill team competition events on weekends.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 9, 10, 11, 12
Prerequisite: Must be enrolled in a JROTC LET Course  Course Requires Instructor permission
INTERMEDIATE COLOR GUARD 3-4
This is an Intermediate Class in U.S. Army Regulation Drill. Students taking this course will receive instruction in the history and purpose of Regulation Drill, and its application in the organization and conduct of Color Guard Drill, Regulation Unarmed, and Armed Drill, and Drill with Sabers. Emphasis will be on learning the finer details of drill to prepare for ceremonies, exhibition and competition, and to prepare cadets to become drill team commanders. Students taking this course will be expected to participate as members of JROTC Color Guard and Drill Teams which will require before and after school practices and attendance at scheduled drill team competition events on weekends.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 10, 11, 12
Prerequisite: Must be enrolled in a JROTC LET Course Course Requires Instructor permission

COLOR GUARD 5-6
This is an Advanced Class in U.S. Army Regulation Drill. Students taking this course will receive instruction in the history and purpose of Regulation Drill, and its application in the organization and conduct of Color Guard Drill, Regulation Unarmed, and Armed Drill, and Drill with Sabers. Emphasis will be on learning the finer details of drill to lead ceremonies, exhibition and competition, and to prepare other cadets to become drill team commanders. Students taking this course will participate as members of JROTC Color Guard and Drill Teams which will require before and after school practices and attendance at scheduled drill team competition events on weekends.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 11, 12
Prerequisite: Must be enrolled in a JROTC LET Course Course Requires Instructor permission

*If you complete three or more years of junior ROTC, you may be eligible to enter the Army as an E-3 private first class. Those completing two or more years of post-secondary vocational-technical training, with a certificate of completion, also qualify for Army enlistment at E-3. New 2020.
**Archery may be offered as well in marksmanship class in SY 21-22. Guidance forthcoming from Cadet Command in a Cadet Command Circular. All the schools

PERFORMING ARTS DEPARTMENT
The goal of the Music Department are to enrich the student’s growth through aesthetic and artistic experiences, to expose students to outstanding examples of music literature, and to provide students with worthy performance opportunities.

INSTRUMENTAL MUSIC

PREP BAND 1-2
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. In the senior high school, prep band members may be included in the marching band activities.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 9, 10, 11 Status: Elective credit
Prerequisite: Recommendation of middle school teacher or permission of instructor, and one year of experience on a band instrument

CONCERT BAND 1-2 (Honors Option)
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. Required performances include marching band first quarter with concert band and pep band the remainder of the year. Band students are expected to participate in a summer band camp sponsored by the band as well as a weekly evening rehearsal during the first quarter. Various styles of instrumental music will be rehearsed and performed in this course. Music skills development and performance will be emphasized. Percussionists will meet during a different period.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 9, 10, 11, 12 Status: 1st Semester counts as PE credit, 2nd Semester counts as Elective credit
Prerequisite: Recommendation of middle school Band teacher and/or audition

ORCHESTRA 1-2 (Honors Option)
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. Performance includes fall, winter, and spring concerts as well as the All-City Music Festival and District Music Contest. Members are required to participate in all scheduled performances. Members may audition for participation in the pit orchestra for the production of the school’s Broadway musical and the All-State Music Festival.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 9, 10, 11, 12 Status: Elective credit
Prerequisite: Recommendation of middle school Orchestra teacher and/or audition

JAZZ BAND 1-2 (Honors Option)
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. This group plays at various functions including concerts, contests, and Road Show. Students learn to perform different jazz styles.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 9, 10, 11, 12 Status: Elective credit
Prerequisite: Concurrent enrollment in Concert Band or permission of instructor
INSTRUMENTAL LESSONS 1-2
This course is designed to introduce students to private and small group instruction. Instrumental music fundamentals including pitch and rhythmic accuracy, specific instrumental technique, solo preparation and small ensemble performance are emphasized.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 9, 10, 11, 12  Status: Elective credit
Prerequisite: Previous instrumental music experience and permission of instructor

GUITAR 1-2
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 (acoustic with steel or nylon strings). There are a limited number of instruments available for student use on a need basis only.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 9, 10, 11, 12  Status: Elective credit
Prerequisite: Permission of instructor

HONORS GUITAR 5-6
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 (acoustic with steel or nylon strings). There are a limited number of instruments available for student use on a need basis only.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 11, 12  Status: Elective credit
Prerequisite: Completion of Guitar 3-4 with grade of "B" or better, and successful audition with instructor

PIANO
This course introduces piano techniques through method studies and exercises in a class setting using electronic piano laboratory facilities. Students learn to play with both hands and have recital experience. Basic music theory is included. Performances or recitals may be required as an extension of the classroom activities.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 10, 11, 12  Status: Elective credit
Prerequisite: Permission of instructor

VOCAL MUSIC

JUNIOR CHORUS 1-2
The Junior Chorus is a training choir for all grade levels. This chorus is intended for singers with advanced vocal ability. Basic choral literature that includes sacred and secular music from various musical periods is studied. Regular performance opportunities are included as an extension of the classroom experience. Audition or teacher recommendation is required.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 9  Status: Elective credit

MIXED CHORUS 1-2
This course is offered to any student who desires a choral experience. It is preparatory for advanced choral participation. The classroom emphasis stresses vocal development in an introduction of basic high school choral literature. Performance opportunities are an extension of the classroom activities. Students are required to participate in all scheduled performances.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 10, 11, 12  Status: Elective credit
TREBLE ENSEMBLE 1-2 – Bel Canto (Honors Option) 190391/190392
This is a highly select women’s chamber ensemble. Required performances include at least one concert per quarter (Madrigal Dinner, Winter Concert, Roadshow, Spring Concert), as well as District Music Contest, the UNL Women’s Chorus Festival and various run-out community concerts during the holiday season. The emphasis is on musical literacy and performance. This course is an advanced chamber ensemble for women selected by audition. Treble Ensemble members are simultaneously enrolled in the school’s principal choral organizations. Frequent performance must be a student consideration for enrollment.
Credit: 1 per semester  
Duration: 2 semesters  
Grade Level: 10, 11, 12  
Status: Elective credit  
Prerequisite: Audition

CONCERT CHOIR 1-2 – A Capella (Honors Option) 190281/190282
This historic group is a highly selective mixed chorus. Required performances include at least one concert per quarter, as well as participation in the Roadshow, All-City Festival OPS Choral Adjudication, fall, winter and spring concerts as well as the All-City Music Festival and District Music Contest. The emphasis is on musical literacy and the performance of various types of choral literature. 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. Membership is selected by audition.
Credit: 1 per semester  
Duration: 2 semesters  
Grade Level: 11, 12 (10th with permission of instructor)  
Status: Elective credit  
Prerequisite: Audition

CHAMBER ENSEMBLE 1-2 – Central High Singers (Honors Option) 190471/190472
This is a highly select mixed chamber ensemble. Required performances include at least one concert per quarter (Madrigal Dinner, Winter Concert, Roadshow, Spring Concert), as well as District Music Contest and various run-out community concerts during the holiday season. The emphasis is on performance. This course is an advanced chamber ensemble for mixed voicing selected by audition. Members may be simultaneously enrolled in one of a school's principal choral organization. Frequent performance must be a consideration for enrollment.
Credit: 1 per semester  
Duration: 2 semesters  
Grade Level: 11, 12  
Status: Elective credit  
Prerequisite: Audition and concurrent enrollment in Concert Choir

HONORS MUSIC THEORY 1-2 190521/190522
This course includes the study of fundamental notation, intervals, triads, basic chord structure and principles of voice leading. Students electing this course should have some basic music reading knowledge and advanced interest in the formal study of music. The course is considered to be a pre-college course, which may result in advanced placement in a college music theory program.
Credit: 1 per semester  
Duration: 2 semesters  
Grade Level: 11, 12  
Status: Elective credit  
Prerequisite: Permission of instructor

