

WAHOO HIGH SCHOOL

“Inspiring Our Students to Thrive”



CURRICULUM GUIDE

2013-2014

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MESSAGE FROM THE PRINCIPAL

This Wahoo High School curriculum/registration guide has been designed to assist you with the selection of courses in grades 9-12. A challenging set of tasks awaits you. In addition to meeting the requirements for graduation as set forth by the Wahoo Public Schools Board of Education, you must select the appropriate classes and devise an educational plan that also meets your specific interests and future needs.

Take full advantage of the high school's comprehensive curricular offerings. If you are interested in college and a professional career, our academic programs include honors courses as well as dual-credit classes. If you are interested in technical programs or employment immediately following graduation, our vocational courses and business courses offer students the opportunity to develop specific skills to become very successful.

Wahoo High School uses a *Strength of Schedule* method (grade is multiplied by the grade received in class to determine a weighted class rank). The *Rank Weighting* is noted on the course description for a class. Students who wish to challenge themselves by taking more rigorous classes may have the advantage of earning a higher Rank in Class. This method will not impact the student's Grade Point Average.

Please Note: You will limit, in some cases, severely limit, your ability to be successful following graduation if you “wimp out” and take the path of least resistance in the choices you make for classes. Students absolutely must take those courses that fully prepare them for future success. The amount of work and effort that you put into your education will be directly proportional to the success you will experience following your four years of high school.

High school education begins with the freshman year. The grades earned freshman through senior year are part of the transcript, which lists the courses taken, grades received and credit earned. Post-secondary school personnel request these transcripts to determine admission status and eligibility for scholarship or college athletics. Also, employers may check the high school record for courses taken and daily attendance record.

It is imperative that parents and students become thoroughly familiar with the course offerings, graduation requirements, post-secondary entrance requirements and guidance services available. IT is important that parents, students and staff work together in order to obtain maximum benefits from available educational programs. This cooperative endeavor is most important as students prepare for post-secondary education and careers in the 21st century.

As a faculty and staff we ask that you do your very best. Teachers, counselors, administrators and classified employees are here to help in any way that we can to make your high school years as successful as possible. The bottom line, however, is that your achievement is up to You!

Sincerely,

Jason Libal
Principal

MISSION
“Inspiring Our Students to Thrive”

NON-DISCRIMINATION POLICY

The Wahoo Public School System does not discriminate on the basis of race, color, national origin, gender, marital status, disability or age in admission or access to, or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Name/Title: **Galen Boldt, Superintendent**
 Wahoo Public School

Address: **2201 N. Locust**
 Wahoo, NE 68066

Phone: **402-443-3051**

INTRODUCTION

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 Classes

9th Grade

1st Semester

English 9 (5 credits)
Algebra 1 or Honors/Geometry (5 credits)
General Science (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: Appropriate Level (5 credits)
 Band, Choir, Art 1
Elective (5 credits)

2nd Semester

English 9 (5 credits)
Algebra 1 or Honors/Geometry (5 credits)
General Science (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: Appropriate Level (5 credits)
 Band, Choir, Art 1
Elective (5 credits)

10th Grade

1st Semester

English 10 (5 credits)
Honors/Geometry or Honors/Algebra 2 or (5 credits)
Biology (5 credits)
World History (5 credits)
Business & Technology Elective (5 credits)
Electives (10-15 credits)
 Spanish: Appropriate Level (5 credits)

2nd Semester

English 10 (5 credits)
Honors/Geometry or Honors/Algebra 2 or (5 credits)
Biology (5 credits)
World History (5 credits)
Business & Technology Elective (5 credits)
Electives (10-15 credits)
 Spanish: Appropriate Level (5 credits)

11th Grade

1st Semester

English 11 (5 credits)
Honors/Algebra 2/Pre-Calc/Trig (5 credits)
Honors/Chemistry (5 credits) (if Alg. 2 completed)
U.S. History and/or Honors Am. Gov't (5 credits)
Electives (15-20 credits) (Dual College Classes)
 Spanish: Appropriate Level (5 credits)

