

# WAHOO HIGH SCHOOL



## CURRICULUM GUIDE

2008-2009

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**INTRODUCTION**  
**MISSION**  
**“Developing Capable and Responsible Life-long Learners”**

**PURPOSE**

The information in this Curriculum Guide has been compiled to provide you with an explanation of the Wahoo High School program of studies and the requirements for graduation.

The list of classes for each department may provide a base from which you may select those classes appropriate for your major area of interest.

Educational planning is important. The courses you take, beginning in 9th grade and throughout high school, will set you on a particular career or college path. By choosing, or not choosing, particular classes, you will either gain or lose opportunities and options to prepare for your post-graduate plans. It is far better to plan your courses for your future than to take whatever is convenient at the time. It is recommended that you create a four-year tentative course of study plan, beginning in ninth grade. There are several reasons for this:

1. To get all required classes.
2. To have the required credits for graduation.
3. To get the prerequisites in the early years for the classes you want to take later (prerequisites are classes that must be successfully completed before a higher level class can be taken. For example: Architectural Drawing is required before CAD).
4. To ensure that the classes you take are the ones that make your high school experience as interesting and beneficial as possible.
5. To be prepared for college or future career.

Course planning is not a one-time event. It is a process that continues throughout your four years of high school. Take time to discuss your plan with your parents and counselor. Review it periodically, especially if your goals change. This booklet is your manual for preparing your educational plan.

## COURSE OF STUDY PLAN

### SAMPLE Personal Learning Plan -- 4-year College Prep Emphasis

#### 9<sup>th</sup> Grade

##### 1<sup>st</sup> Semester

English 9 (5 credits)  
Algebra 1 or Honors/Geometry (5 credits)  
General Science and/or Biology (5 credits)  
World Geography (5 credits)  
Physical Education (5 credits)  
Life Skills or Speech (5 credits)  
Fine Arts or Foreign Language Electives (5 credits)  
    Spanish 1,  
    Band, Mixed Chorus, Art 1  
Elective (5 credits) or Study Hall (no credit)

##### 2<sup>nd</sup> Semester

English 9 (5 credits)  
Algebra 1 or Honors/Geometry (5 credits)  
General Science and/or Biology (5 credits)  
World Geography (5 credits)  
Physical Education (5 credits)  
Life Skills or Speech (5 credits)  
Fine Arts or Foreign Language Electives (5 credits)  
    Spanish 1  
    Band, Mixed Chorus, Art 1  
Elective (5 credits) or Study Hall (no credit)

#### 10<sup>th</sup> Grade

##### 1<sup>st</sup> Semester

English 10 (5 credits)  
Honors/Geometry or Algebra 2 or (5 credits)  
Biology or Chemistry (5 credits)  
World History (5 credits)  
Business & Technology Elective (5 credits)  
Electives (10-15 credits)  
    Spanish 2 (5 credits) recommended  
Study Hall (no credit)

##### 2<sup>nd</sup> Semester

English 10 (5 credits)  
Honors/Geometry or Algebra 2 or (5 credits)  
Biology or Chemistry (5 credits)  
World History (5 credits)  
Business & Technology Elective (5 credits)  
Electives (10-15 credits)  
    Spanish 2 (5 credits) recommended  
Study Hall (no credit)

#### 11<sup>th</sup> Grade

##### 1<sup>st</sup> Semester

English 11 (5 credits)  
Pre-Calc/Trig (5 credits)  
Chemistry or Physics (5 credits)  
U.S. History and/or Honors Am. Gov't (5 credits)  
Electives (15-20 credits)  
    Spanish 3 (5 credits) recommended  
Study Hall (no credit)

##### 2<sup>nd</sup> Semester

English 11 (5 credits)  
Pre-Calc/Trig (5 credits)  
Chemistry or Physics (5 credits)  
U.S. History and/or Honors Am. Gov't (5 credits)  
Electives (15-20 credits)  
    Spanish 3 (5 credits) recommended  
Study Hall (no credit)

#### 12<sup>th</sup> Grade

##### 1<sup>st</sup> Semester

Senior Composition (5 credits)  
Calculus (5 credits)  
Physics, Anatomy or Zoology (5 credits)  
Honors American Government (5 credits)  
Electives (15-20 credits)  
    Spanish 4 (5 credits) recommended

##### 2<sup>nd</sup> Semester

Senior Composition (5 credits)  
Calculus (5 credits)  
Physics, Anatomy or Zoology (5 credits)  
Honors American Government (5 credits)  
Electives (15-20 credits)  
    Spanish 4 (5 credits) recommended

Study Hall (no credit)

Study Hall (no credit)

## COURSE OF STUDY PLAN

### SAMPLE Personal Learning Plan -- Vocational, Trade School or 2-year College Emphasis

#### 9<sup>th</sup> Grade

##### 1<sup>st</sup> Semester

English 9 (5 credits)  
Algebra 1 or Algebra 1A (5 credits)  
Integrated Science 1 or General Science (5 credits)  
World Geography (5 credits)  
Physical Education (5 credits)  
Life Skills or Speech (5 credits)  
Electives (5-10 credits)  
    Spanish 1  
    Fine Arts: Band, Mixed Chorus, Art 1  
Study Hall

##### 2<sup>nd</sup> Semester

English 9 (5 credits)  
Algebra 1 or Algebra 1A (5 credits)  
Integrated Science 1 or General Science (5 credits)  
World Geography (5 credits)  
Physical Education (5 credits)  
Life Skills or Speech (5 credits)  
Electives (5-10 credits)  
    Spanish 1  
    Fine Arts: Band, Mixed Chorus, Art 1  
Study Hall

#### 10<sup>th</sup> Grade

##### 1<sup>st</sup> Semester

English 10 (5 credits)  
Algebra 1B or Geometry (5 credits)  
Integrated Science 2 or Biology (5 credits)  
World History (5 credits)  
Business & Technology Elective (5 credits)  
Electives (10-15 credits)  
    Spanish 2 (5 credits) recommended  
Study Hall (no credit)

##### 2<sup>nd</sup> Semester

English 10 (5 credits)  
Algebra 1B or Geometry (5 credits)  
Integrated Science 2 or Biology (5 credits)  
World History (5 credits)  
Business & Technology Elective (5 credits)  
Electives (10-15 credits)  
    Spanish 2 (5 credits) recommended  
Study Hall (no credit)

#### 11<sup>th</sup> Grade

##### 1<sup>st</sup> Semester

English 11 (5 credits)  
Geometry or Algebra 2 (5 credits)  
Integrated Science 3 or Chemistry (5 credits)  
U.S. History (5 credits)  
Electives (15-20 credits)  
Study Hall (no credit)

##### 2<sup>nd</sup> Semester

English 11 (5 credits)  
Geometry or Algebra 2 (5 credits)  
Integrated Science 3 or Chemistry (5 credits)  
U.S. History (5 credits)  
3 Electives (15-20 credits)  
Study Hall (no credit)

#### 12<sup>th</sup> Grade

##### 1<sup>st</sup> Semester

American, British or World Literature  
    or Creative Writing  
    or Senior Composition (5 credits)  
Algebra 2 or Transition to College Math  
    or Pre-Calculus/Trigonometry (5 credits)  
Physics, Anatomy or Zoology (5 credits)  
American Government (5 credits)  
Electives (15-20 credits)

##### 2<sup>nd</sup> Semester

or American, British or World Literature  
    or Creative Writing  
    or Senior Composition (5 credits)  
Algebra 2 or Transition to College Math  
    or Pre-Calculus/Trigonometry (5 credits)  
Physics, Anatomy or Zoology (5 credits)  
Electives (20-25 credits)  
Study Hall (no credit)

Study Hall (no credit)

Note: \* For the Class of 2010, students will take World Geography since they have already taken World History.

### WAHOO HIGH SCHOOL GRADUATION REQUIREMENTS

The following chart includes course work required to meet basic WHS graduation requirements. Graduation requirements are two-fold: a minimum of 250 credits and all required classes.

#### A. REQUIRED COURSES

<b>1. ENGLISH</b>	4- <b>**</b> 4.5 years (8- <b>**</b> 9 semesters)	<b>40-<b>**</b>45 credits</b>
	includes English 9: Semester 1 & Semester 2 English 10: S1 & S2 English 11: S1 & S2 <b>**</b> Senior English: Senior Composition (S1 & S2), or a combination of two semesters of the following senior English electives: American Lit., British Lit., Creative Writing or World Literature Speech: one semester	
<b>2. MATH</b>	3- <b>*</b> 4 years (6- <b>*</b> 8 semesters)	<b>30-<b>*</b>40 credits</b>
	includes Algebra 1: S1 & S2	
<b>3. SCIENCE</b>	3 years (6 semesters)	<b>30 credits</b>
<b>4. SOCIAL STUDIES</b>	3.5 years (7 semesters)	<b>35 credits</b>
	includes <b>*</b> World Geography (S1 & S2) <b>*</b> World History (S1 & S2) U.S. History (S1 & S2) American Government (1 semester) <i>Class of 2009 only:</i> option of two Social Studies Electives (2 semesters) in place of World Geography year-long requirement.	
<b>5. PHYSICAL EDUCATION</b>	1 year (2 semesters)	<b>10 credits</b>
<b>6. FINE ARTS</b>	1 year (2 semesters)	<b>10 credits</b>
<b>7. BUSINESS &amp;/or TECHNOLOGY</b>	1 year (2 semesters)	<b>10 credits</b>
<b>8. LIFE SKILLS</b>	1/2 year (1 semester)	<b>5 credits</b>
<b>9. ELECTIVES</b>	(16- <b>*</b> 14 <b>**</b> 13 semesters)	<b>80-<b>*</b>70 - <b>**</b>65 credits</b>

Note: \* indicates a change that begins with the Class of 2010 and continues  
**\*\*** indicates a change that begins with the Class of 2011 and continues

### WAHOO HIGH SCHOOL CREDITS NEEDED TO GRADUATE

For each course passed, the student will receive 5 credit hours per semester class, with the following exceptions: Study Hall and Teacher Aide. The student is required to take at least 7 courses each semester; one study hall is allowed each semester. Students are not granted partial credit (Quarter credit or fractions of credit).

Students will need at TOTAL of **250 CREDITS** to meet Graduation Requirements in addition to passing all required classes.

### WAHOO HIGH SCHOOL (Grade Level) CLASS STATUS

The following are general guidelines for a student on a typical 4-year plan.

SENIOR a minimum of 3 years of high school + 170 credits earned toward graduation.  
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JUNIOR	a minimum of 2 years of high school + 120 credits earned toward graduation.
SOPHOMORE	a minimum of 1 year of high school + 60 credits earned toward graduation.
FRESHMAN	Less than 60 credits earned toward graduation.

### ACADEMIC ACHIEVEMENT

**Academic achievement** is recognized each quarter and semester. Students who have incompletes will not be listed on the honor roll. The criteria for each honor roll is as follows:

High Honor Roll	4.0 GPA
Honor Roll	3.67 - 3.99 GPA
Honorable Mention	3.33 – 3.66 GPA

### GRADING SYSTEM

The following is the letter grade, percentage, and its associated Grade Point Average (GPA).

GRADE	PERCENTAGE	GRADE POINTS
A +	(98-100)	4.00
A	(95-97)	4.00
A -	(93-94)	3.67
B +	(90-92)	3.33
B	(87-89)	3.00
B -	(85-86)	2.67
C +	(82-84)	2.33
C	(79-81)	2.00
C -	(77-78)	1.67
D +	(75-76)	1.33
D	(72-74)	1.00
D -	(70-71)	.67

### STRENGTH OF SCHEDULE CLASS RANKING SYSTEM

Beginning with the class of 2010, WHS will use *Strength of Schedule* multiplied by the grade received in the respective class to determine class rank. *Strength of Schedule* course levels will be determined by Administration with staff input. An example would be that a student who receives a grade of a “B” in a level 2 class would receive a 3.00 multiplied by the level (2) for a total score of 6. All classes would follow the same pattern to determine the overall average and class ranking. This method will not impact GPA and will only be used to determine class rank.

### NEBRASKA CAREER CONNECTIONS

The first step in setting up an educational plan of study is to determine what your strengths and interests are. Perhaps you already know. If not, you can look at the grades you earned in your classes, standardized test results, and hobbies or interests outside of school to determine strengths.

Interest inventories and self-assessment surveys also help you to define your strengths.

Wahoo High School uses the Nebraska Careers Connection <[nebraskacareerconnections.org](http://nebraskacareerconnections.org)> website. It will be an important website for you throughout high school and beyond. It’s a one-stop site to do interest inventories, track your personal learning plan, create resumes, etc. Once you know what your strengths are, you may print an information sheet you can keep and refer to.

Use this site to keep track of your volunteer activities as well, since scholarships may require you to identify the date services were rendered, the number of hours served and the name of an adult who supervised the activity.

Your User Name should be first initial, followed by your last name and month and day of birth.

Your password should be Graduation Year, followed by a G and your lunch number.