AP MUSIC THEORY 191521/191522
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.
Credit: 1 per semester  
Duration: 2 semesters  
Grade Level: 11, 12  
Status: Elective credit  
Prerequisite: Permission of instructor

THEATRE/STAGE

DRAMA 1-2: DRAMA 020631/020632
This course 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 plays and musical productions. Students enrolling in this class need to understand that drama involves work in literacy and understanding and demonstrating drama concept.
Credit: 1 per semester  
Duration: 2 semesters  
Grade Level: 9, 10, 11, 12  
Status: Elective credit

DRAMA 3-4: ADVANCED DRAMA 021761/021762
This course 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 all school plays and musical productions.
Credit: 1 per semester  
Duration: 2 semesters  
Grade Level: 9, 10, 11, 12  
Status: Elective credit  
Prerequisite: Average “C” or above in Drama 1-2 and teacher permission

DRAMA 5-6: HONORS ADVANCED DRAMA 021831/021832
This course is a continued in-depth study and application of acting principles and techniques, drama terminology, and special topics in drama/theater. Students will also learn and apply the fundamentals of acting, directing, and playwriting create and perform original and scripted performance pieces for high school, middle school, and elementary school students. Students are required to attend and critique all school plays and musical productions and attend and critique one additional live stage production per semester. Students will be required to participate in activities both in and out of class requiring additional preparation and work including critiques, projects, and papers as assigned by the instructor. This course may be taken more than one time for credit.
Credit: 1 per semester  
Duration: 2 semesters  
Grade Level: 11, 12  
Status: Elective credit  
Prerequisite: Average “C” or above in Drama 1-2 and teacher permission
INTRODUCTION TO STAGECRAFT & THEATER PRODUCTION 1-2 020681/020682
This course 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 plays and musical productions. It is highly recommended that students in Stagecraft be on the crew for at least one show. Strong interest in the “behind the scenes” workings of a theatrical production is a must! Some experience in building/construction is good, but not necessary.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 9, 10, 11, 12  Status: Elective credit
Prerequisite: One semester year of middle school stagecraft, one semester of industrial tech or teacher approval

ADVANCED STAGECRAFT & THEATER PRODUCTION 1-2 020691/020692
This course focuses on providing students with an in-depth understanding of technical theatre, including safety, parts of a theatre, 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 plays and musical productions. All students in Advanced Stagecraft are required to be on the crew for at least one show. Additional requirements, responsibilities, and/or projects are a part of this course.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 10, 11, 12  Status: Elective credit
Prerequisite: Introduction to Stagecraft & Theater Production 1-2 with a grade of “C” or better

PHYSICAL EDUCATION DEPARTMENT
An individual’s most valuable asset is good health. No educational process can be adequate or complete if it neglects the physical education of the individual student. Being physically fit enhances self-image and self-confidence which is important to young people in the years when they are growing socially and intellectually. The department’s basic goal is good health for a lifetime. Students learn to understand individual needs and values so they may continue to enjoy good health while growing socially and intellectually.

HUMAN GROWTH AND DEVELOPMENT 070931
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 parent/guardians have the option to opt-out their child. Approved opt-out forms are available on the district website and in the School Counseling office.
Credit: 1 per semester  Duration: 1 semester
Grade Level: 10  Status: Meets graduation requirement

HONORS HUMAN GROWTH AND DEVELOPMENT 071011/071012
This honors course helps high students acquire responsible decision-making skills related to wellness, communication, healthy relationships, preventing abuse, chemical usage, sexuality, prenatal care, etc. Expectations include additional reading assignments and more in-depth projects than the regular Human Growth course. All senior high school students are required to enroll in one of the Human Growth and Development courses, but parent/guardians have the option to opt-out their child. Approved opt-out forms are available on the district website and in the School Counseling office. One class will meet every other day all year, opposite the honors science labs and the other will meet every day for a semester.
Credit: 1 per semester  Duration: 1 semester
Grade Level: 10  Status: Meets graduation requirement

AEROBICS 1-2 070451/070452
This course provides class activities designed for improvement in cardiorespiratory endurance, flexibility, and muscular development. Activities may include jogging, power walking, water exercise, step aerobics, line dancing, physical fitness, goal-setting and nutritional planning.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 9, 10, 11, 12  Status: Meets graduation requirement

ADVANCED AEROBICS 1-2 070491/070492
Students will be involved in a variety of activities for cardiovascular fitness including dance, step aerobics, free weights, water aerobics, kick aerobics and much more. The class will help increase and develop the students’ cardiovascular endurance, muscle strength and endurance. Students will also become familiar with the human anatomy as well as develop nutritional plans for themselves.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 10, 11, 12  Status: Meets graduation requirement
Prerequisite: Grade of “C” or better in Aerobics 1-2

LIFETIME SPORTS/ACTIVITIES 1-2 070391/070392
This course provides instruction in activities that students may participate in throughout their lives. These may include: archery, badminton, bowling, golf, ultimate Frisbee, volleyball, softball, tennis, and fitness development. Aquatics are included where facilities permit.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 9, 10, 11, 12  Status: Meets graduation requirement
TEAM SPORTS 1-2

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.

Credit: 1 per semester
Grade Level: 9, 10, 11, 12
Duration: 2 semesters
Status: Meets graduation requirement

LIGHT WEIGHT TRAINING/CONDITIONING 1-2

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. This course is not appropriate for a student who has previously taken Weight Training.

Credit: 1 per semester
Grade Level: 10, 11, 12
Duration: 2 semesters
Status: Meets graduation requirement

WEIGHT TRAINING/CONDITIONING 1-2

This course provides instruction in proper techniques using free weights and machines, as well as other fitness activities, to improve strength, flexibility and aerobic capacity.

Credit: 1 per semester
Grade Level: 10, 11, 12
Duration: 2 semesters
Status: Meets graduation requirement

ADV WEIGHT TRAINING 1-2

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

Credit: 1 per semester
Grade Level: 11, 12
Duration: 2 semesters
Status: Meets graduation requirement

Prerequisite: "C" or better in Weight Training/Conditioning 1-2

PE MENTORS

This course is designated for exceptional learners to participate in physical education with students who enrolled in the Alternate Curriculum Program. P.E. Mentors will be responsible for assisting students who participate in the Alternate Curriculum Program with their objectives individually and as a group. This course is designed for all students to improve cardiovascular fitness, muscular strength, flexibility, and body composition. Emphasis is placed on sportsmanship and developing motor skills needed for independent living. Student enrollment will be limited to 11th and 12th graders and will need both teacher and administrator approval.

Credit: 1 per semester
Grade Level: 11, 12
Duration: 2 semesters
Status: Meets graduation requirement

Prerequisite: Selection via application process.

SCIENCE DEPARTMENT

Science and technology are major influences in the lives of everyone. The Science Department offers a sequence of courses that give students basic science knowledge through the use of scientific processes and technology. The courses are designed sequentially to prepare students for each future science class, as well as to foster inquiry, problem solving skills which are needed to produce scientifically literate citizens. The continued advances in technology require citizens to have an appreciation and understanding of science and the role it plays in society. Each successive science course is developed by expanding and unifying the concepts and processes of the previous course. Each science course fulfills the requirements of the Nebraska Science Standards.

PHYSICAL SCIENCE 1-2

Physical Science 1-2 is an inquiry-based course designed to expose students to selected concepts in chemistry, physics, earth, and space science. Topics include matter, energy, forces and motion, Earth in space, and Earth structures and processes. This course provides a foundation for other science courses and meets the district requirement for physical science.

Credit: 1 per semester
Grade Level: 9
Duration: 2 semesters
Status: Meets graduation requirement

Prerequisite: None

HONORS PHYSICAL SCIENCE 1-2

Honors Physical Science 1-2 is an inquiry-based course designed to expose students to selected concepts in chemistry, physics, earth, and space science. Topics include matter, energy, forces and motion, Earth in space, and Earth structures and processes. This course provides a foundation for other science courses and meets the district requirement for physical science. Students enrolled in honors courses have additional experiences that require a more rigorous program of study.