2nd Semester

English 11 (5 credits)
Honors/Algebra 2/Pre-Calc/Trig (5 credits)
Honors/Chemistry (5 credits) (if Alg. 2 completed)
U.S. History and/or Honors Am. Gov't (5 credits)
Electives (15-20 credits) (Dual College Classes)
 Spanish: Appropriate Level (5 credits)

12th Grade

1st Semester

Composition 1 or Dual Composition 1 (5 credits)
Pre-Calc, Calculus or Dual Calculus (5 credits)
Physics, Anatomy, (5 credits)
Honors American Government (5 credits)
Electives (15-20 credits) (Dual College Classes)
 Spanish: Appropriate Level (5 credits)

2nd Semester

Composition 2 or Dual Composition 2 (5 credits)
Pre-Calculus, Calculus or Dual Calculus (5 credits)
Physics, Anatomy (5 credits)
Honors American Government (5 credits)
Electives (15-20 credits) (Dual College Classes)
 Spanish: Appropriate Level (5 credits)

COURSE OF STUDY PLAN

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

9th Grade

1st Semester

English 9 (5 credits)
Algebra 1 (5 credits)
General Science (5 credits)
World Geography (5 credits)
Physical Education (5 credits)
Life Skills or Speech (5 credits)
Electives (5-10 credits)
 Spanish: Appropriate Level (5 credits)
 Fine Arts: Band, Choir, Art 1

2nd Semester

English 9 (5 credits)
Algebra 1 (5 credits)
General Science (5 credits)
World Geography (5 credits)
Physical Education (5 credits)
Life Skills or Speech (5 credits)
Electives (5-10 credits)
 Spanish: Appropriate Level (5 credits)
 Fine Arts: Band, Choir, Art 1

10th Grade

1st Semester

English 10 (5 credits)
Geometry (5 credits)
Biology (5 credits)
World History (5 credits)
Business & Technology Elective (5 credits)
Electives (10-15 credits)
 Spanish: Appropriate Level (5 credits)

2nd Semester

English 10 (5 credits)
Geometry (5 credits)
Biology (5 credits)
World History (5 credits)
Business & Technology Elective (5 credits)
Electives (10-15 credits)
 Spanish: Appropriate Level (5 credits)

11th Grade

1st Semester

English 11 (5 credits)
Algebra 2 (5 credits)
Chemistry (if Alg. 2 completed)/Chem. Essentials
U.S. History (5 credits)
Electives (15-20 credits)

2nd Semester

English 11 (5 credits)
Algebra 2 (5 credits)
Chemistry (if Alg. 2 completed)/Chem. Essentials
U.S. History (5 credits)
Electives (15-20 credits)

12th Grade

1st Semester

American or British Literature
 or Creative Writing
 or Composition 1 or dual Composition 1 (5 credits)
Transition to College Math
 or Pre-Calculus/Trigonometry (5 credits)
Chemistry (if Alg. 2 completed)/Chem. Essentials
American Government (5 credits)
Electives (15-20 credits) (Dual College Classes)

2nd Semester

or American or British Literature
 or Creative Writing
 or Composition 2 or dual Composition 2 (5 cr.)
Transition to College Math
 or Pre-Calculus/Trigonometry (5 credits)
Chemistry (if Alg. 2 completed)/Chem. Essentials
Electives (20-25 credits) (Dual College Classes)