## DETERMINING YOUR STRENGTHS AND INTERESTS

The first step in setting up an educational plan of study is to determine what your strengths and interests are. Perhaps you already know. If not, you can look at the grades you earned in your classes, standardized test results, and hobbies or interests outside of school to determine strengths. Interest inventories and self-assessment surveys also help you to define your strengths. The Nebraska Careers Connection <[nebraskacareerconnections.org](http://nebraskacareerconnections.org)> will be an important website for you in high school and beyond. It's a one-stop site to do interest inventories, track your personal learning plan, create resumes, etc. Once you know what your strengths are, print an information sheet you can keep and refer to. Use this site to keep track of your volunteer activities as well, since scholarships may require you to identify the date services were rendered, the number of hours served and the name of an adult who supervised the activity.

## COLLEGE OR UNIVERSITY PREPARATION

The following program is for students who plan to attend a 4-year college or university immediately after high school graduation. It prepares students for entry into most of these schools. Resulting occupations would be those that require a degree. The following is a small sample of such jobs.

Accountant	Engineers (not railroad)	Medical Doctor	Psychologist
Architect	Forester	Medical Technologist	Social Worker
Business Executive	Landscape Architect	Minister	Teacher
Computer Programmer	Lawyer	Psychiatrist	Veterinarian

Attending a 4-year college places certain expectations on the students. First, college students are expected to have a General Education which means students are required to take courses in a variety of subject areas. Secondly, the courses students take will be more difficult. In college preparatory classes, students use college level textbooks; read a variety of materials; have more reading assignments, write more; participate more in class discussions; and, no doubt, like college students, high school students study more at home each night. A serious college prep student can expect to study an average of 2-3 hours each night; more, when researching papers and preparing for exams.

Students should not plan on college unless they are planning on at least six to eight years of hard work, four in high school and two to five more years in college. The college prep classes are designed to prepare students for college classes while technology courses are not. In preparing for college, high school college prep students should plan on the following:

## HIGH SCHOOL PLAN OF STUDY TO PREPARE FOR 4-YEAR COLLEGE OR UNIVERSITY

1. **Four** years of English and they should be in college prep classes and include intensive reading and writing experience.
2. **Four** years of math, Algebra 1 and higher (UNL: 4 years, must include: Algebra 1 & 2; Geometry and one building on Algebra or Geometry. Note that UNK and UNO require only 3 years of these math classes.)
3. **Three to four** years of science (UNL: 3 years, must include: 2 from Biology, Chemistry, Physics or Earth Sciences. One must include laboratory instruction.)
4. **Three to four** years of Social Sciences (UNL: 3 years, including at least 1 year of American and/or World History and 1 additional year of history, Am. Government; and/or Geography.)
5. **Two to four** year sequence of foreign language - preferably four (some colleges require language for all majors, and all schools require language for some majors). UNL university entrance requirements are 2 years, but if students attend the Colleges of Arts and Sciences, Business Administration, Fine & Performing Arts, Journalism & Mass Communications or Education & Human Sciences; the equivalent of four years are required before students will be able to graduate from that college at UNL. If students have three years or less of a foreign language, they will need to take a placement test. They will

be placed in a foreign language class based on their knowledge. If students have taken three years of a foreign language, they will be expected to function at the 300 level in college languages. If the placement test indicates they are at the 200 level, students will need to retake the equivalent of 2nd year foreign language again. If students have four full years of a foreign language, they are exempt from taking the placement test.

6. Additional Academic Requirement: 1 year. (UNO & UNK: can be in any area; UNL must be math or math-related course that build on algebra [included in the 4 math units noted above]).
7. Generally, a minimum of **one** course in keyboarding or computer technology.

## UNL ADMISSIONS STANDARDS

### BASIC CORE ENTRANCE REQUIREMENTS FOR UNL

The basic core entrance requirements for the University of Nebraska at Lincoln is typical of many colleges or universities. Nebraska Wesleyan University is similar except NWU requires up to four years of Natural Science. Students should always check a college catalog or ask a college representative what high school classes are needed to prepare them for a particular college since admissions standards vary for each school. Note: a unit is equal to one year.

- 4 Units of College Preparatory English
- 4 Units of Math (including Algebra 1, 2, Geometry, and one that builds on algebra or geometry)
- 3 Units of Natural Sciences (two from Biology, Chemistry, Physics or earth sciences; one of these must include laboratory instruction. Students applying to the College of Engineering and Technology need two of the three units to include Chemistry and Physics.)
- 3 Units of Social Studies (History, Government, Geography, Economics, Psychology, or other social science courses.)
- 2 to 4+ Units of Foreign Language. (UNL entrance requires 2, but graduating depends on the College enrolled in, e.g. College of Fine Arts requires 4 units to graduate from UNL. Students may be required to take a foreign language placement exam if they have less than four years of the same foreign language. Check out <http://admissions.unl.edu/requirements/forlang.asp>). Some majors indicate students need to prepare for 300 level language courses which are higher level than 4<sup>th</sup> year HS language courses (e.g., European Studies, International Studies, Latin American Studies, Spanish, French, etc.)

### UNL PERFORMANCE REQUIREMENTS

In addition to meeting the above core course requirements listed under UNL's Admission Standards, college freshmen should:

- Be ranked in the upper one-half of their high school class OR
- Have received an ACT composite score of 20 or higher\*, OR
- Have received an SAT total score (Critical Reading and Math only) of 950 or higher\*.

\*Note: Freshman applicants under 23 years of age are required to submit an ACT or SAT scores. Our ACT code is 2482. Our SAT code is 6877.

### UNL COLLEGE-SPECIFIC REQUIREMENTS

All the colleges at UNL require students to meet the minimum core course and performance admission requirements. Some colleges have additional prerequisites that students must meet before they can be admitted into that college. If students are not admitted to the college they request on their applications for admission, it is because they have not met the prerequisites listed for the college.

If students are admitted to the Division of General Studies instead of the college they requested on their application, students are advised by General Studies until requirements are met. Then, students have the opportunity to transfer to the college they originally requested.

Please note: Some University of Nebraska–Lincoln degree programs require the equivalent of four years of H.S. foreign language in the same language in order to graduate. Other degree programs may require specific math, science classes, etc.

## COLLEGE ENTRANCE EXAMS AND PLACEMENT TESTS

Students enrolling in a college typically have to take college entrance tests and/or placement tests. College Entrance tests for 4-year colleges generally are: the ACT or SAT with Writing and SAT Subject Tests while two-year colleges in our area have the ASSET test or the COMPASS test. Some schools have their own placement test or eligibility requirements. For example, art schools require an art portfolio, or in theatre arts or music, students can expect to audition. So, no matter where students plan to go to get post-graduate training, they can expect to take an entrance assessment of some sort.

Placement tests can be academic or talent. Academically, students may expect a math, English, reading or foreign language placement test. Talent may include an art portfolio, audition, or combination.

## WAHOO HIGH SCHOOL CODE

High Schools and colleges each have a school code to identify where students' records and information come from or need to go. Sometimes the high school code is referred to as the CEEB code which means college entrance examination board code. Most college entrance tests require the student include his/her high school code. NCAA Clearinghouse will also require the high school code to access a list of approved courses to take in high school to meet Division I and II colleges' entrance requirements. Wahoo High School's code is: **282-440**.

## TECHNICAL SCHOOL AND COMMUNITY COLLEGE PREPARATION

The Technical and Community College Program is for students who plan to continue their education beyond high school, but do not plan to attend a 4-year college or university. It prepares students for entry into a one, two, or three-year school, provided students have taken similar preparatory courses in the area they wish to pursue.

Most students do not realize that technical schools and community colleges want students to take the same college preparatory courses that students who are planning to attend a 4-year college do. For example, Cosmetology schools want students to have Human Anatomy & Physiology and Business courses and SCC-Milford expects students to take the tough math and science classes as well as English and Speech.

Neither do students realize the cost of a technical program can be as much or more than attending a public university for a year. For example: attending ITT and studying computer technology will cost over \$20,000. The current overall cost for taking Auto Mechanics at Milford and graduating after 5 quarters runs over \$12,000, this does not necessarily include any tools or materials students need to buy.

Following are examples of the career areas students pursue at a technical school or a 2-year community college program. Remember these are just a few of the hundreds of jobs available to technical school/community college graduates.

Appliance Repairman	Computer Operator	Electronic Tech	Plumbing, Heating, & A.C.
Brick Layer	Computer Programmer	Mechanic	Secretary
Carpenter	Dental Assistant	Med Techs	Truck Driver
Commercial Artist	Electrician	some Nurses (e.g., LPN)	Veterinarian Aide

Students attending a technical school study subjects needed to do a particular job. They need intensive high school classes in the area they are entering and specific skills and knowledge in that particular area. Students are not expected to have a well-rounded general education covering a variety of subject areas.

Students attending a 2-year community college may seek a certificate program or pursue an Associate of Arts (AA) degree. Some students plan to transfer to a 4-year college to pursue a Bachelor's (BA/BS) degree in either the Arts or Science. Certificate programs are similar to technical programs in that students study classes only in that area. Students pursuing an AA degree generally take the "general education" requirements that cover a wide variety of subjects and include core classes in English, Math, Science and Social Studies.

## ARTICULATION AGREEMENTS

Articulation agreements are made between educational institutions so that course credits will transfer from one institution's program to another easily. Many 2-year and 4-year colleges have articulation agreements. For example, English Composition from CCC (ENGL 1010) transfers to most 2- and 4-year colleges. Also, Nebraska Tech Prep programs may have articulation agreements with high schools for specific courses that will transfer from high school as college credit. Students need to request information about articulation agreements whenever they explore college transfer options, or specific programs in high school. For example, WHS Accounting 1 and 2, with a "B" or better, transfers to SCC-Milford as Office Accounting (OFFT1310) for students enrolling in the Parts Marketing program.

## ABOUT APPRENTICESHIP PROGRAMS

For many young people with limited incomes, an apprenticeship may be an ideal way to gain the education and training needed for a skilled good-paying job – with minimal costs and no college loans to pay off at the end of training.

Apprenticeships are available for more than 690 occupations. Possibilities range from telecommunications, environmental protection and pastry making to healthcare, childcare, and the arts.

These programs combine structured on-the-job training with classroom instruction. Current programs vary in length from one to six years. In that time, apprentices work and learn as employees.

Apprenticeships can be combined with other kinds of training. Classroom instruction often counts toward licenses, certifications and college degrees.

Learning a skilled occupation takes time, how much depends on the job. All apprenticeship programs require at least 2000 hours of work experience. Some take up to 12, 000 (2 -6 years), while most programs require about four years or 8000 hours.

The Department of Labor established national training guidelines in some occupations. If a registered program meets these guidelines, employers know precisely what skills the program graduates have.

For more information, see the Employment and Training Administration's website at [www.doleta.gov/atels\\_bat](http://www.doleta.gov/atels_bat), or call America's Workforce Network help line, 877-US2-JOBS (872-5672)

## COUNSELOR RECOMMENDATIONS FOR HIGH SCHOOL SUCCESS & PLANNING

Following is a general list of goals and recommendations students should know and demonstrate as they progress through their high school years. Students who are able to do these things, not only make the transition into high school easier, and experience success; but, they also are more confident of themselves and their abilities when they graduate and set off to meet their post-graduate plans after graduation.

### **9<sup>TH</sup> Grade: Is a transition year. In order to do well students should:**

- Organize themselves by using a planner and writing in each class and its daily assignment,
- Get a pocket folder. On one side write "not done" and on the other pocket write "done" and put homework assignments in the folder to easily find and retrieve homework to do or turn in.
- Put their full name and each date on every paper they turn in and on every worksheet, handout, etc. they receive in class.
- Use a monthly calendar and write in significant dates that may include upcoming tests and major papers due dates, work days if the student has a job, or activities (game days, etc).
- Study 1-2 hours each night.
- Be on time to class.
- Turn in their assignments the day they are due.
- Create a resume to keep track of their activities throughout the year.
- Identify their interests and get involved in activities in and out of school to aid in meeting future scholarship requirements.
- Get active in clubs, organizations, and activities in and out of school.
- Develop their talents and skills by investing time in hobbies and activities.
- Complete the four-year personal learning plan and determine courses to take in high school.
- Go to the internet (<http://online.onetcenter.org>, [www.educationquest.org](http://www.educationquest.org), etc.) and look up information on jobs and colleges.

If student do these simple study habits, they should make the transition as a high school student an easy one. Students who have academic difficulty are encouraged to attend AAT (Additional Academic Time) on Wednesdays either from 7 to 8 a.m. or 3:30 to 4:30 p.m. Most teachers are available before school, so students should arrange for help then. Teachers, parents and/or students may request support as part of the Wahoo Educational Behavioral Support System (WEBSS) program or SCIP (School Community Intervention Program) program. WEBSS is a district-wide problem solving team acting to consistently reinforce student's academic, social and emotional journey through school while SCIP offers counseling services for personal and/or social issues that are impacting student success in school.