Credit: 1 per semester
Grade Level: 9
Duration: 2 semesters (single period plus lab period every other day)
Status: Meets graduation requirement

Prerequisite: Any one of the following*: Grades of "B" or higher in Science 8 1 and 2 and concurrent enrollment in Algebra 1-2 or higher math course, MAP Math Score at or above a score determined by District Math Supervisor and MAP Science Score at or above a score determined by District Science Supervisor.

BIOLOGY 1-2

Biology 1-2 engages students in inquiry-based problem solving as they investigate biological issues that are relevant to their daily lives. Topics of study include: the cell; the molecular basis of heredity; biological evolution; the interdependence of organisms; and matter, energy, and organization in living systems. This course meets the district requirement for biology.

Credit: 1 per semester
Grade Level: 9, 10
Duration: 2 semesters
Status: Meets graduation requirement

Prerequisite: Physical Science 1-2
HONORS BIOLOGY 1-2 060431/060432
Honors Biology 1-2 engages students in inquiry-based problem solving as they investigate biological issues that are relevant to their daily lives. Topics of study include: the cell; the molecular basis of heredity; biological evolution; the interdependence of organisms; and matter, energy, and organization in living systems. This course meets the district requirement for biology. Students enrolled in honors courses have additional experiences that require a more rigorous program of study.
Credit: 1 per semester  
Grade Level: 9, 10  
Status: Meets graduation requirement  
Prerequisite: Any one of the following*: Grade of "A" in Physical Science 1 and 2 (Current 9th Grade Only), Grade of "B" or higher in Honors Physical Science 1 and 2, MAP Science score at or above a score determined by District Science Supervisor

EARTH SCIENCE 3-4 (Honors Option) 061061/061062
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.
Credit: 1 per semester  
Grade Level: 10, 11, 12  
Status: Meets graduation requirement  
Prerequisite: Physical Science 1-2, Biology 1-2

FORENSIC SCIENCE 1-2 (Honors Option) 061331/061332
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.
Credit: 1 per semester  
Grade Level: 10, 11, 12  
Status: Meets graduation requirement  
Prerequisite: Physical Science 1-2, Biology 1-2

ANATOMY AND PHYSIOLOGY 1-2 (Honors Option) 060931/060932
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 incorporate writing and literacy strategies into summative projects. Laboratory dissections are required.
Credit: 1 per semester  
Grade Level: 10, 11, 12  
Status: Meets graduation requirement  
Prerequisite: Physical Science 1-2, Biology 1-2

ENVIRONMENTAL SCIENCE 1 (Honors Option) 060351
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.
Credit: 1 per semester  
Grade Level: 10, 11, 12  
Status: Meets graduation requirement  
Prerequisite: Physical Science 1-2, Biology 1-2

MARINE BIOLOGY/OCEANOGRAPHY 1 (Honors Option) 060821
Marine Biology provides an overview of the marine environment and includes laboratory investigations of selected topics in the content. The use of scientific method, measurement, laboratory apparatus, and safety procedures are integral components of this course. The content includes topics such as the nature of science, the origins of the oceans, chemical, physical, and geological aspects of the marine environment, ecology of various sea zones, marine communities, diversity of marine organisms, the flora and fauna of the marine environment, characteristics of major marine ecosystems, characteristics of major marine phyla/divisions, and the interrelationship between humans and the ocean. Additionally, this course provides opportunities for the students’ participation in research, experimentation, dissection, field studies, and decision-making. Selected groups of marine organisms are studied to develop an understanding of biological principles and processes that are basic to all forms of life in the sea. The ocean’s role in Earth’s climate and weather are discussed, as well as the importance of ocean currents and upwelling. This is a one-semester course.
Credit: 1 per semester  
Grade Level: 10, 11, 12  
Status: Meets graduation requirement  
Prerequisite: Physical Science 1-2, Biology 1-2

ASTRONOMY 1-2 (Honors Option) 060801/060802
Astronomy is a study of the objects in the night sky, their size, motions, composition, and relation to one another. Students study the Earth-moon system, diagram objects in the solar system, explore the leading theories for the origin of the universe, and outline the life cycle of a star. Students develop techniques to help them locate and identify objects through the use of a planetarium.
Credit: 1 per semester  
Grade Level: 10, 11, 12  
Status: Meets graduation requirement  
Prerequisite: Physical Science 1-2, Biology 1-2
PHYSICS 1-2 (Honors Option) 060601/060602
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.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 10, 11, 12  Status: Meets graduation requirement
Prerequisite: Physical Science 1-2, Biology 1-2, Successful completion of Algebra 1-2 AND Geometry 1-2 with a "C" or better

CHEMISTRY 1-2 060551/060552
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.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 10, 11, 12  Status: Meets graduation requirement
Prerequisite: Physical Science 1-2, Biology 1-2, Successful completion of Algebra 1-2 with a C or better

HONORS CHEMISTRY 1-2 060561/060562
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.
Credit: 1 per semester  Duration: 2 semesters (single period plus lab period every other day)
Grade Level: 10, 11, 12  Status: Meets graduation requirement
Prerequisite: Biology 1-2 with a grade of "B" or better, Honors Biology 1-2 with a grade of "C" or better, Algebra 1-2 with a "B" or better, and teacher recommendation. Concurrent enrollment in Honors Geometry 1-2 or a higher-level math course is strongly recommended. Special permission to take the course can be made with approval of the science department chair and teacher recommendation.

AP PHYSICS 1 061661/061662
AP Physics 1 is a year-long course that is the equivalent to a first semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.
Credit: 1 per semester  Duration: 2 semesters (single period plus lab period every other day)
Grade Level: 10, 11, 12  Status: Meets graduation requirement
Prerequisite: Physical Science 1-2, Biology 1-2, Geometry 1-2, and concurrent enrollment in Algebra 3-4 or higher math course (a good background in algebra and geometry is essential), and teacher recommendation with no grade less than a "C".

AP PHYSICS 2 (Honors Option) 061671/061672
AP Physics 2 is a year-long course that is the equivalent to a second semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, relativity, particle physics, and nuclear physics. Advanced educational credit may be available for students who successfully pass the AP Exam. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.
Credit: 1 per semester  Duration: 2 semesters
Grade Level: 11, 12  Status: Meets graduation requirement
Prerequisite: Physical Science 1-2, Biology 1-2, AP Physics 1 with no grade less than "C". Completion of or concurrent enrollment in Precalc/Trig is strongly recommended, and teacher recommendation.

AP PHYSICS C: MECHANICS (Semester 1) 060971
AP PHYSICS C: ELECTRICITY AND MAGNETISM (Semester 2) 060972
AP Physics C is a two-semester course for students with a strong interest and aptitude in science, mathematics, or engineering. It is designed to be equivalent to a first-year college introductory physics course and follows the College Board curriculum. The primary goal of the course is to provide students with a strong conceptual understanding of physics, while developing analytical and problem-solving skills. Students improve their abilities to read, understand, and interpret physical information verbally, mathematically, and graphically. AP Physics C: Mechanics places a primary emphasis on Newtonian mechanics. The course requires and engages a basic understanding of calculus (differentiation and integration). Advanced educational credit may be available for students who successfully pass the AP Exam. Dual enrollment options may be available. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.
Credit: 1 per semester  Duration: 2 semesters (single period plus lab period every other day)
Grade Level: 11, 12  Status: Meets graduation requirement
Prerequisite: Completion of or concurrent enrollment in AP Calculus AB or BC

AP BIOLOGY 1-2 060471/060472
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. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.
Credit: 1 per semester  Duration: 2 semesters (single period plus lab period every other day)
Grade Level: 10, 11, 12  Status: Meets graduation requirement
Prerequisite: Physical Science 1-2, Biology 1-2, with no grade less than a "C" and teacher recommendation

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### AP Chemistry 1-2

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. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

- **Credit**: 1 per semester
- **Duration**: 2 semesters (single period plus lab period every other day)
- **Grade Level**: 11, 12
- **Status**: Meets graduation requirement
- **Prerequisite**: Physical Science 1-2, Biology 1-2, Honors Chemistry 1-2 and Trigonometry/Pre-Calculus 1-2 with no grade less than “B” and teacher recommendation.