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.**

1.	ENGLISH	4.5 years (9 semesters)	45 credits
	<i>Includes :</i>	English 9: Semester 1 & Semester 2 English 10: S1 & S2 English 11: S1 & S2 Senior English: Composition 1 (S1) & Composition 2 (S2) or Dual Composition 1 (S1) & Dual Composition 2 (S2), or a combination of two semesters of the following senior English electives: American Lit., British Lit., or Creative Writing. Speech: one semester	
2.	MATH	4 years (8 semesters)	40 credits
	<i>Includes:</i>	Algebra 1: S1 & S2 Geometry or Honors Geometry: S1 & S2 Algebra 2 or Honors Algebra 2: S1 & S2 Senior Math: one of the following: Transitions to College Math, Pre-Calculus, Calculus, Dual Calculus, or Math for the Trades.	
3.	SCIENCE	3 years (6 semesters)	30 credits
	<i>Includes:</i>	General Science: S1 & S2 Biology: S1 & S2 Chemistry or Honors Chemistry: S1 & S2 or by permission only: Chemistry Essentials: S1 & S2 (Algebra 2 is a co-requisite or prerequisite to Chemistry classes)	
4.	SOCIAL STUDIES	3.5 years (7 semesters)	35 credits
	<i>Includes:</i>	World Geography (S1 & S2) World History (S1 & S2) U.S. History (S1 & S2) American Government (1 semester)	
5.	PHYSICAL EDUCATION	1 year (2 semesters)	10 credits
6.	FINE ARTS	1 year (2 semesters)	10 credits
7.	BUSINESS &/or TECHNOLOGY	1 year (2 semesters)	10 credits
8.	LIFE SKILLS	1/2 year (1 semester)	5 credits
9.	ELECTIVES	(13 semesters)	65 credits

WAHOO HIGH SCHOOL CREDITS NEEDED TO GRADUATE

For each course passed, the student will receive 5 credit hours per semester high school class, with the following exceptions: Study Hall, Resource Study Hall, Transitions, Teacher Aide, or Work Study -- **these classes do NOT count for credit**. 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.
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	3.50 – 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
F	(0-69)	0

NOTE: Dual enrollment courses will follow the college's grading system, which is usually on a 10-point scale. This will not affect GPA or Rank as it is interpreted on PowerSchool. However, it will explain differences regarding percentages that show on transcripts.

GRADE POINT AVERAGE

A student's Grade Point Average (GPA) is computed from all graded courses in grades 9-12. GPA is used to compute class rank as part of the *Strength of Schedule Class Ranking System*. It is also a factor in determining some honors and eligibility for post-secondary scholarships. All grades of "F", in any required or elective course, will significantly lower a student's GPA. **Repeating a course does not remove the original failing grade from the permanent record.**

STRENGTH OF SCHEDULE WEIGHTED CLASS RANKING SYSTEM

With the class of 2011, WHS began using a *Strength of Schedule System* to determine a weighted class rank (*Rank Weighting number of 1, 2, 3 or 4*). *Strength of Schedule* course levels are determined by Administration with staff input. For instance, Speech has a Rank Weighting of 1, English 9 has a Rank Weighting of 2, Composition 1 has a Rank Weighting of 3, and Dual Composition 1 has a Rank Weighting of 4.

In classes with a Rank Weighting of 1 or 2 (also called a Level 1 or 2 Level Class), a student does not receive any *Grade Point Average (GPA) added value points*. A student in a Level 3 Class receives one (1) *Grade Point Average (GPA) added value point*. In a Level 4 Class, the student receives two (2) *GPA added value points*.

Using the examples above, a student who receives a grade of a "B" (3.00) in a Level 1 (Speech) or Level 2 class (English 9), earns zero (0) *GPA added value points*, while a student with a "B" (3.00) in a Level 3 class (Composition 1) receives one (1) *GPA added value point*. And, the student taking Dual Composition receives two (2) *GPA added value points*. All classes follow the same pattern to determine the overall average and class ranking. This method does not impact GPA and is only used to determine a weighted class rank.

COURSE LOAD REQUIREMENTS

Each student is eligible to take eight courses during the regular school day. Students in grades nine through eleven (9-11) are required to register for a minimum of seven (7) full credit classes each semester; one study hall is allowed each semester. A full credit class is one that meets daily and for which a student receives five credits per semester. The industrious student may be able to gain extra opportunities through special programs, work-study, distance learning courses and dual enrollment.