### **COUNSELOR RECOMMENDATIONS FOR HIGH SCHOOL SUCCESS & PLANNING - continued**

**10<sup>th</sup> Grade: Sophomores should continue to practice the study and organizational skills they used in 9<sup>th</sup> grade (See the 9<sup>th</sup> grade list) and continue to get involved in activities that express their interests and skills. Sophomores should:**

- Investigate jobs they are interested in by looking up jobs on line or in books or by talking to people in those jobs.
- Identify what type of post-graduate training these jobs require and ask if they need to go to a 2-year or 4-year college or technical school, apprenticeship program or on-the-job training.
- Generally, Sophomores look for employment and need to fill out job applications for the first time. So, continuing to update their resume is very important not only for scholarship purposes, but also to use in filling out applications or attaching the resume to the job application.
- Students need to identify people for references. This means asking adults who are not related to them, to comment on their behavior, maturity, work ethic, academic ability, etc.
- During registration for Junior year, students should identify courses needed in high school to prepare for their post-graduate plans.
- Look for opportunities to be active in and out of school, especially in leadership roles.
- Update their four-year personal learning plan and determine courses to take in high school.
- Go to the internet (<http://online.onetcenter.org>, [www.educationquest.org](http://www.educationquest.org), etc.) and look up information on jobs and colleges.
- Meet one-on-one with Counselor for post-graduate planning.

If student do these simple study habits, they should make the transition as a high school student an easy one. Students who have academic difficulty are encouraged to attend AAT (Additional Academic Time) on Wednesdays either from 7 to 8 a.m. or 3:30 to 4:30 p.m. Most teachers are available before school, so students should arrange for help then. Teachers, parents and/or students may request support as part of the Wahoo Educational Behavioral Support System (WEBSS) program or SCIP (School Community Intervention Program) program. WEBSS is a district-wide problem solving team acting to consistently reinforce student's academic, social and emotional journey through school while SCIP offers counseling services for personal and/or social issues that are impacting student success in school.

**11<sup>th</sup> Grade: Juniors continue to practice the skills learned in 9<sup>th</sup> and 10<sup>th</sup> grades, plus:**

- Take tough academic classes and classes specifically geared toward an area of interest or post-graduate goal.
- Study 2-4 hours each night.
- Set up a one-on-one post-graduate planning conference with the counselor in the fall to identify his/her personal goals and needs and how to meet them. Juniors initiate the time and date for the conference to indicate their personal initiative and readiness as an adult to take responsibility for their future.
- Go to the College Planning and Financial Aid workshop with their parents in November to prepare for completing the FAFSA (Federal Application for Financial Student Aid).
- Review the monthly scholarship list and write down scholarships and their deadlines they plan to complete senior year. Students and parents generally use 3 x 5 cards, so it's easier to organize deadlines for senior year.
- Do in-depth investigations on colleges, occupations, training, and scholarships via Internet or other materials. (<http://online.onetcenter.org>, [www.educationquest.org](http://www.educationquest.org), [www.fastweb.com](http://www.fastweb.com), etc.).
- Update their four-year personal learning plan and determine courses to take in high school.
- Make post-graduate planning goals.
- Take the ACT. Other pre-college tests to consider taking include the PSAT/NMSQT and/or the SAT.
- Identify specific schools that have their program of study, so they can have a list of schools to visit over their Junior/Senior summer break.

- ❑ Fill out a transcript request in the spring, so they can take a copy of their transcript along with their updated resume, etc. with them on their summer college visits.
- ❑ Make campus visits over the summer
- ❑ Complete college admissions applications after June of Junior year.
- ❑ Make arrangements to job-shadow adults in the field they are interested in over the summer.

If student do these simple study habits, they should make the transition as a high school student an easy one. Students who have academic difficulty are encouraged to attend AAT (Additional Academic Time) on Wednesdays either from 7 to 8 a.m. or 3:30 to 4:30 p.m. Most teachers are available before school, so students should arrange for help then. Teachers, parents and/or students may request support as part of the Wahoo Educational Behavioral Support System (WEBSS) program or SCIP (School Community Intervention Program) program. WEBSS is a district-wide problem solving team acting to consistently reinforce student's academic, social and emotional journey through school while SCIP offers counseling services for personal and/or social issues that are impacting student success in school.

### **COUNSELOR RECOMMENDATIONS FOR HIGH SCHOOL SUCCESS & PLANNING - continued**

#### **12<sup>th</sup> Grade: Seniors practice all skills learned in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade, plus:**

- ❑ Update their four-year personal learning plan and determine courses to take in high school to meet college needs.
- ❑ Take tough classes specifically geared toward post-graduate training needs.
- ❑ DO NOT drop tough classes at mid-year since schools request senior year schedules to see if students have the maturity and perseverance to follow through with the course that was originally planned. Scholarship monies can be reduced or lost, if courses are dropped during the Spring semester of senior year.
- ❑ Continue doing in-depth investigations on colleges, occupations, training, and scholarships via Internet or other materials.(<http://online.onetcenter.org>, [www.educationquest.org](http://www.educationquest.org), [www.fastweb.com](http://www.fastweb.com), etc.).
- ❑ Watch all deadlines.
- ❑ Take on leadership positions in various clubs and organizations.
- ❑ Get pin numbers for themselves and ensure at least one parent has a pin number for the FAFSA form.
- ❑ Complete applications to get into post-graduate schools.
- ❑ Complete applications for scholarships.
- ❑ Complete financial aid forms (FAFSA's).
- ❑ Attend the College Planning and Financial Aid Night with their parents to see what changes Congress has made for financial aid.
- ❑ Have their parents complete their taxes early, so they can get the FAFSA in no later than February of their senior year.
- ❑ Accept/Reject college, scholarship and financial aid packages. Be sure to inform the colleges/scholarship organizations you turn down by May 1st, so the monies will be available for other students.
- ❑ Update resume for college, scholarship and work purposes.
- ❑ Complete a final transcript request for the school they plan to attend after high school.
- ❑ Graduate from high school with a diploma.
- ❑ Send thank-you's to any independent organization for scholarships received!

If student do these simple study habits, they should make the transition as a high school student an easy one. Students who have academic difficulty are encouraged to attend AAT (Additional Academic Time) on Wednesdays either from 7 to 8 a.m. or 3:30 to 4:30 p.m. Most teachers are available before school, so students should arrange for help then. Teachers, parents and/or students may request support as part of the Wahoo Educational Behavioral Support System (WEBSS) program or SCIP (School Community Intervention Program) program. WEBSS is a district-wide problem solving team acting to consistently reinforce student's academic, social and emotional journey through school while SCIP offers counseling services for personal and/or social issues that are impacting student success in school.

### **COLLEGE PLANNING FOR ATHLETES National Collegiate Athletic Association (NCAA)**

The NCAA Clearinghouse has launched a series of services to support prospective student-athletes are noted below. New Eligibility Rules went into effect in 2005-2006. Be sure to get on-line and download a copy of the NCAA Guide. Go to page 2 and page 19 for contact information. Page 20 gives info on the Student Release Form and PIN number.

#### **General Information on the NCAA Eligibility Center**

##### **Website:**

- Links to the NCAA website.

- Core-course listings for high schools.
- Online version of NCAA Guide for the College-Bound Student-Athlete.
- Online information about Division I and Division II initial-

eligibility requirements.

- Online Frequently Asked Questions (FAQs).

#### Prospective Student-Athletes:

- Submit your Student Release Form (SRF) via the Web.
- Registered Students - Update your registration information (if necessary).
- Registered Students - Check your certification status.
- Home-School Students.

#### NCAA Eligibility Center

- Transcript mailing address:  
NCAA Eligibility Center, Certification Processing

P.O. Box 7136

Indianapolis, IN 46207-7136

- Customer Service hours:  
8 a.m. to 6 p.m. Eastern Time Monday through Friday
- Toll Free phone numbers (domestic callers only):  
Customer Service Line – 877-262-1492
- Need to have PIN and SSN ready  
Customer Service Line – 317-223-0700  
24-hour voice response –  
•Fax Number: 317-223-0799  
www.ncaaclearinghouse.net.  
www.ncaa.org

### NCAA APPROVED CORE COURSES FOR 2008-2009

**IMPORTANT NOTES:** Check the website for each Division's eligibility standards or download the NCAA Guide. Algebra 1A and Algebra 1B are both needed to complete one (1) year of Algebra 1. Colleges generally require 3-4 years of Math, so students may have to take additional years of math to meet college requirements if Algebra 1A and 1B are taken. The most up-to-date information will be found on the website, so go to the website to read about new eligibility requirements.

#### ENGLISH

Am. Literature  
Brit. Literature  
Creative Writing  
English 10  
Eng. 101 (Metro)  
Eng. 102 (Metro)  
English 11  
English 9  
English Prep 10  
English Prep 11  
English Prep 9  
Journalism  
Senior Composition  
Speech  
Speech, Adv.  
World Literature

#### SOCIAL SCIENCE

Am. Gov't  
Am. Gov't Honors  
Current Issues  
Government  
Intro to Social Studies/Social Science (ISS)  
Psychology  
Social Science  
Social Studies  
Sociology  
U.S. History  
US History (AP)  
World Geography  
World History

#### MATH

Algebra 1A (.5 cr/yr)  
Algebra 1B (.5 cr/yr)  
Algebra 1  
Algebra 2  
Calculus  
Geometry  
Geometry Honors  
Pre-Calc/Trig  
Transition to Clg Math

#### NATURAL/PHYSICAL SCIENCE

Biology (Lab)  
Chemistry (Lab)  
General Science (Lab)  
Human Anatomy & Physiology  
Physics (Lab)  
Physiology (Lab)  
Zoology (Lab)

#### Additional Core Courses

Spanish 1  
Spanish 2  
Spanish 3  
Spanish 4

## Courses Offered at Wahoo High School

### NOTES:

One-semester courses are in *italics*  
(^) indicates needs a prerequisite  
(\* ) indicates a college prep class  
(#) Special Permission by Teacher or Principal  
(!) Possible class to be offered  
(!!) May not be offered this year  
[NE Career Connection Code]

### BUSINESS [NCEC]

Accounting 1 10, 11, 12  
^Accounting 2 11, 12  
^*Applied Economics* 10, 11, 12  
Business Law 11, 12  
*Business Management* 10, 11, 12  
^*Computer Applications 1* 9,10,11,12  
^*Multimedia* 10, 11, 12  
*Keyboarding* 9, 10 recommended 11, 12  
*Personal Finance* 10, 11, 12  
!*Web Design* 10, 11, 12

### ENGLISH

^*Advanced Speech* 9, 10, 11, 12  
^\**Am. Literature* 11, 12  
^\**British Literature* 11, 12  
^\**Creative Writing* 11, 12  
English 9  
English 10  
English 11  
^*Journalism 1* 10, 11, 12  
!*#Newspaper* 11#, 12#  
*Speech* required 9<sup>th</sup> recommended  
\*Senior Composition 12  
^\**World Literature*, 11, 12  
^*#Yearbook* 11#, 12#

### FAMILY & CONSUMER SCIENCE [NCEC]

*Family Life* 10, 11, 12  
*Fashion & Design* 10, 11, 12  
*Food & Fitness* 10, 11, 12  
*Home Design* 10, 11, 12  
*Life Skills* 9, 10, 11, 12  
*Parenting & Child Dev.* 10, 11, 12

### FINE ARTS

#### [Additional Requirements/Elective]

^Advanced Art 3 11, 12  
Art 1 9, 10, 11, 12  
^Art 2 10, 11, 12  
Band 9, 10, 11, 12  
^#Concert Choir 10, 11, 12  
*Drama 1* 9, 10, 11, 12  
^#*Drama 2* 9, 10, 11, 12  
*Guitar 1* 10, 11, 12  
*Guitar 2* 10, 11, 12  
^Independent Art 4 12  
Mixed Chorus 9, 10, 11, 12

### FOREIGN LANGUAGE

\*Spanish 1 9, 10, 11, 12  
^\*Spanish 2 10, 11, 12  
^\*Spanish 3 11, 12  
^\*Spanish 4 12  
Other: as offered via Distance Learning

### INDUSTRIAL TECHNOLOGY [NCEC]

*Architectural Drawing 1* 10, 11, 12

^*Architectural Drawing 2* 10, 11, 12  
*Auto 1* 10, 11, 12  
^Auto Reconstruction 11, 12  
^*CAD 1* 10, 11, 12  
^*CAD 2* 10, 11, 12  
^Carpentry/Construction 11, 12  
^Electric Vehicle 11, 12  
*Metals 1* 10, 11, 12  
^*Metals 2* 10, 11, 12  
*Woods 1* 10, 11, 12  
^*Woods 2* 10, 11, 12  
^*Woods 3* 11, 12  
^*Woods 4* 11, 12

### MATH

^\*Algebra 1 9, 10, 11, 12  
^Algebra 1A 9  
^Algebra 1B 10  
^Algebra 2, 9, 10, 11, 12  
^\*Calculus, 12  
\*Geometry 9, 10, 11, 12  
^Honors Geometry 9, 10, 11, 12  
^Math for the Trades 11, 12  
^\*Pre-Calculus & Trig. 11, 12  
^\*Transition to Clg Math 11, 12

### PHYSICAL EDUCATION

#### [Additional Requirements/Elective]

PE 1 9, 10 required 11, 12  
^#*Strength & Fitness* 10, 11, 12  
^ *Toning & Fitness* 10, 11, 12

### SCIENCE

^\*Biology 9#, 10, 11  
^\*Chemistry 10#, 11, 12  
\*General Science .9, 10  
^\*Human Anatomy & Physiology 11, 12  
Integrated Science 1 9, 10

Integrated Science 2 10, 11  
Integrated Science 3 11, 12  
^\*Physics 11, 12  
^\*Zoology 11, 12

^#U.S. History 11 required  
World Geography 9 required  
^World History 10 required

!^Work Study 12

## **SOCIAL STUDIES/HISTORY**

*Am. Government* 12 required  
*Current Issues* 10, 11, 12  
^#Honors Am. Gov't 11, 12  
^#Honors Am. Gov't (DC) 11, 12  
*Psychology* 11, 12  
*Sociology* 11, 12

## **SPECIALS**

[Some may be: **Additional Requirements/Elective**]

!^Distance Learning 11, 12  
!^Dual Enrollment 11, 12  
^#Independent Study  
^Midyear Graduation 12  
^Teacher Assistant 12

## **SPECIAL EDUCATION**

### **Note:**

Offered to students who show need and have a current IEP according to PL 94-142, NDE Rule 51

^#B Resource Study Hall  
^#Resource Study Hall  
^#Transitions Program

## **COURSE DESCRIPTIONS**

**Students interested in taking classes outside the suggested grade levels need to submit their name and grades to the Administration and/or Teacher for review and permission.**

## **BUSINESS**

### **ACCOUNTING 1**

(Grade: 11, 12) Year Long Course

Prerequisite: None

Recommended for students majoring in Business or Accounting 1. Students must pass 1<sup>st</sup> semester Accounting 1 to continue with 2<sup>nd</sup> semester Accounting 1. **Note:** Students completing Accounting 1 **AND** Accounting 2 with a "B" or better each semester who plan to attend SCC within one year of graduating high school, and complete SCC application for Credit by Waiver form, will receive credit for SCC's *ACCT1200 Principles of Accounting I* as part of the Nebraska Tech Prep Program. No tuition or fee payment is required. Credit hours will be counted toward graduation, but are not counted in the college GPA. Students who enroll in the parts Marketing program at SCC-Milford can articulate OFFT1310 Office Accounting.