### Honors Advanced Research 1-2

Honors Advanced Research is an inquiry course with an emphasis on research methods. Students will engage in scientific research practices by formulating research questions and hypotheses, designing experimental methods, and evaluating results using statistical analysis. The course includes the practice of locating and understanding scientific literature, practice critiquing biological data and ideas, writing a research proposal, and public presentation of scientific information.

- **Credit**: 1 per semester
- **Duration**: 2 semesters
- **Grade Level**: 9, 10, 11, 12
- **Status**: Elective credit
- **Prerequisite**: Teacher permission

### Social Studies Department

The goals of the Social Studies Department are: (1) to assist students in examining values and eventually to become committed to those of our democratic society; (2) to aid students in identifying with the United States and to develop a refined sense of patriotism; (3) to acquaint students with the world around them in an effort to help them better understand their position in the world; (4) to teach the skill of class discussion not only to contribute to the knowledge of the class but also to listen to and respect the opinions of others; (5) to teach the methods of doing research, evaluate sources of information, and reach intelligent conclusions; and, (6) to appraise the reality and importance of the world’s cultural and pluralistic nature.

### US History 1-2

United States History 1-2 explores 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.

- **Credit**: 1 per semester
- **Duration**: 2 semesters
- **Grade Level**: 9
- **Status**: Meets graduation requirement

### Honors US History 1-2

Honors United States History 1-2 explores 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. Honors students are expected to have above average writing skills, the ability to keep current with rigorous and challenging supplemental reading assignments, and the motivation to complete all classroom self-directed assignments. Honors students are also required to research and analyze specific concepts in United States history and relate them to current events. Concurrent enrollment in Honors English 1-2 is highly recommended.

- **Credit**: 1 per semester
- **Duration**: 2 semesters
- **Grade Level**: 9
- **Status**: Meets graduation requirement
- **Prerequisite**: Any one of the following*: Grade of “B” or higher in Social Studies 8 1 and 2, MAP Reading score at or above a score determined by District Social Studies Supervisor

### Human Geography

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.

- **Credit**: 1 per semester
- **Duration**: 1 semester
- **Grade Level**: 10
- **Status**: Meets graduation requirement

### Honors Human Geography

Honors Human Geography provides an effective method for asking questions about places on Earth and the places’ relationships to the people who live there. The geography, economics, history, culture, and human interaction with the environment are studied and analyzed to provide an understanding of the world in which the students live. This course includes more in-depth research and analysis about the relationship between humans and the environment, including political and societal impacts on the world environment. Honors students are expected to have above-average writing skills, the ability to keep current with reading assignments, and the motivation to complete all classroom assignments. Concurrent enrollment in Honors English 3-4 is highly recommended. This is a one-semester course.

- **Credit**: 1 per semester
- **Duration**: 1 semester
- **Grade Level**: 10
- **Status**: Meets graduation requirement
- **Prerequisite**: Grade of “B” or higher in US History 1-2 and teacher permission strongly recommended, parent/guardian permission required

### Introduction to Economics

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.

- **Credit**: 1 per semester
- **Duration**: 1 semester
- **Grade Level**: 10
- **Status**: Meets graduation requirement
**HONORS INTRODUCTION TO ECONOMICS**
030481
Honors 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. Students are required to research and analyze the structure and function of economics in the United States today. Honors students will also be expected to perform extension activities on their Curriculum Based Assessments (CBA) This is a one-semester course. Concurrent enrollment in Honors English 3-4 is highly recommended.
Credit: 1 per semester  
Grade Level: 10  
Prerequisite: Grade of "B" or higher in US History 1-2 and teacher permission strongly recommended, parent/guardian permission required

**AP HUMAN GEOGRAPHY 1-2**
030191/030192
Advanced Placement Human Geography 1-2 introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Topics are defined by the College Board and include geography, population and migration, cultural patterns and processes, political organization of space, agriculture, food production, and rural land use, industrialization and economic development, and cities and urban land use. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.
Credit: 1 per semester  
Grade Level: 10, 11, 12  
Prerequisite: Permission of department

**MODERN WORLD HISTORY 1-2**
031381/031382
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.
Credit: 1 per semester  
Grade Level: 11  
Prerequisite: Permission of department

**AP WORLD HISTORY 1-2**
030421/030422
Advanced Placement World History 1-2 focuses on developing students’ understanding of world history from approximately 1200 BCE to the present. Students investigate the content of world history for significant events, individuals, developments, and processes in six 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. Concurrent enrollment in AP English Language 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.
Credit: 1 per semester  
Grade Level: 11, 12  
Prerequisite: Permission of department

**AMERICAN GOVERNMENT**
030251
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.
Credit: 1 per semester  
Grade Level: 12  
Prerequisite: Permission of department

**AP UNITED STATES AND AP COMPARATIVE GOVERNMENT AND POLITICS**
030261/030262
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. This is a yearlong 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.
Credit: 1 per semester  
Grade Level: 11, 12  
Prerequisite: Permission of department

**AP UNITED STATES HISTORY 1-2**
030341/030342
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. A yearlong research project is required. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.
Credit: 1 per semester  
Grade Level: 11, 12  
Prerequisite: Permission of department
HONORS INTRODUCTION TO WORLD RELIGIONS 030161/030162
Honors Introduction to World Religions is a neutral, academic study of the history, culture and theology of the world's major religions. It is designed to introduce the student to the religions' commonalities, history and basic theology. The course examines the role of religion in society, the commonalities among the various spiritual paths, and a focus on each of the following faiths: Judaism, Christianity, Islam, Hinduism and Buddhism. If time allows, Native American religious beliefs and some of the lesser known faiths such as Baha'i and the Eastern Philosophies are investigated. This is a college-level course taught using a college-level textbook.
Credit: 1 per semester Duration: 1 semester
Grade Level: 11, 12 Status: Elective credit

AFRICAN AMERICAN HISTORY 030521
African American History examines the African American experience, including history, culture, contributions, and contemporary issues. Emphasis is placed on the contributions of African Americans in the development of an industrialized United States, as well as their importance in the historical record.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

ANTHROPOLOGY 030631
Anthropology introduces the concepts and tools of understanding human behavior and origins. Anthropologists focus on the interconnections and interdependence of all aspects of the human experience, past and present. Students learn how anthropologists avoid bias to study humans through the fields of Cultural Anthropology, Physical Anthropology, Archaeology, and Linguistics.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

LAW AND JUVENILE JUSTICE 030611
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.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

OMAHA HISTORY 030711
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.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

SOCIOLOGY 030531
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.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

NATIVE AMERICAN CULTURE AND IDENTITY 031610
Developed from 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.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

PSYCHOLOGY 030491
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.
Credit: 1 per semester Duration: 1 semester
Grade Level: 10, 11, 12 Status: Elective credit

AP PSYCHOLOGY 1-2 030641/030642
AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.
Credit: 1 per semester Duration: 2 semesters
Grade Level: 10, 11, 12 Status: Elective credit
Prerequisite: Permission of department
AP Microeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam. AP Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

Credit: 1 per semester
Grade Level: 11, 12
Status: Elective credit
Duration: 2 semesters

HONORS ACADEMIC DECATHLON

The United States Academic Decathlon® emphasizes the personal and academic growth of each student who, by meeting the challenges with honesty and integrity, can reap the rewards of greater self-knowledge and self-confidence. The ten-event academic program strives to foster a greater respect for knowledge, to promote wholesome inter-school academic competition, and to further develop student communication skills. This course requires extensive study and time commitments outside of school hours and is a year-long commitment.