Seniors are required to register for a minimum of 6 courses each semester, but are highly encouraged to sign up for a full load of classes, as we have found that the student who remains busy is the one who obtains the greatest amount of success. Any deviation or exception to the minimum number of classes taken by a senior student during a semester must have administrative approval. The minimum for credit courses taken will then be at the principal's discretion.

SCHEDULE CHANGE CRITERIA

Students registering in the Spring for the following School Year, complete a final year-long schedules in May/June, which are signed off by the parent/guardian. These **final schedules are not subject to change**. Only the Principal may grant permission to alter a student's schedule once a final schedule is in place, and only on a case-by-case basis for students who meet the circumstances noted below:

- The student has successfully completed a summer school course(s).
- The student records/grades from a transferring school requires a change to better fit the student's needs or Wahoo High School Graduation Requirements
- The student failed a required course needed for graduation.
- The student failed the 1st semester of a year-long course.
- The parent/guardian makes a request (See *Parent/Guardian Schedule Change Procedures* below) based on special circumstances (i.e., illness, broken bones, etc.)
- The teacher makes a request based on testing results, grades, IEP's or WEBSS.

PARENT/GUARDIAN SCHEDULE CHANGE PROCEDURES

Parent/Guardians, on behalf of their child, may request a schedule change based on special circumstances like illness, broken bones, failing classes based on teacher recommendations, etc. Following are the schedule change procedures for parent/guardians:

1. The student or parent/guardian downloads or picks up a Drop/Add Form and Master Schedule from the Wahoo Public Schools website, the Guidance Office or Main Office.
2. The parent/guardian discusses the drop/add concern with the student, then completes and signs the Drop/Add Form.
 - a) Note: Classes listed on the Master Schedule may be full, so it is recommended that the parent/guardian and student identify two or more options for a schedule change.
3. The parent/guardian contacts the High School Counselor for an appointment to make the schedule change.
4. If administrative approval is needed for the schedule change, the High School Counselor will contact the principal for approval.

NEBRASKA CAREER CONNECTIONS

The first step in setting up an educational plan of study is for students to determine what their strengths and interests are. Some may already know. If not, they may start looking at the grades earned in class, standardized test results, hobbies or interests outside of school, to determine strengths.

Interest inventories and self-assessment surveys also help define strengths. Each year the corporation gives Wahoo High School a new Activation Code Number to use during the current school year.

Wahoo High School uses the Nebraska Careers Connection <nebraskacareerconnections.org> website. It will be an important website for students to use throughout high school and beyond. It's a one-stop site to do interest inventories, track personal learning plans, create resumes, etc.

Each year students are expected to complete a 4-year Personal Learning Plan (PLP), which is required by the State of Nebraska. The student's *User Name* and *password* are set in 8th grade during the high school registration process. Students access the PLP site using the Nebraska Career Connections website and create/update their PLP as part of the registration process for the next school year. Parent/Guardians are required to sign the PLP and students return it to the Guidance Office.

Students should use this site to create a resume (and update it regularly) to keep track both school, volunteer and work activities, since many scholarships require students to identify the date services were rendered, the number of hours served and the name of an adult who supervised the activity.

The site links to career sites like Nebraska Workforce, O*Net online, Bureau of Labor Statistics "Occupational Outlook Handbook" online, as well as sites geared toward college information like EducationQuest, ACT and College Board.

Students can also use this site beyond high school for post-graduate planning.

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, review the grades you earned in your classes, standardized test results, and hobbies or interests in and outside of school to determine strengths. Interest inventories and self-assessment surveys will also help you to define your strengths. Students who take the EXPLORE and PLAN tests may also check their top RIASEC code (a researched method of revealing strengths and the characteristics that are typical certain types of career clusters). The Nebraska Careers Connection <nebraskacareerconnections.org> is a one-stop site to do interest inventories, track your personal learning plan, create resumes, etc., which all becomes part of the student's electronic portfolio.

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 also requires 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**.