Accounting instruction provides an understanding of the basic principles and concepts of the double-entry accounting system. Students will study the accounting cycle for a sole proprietorship and a partnership. Some activities in the course include recording transactions, preparing worksheets, financial statements, becoming familiar with accounting terminology, and consideration of career opportunities in accounting.

### **ACCOUNTING 2**

(Grade: 11, 12) Year Long Course

Prerequisite: Accounting I (C average or above)

Recommended for students majoring in Business or Accounting 1. Students must pass Accounting 1 with a C average or high in order to take Accounting 2. Students must pass 1<sup>st</sup> semester Accounting 2 to continue with 2<sup>nd</sup> semester Accounting 2. Students must pass 1<sup>st</sup> semester Accounting 2 to continue with 2<sup>nd</sup> semester Accounting 2. **Note:** Students completing Accounting 1 **AND** Accounting 2 with a "B" or better each semester who plan to attend SCC within one year of graduating high school, and complete SCC application for Credit by Waiver form, will receive credit for SCC's *ACCT1200 Principles of Accounting I* as part of the Nebraska Tech Prep Program. No tuition or fee payment is required. Credit hours will be counted toward graduation, but are not counted in the college GPA. Students who enroll in the parts Marketing program at SCC-Milford can articulate OFFT1310 Office Accounting.

The students will work on departmentalized accounting, adjustments, depreciation, inventory, payroll, and corporate accounting. This course is designed to assist those students who are planning to take beginning accounting in college.

### **APPLIED ECONOMICS**

(Grade: 10, 11, 12) One Semester (usually 2nd Only)

Prerequisite: Business Management or Accounting I

Required for students attending 4-year College

Students will be introduced to the Economic way of thinking. Students will see how much economics affects their every day lives. Topics to be covered will include the study of supply and demand, globalization, microeconomics, and macroeconomics. Students may complete a project on the stock market game using the Internet and newspapers.

### **BUSINESS LAW**

(Grade: 11, 12) Year Long Course

Prerequisite: None

Business law is designed to help students develop an appreciation for law and a practical understanding of the legal framework within which individuals function. Students will learn to apply general legal principles and concepts to specific business and personal situations; demonstrate the application of a wide range of legal terms as they relate to a variety of legal situations, identify and apply specific legal rights and responsibilities as they relate to society, and demonstrate a working knowledge of our legal systems on the federal, state, and local levels.

### **BUSINESS - continued**

### **BUSINESS MANAGEMENT**

(Grade: 10, 11, 12) One Semester (1st Only)

Prerequisite: None

Recommended for students interested in Business

Business Management offers students the opportunity to learn about marketing, advertising, types of businesses. This class is designed to provide the student with a basic understanding of the role that businesses play in our life. It is also to provide an understanding of the various types of businesses, and the roles and duties of a manager in a business.

### **COMPUTER APPLICATIONS 1**

(Grade: 9, 10, 11, 12) One Semester

Prerequisite: Keyboarding or 40 words per minute

Recommended for students interested in Business or Computers

Students will be instructed primarily in the integrated applications of word processing, database, and spreadsheet functions. Students will also create presentations on Power Point. The student will gain an in-depth understanding of all of the elements of Microsoft Office.

### **MULTIMEDIA**

(Grade: 10, 11, 12) One Semester

Prerequisite: Computer Applications

This is a Multimedia class in which the student will gain an understanding of the elements in the iLife Suite software, which includes iCal, iPhoto, iMovie, iDVD, iTunes, and iWeb. Students will create Slideshows, Calendars, and movies that will be burned onto DVD's.

### **KEYBOARDING**

(Grade: 9, 10, 11, 12) One Semester

Prerequisite: None

Recommended for all students

This class is designed to provide the student with a basic proficiency in keyboarding speed. In addition, the student will learn how to use a word processor, and how to format various business documents that include a business letter, memo, report, and tables.

### **PERSONAL FINANCE**

(Grade: 10, 11, 12) One Semester

Prerequisite: None

Recommended for students interested in Business

This class is designed to provide the student with a basic understanding of decisions that they will make as consumers, and how to be wise consumers. Topics such as banking, credit, budgeting, income taxes, finding a job, saving money, transportation, and housing will be covered.

### **WEB DESIGN**

(Grade: 10, 11, 12) One Semester

Prerequisite: Computer Applications

Recommended for students interested in Computers and developing web sites.

This class is designed to provide students with knowledge of web design. Students will design, create, and develop numerous web sites, and be responsible for updating them throughout the semester during class.

## **BUSINESS - continued**

### **WORK STUDY**

(Grade: 12) One Semester. May be renewed Second Semester based on First Semester Performance

Prerequisite: Senior in good standing. Requires Principal, Counselor and Teacher permission.

Work Study is designed for the mature Senior who currently holds a job in the Wahoo area and will continue to be employed throughout the Senior Year. Students in this program must meet and maintain the following criteria: sufficient credits to show s/he is in good standing to graduate with his/her class, good grades, good attendance, good citizenship, continued community service and/or extracurricular activities, and continued employment that is verified by the employer on a continuous and routine basis and presented to the instructor of the Work Study Program. Students may be dismissed from the program if they violate any of the standards listed in this course description. Students will receive a grade of Pass/Fail on transcripts. **Work Study will NOT count for credits for 08-09 school year.**

## **ENGLISH**

### **ADVANCED SPEECH**

(Grade: 9, 10, 11, 12) One Semester (2nd)

Prerequisite: Speech with a grade of A or with permission of the instructor based on grades and success in previous related classes.

Students will work on longer and more advanced presentations. They will be required to compete at one speech meet. This class would also organize and host a local speech meet or a middle school speech workshop.

Areas of emphasis:

1. Advanced Speech Techniques.
2. Beginning Debate Unit.
3. Power point Presentations.

### **AMERICAN LITERATURE**

(GRADE: 11, 12 One Semester (2nd)

Prerequisite: Students must have earned a minimum of a "C" in both semesters of English Prep 10 or English Prep 11. Students with grades lower than a "C", or 10<sup>th</sup> graders, need permission of the instructor based on grades and success in previous related classes. Offered one semester only.

This class is for students who want to be prepared for college reading and thinking. Students will read works of American Literature based on themes such as war, small towns and women's literature. Works read include the novels: *The Red Badge of Courage* by Stephen Crane, *Winesburg Ohio* by Sherwood Anderson, *Going After Cacciato* by Tim O'Brien, *The Awakening*, by Kate

Chopin, *Ethan Fromme*, by Edith Wharton, *The Member of the Wedding* by Carson McCullers. Plays read are *The Glass Menagerie* by Tennessee Williams, and *The Piano Lesson* by August Wilson. Selections are also read from *The Oxford Book of American Short Stories*, edited by Joyce Carol Oates, and *The Six American Poets, an Anthology* edited by Joel Conarroe.

Students should expect to do a lot of reading during the semester. Emphasis will be on class discussion of the works and writing about the works. Students will keep a literary journal where they record their thoughts and reactions to the novel.

## **BRITISH LITERATURE**

(GRADE: 11, 12) One Semester

Prerequisite: Students must earn at least a minimum of a “C” in English Prep 10 or English Prep 11. For 10<sup>th</sup> graders this course may be taken with permission of the instructor based on grades and success in previous related classes.

This class is for the student who wants to be prepared for college reading and thinking. Students should expect to do a lot of reading during the semester. Emphasis will be on class discussion of the works and writing about the works. Students will keep a literary journal where they record their thoughts and reactions to the novel. The exact reading list is still being determined, but possible selections included: *Beowulf*, *Gulliver’s Travels* by Jonathon Swift, *Pilgrim’s Progress* by John Bunyan, *The Canterbury Tales* by Geoffrey Chaucer, *Harry Potter and the Goblet of Fire* by J.K. Rowling; plays by William Shakespeare and Christopher Marlowe, and Shakespeare’s sonnets.

## **ENGLISH - continued**

### **CREATIVE WRITING**

(GRADE: 11, 12 or with Instructor Permission for younger students) One Semester

Prerequisite: Students must earn at least a minimum of a “C” in English 10 or English 11. For 10<sup>th</sup> graders this course may be taken with permission of the instructor based on grades and success in previous related classes.

This class is for the student who wants to be prepared for college reading and thinking. Students should expect to do a lot of writing during the semester.

### **ENGLISH 9**

(Grade: 9) Year Long Course. Required for Graduation.

Prerequisite: Appropriate Grade Level.

This class emphasizes grammar instruction, reading, and writing. Students will learn the parts of speech, phrases, clauses, and types of sentences, as well as capitalization and punctuation rules. Students will read and analyze several examples of fiction, including short stories, plays and novels. Literature that may be read (but not limited to) includes *Romeo and Juliet*, *Animal Farm*, *Tom Sawyer*, and *Night*. Students will also read different types of poetry (lyric, narrative, and dramatic) and study poetry terms.

Students will write for these purposes: expository, persuasive, narrative, and descriptive paragraphs. They will also write different types of poems. Spelling and vocabulary units will be given also.

### **ENGLISH 10**

(Grade: 10) Year Long Course. Required for Graduation.

Prerequisite: Appropriate Grade Level.

This class emphasizes reading and writing. Students will read a variety of literature including mythology, plays, poetry, short stories, essays, and novels. Novels that may be read (but not limited to) include *Lord of the Flies*, *The Old Man and the Sea*, *Of Mice and Men*, and *The Pearl*. Students will read, analyze, discuss, and react to these literature selections.

Students will write for these purposes: descriptive essays, persuasive essays, informative essays, personal narratives, short stories, plays, and poems. Grammar review lessons and spelling and vocabulary units will be integrated into the reading lessons.

### **ENGLISH 11**

(Grade: 11) Year Long Course. Required for Graduation.

Prerequisite: Appropriate Grade Level.

This class emphasizes grammar instruction, the reading of American literature, and writing.

Students will read *The Crucible*, *The Adventures of Huckleberry Finn*, *To Kill a Mockingbird*, and *The Catcher in the Rye* as well as various short stories, poems, etc. by American authors from the literature anthology.

Students will complete a comprehensive grammar curriculum, and throughout the course of the year, will compose a variety of different writings. A focus will be placed on persuasive writing, as students will participate in a required statewide writing assessment in the spring.

## **JOURNALISM 1**

(Grade: 10, 11, 12) One Semester

Prerequisite: A grade of “C” or better in previous English courses. Beginning journalism students receive instruction in all areas of journalism needed to pursue Staff positions of either yearbook (*The Thunderbird*) or newspaper (*The Chieftain*). **NOTE: Qualifies as Technology Credit for Graduation.**

Among the areas covered are: interviewing, news writing and reporting, feature writing, layout design, advertising, journalistic ethics, professional standards, First Amendment and photography. This course includes extensive reading of models of excellent journalistic techniques and evaluates and analyzes journalistic writing through discussions and critiques. This is not a student publications course and it does not satisfy any of the required credits for English. It does, however, satisfy a technology requirement.

## **ENGLISH - continued**

### **NEWSPAPER**

(Grade: 11, 12) Year Long Course

Prerequisite: Journalism 1; a grade of “C” or better in previous English courses; advisor must approve application). **NOTE: Qualifies as Technology Credit for Graduation.**

After completing Journalism 1, students may apply for a staff position on the school newspaper, *The Chieftain*. newspaper staff plan each issue, write and edit stories, write headlines and photo captions, layout and paste up pages, take and process photographs, sell advertising, and manage the business aspects of newspaper production. Students must apply for these staff positions.