Credit: 1 per semester
Grade Level: 10, 11, 12
Status: Elective credit
Duration: 2 semesters

AMERICAN STUDIES

American Studies is a one-semester elective that can be used to recover a failed credit from United States History 1 or 2. This thematic course covers major topics from United States History semester courses. Topics may include: civil rights, expansion, America at war, economic change and prosperity, and/or the growth and challenges of democracy. This is a one-semester course.

Credit: 1 per semester
Grade Level: 10, 11, 12
Status: Meets graduation requirement
Duration: 1 semester
Prerequisite: This is a credit recovery course for students who have failed US History 1 or 2 or American Government

INTERNATIONAL STUDIES

International Studies provides students with the knowledge and skills to function effectively in an increasingly interdependent world. Societal issues having both a global and future orientation are highlighted.

Credit: 1 per semester
Grade Level: 12
Status: Meets graduation requirement
Duration: 1 semester
Prerequisite: This is a credit recovery course for students who have failed Modern World History 1 or 2 or Human Geography or Intro to Economics

SPECIAL EDUCATION DEPARTMENT

The goal of Special Education services is to provide students with verified disabilities learning opportunities in the least restrictive environment, allowing maximum participation in general education settings. The student’s Individual Education Plan (IEP) team identifies services and supports that are needed for participation and progress in the general curriculum. A continuum of services are available ranging from self-contained classrooms to full participation in general education courses with special education support. Contact your IEP case manager or building Special Education Department Head for further information.

Students with disabilities have a variety of course options at the high school level. The intent is to provide the maximum amount of participation in the general education setting through strategic interventions, collaborative teaching and direct instruction. Regular district assessments are administered. Students may participate in:

- General education classes with support in a Facilitated Support Study Period. Focus is given to developing learning and study strategies. Students will be expected to define compensatory skills to facilitate active learning in the general education classroom setting. Class activities will include but not be limited to time management, goal setting, problem solving, assignment analysis and self-advocacy.
- General education classes that are co-taught by a general education teacher and special education teacher. In a co-taught class, both teachers share instructional responsibilities for the students by co-planning, co-instructing and co-assessing.
- Students with more severe disabilities may participate in an Alternate Curriculum Program focusing on alternate standards and functional living skills. Most instruction for these students is provided by a special education teacher in the core areas with the students participating in general education classes and activities as appropriate. Progress is measured using the state alternate assessment. Students who participate in the Alternate Curriculum Program may receive an adjusted diploma per IEP Team decision.

The following special education programs are available in our building:

Resource
This program serves students with a variety of disabilities. Special education staff provides interventions, accommodations and modifications that support the students’ participation and progress in the general curriculum.

Alternate Curriculum Program (ACP)
This program serves students with cognitive disabilities who require instruction focused on functional academic, social and vocational training. Students participate in this program because of the severity of their disabilities and the amount of support required to meet their individual needs. Students also participate in integrative classes and activities with their general education peers as appropriate. Students who participate in the ACP may receive an adjusted diploma depending on IEP team decision.
Behavior Skills Program
This program focuses interventions on the social, emotional and behavioral needs of students while providing instruction to support the students' participation and progress in the general curriculum. Behavior intervention plans are individualized to meet the needs of each student. Students are integrated into general education classrooms whenever possible.

Hearing Impaired Program
This program serves students who are deaf or hard of hearing. Signing Exact English (SEE II) is the communication system used for instruction as well as with visual support for other students. Students participate in the general education curriculum with the support of sign language interpreters. Students also receive enhanced vocabulary and language development instruction.

Work Experience Program
Work-based experiences foster adult employment success for all youth, particularly for those with disabilities. Exposing youth with disabilities to work-based experiences helps them in identifying their career interests in building self-confidence. In addition, it provides an opportunity for them to learn about workplace culture and expectations and to make what they are learning in school more meaningful through real-world applications. This program is designed for high school students who are enrolled in any of the Special Education Programs and have earned 24 credits or are 17 years old.

Speech-Language Therapy Program
Speech-language therapy is available to students with diagnosed speech and/or language problems. Grade and credit options relate to the time commitment made by the student. Services are also available for students with visual impairments or acoustical handicaps and/or physical handicaps.

WORK EXPERIENCE (WORK-BASED LEARNING) 100021/100022
This course offers training, evaluation and experience in a work/employment setting at one of three levels:
Level 1. Work Awareness: ACP students develop an awareness of the world of work. Students attend worksites in small groups with a paraprofessional and receive intensive guidance and support.
Level 2. Work Training: Students in ACP, Resource, or Behavior Skills work independently at arranged worksites, with supervision of a certified teacher. Students learn basic work skills as well as social and job skills needed to maintain competitive employment.
Level 3. On-Job-Placement: Students in ACP, Resource, or Behavior Skills can earn up to 3 elective credits per semester by maintaining competitive employment. Students meet weekly with Work-Based Learning teachers to record employment hours and to complete employer evaluations.
Credit: Up to 3 per semester  
Grade Level: 9, 10, 11, 12  
Status: Elective Credit  
Prerequisite: Teacher recommendation. Students participating in Work Training and On-Job-Placement must be in 11th grade or age 16.

READING S 1-2 090321/090322
This course emphasizes word recognition, comprehension, reading experience and vocabulary development. The reading program is based on the identified individual needs of students. Teacher recommendation is required.
Credit: 1 per semester  
Grade Level: 9, 10, 11, 12  
Status: Elective credit  
Prerequisite: Teacher recommendation

AFFECTIVE SKILLS 090751/090752
This course addresses social skills that can be incorporated into the student’s daily living. A practical approach with group discussion and classroom participation is emphasized. Students are encouraged to explore problem-solving skills, decision making skills, and skills for independence.
Communication and positive self-esteem are fostered.
Credit: 1 per semester  
Grade Level: 9, 10, 11, 12  
Status: Elective credit  
Prerequisite: Teacher recommendation

FACILITATED SUPPORT STUDY PERIOD X10021/X10022
This small study hall setting allows students to work closely with Special Education staff to monitor organization, assignment completion, and other items as needed.
Credit: No credit  
Grade Level: 9, 10, 11, 12  
Status: No credit  
Prerequisite: Teacher recommendation
Spanish Flowchart

Spanish

- Spanish 1-2
  - Spanish 3-4
    - H. Spanish 5-6
      - H. Spanish 7-8
        - AP Spanish Language and Culture

OPS Dual Language Program Students

- Dual Language Spanish (1st – 8th Grade)
  - H. Spanish for Spanish Speakers 3-4
    - H. Spanish for Spanish Speakers 5-6
      - AP Spanish Language and Culture

Native Spanish Speakers

- Spanish for Spanish Speakers 1-2
  - H. Spanish for Spanish Speakers 3-4
    - H. Spanish for Spanish Speakers 5-6
      - AP Spanish Language and Culture

Placement for junior and senior year courses will be dependent upon teacher evaluation and recommendation.
WORLD LANGUAGES DEPARTMENT

The goal of the World Languages Department is the development of basic communicative skills in listening, speaking, reading, and writing in the target language. The emphasis is on what students can “do” with the language (functional use) as well as what students “know” about language. Emphasis will be placed on activities, which involve meaningful language use. Students should develop an awareness and appreciation of other languages and cultures, which will enable them to interact in an increasingly global society.

CHINESE 1-2 161901/161902
FRENCH 1-2 160301/160302
GERMAN 1-2 160401/160502
SPANISH 1-2 160501/160502

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.