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. Two-year colleges in our area generally use either the ASSET test (paper) or the COMPASS test (computerized version). ACT, Inc., which creates the ACT test, also creates both the ASSET and COMPASS tests. So, two-year colleges, will also use the ACT. Because the ACT is broadly used by 2-year colleges as well as 4-year colleges, students may wish to take it as a placement test to fit both 2- and 4-year college needs or to anticipate prerequisites for distance learning courses they wish to take in high school.

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 have 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.

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.

ENGLISH **4 Units:** All units must include intensive reading and writing experiences.

MATH **4 Units:** Algebra 1, 2, Geometry are required, and one that builds on knowledge of algebra.

SCIENCE **3 Units:** 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.)

SOCIAL STUDIES **3 Units:** one unit from American and/or World History, one unit from history, Am. Gov't, and/or Geography, and a third unit from any social science discipline.)

FOREIGN LANGUAGE **2 Units:** UNL entrance requires 2 years, but graduating from UNL depends on the College and the degree programs the student enrolls 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. Check out <http://admissions.unl.edu/requirements/forlang.aspx>. Some majors indicate students need to prepare for 300 level language courses which are higher level than 4th year HS language courses (e.g., European Studies, International Studies, Latin, Latin American Studies, Russian, Spanish, French, etc.) Students who are unable to take two years of foreign language in high school may still qualify for admission and should contact the admissions office for more details.

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. UNL's ACT code is 2482. UNL's SAT code is 6877. For more on sending ACT/SAT scores go to: <http://www.act/org/aap/scores> and <http://www.collegeboard.com>.

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. Some degree programs require specific math, science classes, etc., and students need to review individual degree programs to determine its specific entrance requirements.

Note: Starting in 12-13, UNL required students to write a Personal Statement as part of its admissions application.

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. Technical programs can cost as much as a four-college's tuition and run into the tens of thousands of dollars. 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. Due to the increase in technology, students need higher level math and science classes. However, 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 do an *Academic 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.

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 SCC (ENGL 1010) transfers to most 2- and 4-year colleges. Also, some 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.

It is important for students and their parents to contact the institution to verify that dual credit courses will transfer to a particular college or program of study. Some colleges may have a policy of not accepting transfer credit or limiting the number of transfer credits the institution will accept.

APPRENTICESHIP PROGRAM INFORMATION

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

<http://www.doleta.gov/oa/apprentices.cfm>, or call America's Workforce Network help line, 877-US2-JOBS (872-5627)

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.

9TH 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.
- ☐ Become active in clubs, organizations, and activities in and out of school.
- ☐ Develop their talents and skills by investing time in hobbies and activities.
- ☐ Complete their four-year personal learning plan (PLP) from Nebraska Career Connections.
(www.nebraskacareerconnections.org) and determine courses to take in high school.
- ☐ Go to the internet (<http://online.onetcenter.org>, 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. 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

10th Grade: **Sophomores should continue to practice the study and organizational skills they used in 9th grade (See the 9th 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 online 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 (PLP) from Nebraska Career Connections. (www.nebraskacareerconnections.org) and determine courses to take in high school.
- ❑ Go to the internet (<http://online.onetcenter.org>, www.educationquest.org, etc.) and look up information on jobs and colleges.
- ❑ Meet one-on-one with Counselor for post-graduate planning for specific interests or questions.

If student do these simple study habits, they should make the transition as a high school student an easy one 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.

11th Grade: **Juniors continue to practice the skills learned in 9th and 10th 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.
- ❑ Option: 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. Juniors will receive the same college planning information in class or small groups during spring semester. However, individual conferences are encouraged for juniors who are undecided as to their future options.
- ❑ Go to the College Planning and Financial Aid workshop with their parents in the fall to prepare for completing the FAFSA (Federal Application for Financial Student Aid).
- ❑ Do scholarship searches 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 (<http://online.onetcenter.org>, www.educationquest.org, etc.) via Internet or other materials and talk to college representatives who visit WHS campus.
- ❑ Go on college visits the spring of Junior Year.
- ❑ Update their four-year personal learning plan (PLP) from Nebraska Career Connections (www.nebraskacareerconnections.org) and determine courses to take in high school.
- ❑ 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 July of Junior year.
- ❑ Make arrangements to job-shadow adults in the field they are interested in over the summer.