### **SENIOR COMPOSITION**

(Grade: 12) Year Long Course

Prerequisite: Final grades of a “C” or better in English 9, English 10, and English 11 or with permission of the instructor based on grades and success in previous related classes.

Course work is designed for students who plan on entering a two or four-year college or university.

First semester will focus on the informative, narrative and persuasive genres of writing. Students will be expected to master a thorough grammar and usage curriculum, and a vocabulary curriculum consisting of weekly lists of fifteen words, designed to correlate with the ACT and SAT college entrance tests. There will be a comprehensive semester exam at the end of the first semester focusing on all grammar, usage, and vocabulary instruction. This exam will comprise 20 percent of each student’s semester grade.

Second semester will focus on research writing. Students will be taught how to locate valid and reliable information, how to use the internet appropriately, how to use interlibrary loan, how to take notes and organize information, and how to develop a thesis and write a research paper with parenthetical documentation and a References page. Students will be expected to demonstrate competency in using the American Psychological Association's (APA) style for research, and will be given notes, handouts, and examples of both the Modern Language Association (MLA) and Chicago research formats, which are also popular at post-secondary schools.

### **SPEECH**

(Grade: 9, 10, 11, 12) One Semester. Required for Graduation.

Prerequisite: Recommended for 9th grade year.

This is an introductory course in communication skills that covers interpersonal communication as well as the fundamentals of preparing a formal presentation. The goal of this class is to give students the skill to speak confidently to intelligently expressed their ideas through public speaking. This course examines the various aspects of communication and also provides activities to develop creative and critical thinking. Units of study include: voice production, communication process, nonverbal communication, speech organization, effective speech delivery, types of speeches, active listening, visual aids, vocabulary and critical thinking.

## **WORLD LITERATURE**

(GRADE: 11, 12 or with Instructor Permission for younger students) One Semester

Prerequisite: Students must earn at least a minimum of a “C” in English 10 or English 11. For 10th graders this course may be taken with permission of the instructor based on grades and success in previous related classes.

World Literature is a course of literature from cultures around the world. Emphasis will be placed on reading, discussing, and writing about short fiction and other genres of literature. Class discussions, small group work, and individualized assignments may be utilized to examine other cultures in an attempt to understand the multicultural aspect of literature.

## **YEARBOOK**

(Grade: 11, 12) Year Long Course

Prerequisite: Journalism 1; a grade of “C” or better in previous English courses; advisor must approve application.) **NOTE: Qualifies as Technology Credit for Graduation.**

After students have completed Journalism 1, they may apply for the staff of the school yearbook, *The Thunderbird*. Staff members write and edit copy, lay out pages, take and process photographs, check page proof, and manage the business aspects of yearbook production. Students must apply for these staff positions.

# **FAMILY AND CONSUMER SCIENCE**

## **FAMILY LIFE**

(Grade: 10, 11, 12) One Semester (1st Only)

Prerequisite: None

Strong families and good personal relationships do not just happen. This course helps students develop responsible decision making skills related to personal relationships, teen problems, family communication and family crisis. This course emphasizes the improvement of the quality of life for individual and family.

## **FASHION AND DESIGN**

(Grade: 10, 11, 12) One Semester (1st Only)

Prerequisite: None

Fashion and Design class is a study of the current fashions and styles best suited to the individual student, fashion careers, clothing care and construction techniques. Students will sew a garment that includes new learning experiences. Previous sewing experiences will be taken into account. This course will aide in wardrobe planning and developing sewing skills.

## **FOOD AND FITNESS**

(Grade: 10, 11, 12) One Semester (1st Only)

Prerequisite: None

This course helps students to keep healthy by learning how to make informed choices in their daily diets and to develop basic cooking skills. Topics such as eating disorders, weight control, and nutrition for the athlete will be discussed. Cooking labs will be based on student interest and skills. A class for the food enthusiast.

## **HOME DESIGN**

(Grade: 10, 11, 12) One Semester (2nd Only)

Prerequisite: None

The purpose of this class is to prepare students for future housing needs, to be able to communicate their style choices and make informed choices when purchasing and arranging homes and home furnishings. Students will be exposed to house and furniture styles and will have projects on remodeling and decorating homes or apartments.

## **LIFE SKILLS**

(Grade: 9, 10, 11, 12) One Semester. Required for Graduation.

Prerequisite: None

Life Skills helps students understand how their decisions affect their well-being. They will examine their lifestyles, practice decision-making skills, and discuss how to achieve a healthy lifestyle. Units include self-responsibility, mental health, human development, family and social health, drugs and reproductive health. Students learn that a single wellness or risk behavior affects the whole person and those around them.

## **PARENTING AND CHILD DEVELOPMENT**

(Grade: 10, 11, 12) One Semester (2nd Only)

Prerequisite: None

Students explore the responsibilities and benefits of being parents. Students learn about child growth and development, discipline and communication, as well as some of the challenges of being good parents. Activities include panels, observations of infants and toddlers, running a play school and more. This course is designed to better prepare students for one of the most demanding and important jobs one can choose.

## **FINE ARTS**

### **ADVANCED ART 3**

(Grade: 11, 12) Year Long Course

Prerequisite: Art 1 & 2

The mission of the art curriculum of Wahoo Public Schools is to enable students to create, to understand, and to appreciate their own art and the art of others. This is accomplished by teaching the elements and principles of design and by exposing the students to art of the masters.

The students will continue experimenting with different mediums, techniques, and artistic styles to produce work that begins to integrate a personal style

### **ART 1 (Basic)**

(Grade: 9, 10, 11, 12) Year Long Course

Prerequisite: None

The mission of the art curriculum of Wahoo Public Schools is to enable students to create, to understand, and to appreciate their own art and the art of others. This is accomplished by teaching the elements and principles of design and by exposing the students to art of the masters.

Students will use the elements and principles of design to produce creative art projects that reflect their understanding of the concepts. The students will use different mediums throughout the year.

### **ART 2**

(Grade: 10, 11, 12) Year Long Course

Prerequisite: Art 1

The mission of the art curriculum of Wahoo Public Schools is to enable students to create, to understand, and to appreciate their own art and the art of others. This is accomplished by teaching the elements and principles of design and by exposing the students to art of the masters.

Students will utilize the methods of art that show depth and distance and they will demonstrate their understanding by creating artworks using these methods. Studies will also study the many aspects of portraiture, analyzing the master's works and using these concepts in their own work.

## **BAND**

(Grade: 9, 10, 11, 12) Year Long Course

Prerequisites: Students must have at least one year of instrumental training previous to enrollment or arrange for private lessons once a week.

The high school band is the top level of the instrumental program. It provides football half time shows, competes in marching band contests, gives concerts, provides pep bands for various athletic events and participates in the District Music Contest. Lessons are available for those who wish to continue to study music privately. Small groups and ensembles are also part of the program. These include various groups of instruments. The band also studies various styles of music and students will be asked to make value judgments and decisions about the music they play and its interpretation. Grades will be based on participation, performance, and comprehension. The band usually takes a major trip every two years. Students are expected to help in the fund-raising.

## **CONCERT CHOIR**

(Grade: 10, 11, 12) Year Long Course

Prerequisites: Audition, Mixed Chorus

Concert Choir is a select choir open to high school students in grades 10-12. Mixed chorus or a comparable course (for transferring students) is a prerequisite. To audition for this group, students must contact the choir director before registration. The simple audition consists of vocal warm-ups, singing a simple song, short sight-reading example and discussion of personal goals. The students in this choir learn music from a wide range of styles. Students also are expected to participate in required activities such as: concert preparation and presentation, conference and non-conference clinics and district music contest. Class meets five days a week.

## **FINE ARTS - continued**

### **DRAMA 1**

(Grade: 9, 10, 11, 12) One Semester

Prerequisite: None

Students study the basic elements of stage production: character development, blocking, basic make-up and stagecraft. The following projects are used as a means to teach the elements: memorization and presentation of a monologue, a duet act, and a one-act performance.

### **DRAMA 2**

(Grade: 9, 10, 11, 12) 2<sup>nd</sup> Semester

Prerequisite: Drama 1 (especially 9<sup>th</sup>) or with permission of the instructor (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)

This class builds on material learned in Drama I, challenging students to expand their dramatic skills through the following units of study: Creative Characterization, \*Stage Make-up (old-age and special effects), Special Blocking Challenges, and set design. As in Drama I, the following projects will be used as a means to teach the skills: monologue, duet act and the production of a public play performance.

\*A fee of \$16.00 will be charged to purchase an individual student make-up kit.

### **GUITAR 1**

(Grade 10, 11, 12) 1 semester

Prerequisite: None

Guitar 1 is a semester long course meeting every day. During this course, students will learn musical concepts, styles, terms and performance techniques through playing the guitar. Skills acquired will be: playing single line notes, basic music theory, playing chords, proper fingering, proper strumming, finger picking, reading traditional notation, reading tab notation, and reading lead sheet notation.

## **GUITAR 2**

(Grade 10, 11, 12) 1 semester

Prerequisite: Guitar 1 or teacher permission

Guitar 2 is a semester long course meeting every day. During this course, students will learn musical concepts, styles, terms and performance techniques through playing the guitar. Skills acquired will be: playing chromatic notes in first position, music theory applied to guitar playing, advanced chords, proper fingering, proper strumming, finger picking, playing barre chords, playing bass guitar, reading traditional notation, reading tab notation, and reading lead sheet notation. Students will learn to play in ensembles with other students. Students will explore various styles of music and will perform for others outside of this class one time.

## **MIXED CHORUS**

(Grade: 9, 10, 11, 12) Year Long Course

Prerequisite: None

Mixed Chorus is a class for anyone interested in singing. Skill and experience are not prerequisites for this class. For those who feel they cannot sing, this is a good place to learn. For students who can sing, this course is an excellent place to improve skills as a singer and a leader. Sight-reading, Solfege and singing technique is the focus of this choir. Students are expected to participate in all required activities. These include: concert preparation and presentation, clinics, and district music contests. Class meets five days a week.

# **FOREIGN LANGUAGE**

## **SPANISH 1**

(Grade: 9, 10, 11, 12) Year Long Course

Prerequisite: None

The beginning course in Spanish is designed to introduce the student to a second language and to the cultural heritage of the people who speak it as a native language. The emphasis is on memorization of vocabulary words and dialogue patterns and a basic understanding of grammar. This class is valuable to anyone who wants to learn a second language, to investigate cultural heritage of other people, or to understand more about language in general. There is much transfer between Spanish and English.

## **SPANISH 2**

(Grade: 10, 11, 12) Year Long Course

Prerequisite: Spanish 1

Recommended for students attending a 4-year college

The second course in Spanish continues with the study of grammar and vocabulary of the language. Students will continue to be exposed to Hispanic culture and history. Emphasis will gradually move toward the consistent use of the language in the classroom, both spoken and written.

## **SPANISH 3 (A/B)**

(Grade: 11, 12) Year Long Course

Prerequisite: Spanish 1, Spanish 2

Recommended for students attending a 4-year college

The third course in Spanish continues the study of grammar and vocabulary begun in Spanish 1 and 2. Emphasis is placed on learning the more complex grammar concepts of the language with the goal of consistent use of the language, both spoken and written. Spanish Literature is used to learn the spoken and written language as well as investigate culture and history.

## **SPANISH 4**

(Grade: 12) Year Long Course

Prerequisite: Spanish 1, Spanish 2, Spanish 3

Recommended for students attending a 4-year college

Continues Spanish 3. Like Spanish 3, the course uses literature and history as a springboard to use and understand the language. Class is taught entirely in Spanish.

## **INDUSTRIAL TECHNOLOGY**

### **ARCHITECTURAL DRAWING 1**

(Grade: 10, 11, 12) 1<sup>st</sup> Semester

Prerequisite: None

This semester course teaches students to design and draw floor plans. Students learn to design and draw basements, upper floors, and various sectionals. While completing the drawings, students learn to use drafting equipment, and make the types of lines used by professional draftsmen/women. Such schools as Southeast Community College-Milford and Lincoln campuses request this type of experience. Architectural and Engineering firms require that their employees learn this type of board drawing before learning computer-aided drawing (CAD).

## **INDUSTRIAL TECHNOLOGY - continued**

### **ARCHITECTURAL DRAWING 2**

(Grade: 10, 11, 12) 2<sup>nd</sup> Semester

Prerequisite: Must pass Architectural Drawing I

This semester course teaches students to design and draw a complete set of plans for a three-bedroom house. Students learn to design and draw basements, upper floors, and various sectionals. While completing the drawings, students learn to use drafting equipment, and make the types of lines used by professional draftsmen/women. Such schools as Southeast Community College-Milford and Lincoln campuses request this type of experience. Architectural and Engineering firms require that their employees learn this type of board drawing before learning computer-aided drawing (CAD).

### **AUTO 1**

(Grade: 10, 11, 12) Semester Course

Prerequisite: None

Through lecture, demonstration and labs, this class will introduce students to the automobile engine. Labs and demonstrations are used to allow the student to disassemble and reassemble a car engine. Students learn about electrical, brakes, and exhaust systems. Required maintenance such as spark plugs, oil, air filter, and other routine maintenance will be experienced. This class would be good for any student wanting to bring a car into the shop and complete repairs on it. It is also good for people planning to get into the lucrative auto repair business.