Credit: 1 per semester  
Duration: 2 semesters
Grade Level: 9, 10, 11, 12  
Status: Elective credit
Prerequisite: Successful completion of core courses in middle school is strongly recommended

CHINESE 3-4 161891/161892
FRENCH 3-4 160311/160312
GERMAN 3-4 160411/160421
SPANISH 3-4 160511/160512

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.

Credit: 1 per semester  
Duration: 2 semesters
Grade Level: 9, 10, 11, 12  
Status: Elective credit
Prerequisite: Chinese 1-2, French 1-2, German 1-2, or Spanish 1-2. It is strongly recommended that 9th grade students wishing to take a second year of language have earned a “B” or better in middle school and have a teacher recommendation

HONORS CHINESE 5-6 161881/161882
HONORS FRENCH 5-6 160351/160352
HONORS GERMAN 5-6 160451/160452
HONORS SPANISH 5-6 160551/160552

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.

Credit: 1 per semester  
Duration: 2 semesters
Grade Level: 10, 11, 12  
Status: Elective credit
Prerequisite: Grade of “C” or higher in French 3-4, German 3-4, and Spanish 3-4 or permission of the instructor

HONORS CHINESE 7-8 161871/161872
HONORS FRENCH 7-8 160361/160362
HONORS GERMAN 7-8 160461/160462
HONORS SPANISH 7-8 160561/160562

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.

Credit: 1 per semester  
Duration: 2 semesters
Grade Level: 11, 12  
Status: Elective credit
Prerequisite: Grade of "C" or higher in Honors French 5-6, Honors German 5-6 or Honors Spanish 5-6 or permission of the instructor
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>AP FRENCH LANGUAGE 1-2</td>
<td>160381/160382</td>
</tr>
<tr>
<td>AP GERMAN LANGUAGE 1-2</td>
<td>160481/160482</td>
</tr>
<tr>
<td>AP SPANISH LANGUAGE 1-2</td>
<td>160581/160582</td>
</tr>
</tbody>
</table>

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.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 12  
**Status:** Elective credit  
**Prerequisite:** Grade of “B” or higher in Honors French 7-8, Honors German 5-6 or Honors Spanish 7-8 or permission of instructor.

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPANISH FOR SPANISH SPEAKERS 1-2</td>
<td>160851/160852</td>
</tr>
</tbody>
</table>

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.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 9, 10, 11, 12  
**Status:** Elective credit  
**Prerequisite:** Native Spanish speaker

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONORS SPANISH FOR SPANISH SPEAKERS 3-4</td>
<td>160861/160862</td>
</tr>
</tbody>
</table>

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.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 9, 10, 11, 12  
**Status:** Elective credit  
**Prerequisite:** Native Spanish speaker or teacher recommendation

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONORS SPANISH FOR SPANISH SPEAKERS 5-6</td>
<td>160871/160872</td>
</tr>
</tbody>
</table>

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.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 10, 11, 12  
**Status:** Elective credit  
**Prerequisite:** Native Spanish speaker, grade of “C” or higher in Honors Spanish Speakers 3-4 or teacher recommendation

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP SPANISH LITERATURE 1-2</td>
<td>161121/161122</td>
</tr>
</tbody>
</table>

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.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 12  
**Status:** Elective credit  
**Prerequisite:** Grade of “C” or better in Honors Spanish for Spanish Speakers 5-6, or permission of instructor

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATIN 1-2</td>
<td>160601/160602</td>
</tr>
</tbody>
</table>

This course involves the first year Latin student in learning the pronunciation of the language, a basic vocabulary and fundamentals of syntax and forms. Students learn the basic grammatical concepts of the language, Latin roots of English words and thus improve both their vocabulary and understanding of their own language. Reading and translation of selected works lead to a beginning knowledge of classical mythology and Roman civilization.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 9, 10, 11, 12  
**Status:** Elective credit  
**Prerequisite:** Successful completion of core courses in middle school is strongly recommended.

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATIN 3-4</td>
<td>160611/160612</td>
</tr>
</tbody>
</table>

This course encourages students in the second year of Latin to continue the study of the sound system of the language, the development of vocabulary and the study of more complex forms and syntax. Further understanding of Roman culture derives from an extensive study of Julius Caesar, the translation of some of his works and the history of that time period.

**Credit:** 1 per semester  
**Duration:** 2 semesters  
**Grade Level:** 10, 11, 12  
**Status:** Elective credit  
**Prerequisite:** Latin 1-2
This course encourages third year Latin students to continue their study of vocabulary and grammar. Readings and translations of Cicero and Virgil broaden the understanding of the culture of the Romans. Students also study and analyze Roman politics, government and laws in order to better see and understand the basis of much of the governmental structure of their own country.

Credit: 1 per semester
Grade Level: 11, 12
Prerequisite: Grade of a “C” or higher in Latin 3-4

This course encourages the fourth year Latin student to extend his/her mastery of the vocabulary and grammar of the language. Reading and translation of the classic genre demonstrated in such works as those written by Ovid, Cicero and Virgil continue to be probed, explored, and analyzed.

Credit: 1 per semester
Grade Level: 12
Prerequisite: Grade of a “C” or higher in Honors Latin 5-6
ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you want to play Division III sports or you aren’t sure where you want to compete, start by creating a Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org).

### ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

### CORE COURSES

Only courses that appear on your high school’s list of NCAA core courses will count toward the 16 core-course requirement; visit [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) for a full list of your high school’s approved core courses. Complete 16 core courses in the following areas:

#### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Requirement</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>4 years</td>
</tr>
<tr>
<td>Math (Algebra or higher)</td>
<td></td>
<td>3 years</td>
</tr>
<tr>
<td>Natural/Physical Science</td>
<td>(including one year of lab, if offered)</td>
<td>2 years</td>
</tr>
<tr>
<td>Additional</td>
<td>(English, math or natural/physical science)</td>
<td>1 year</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td>2 years</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>(Any area listed to the left, foreign language or comparative religion/philosophy)</td>
<td>4 years</td>
</tr>
</tbody>
</table>

#### DIVISION II

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Requirement</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td>3 years</td>
</tr>
<tr>
<td>Math (Algebra or higher)</td>
<td></td>
<td>2 years</td>
</tr>
<tr>
<td>Natural/Physical Science</td>
<td>(including one year of lab, if offered)</td>
<td>2 years</td>
</tr>
<tr>
<td>Additional</td>
<td>(English, math or natural/physical science)</td>
<td>3 years</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td>2 years</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>(Any area listed to the left, foreign language or comparative religion/philosophy)</td>
<td>4 years</td>
</tr>
</tbody>
</table>

### GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

### SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at [ncaa.org/test-scores](http://ncaa.org/test-scores).

### TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won’t use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.
HIGH SCHOOL TIMELINE

9TH GRADE
- Start planning now! Take the right courses and earn the best grades possible.
- Find your high school’s list of NCAA-approved core courses at eligibilitycenter.org/courselist.
- Sign up for a free Profile Page at eligibilitycenter.org for information on NCAA requirements.

10TH GRADE
- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at eligibilitycenter.org.
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.
- If you fall behind academically, ask your counselor for help finding approved courses you can take.

11TH GRADE
- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.
- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

12TH GRADE
- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- Reminder: Only students on an NCAA Division I or II school’s institutional request list will receive a certification.

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

9TH GRADE
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- 4 CORE COURSES

10TH GRADE
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- 4 CORE COURSES

11TH GRADE
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- 4 CORE COURSES

12TH GRADE
- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional
- 4 CORE COURSES

4 X 4 = 16

For more information: ncaa.org/playcollegesports | eligibilitycenter.org
Search Frequently Asked Questions: ncaa.org/studentfaq
Follow us: @NCAAECC @playcollegesports @ncaec

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DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement
Complete 16 core courses in the following areas:

- **ENGLISH**: 4 years
- **MATH**: 3 years
- **NATURAL/PHYSICAL SCIENCE**: 2 years
- **ADDITIONAL**: 1 year
- **SOCIAL SCIENCE**: 2 years
- **ADDITIONAL COURSES**: 4 years

### Full Qualifier
- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
  - Earn a core-course GPA of at least 2.300.
  - Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
  - Graduate high school.