### **AUTO RECONSTRUCTION**

(Grade: 11, 12) Year Long Course

Prerequisite: Auto Mechanics and Metals with a passing grade, and Permission of Instructor. Students wanting to re-take more than two semesters, must meet the following additional requirements: 1) obtain permission from the teacher, 2) two weeks prior to the new semester, submit a complete outline of a specific project that will be completed during each semester to the instructor.

This class gives students a chance to use what they have learned from other industrial education classes. Students take a car that is in poor shape and fix it. The engine and carburetor will probably be rebuilt. The exhaust, brakes and others systems will be repaired. After the car is rebuilt, it is sold with the profits going towards a piece of shop equipment.

### **COMPUTER AIDED DRAWING (CAD) 1**

(Grade: 11, 12) One Semester (1st Only)

Prerequisite: Must pass Architectural Drawing 2

Students learn to use the AutoCAD software. AutoCAD is the computer aided drafting software used by about 85% of all businesses and almost all 2 and 4-year colleges. Students will learn to draw mechanical and architectural objects as well as learn some 3-dimensional and solid drawing.

### **COMPUTER AIDED DRAWING (CAD) 2**

(Grade: 11, 12) One Semester (2nd Only)

Prerequisite: Must pass CAD 1

Students use the knowledge of AutoCAD software to draw floor plans, bridges, and other structures of their choice. More time is spent learning more sophisticated 3-dimensional drawing.

### **CARPENTRY/CONSTRUCTION**

(Grade: 11, 12) Year Long Course

Prerequisite: Woods 2

Carpentry students will study complete construction of a residential dwelling from the ground up. The areas of cabinet building and trim work will be stressed. Students will have the chance to construct a lawn shed (storage) or a small garage. Occasionally, students will also participate in larger group projects for school use.

## **INDUSTRIAL TECHNOLOGY - continued**

### **ELECTRIC VEHICLE**

(Grade: 11, 12) Year Long Course

Prerequisite: One semester of metals

This class is designed to allow students to problem solve and learn engineering and fabrication. We are currently working with the Omaha Public Power District to build an electric car and race it against other school districts. Students will be designing, building, working with the community and working on the internet as they complete the car.

### **METALS 1**

(Grade: 10, 11, 12) Semester Long Course

Prerequisite: None

The first 3 weeks are spent taking notes and tests for the machine shop units. After the safety test is passed with 100 % each student will complete two of the following four units (Arc welding, gas welding, aluminum forge, and machine lathe).

### **METALS 2**

(Grade: 10, 11, 12) Semester Long Course

Prerequisite: Must Pass Metals 1

Each student will complete the remaining two units from metals I. Any remaining time will be spent learning to weld steel and aluminum with a mig welder.

### **WOODS 1**

(Grade: 10, 11, 12) Semester Long Course

Prerequisite: None

Students will contract their semester's work. The contract will contain specific projects and must be agreed upon by the instructor. Wood projects may be small or may last all semester. Ample time will be available to help any student who has not previously taken a woods class. Students will learn different types of joinery, and will have skill demonstrations throughout the semester to accompany their project work.

## **WOODS 2**

(Grade: 10, 11, 12) Semester Long Course

Prerequisite: Woods 1

This class is a continuation of Woods 1. Students will contract their semester's work. The contract will contain specific projects and must be agreed upon by the instructor. Wood projects may be small or may last all semester. Projects will build on skills learned in Woods 1. Students will learn different types of joinery, and will have skill demonstrations throughout the semester to accompany their project work.

## **WOODS 3**

(Grade: 11, 12) Semester Long Course

Prerequisite: Woods 2

This class is an upper level woods course, and is a continuation of Woods 1&2. Students will contract their semester's work. The contract will contain specific projects and must be agreed upon by the instructor. Wood projects will be more advanced and may be small or may last all semester. This class is for students with experience in woodworking that want to build more advanced projects. Students will learn advanced types of joinery, and will have skill demonstrations throughout the semester to accompany their project work.

## **INDUSTRIAL TECHNOLOGY - continued**

## **WOODS 4**

(Grade: 11, 12) Semester Long Course

Prerequisite: Woods 3

This class is an upper level woods course, and is a continuation of Woods 3. Students will contract their semester's work. The contract will contain specific projects and must be agreed upon by the instructor. Wood projects will be more advanced and may be small or may last all semester. This class is for students with experience in woodworking that want to build more advanced projects. Students will learn advanced types of joinery, and will have skill demonstrations throughout the semester to accompany their project work.

## **MATHEMATICS**

### **ALGEBRA 1**

(Grade: 9, 10, 11, 12) Year Long Course. Required for Graduation.

**IMPORTANT NOTE: CREDIT GRANTED for ALL 8<sup>th</sup> Grade Algebra 1 students. This will affect GPA/Rank on high school transcripts.**

Prerequisite: Pre-Algebra or with permission of the instructor based on grades and success in previous related classes. Note: If students have taken Algebra 1 in 8th Grade and passed the course, the Algebra 1 credit requirement for high school graduation is considered met.

The goals of this class are to develop proficiency with mathematical skills, to expand understanding of mathematical concepts, to improve logical thinking and to promote success. This is accomplished through the study of the language of algebra, addition, subtraction, multiplication, and division of rational numbers, inequalities, powers, polynomials, factoring, uses of factoring, functions and graphs as well as the study of lines and slopes, systems of open sentences, radical expressions, quadratics and rational

expressions.

### **ALGEBRA 1A**

(Grade: 9) Year Long Course

Prerequisite: Pre-Algebra as an 8<sup>th</sup> grader and permission of the instructor

This course is the equivalent of Algebra 1, divided over a two-year span. This course will enable students to move at a pace conducive to their learning. Students will cover basic math concepts, as well as inequalities, graphing, powers, and polynomials. Students will be able to solve multi-step equations, involving radical and rational values. This course will begin to examine slope, intercepts, and lines.

### **ALGEBRA 1B**

(Grade: 10) Year Long Course

Prerequisite: Algebra 1A and permission of the instructor

This course is the second part of Algebra I. Students completing Algebra 1A, the previous year, will transition into Algebra 1B the following year. Students will build and expand on concepts studied in Algebra 1A. Students will study the language of Algebra, functions, and graph various equations. This course will solve quadratic equations through factoring and relate the uses of factoring to real-world problems.

## **MATHEMATICS – continued**

### **ALGEBRA 2**

(Grade: 10, 11, 12) Year Long Course

Prerequisite: Algebra 1 and Geometry, or with permission of the instructor based on grades and success in previous related classes.

The goals of this class are to develop an understanding of higher-level mathematical functions and signs, to add to an understanding of mathematical concepts, to promote discrete thinking and to provide an opportunity for success. This is accomplished through the study of real numbers, equations and inequalities, factoring, fractional equations, functions, exponents, radicals, complex numbers, conic systems, exponential and logarithmic functions, sequences and series, probability, matrix algebra, and trigonometric functions.

### **CALCULUS**

(Grade: 12) Year Long Course

Prerequisite: Pre-Calculus/Trigonometry and Permission of Instructor

This course was developed for the college bound student. Students will be challenged daily by problems and applications similar to a college Calculus course. A key feature of the text is the balance among analytic, algebraic, numerical, graphical, and verbal methods of representing problems. The use of technology will be integrated through out the course. Calculators will be used extensively, on a daily basis. The course is particularly valuable, but not limited to, those interested in pursuing a career in Engineering, Medicine, Business, Accounting, or other related fields.

### **GEOMETRY**

(Grade: 9, 10, 11, 12) Year Long Course

Prerequisite: Algebra 1 and Permission of Instructor

This geometry course is primarily intended to provide a sound basis in deductive thought processes. Its goal is to enable

students to understand and draw upon their ability to reason within a logical framework. Some of the major topics covered are points, lines, planes, angles, triangles, congruent triangles, polygons, circles, ratio, proportion, similarity, and coordinate geometry.

### **HONORS GEOMETRY**

(Grade: 9, 10, 11, 12) Year Long Course

Prerequisite: An "A" or "B+" in Algebra 1 and/or permission of the instructor

Honors Geometry covers the same topics as Geometry, but is more rigorous. It includes more deductive proof. The class uses the Geometer's Sketchpad to develop inductive and deductive reasoning skills and to complete several student projects throughout the year. Students are expected to be highly self-motivated and take responsibility for their own learning.

### **MATH FOR THE TRADES**

(Grade: 11, 12) Year Long Course

Prerequisite: Algebra 1; or Algebra 2 and Geometry, or with permission of the instructor based on grades and success in previous related classes.

Math for the Trades is an excellent review of the following topics: whole numbers, fractions, decimals, ratios and proportions, measurements, Pre-Algebra, basic algebra, plane geometry, solid geometry, trigonometry, and advanced algebra. All of these topics are viewed from the Trades standpoint with practical applications in all areas.

## **MATHEMATICS – continued**

### **PRE-CALCULUS & TRIGONOMETRY**

(Grade: 11, 12) Year Long Course

Prerequisites: Algebra 1, Geometry, Algebra 2 and with permission of the instructor based on grades and success in previous related classes.

The Pre-Calculus course combines use of technology with standard "paper and pencil" techniques in order to provide a balanced approach to the study of pre-calculus mathematics. Technology is fully integrated, rather than just added, and it encourages graphical, numerical, and algebraic modeling of functions. The primary objectives are: 1) To help students truly understand the fundamental concepts of algebra, trigonometry, and analytical geometry. 2) To foreshadow important concepts of calculus and 3) To show how algebra and trigonometry can be used to model real-life problems.

### **TRANSITION TO COLLEGE MATH**

(Grade: 11, 12) Year Long Course

Prerequisites: Algebra 1, Geometry, Algebra 2, and Permission of Instructor

This course was developed for students who will need to take college courses in mathematics, but who are not adequately prepared for those courses. The text provides for a highly numerical approach to mathematics. Algebra and Geometry are approached and reviewed through numerical computations in concrete problem settings. Calculators will play a key role throughout the year by providing insight into arithmetic properties while at the same time enabling students to see the relationships between functions.

## **PHYSICAL EDUCATION**

## PHYSICAL EDUCATION 1

(Grade: 9, 10, 11, 12) Year Long Course. Required for Graduation.  
Recommend students take in 9th or 10th grade.

The students will participate in weight lifting two days a week and participate in a variety of team and individual sports to include basketball, volleyball, football, soccer, and softball. An emphasis will be placed on developing physical fitness, with students participating in a variety of exercises, activities, and tests to develop and measure an acceptable level of physical fitness. Proper dress is part of the student's grade.

## STRENGTH & FITNESS (Weight lifting)

(Grade: 10, 11, 12) Semester Course  
Prerequisite: PE. I, and Permission of Instructor

More lifetime sports and physical conditioning. Students lift weights three days a week plus play basketball, football, volleyball, soccer, and softball. Proper dress is part of the student's grade.

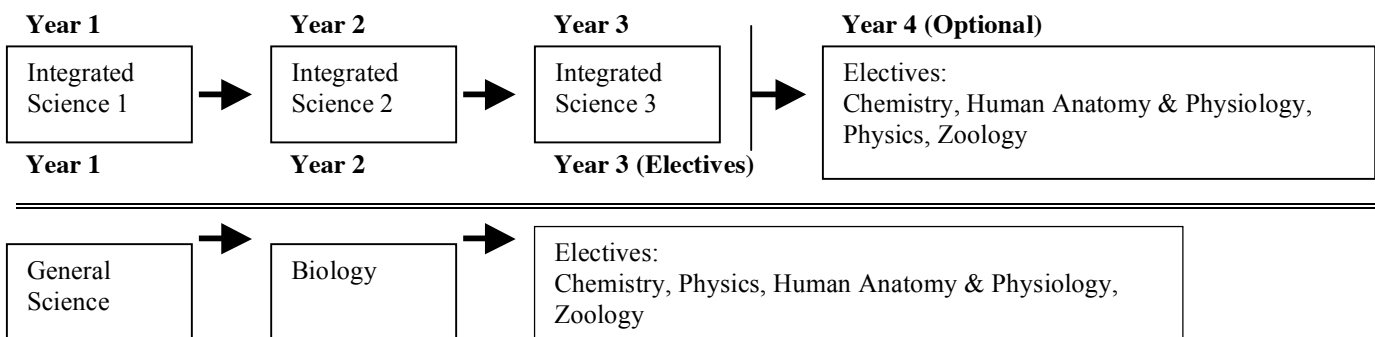
## TONING & FITNESS

(Grade: 10, 11, 12) One Semester (2<sup>nd</sup> Only)  
Prerequisite: PE. I, and Permission of Instructor

Students will participate in fitness training exercises designed to improve muscle tone and overall fitness. The activities will consist of aerobic dance, ballet, jogging, power walking, strength training with an emphasis on toning, taekwondo and yoga. The student learning goals will focus on developing individual fitness profiles and plans.