### Academic Redshirt
- Complete 16 core courses.
  - Earn a core-course GPA of at least 2.000.
  - Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
  - Graduate high school.

### Full Qualifier:
College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

### Academic Redshirt:
College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:
College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

**International Students:** Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.
## Division I Worksheet

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved courses for the classes you have taken.

Use the following scale: A – 4 quality points; B – 3 quality points; C – 2 quality points; D = 1 quality point.

### English (4 years required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>Quality Points (multiply credit by grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Example: English 9</td>
<td>.5</td>
<td>A</td>
<td></td>
<td>(.5 x 4) = 2</td>
</tr>
</tbody>
</table>

**Total English Units**

**Total Quality Points**

### Mathematics (3 years required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>Quality Points (multiply credit by grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example: Algebra 1</td>
<td>1.0</td>
<td>B</td>
<td></td>
<td>(1.0 x 3) = 3</td>
</tr>
</tbody>
</table>

**Total Mathematics Units**

**Total Quality Points**

### Natural/physical science (2 years required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>Quality Points (multiply credit by grade)</th>
</tr>
</thead>
</table>

**Total Natural/Physical Science Units**

**Total Quality Points**

### Additional year in English, mathematics or natural/physical science (1 year required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>Quality Points (multiply credit by grade)</th>
</tr>
</thead>
</table>

**Total Additional Units**

**Total Quality Points**

### Social science (2 years required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>Quality Points (multiply credit by grade)</th>
</tr>
</thead>
</table>

**Total Social Science Units**

**Total Quality Points**

### Additional academic courses (4 years required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>Quality Points (multiply credit by grade)</th>
</tr>
</thead>
</table>

**Total Additional Academic Units**

**Total Quality Points**

**Core-Course GPA (16 required)** Beginning August 1, 2016, 10 core courses must be completed before the seventh semester and seven of the 10 must be a combination of English, math or natural or physical science for competition purposes. Grades and credits may be earned at any time for academic redshirt purposes.
**Division I Worksheet**

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved courses for the classes you have taken.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

**English** (4 years required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>= Quality Points (multiply credit by grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Example: English 9</td>
<td>.5</td>
<td></td>
<td>A</td>
<td>(.5 x 4) = 2</td>
</tr>
</tbody>
</table>

| Total English Units | Total Quality Points |

**Mathematics** (3 years required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>= Quality Points (multiply credit by grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example: Algebra 1</td>
<td>1.0</td>
<td></td>
<td>B</td>
<td>(1.0 x 3) = 3</td>
</tr>
</tbody>
</table>

| Total Mathematics Units | Total Quality Points |

**Natural/physical science** (2 years required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>= Quality Points (multiply credit by grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Natural/Physical Science Units | Total Quality Points |

**Additional year in English, mathematics or natural/physical science** (1 year required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>= Quality Points (multiply credit by grade)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Additional Units | Total Quality Points |

**Social science** (2 years required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Social Science Units | Total Quality Points |

**Additional academic courses** (4 years required)

<table>
<thead>
<tr>
<th>10/7</th>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>= Quality Points (multiply credit by grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Total Additional Academic Units | Total Quality Points |

**Core-Course GPA (16 required)** Beginning August 1, 2016, 10 core courses must be completed before the seventh semester and seven of the 10 must be a combination of English, math or natural or physical science for competition purposes. Grades and credits may be earned at any time for academic redshirt purposes.
2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement
Complete 16 core courses in the following areas:

- **ENGLISH**
  - 3 years

- **MATH (Algebra I or higher)**
  - 2 years

- **NATURAL/PHYSICAL SCIENCE (including one year of lab, if offered)**
  - 2 years

- **ADDITIONAL (English, math, or natural/physical science)**
  - 3 years

- **SOCIAL SCIENCE**
  - 2 years

- **ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)**
  - 4 years

Full Qualifier:
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

Partial Qualifier:
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

**Full Qualifier:**
College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

**Partial Qualifier:**
College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

**Nonqualifier:**
College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.
# Test Scores

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, click [here](#) to visit the College Board’s website.

---

## Division II Full Qualifier Sliding Scale

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>New SAT*</th>
<th>Old SAT (Prior to 3/2016)</th>
<th>ACT Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.300 &amp; above</td>
<td>400</td>
<td>400</td>
<td>37</td>
</tr>
<tr>
<td>3.275</td>
<td>410</td>
<td>410</td>
<td>38</td>
</tr>
<tr>
<td>3.250</td>
<td>430</td>
<td>420</td>
<td>39</td>
</tr>
<tr>
<td>3.225</td>
<td>440</td>
<td>430</td>
<td>40</td>
</tr>
<tr>
<td>3.200</td>
<td>460</td>
<td>440</td>
<td>41</td>
</tr>
<tr>
<td>3.175</td>
<td>470</td>
<td>450</td>
<td>41</td>
</tr>
<tr>
<td>3.150</td>
<td>490</td>
<td>460</td>
<td>42</td>
</tr>
<tr>
<td>3.125</td>
<td>500</td>
<td>470</td>
<td>42</td>
</tr>
<tr>
<td>3.100</td>
<td>520</td>
<td>480</td>
<td>43</td>
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<tr>
<td>3.075</td>
<td>530</td>
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<td>3.050</td>
<td>550</td>
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<td>44</td>
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<tr>
<td>3.025</td>
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<td>520</td>
<td>46</td>
</tr>
<tr>
<td>2.975</td>
<td>590</td>
<td>530</td>
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<tr>
<td>2.950</td>
<td>600</td>
<td>540</td>
<td>47</td>
</tr>
<tr>
<td>2.925</td>
<td>620</td>
<td>550</td>
<td>47</td>
</tr>
<tr>
<td>2.900</td>
<td>630</td>
<td>560</td>
<td>48</td>
</tr>
<tr>
<td>2.875</td>
<td>650</td>
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<td>2.200</td>
<td>920</td>
<td>840 &amp; above</td>
<td>70 &amp; above</td>
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</table>

## Division II Partial Qualifier Sliding Scale

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>New SAT*</th>
<th>Old SAT (Prior to 3/2016)</th>
<th>ACT Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.050 &amp; above</td>
<td>400</td>
<td>400</td>
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<tr>
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<td>810</td>
<td>67</td>
</tr>
<tr>
<td>2.000</td>
<td>900</td>
<td>820 &amp; above</td>
<td>68 &amp; above</td>
</tr>
</tbody>
</table>

*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.
# Division II Worksheet

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school’s list of NCAA-approved courses for the classes you have taken.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

## English (3 years required)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>Quality Points (multiply credit by grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: English 9</td>
<td>0.5</td>
<td></td>
<td>A</td>
<td>(0.5 x 4) = 2</td>
</tr>
</tbody>
</table>

| Total English Units | Total Quality Points |

## Mathematics (2 years required)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit</th>
<th>X</th>
<th>Grade</th>
<th>Quality Points (multiply credit by grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Algebra 1</td>
<td>1.0</td>
<td></td>
<td>B</td>
<td>(1.0 x 3) = 3</td>
</tr>
</tbody>
</table>

| Total Mathematics Units | Total Quality Points |

## Natural/physical science (2 years required)

| Course Title | Credit | X | Grade | Quality Points (multiply credit by grade) |

| Total Natural/Physical Science Units | Total Quality Points |

## Additional years in English, math or natural/physical science (3 years required)

| Course Title | Credit | X | Grade | Quality Points (multiply credit by grade) |

| Total Additional Units | Total Quality Points |

## Social science (2 years required)

| Course Title | Credit | X | Grade | Quality Points (multiply credit by grade) |

| Total Social Science Units | Total Quality Points |

## Additional academic courses (4 years required)

| Course Title | Credit | X | Grade | Quality Points (multiply credit by grade) |

| Total Additional Academic Units | Total Quality Points |

**Total Quality Points from each subject area / Total Credits = Core-Course GPA**

<table>
<thead>
<tr>
<th>Quality Points</th>
<th>Credits</th>
<th>Core-Course GPA</th>
</tr>
</thead>
</table>