## SCIENCE

### WAHOO HIGH SCHOOL SCIENCE SEQUENCING



**\*Freshmen students wishing to take a more accelerated science sequence may dual enroll in General Science and Biology.**

## BIOLOGY

(Grade: 9, 10, 11, 12) Year Long Course  
Prerequisite: Must be dual-enrolled in, or successfully have completed General Science

This college preparatory course explores the main topics of academic biology. These include ecology, cellular biology, biochemistry, taxonomy, diversity, systematics, human biology, genetics and evolution. Organization and critical thinking skills are developed and emphasized. Current bioethics issues will be examined. This course is recommended for students considering college

or health services.

## **CHEMISTRY**

(Grade: 10, 11, 12) Year Long Course

Prerequisite: General Science, Biology, and Algebra 2, or with permission of the instructor based on grades and success in previous related classes.

This course is a study of the basic laws of chemistry, covering the common elements of the periodic system, their structure, interactions, and energy relationships. The course is accompanied by work in the mathematical solution of chemical problems, and laboratory use of experimental data. This course is particularly recommended for students planning to attend college in a scientific or health-related field.

## **GENERAL SCIENCE**

(Grade: 9) Year Long Course

Prerequisite: None

This introductory science course explores three of the main scientific branches. The first unit is an introduction to chemistry, which is the study of matter and how it changes. The second unit explores physics, which is the study of motion and energy. In the final unit, students will learn about earth and space science, starting with the universe and finishing with the earth and its processes. Students will receive an introduction to the scientific method and will develop proper lab techniques and skills.

## **SCIENCE - continued**

### **HUMAN ANATOMY & PHYSIOLOGY**

(Grade: 11,12) Year Long Course

Pre-Requisite: Biology WITH permission of the instructor

This year long course will examine the organization of the human body and the systems that make up its complex structure. The body systems and additional topics to be covered will include the integumentary, skeletal, muscular, digestive, circulatory, excretory, respiratory, nervous, reproductive, and endocrine systems, along with the disease and wellness of these systems. We will also include dissections of individual organs, as well as, the fetal pig, as supplements to the course curriculum. This course is particularly recommended for students planning to attend college in a scientific or health related field.

### **INTEGRATED SCIENCE 1**

(Grade: 9, 10, 11) Year long course

Prerequisite: None

The course sequence combines the concepts of various scientific disciplines into an integrated, coherent three-year curriculum. Course content and instruction is consistent with the Nebraska State Science Standards. Courses are based on a unifying theme and integration of the sciences. Instruction emphasizes content knowledge and process skills through engaged-learning, cooperative-learning activities and student projects. Students will learn the fundamental concepts in physics, chemistry, biology and earth science.

**1<sup>st</sup> Semester – Space:** Students will develop a firm understanding of their position in the universe.

Topics include: Light, atoms, linear motion, relativity, projectile motion, satellite motion, momentum and energy

**2<sup>nd</sup> Semester – Air:** Students will gain an understanding of the atmosphere on our planet and how it sustains life.

Topics include: Origin of the atmosphere, physical and chemical properties of gases, life cycles, light, sound, and weather.

## **INTEGRATED SCIENCE 2**

Course Length: Year long course

(Grade: 10, 11, 12)

Prerequisite: Algebra 1 or Geometry or Math for the Trades

The course sequence combines the concepts of various scientific disciplines into an integrated, coherent three-year curriculum. Course content and instruction is consistent with the Nebraska State Science Standards. Courses are based on a unifying theme and integration of the sciences. Instruction emphasizes content knowledge and process skills through engaged-learning, cooperative-learning activities and student projects. Students will learn the fundamental concepts in physics, chemistry, biology and earth science.

**1<sup>st</sup> Semester – Water:** Students will study the unique molecule, water, and the role this vital compound plays in creating the intricate ecosystems that comprise our planet. Topics include: Water cycle, fresh water, oceans, aquatic organisms, circulation and respiration in terrestrial organisms, natural and technological purification

**2<sup>nd</sup> Semester – Life:** Students will examine life in terms of cells, reproduction and the inevitable dependence we have on other living things. Topics include: Biogenesis, cells, reproduction, genetics, evolution, taxonomy, and ecology.

## **INTEGRATED SCIENCE 3**

Course Length: Year long course

Grade Level: 10, 11, and 12

Prerequisite: Algebra 1 or Basic Geometry or Math for the Trades

The course sequence combines the concepts of various scientific disciplines into an integrated, coherent three-year curriculum. Course content and instruction is consistent with the Nebraska State Science Standards. Courses are based on a unifying theme and integration of the sciences. Instruction emphasizes content knowledge and process skills through engaged-learning, cooperative-learning activities and student projects. Students will learn the fundamental concepts in physics, chemistry, biology and earth science.

**1<sup>st</sup> Semester – Land:** Students will investigate the land and the characteristics of the earth that help to create the conditions that maintain our planet's diverse life. Topics include: Plate tectonics, minerals, rock cycle, soils, structural geology, land forms and mapping

**2<sup>nd</sup> Semester – Physics:** Students will examine various topics in Physics that will include sound, light, force, motion and energy. Students will investigate the waves, how forces affect matter and how energy affects matter.

## **SCIENCE - continued**

### **PHYSICS**

(Grade: 11, 12) Year Long Course

Prerequisite: Biology and Pre-calculus, or with permission of the instructor based on grades and success in previous related classes.

Recommended for students attending 4-year college

Physics is the science concerned with the study of matter and energy. It seeks to explain the behavior and inter-relationships of matter and energy in the universe. There is a significant amount of math used in physics.

### **ZOOLOGY**

(Grade: 11, 12) Year Long Course

Prerequisite: General Science AND Biology, or ALL three Integrated Science classes.

Recommended for students attending 4-year college

Zoology is a study of animals. Topics of study will include all classifications of animals from the simplest to the most complex. Coursework includes vocabulary study, small group work, projects, compositions, and lab work with a major emphasis on dissection.

## **SOCIAL STUDIES/HISTORY**

## AMERICAN GOVERNMENT

(Grade: 12) One Semester (1st Only) Required for Graduation. Offered only First semester.

Prerequisite: None

Students will be required to demonstrate a basic knowledge in eight areas of American Government: Types of Government, Basic Principles of American Government, The American Revolution, The Constitution, Political Parties and Philosophies, Elections, The Bill of Rights, and Congress & the Presidency. Students will also be required to be informed on current events.

## CURRENT ISSUES

(Grade: 10, 11, 12) One Semester

Prerequisite: None

Current Issues seeks to inform the student about the important concerns and issues of our time. Each topic of discussion and study will include basic background information, identification of key questions, and arguments of both sides. **Nothing is more important to our democratic system than informed participation in the political process. It is our hope that Current Issues will help encourage such participation.**

This flexible course is designed to study and evaluate current issues and modern problems as they unfold. Students will be challenged to develop their own ideas and opinions concerning issues facing the nation, the federal government, and the international community. The concept of active citizenship is stressed throughout the course. The rationale for Current Issues is that to be an active citizen, the student must translate civic learning into action. The Social Studies Department believes that one person can make a difference if s/he is truly an informed, caring and involved citizen, hence, Democracy will work. Staying informed about what is going on in the U.S. and around the world is the first step in being an active citizen.

## SOCIAL STUDIES/HISTORY – continued

### HONORS AMERICAN GOVERNMENT

(Grade: 11 or 12) Year Long Course This course will fulfill all requirements for American Government credit at WHS.

Prerequisite: World History and American History; receiving a minimum grade of “C.”

While this class will not attend Close Up, it is still an honors class that requires students to meet a more collegiate standard in reading and writing, as well as being able to understand and discuss more in depth, the pros and cons of political issues and inner workings of the American Government. The course will concentrate on:

1. American Government Project: In place of attending Close Up, students in this class will participate in a larger scale project. Examples include: working on a campaign, assisting with election help, researching political candidates, volunteering with a government office, etc.
2. Basic Knowledge of American Government: Studying the following units during the first semester: Types of Government, Basic Principles of Government, The American Revolution, The Constitution, Electoral Process, Political Parties, the Bill of Rights, the Presidency, Congress, and the Supreme Court.
3. Basic Knowledge of Current Issues and Topics: Included in the second semester outline of study are: *Domestic Issues* (Federal Budget, Constitutional Rights, Crime and Drugs, Economy, Education, Health Care and Aging, Immigration, Media, and Poverty); and, *Foreign Policy Issues* (Defense, Democracy and Human Rights, Global Environment, International Trade, Weapons Proliferation, Asia, Europe, Russia, Latin American and the Middle East). By successfully completing all 2nd Semester assignments, the student will not have to take Senior American Government.

## **HONORS AMERICAN GOVERNMENT (D.C.) – Close Up**

(Grade: 11 or 12) Year Long Course This course will fulfill all requirements for American Government credit at Wahoo High School. Prerequisite: World History and American History; receiving a minimum grade of “C;” sponsor approval; citizenship requirements; paid deposit and tuition fees to the Close Up Foundation; and, plan to attend the Close Up program in Washington, D.C. Second Semester.

As an honors class, this course requires students to meet a more collegiate standard in reading and writing, as well as being able to understand and discuss more in depth, the pros and cons of political issues and inner workings of the American Government. This course is designed for students attending the Close-up Program, a citizenship experience held in Washington, D.C. in the Spring of each school year. This course concentrates on:

1. The Washington trip (March/April): seminars, speakers, Congressional hearings, topical, memorials and monument study visits, follow-up activities and other related assignments.
2. Basic Knowledge of American Government: Studying the following units during the first semester: Types of Government, Basic Principles of Government, The American Revolution, The Constitution, Electoral Process, Political Parties, the Bill of Rights, the Presidency, Congress, and the Supreme Court.
3. Basic Knowledge of Current Issues and Topics: Included in the second semester outline of study are: *Domestic Issues* (Federal Budget, Constitutional Rights, Crime and Drugs, Economy, Education, Health Care and Aging, Immigration, Media, and Poverty); and, *Foreign Policy Issues* (Defense, Democracy and Human Rights, Global Environment, International Trade, Weapons Proliferation, Asia, Europe, Russia, Latin American and the Middle East). By successfully completing all 2nd Semester assignments, the student will not have to take Senior American Government.

## **PSYCHOLOGY**

(Grade: 12) One Semester (2<sup>nd</sup> Only)

Prerequisite: Seniors; Juniors with permission from instructor

Recommended for students interested in Psychology or who plan to work in people-oriented career fields.

The course introduces the student to the discipline of psychology and provides an understanding of the basic concepts. It provides a basis for interested students to build on for further study in college. Non-college bound students with a particular interest in psychology and/or an aptitude for the social sciences also benefit from the course. Topics include: learning theory, parapsychology, personality, intelligence, mental health, motivation, and stress. Particular emphasis is placed on developing an objective perspective on human behavior and participation in a Psychology Fair at the end of the semester.

## **SOCIAL STUDIES/HISTORY – continued**

### **SOCIOLOGY**

Grade: 12) One Semester (2<sup>nd</sup> Only)

Prerequisite: Seniors; Juniors with permission from instructor

Recommended for students interested in Sociology or who plan to work in people-oriented career fields.

The course introduces the student to the discipline of sociology and provides an understanding of the basic concepts. The course provides a basis for interested students to build on for further study in college. Non-college bound students with a particular interest in sociology and/or an aptitude for the social sciences also benefit from the course. Topics include: groups, culture, social interaction, stratification, prejudice and discrimination, social institutions, mass behavior. Particular emphasis is placed on developing an objective perspective on human behavior.

### **U.S. HISTORY**

(Grade: 10, 11) Year Long Course. Required for Graduation.

Prerequisite: World Geography, World History. If 10th grader: need permission of the instructor based on grades and success in previous related classes; and, must take in conjunction with World History, the course required in 10<sup>th</sup> grade.

The goals of the program are (1) to provide a comprehensive course in American history from Colonial America through America into the 21st Century, (2) to foster in students an appreciation of the American heritage, (3) to promote growth in the skills needed for effective participatory citizenship.

**1st Semester:** (1700's-1900's) Colonial America, Early National Period, The Rise of Sectionalism, The Nation Torn Apart, Rebuilding the Nation, The Rise of Industrialism, Reform & Progressivism, and Becoming a World Power.

**2nd Semester:** The Golden Twenties and The New Deal, Isolationism Through WWII, Reshaping the Postwar, Cold War Era, America into the 21st Century (1900-Present).

## **WORLD GEOGRAPHY**

(Recommended for Grade: 9) Year Long

Prerequisite: None

Required for Graduation

Geographers have identified five themes that can be used to study geography and the role it plays. Knowledge of the five fundamental themes of geography is considered essential to an understanding of geography itself. Students will be introduced to the five themes: Location, Place, Human/Environment Interaction, Movement, and Religion, in Chapter One. The text students use continues to build upon these themes throughout the semester.

Students will also study eighteen geography standards that cover the basic content, skill, and concepts of the study of World Geography. These standards provide a framework for the geographic knowledge students would have and the skills they should be able to execute upon completion of this course of study. The standards are included in the following focus of study: (A) The world in Spatial Terms, (B) Places and Regions, (C) Physical Systems, (D) Human Systems, (E) Environment and Society, and (F) Uses of Geography.

Units covered in the 18-week course may include the following:

* Unit 1 .....	Looking at the World
* Unit 2 .....	The United States and Canada
* Unit 3 .....	Latin America
* Unit 4 .....	Europe
* Unit 5 .....	Russia and the Eurasian Republics
* Unit 6 .....	North Africa and Southwest Asia
* Unit 7 .....	Africa South of the Sahara
* Unit 8 .....	South Asia
* Unit 9 .....	East Asia
* Unit 10 .....	Southeast Asia
* Unit 11 .....	Australia, Oceania, and Antarctica

## **SOCIAL STUDIES/HISTORY – continued**

### **WORLD HISTORY**

(Grade: 10) Year Long Course

Prerequisite: World Geography

Required for Graduation

World History is a two-semester required course designed for 10th graders. The purpose of the course is to acquaint students with the historical development of mankind throughout the world. The course is also intended to provide the student with practice in learning about and understanding current news events. Development of these skills will help the student to become a better citizen.

**First Semester:** The accomplishments and contributions of Early Civilizations; (Ancient Egypt; Ancient Civilizations of the Fertile Crescent, Ancient Civilizations of India and China, Ancient Greece, Ancient Rome); The Middle Ages; (early-late) The Renaissance and Reformation; The Age of Exploration; Revolution in England; French Revolution and Napoleon

**Second Semester:** The Industrial Revolution; Nationalism and the Age of Imperialism; World War I; The Great Depression and Totalitarianism; World War II; The Postwar years.

## **SPECIAL CURRICULUM AND ENROLLMENT PROGRAMS**

Various Special Programs are offered at Wahoo High School. These programs require either special circumstances or grade levels in order for students to enroll in these programs. Special programs include: Distance Learning options, Dual Enrollment opportunities, High School Partnership programs with 2-year colleges or technical schools, Independent Study programs (e.g. Odyssey Ware), Mid-year Graduation for Seniors, Teacher Aide Program for Seniors; and, Special Education.

### **SPECIAL EDUCATION**

#### **BEHAVIOR RESOURCE ROOM**

(Grades: 9, 10, 11, 12)

Prerequisite: Need is shown along with an IEP (Individualized Education Plan) according to Public Law (PL) 94-142 and Nebraska Department of Education (NDE) Rule 51.

The program is arranged so that the qualified student receives individual instruction based upon his/her need. Each student is mainstreamed as much as possible. The student is provided assistance with regular education classes, or receives instruction in the Behavior Resource Room for material in a specific area.

#### **RESOURCE ROOM**

(Grades: 9, 10, 11, 12)

Prerequisite: Need is shown along with an IEP (Individualized Education Plan) according to Public Law (PL) 94-142 and Nebraska Department of Education (NDE) Rule 51.

The program is arranged so that the qualified student receives individual instruction based upon his/her need. Each student is mainstreamed as much as possible. The student is provided assistance with regular education classes, or receives instruction in the Resource Room for material in a specific area.

### **SPECIAL EDUCATION - continued**

#### **TRANSITION PROGRAM**

(Grades: 9, 10, 11, 12; as well as ages 18-21)

Prerequisite: Need is shown along with an IEP (Individualized Education Plan) according to Public Law (PL) 94-142 and Nebraska Department of Education (NDE) Rule 51.

The goal of the transition Program is for students with disabilities to live their lives to the maximum potential with the most amount of independence possible. Elements of transition occur throughout different environments including school, home, and the community. Concepts/skills taught include but are not limited to job skills, social skills, and independent living skills, Each student is still mainstreamed as much as possible through their four years in high school receiving assistance/ instruction with these classes in the Transition Classroom, much like the Resource Room.

This program is to provide support for students with disability moving from school to post-school activities. The Transition Program is individualized based upon the student's strengths, interests, needs, and preferences. Law requires Transition to be included in a student's IEP at the age of 14. Each year, Transition becomes a bigger part of a student's education until it ultimately guides their school experience bridging the gap between high school and post-secondary goals.

## DISTANCE LEARNING & DUAL ENROLLMENT COURSES

### DISTANCE LEARNING COURSES

Distance Learning (DL) Courses are offered through a state-wide consortium, consisting of numerous Nebraska high schools, and two-year and four-year colleges. DL courses may be offered for **high school credit only**, **college credit only**, or **dual enrollment credit** (both high school and college credit).

DL course offerings vary from year to year and are subject to change, so students must include an alternate class from the regular schedule when registering for classes each year. Generally, high schools and colleges offering DL courses will request that students register for Fall classes in the Spring (usually by March 1), and for Spring classes in late Fall/early Winter (usually in November). This is done in order to determine whether enough interest has been generated to offer the class.

Students should submit DL requests to the WHS Distance Learning Coordinator by the posted deadline. DL information, DL request forms and a current listing of DL course offerings are always available on the district's web site ([www.wahooschools.org](http://www.wahooschools.org) [click on "High School" and then "Distance Learning]).

**For DL High School Credit Only courses:** All WHS grading policies will apply, and the grade will be included on student high school transcripts. There generally are no student fees for these courses.

**For DL College Credit Only courses:** Students who have sufficient credits for high school graduation, and are eager to earn college credit, may opt to take a DL class that does not grant high school credit. Students are responsible for all tuition and textbook fees, registration, enrollment, etc., required by the college. Grades for these courses will not be included on student high school transcripts. These courses will be offered by WHS based on their compatibility with the district's regular school schedule. Attendance, ACT and/or ASSET/COMPASS scores and discipline records are factors in being accepted into these courses. The majority of our DL College Credit Only courses are currently offered through Central Community College and Southeast Community College.

**For DL Dual Enrollment courses:** The instructors of these courses are endorsed at both the high school and college levels; thus, students are able to earn both high school and college credit from a single course. Students are responsible for all tuition and textbook fees, registration, enrollment, etc., required by the college. Grades for these courses will be included on student high school transcripts using the college's grading and percentile scale. These courses will be offered by WHS based on their compatibility with the district's regular school schedule.

For more information, please contact the WHS Guidance Counselor.

### SPECIAL REGISTRATION OPTIONS FOR SENIORS

#### MID-YEAR GRADUATION

(Grade: 12)

Prerequisite: Student must meet all conditions as written in the Student Handbook.

Students who meet all the conditions for graduation may elect to graduate in December of their senior year. Students must complete the application process by September 30th in order for the School Board to okay the student's mid-year graduation plans.

#### START (Senior Transition aimed at Responsible Time-Management) Program via WHS Administrator

(Grade: 12) One Semester

Prerequisite: Seniors, good citizenship, good attendance, maintain a "C" in each class, beginning 4<sup>th</sup> quarter Junior, then each quarter of senior year, 5 hours of community service completed and documented prior to each new quarter, parent permission, daily sign-out.

Project START is for seniors who have either 1<sup>st</sup> period or 8<sup>th</sup> period as a study hall and wish to substitute their study hall time to begin the transition from high school to post-secondary education, or the workforce. Suspensions forfeit the privilege immediately. Seniors may leave campus during their study hall if their parents have signed a permission form and students sign-in/out of school daily. Continual tardies, incompletes, aiding other students in leaving, or any other offenses the Principal determines will

result in the privilege being revoked and will return to their study hall teacher. If seniors violate the privilege of the open campus for START, the program will be eliminated for future senior classes. Once students have checked in/out, they are to either report directly to the study hall teacher, or to the media center. Seniors are not to roam the halls or enter classrooms without a pass. The first two days of each semester are used to determine the eligibility of the senior class. The program is monitored by the Principal's office staff. Students pick up permission forms; drop off community service documentation and sign-in/out from the Main Office.

### **TEACHER ASSISTANT (TA)**

(Grade: 12) One Semester. May be renewed Second Semester based on First Semester Performance. **Note:** Students will receive a grade of Pass/Fail on transcripts, however, no credit is given in this class, nor is it part of the student's GPA.

Prerequisite: Seniors in good standing, interested in teaching. Requires Parent/Guardian, Counselor and Teacher permission. Students must have a GPA: 2.5; responsible work ethic; good attendance (absences and tardies are scrutinized).

This program is available to students who have an interest in teaching or a specialized area in education. The Guidance Counselor assigns students to their position. However, if a specific teacher requests a particular student, the request will be considered depending on the manning needs of the school district. Students, who abuse their TA privilege by being tardy to their TA; skipping their TA; or failing to inform their TA teacher of illness, excused absences, etc.; will be dropped from the program and given a study hall.

## **USEFUL ELECTRONIC RESOURCES**

### **CONTACTING STAFF THROUGH ELECTRONIC OPTIONS (E-mail & Voice Mail)**

Parents may contact teachers through email, or via voice mail. All teachers have a school email address which generally includes first initial of the teacher's name and the last name up to seven characters with the suffix: @esu2.org. All teachers have voice mail on their phones, so parents can contact the school by phone and ask to leave a voice mail message for a particular staff member.

### **POWER SCHOOL**

Parents and students have the opportunity to track attendance, grades and assignments in each class on a weekly basis through the use of Power School. Power School is accessed via the Internet from WHS website at [www.wahooschools.org](http://www.wahooschools.org), look for PowerSchool, Public, Click on Public, enter User Name and Password. A user name and password are created for parents and students interested in having access to this option.

## **USEFUL ELECTRONIC RESOURCES - continued**

### **WEB SITES OF INTEREST**

<a href="http://www.act.org">www.act.org</a>	ACT
<a href="http://www.actstudent.org">www.actstudent.org</a>	ACT's students site. Great info for 9-12, college planning, financial aid, etc.
<a href="http://advancedscholars.unl.edu/index.shtml">http://advancedscholars.unl.edu/index.shtml</a>	Advanced Scholars -- UNL
<a href="http://www.acinet.org/acinet">www.acinet.org/acinet</a>	America CareerInfoNet Org
<a href="http://www.campustours.com">www.campustours.com</a>	Campus Tours via the Internet
<a href="http://www.collegeboard.com">www.collegeboard.com</a>	College Board
<a href="http://www.collegeispossible.org">www.collegeispossible.org</a>	A resource guide for parents, students and educator
<a href="http://www.collegenet.com">www.collegenet.com</a>	CollegeNet
<a href="http://www.commonapp.org/">www.commonapp.org/</a>	Common Application – is used by many selective colleges in place of the regular app form.
<a href="http://www.ed.gov/studentaid">www.ed.gov/studentaid</a>	Includes Funding Your Education, the Student Guide and links to other resources
<a href="http://www.educationquest.org">www.educationquest.org</a>	EducationQuest Foundation, a great site for everything college & funding related. It's free, too.
<a href="http://www.ed.gov/thinkcollege/">www.ed.gov/thinkcollege/</a>	Information to help you get started on the path to college, with links to many excellent

	resources.
<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>	For filing Free Application for Federal Student Aid (FAFSA) on line
<a href="http://www.fastweb.com">www.fastweb.com</a>	WHS students say this is one of their favorite college & scholarship search websites
<a href="http://www.nacac.com">www.nacac.com</a>	National Association of College Admissions Counselors
<a href="http://www.ncaa.org">www.ncaa.org</a>	NCAA's website for student athletes planning to play in college
<a href="http://www.ncaaclearinghouse.net">www.ncaaclearinghouse.net</a>	NCAA Clearinghouse website that has a list of approved courses for student athletes planning to play in college. Students need the high school code to access the list. It is 282-440.
<a href="http://www.nebraska.edu">www.nebraska.edu</a>	Information about the University of Nebraska and its four campuses
<a href="http://www.nebraskacareerconnections.org/">http://www.nebraskacareerconnections.org/</a>	<b>Nebraska Career Connections; students need their user name &amp; password</b>
<a href="http://www.njcaa.org">www.njcaa.org</a>	National Junior College Athletic Association Eligibility
<a href="http://online.onetcenter.org">http://online.onetcenter.org</a>	O*NET Online (occupational search site)
<a href="http://www.planforcollegenow.com">www.planforcollegenow.com</a>	The Nebraska College Savings Program, a new way to save for college
<a href="http://www.pin.ed.gov">www.pin.ed.gov</a>	Where students and parents can request a Personal Identification Number used as an electronic signature for FAFSA on the Web. Students keep the same PIN each year, and parents can use one PIN for multiple students. Apply for the PIN in the fall to speed up the FAFSA process in January.
<a href="http://www.projectextramile.org/">www.projectextramile.org/</a>	Project Extra Mile (Teen volunteers against alcohol abuse)
<a href="http://www.students.gov">www.students.gov</a>	Connects students with U.S. government services and info, including careers, education planning and paying for college.
<a href="http://www.tedebearhollow.org/">www.tedebearhollow.org/</a>	Ted E Bear Hollow offers free grief support for children, teens and their families.
<a href="http://www.unk.edu">www.unk.edu</a>	University of Nebraska at Kearney
<a href="http://www.unl.edu">www.unl.edu</a>	University of Nebraska at Lincoln
<a href="http://www.unmc.edu">www.unmc.edu</a>	University of Nebraska Medical Center
<a href="http://www.unomaha.edu">www.unomaha.edu</a>	University of Nebraska at Omaha
<a href="http://www.usnews.com/usnews/edu/college/">www.usnews.com/usnews/edu/college/</a>	US News College Rankings
<a href="http://www.wahooschools.org">www.wahooschools.org</a>	<b>Wahoo High School website location</b>