---

86
# NCAA Eligibility Center Core Courses

<table>
<thead>
<tr>
<th>English</th>
<th>Social Science</th>
<th>Mathematics</th>
<th>Natural/Physical Science</th>
<th>Additional Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1-2</td>
<td>US History 1-2</td>
<td>Algebra 1-2</td>
<td>Physical Science 1-2</td>
<td>Chinese/French/German/Latin/Spanish 1-2</td>
</tr>
<tr>
<td>H English 1-2</td>
<td>H US History 1-2</td>
<td>H Algebra 1-2</td>
<td>Honors Physical Science 1-2</td>
<td>Chinese/French/German/Latin/Spanish 3-4</td>
</tr>
<tr>
<td>English 3-4</td>
<td>AP US History 1-2</td>
<td>Geometry 1-2</td>
<td>Biology 1-2</td>
<td>H Chinese/French/German/Latin/Spanish 5-6</td>
</tr>
<tr>
<td>H English 3-4</td>
<td>Human Geography</td>
<td>H Geometry 1-2</td>
<td>H Biology 1-2</td>
<td>H Chinese/French/German/Latin/Spanish 7-8</td>
</tr>
<tr>
<td>English 5-6</td>
<td>H Human Geography</td>
<td>Algebra 3-4</td>
<td>AP Biology 1-2</td>
<td>H German 9-10</td>
</tr>
<tr>
<td>AP Eng Lang &amp; Comp 1-2</td>
<td>AP Human Geography 1-2</td>
<td>H Algebra 3-4</td>
<td>Anatomy &amp; Physiology 1-2</td>
<td>AP French/German/Spanish Lang 1-2</td>
</tr>
<tr>
<td>English 7-8</td>
<td>Intro Economics</td>
<td>Math Analysis 1-2</td>
<td>H Anatomy &amp; Physiology 1-2</td>
<td>AP Spanish Lit 1-2</td>
</tr>
<tr>
<td>AP Eng Lit &amp; Comp 1-2</td>
<td>H Economics</td>
<td>Prob/Stat 1-2</td>
<td>Astronomy 1-2**</td>
<td>Spanish for Spanish Speakers 1-2</td>
</tr>
<tr>
<td>Creative Writing 1-2*</td>
<td>AP Macroeconomics</td>
<td>PreCalc/Trig 1-2</td>
<td>H Astronomy 1-2**</td>
<td>H Spanish/Sprks 3-4</td>
</tr>
<tr>
<td>H Adv Creative 1-2*</td>
<td>AP Microeconomics</td>
<td>H PreCalc/Trig 1-2</td>
<td>Chemistry 1-2</td>
<td>H Spanish/Sprks 5-6</td>
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<tr>
<td>Journalism 1-2</td>
<td>Modern World Hist 1-2</td>
<td>AP Statistics 1-2</td>
<td>H Chemistry 1-2</td>
<td>IB French SL 1, 2, 3, 4</td>
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<tr>
<td>Word Study</td>
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<td>AP Calc AB 1-2</td>
<td>AP Chemistry 1-2</td>
<td>IB German SL 1, 2, 3, 4</td>
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<td>AP Calc BC 1-2</td>
<td>Earth Science 3-4</td>
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<td>IB English HL 1, 2, 3, 4</td>
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<td>H Calculus 3</td>
<td>Environmental Science 1</td>
<td>IB Spanish HL 1, 2, 3, 4</td>
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<td>H Forensic Science 1-2</td>
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<td>Anthropology</td>
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<td>Marine Bio 1</td>
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<td>IB Mathematics HL 1-2</td>
<td>H Physics 1-2</td>
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<td>International Studies 1-2</td>
<td>IB Mathematics HL 3-4</td>
<td>AP Physics 1 (1 year)</td>
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<td>Law &amp; Juvenile Justice</td>
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<td>AP Physics 2 (1 year)</td>
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<td>AP Physics C: Elec&amp;Mag/Mechanics</td>
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<td>Psychology</td>
<td>Sociology</td>
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<td>H Sci Seminar 1-2</td>
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<td>IB History HL 1, 2, 3, 4</td>
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<td></td>
<td></td>
<td></td>
<td>IB Physics SL 1-2</td>
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</tbody>
</table>

* Only 1 year of Creative Writing can be used towards NCAA Calculations.

** NCAA will accept either Astronomy or H. Astronomy when making NCAA Calculations, but not both.
NCAA Initial-Eligibility Memorandum of Understanding

I UNDERSTAND THE FOLLOWING:

1. NCAA DI/DII Initial-Eligibility academic requirements are different than the graduation requirements for Omaha Central High School.
2. Not all courses offered at Omaha Central High School are accepted by the NCAA as core courses for the purpose of meeting the NCAA’s credit and GPA requirements.
3. An NCAA core course GPA is not the same as the cumulative GPA on the report card and is often lower.
4. The minimum NCAA core GPA requirements are more rigorous than graduation requirements. In addition, the lower your NCAA core GPA, the higher your SAT/ACT scores must be.
5. Students interested in playing athletics at the collegiate level should begin tracking their NCAA core course GPA their freshman year. All semesters count towards meeting the NCAA’s academic requirements and it is not uncommon for 33% of core courses to be completed during freshman year.
6. Counselors and coaches do not track student-athletes for NCAA Initial-Eligibility.
7. Omaha Central High School provides all student-athletes with access to a free account with CoreCourseGPA.com to assist them in tracking their NCAA Initial-Eligibility progress.

CHOOSE ONE OF THE THREE OPTIONS BELOW TO ACTIVATE YOUR FREE CORECOURSEGPA.COM MEMBERSHIP:

OPTION #1: Scan the QR code
OPTION #2: Go to http://qrly.me/awox
OPTION #3: Go to www.CoreCourseGPA.com. Click on “Free New Member Account” in the upper left corner. Enter School ID 281705 and School Code 714209948.

I understand that tracking NCAA DI/DII Initial-Eligibility requirements is the responsibility of parents and student-athletes. I further understand that Omaha Central High School has provided me with access to a free account with CoreCourseGPA.com to assist in this process.

______________________________  ________________________________  __________________
Student Signature                Print Name                Date

______________________________  ________________________________  __________________
Parent Signature                Print Name                Date
GET INVOLVED!

Clubs and activities are an important part of a student’s educational experience. We strongly encourage students to try new things as well as get involved in activities that interest them. They are also encouraged to start new clubs.

ATHLETICS

Baseball Soccer
Basketball Softball
Cross Country Tennis
Football Track
Golf Volleyball
Swimming & Diving Wrestling

ATHLETIC SUPPORT ACTIVITIES

Cheerleading Pom Squad Step Team

CLUBS & CO-CURRICULAR ACTIVITIES

Academic Decathlon Freshman Vocal Ensemble Philosophy Club
Art Club Gardening Club Poetry Club
Bell Choir Gay/Straight Alliance Polar Plunge Club
Central VEX Robotics Ghost Hunters Club Power Lifting Team
Chess Club HOSA - Future Health Professionals Science Olympiad
Culinary Club JROTC Senior Class Officers
DECA K-Pop Club (Korean Culture) Spanish National Honors Society
Drama Club/ITS Int'l Thespians Latin Club Student Council
Society & Stage Crew Latino Leaders Tri-M Honor Society
Fine Lines Writing Club Math Club THRIVE
Educators Rising Mixer Club Unified Bowling League
Engineering Club National Honor Society WORD Writers Club
FBLA Newspaper – “Register”
French Club O-Club