If students do these simple study habits, they should find the transition to post high school training easier. 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.

12th Grade: Seniors practice all skills learned in 9th, 10th and 11th grade, plus:

- ☐ Update their four-year personal learning plan (PLP) from Nebraska Career Connections. (www.nebraskacareerconnections.org) and determine courses to take in high school to meet college coursework 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, etc).
- ☐ Monitor all admissions, honors and scholarship 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 students do these simple study habits, they should find the transition to post high school training easier. 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

There are two athletic associations that student athletes planning to play sports in college may wish to review for information. The National Association of Intercollegiate Athletics (NAIA) and National Collegiate Athletic Association (NCAA). When checking out colleges, student athletes are urged to discuss the associations with college coaches.

National Association of Intercollegiate Athletics (NAIA)

The National Association of Intercollegiate Athletics (NAIA) is a governing body for athletics programs at its nearly 300 colleges and universities throughout the United States and Canada. Students who want to play NAIA sports for the first time in Fall 2011 or later will need to register with the NAIA Eligibility Center. Students can register by visiting www.PlayNAIA.org and creating a profile with facts about their academic history and sports experience. There is a fee to register.

Before registering with the NAIA Eligibility Center, students will need to have ready their current contact information, previous residences and addresses, high schools attended and history of their sports participation after high school graduation. When registering for the ACT or SAT, students should include the NAIA Eligibility Center (9876) on the list of places test scores should be sent. Finally, students will need to ask their high school counselors to send the NAIA Eligibility Center a final official transcript that verifies high school graduation, class rank and cumulative grade point average. High school students with at least a 3.0 GPA after junior year and the minimum required test scores (18 ACT or 860 SAT) qualify for an early decision on eligibility, and should have their counselors send their transcript after the completion of junior year.

Every student interested in playing sports at NAIA colleges for the first time in 2011-12 or any year after that needs to register and have their eligibility to play determined.

National Collegiate Athletic Association (NCAA)

The NCAA Clearinghouse (www.ncaa.org) provides services to support prospective college-bound student-athletes. It is recommended that students download the *NCAA Guide for the College-Bound Student-Athlete 2012-13* found at:

http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp. Contact information may currently be found on page 4 and for Recruiting Regulations, review page 22 for contact information. This information will change when the new *NCAA Guide for the College-Bound Student-Athlete 2013-14* is put online next fall. The Eligibility Center information and registration may be found online at:

<http://www.ncaa.org/wps/wcm/connect/public/ncaa/home>. Some important items to be aware are noted below:

ACT and SAT Tests Test-Score Requirements: Students must achieve the required score on the SAT or ACT before their full-time collegiate enrollment. Students may take the national test given on one or more of the national test dates during the school year.

IMPORTANT CHANGES: All SAT and ACT scores **must** be reported to the Eligibility Center **directly** from the testing agency. Test scores will **not** be accepted if reported on a high school transcript. When registering for the SAT or ACT, input the Eligibility Center code of **9999** to make sure the score is reported directly to the Eligibility Center.

The Eligibility Center provides a student-specific transcript release form found at:

http://web1.ncaa.org/ECWR2/NCAA_EMS/pdf/Transcript_Release_Form.pdf. Note that the Student Score Reports and scores taken directly from a transcript are NOT usable. The Eligibility Center will not accept faxed transcripts. High school transcripts must have the high school seal and mailed in a sealed envelope to be an official document used by the Eligibility Center.

NCAA Eligibility Center

Transcript mailing address:

NCAA Eligibility Center, Certification Processing
P.O. Box 7136
Indianapolis, IN 46207-7136

- Customer Service hours:
- Toll Free phone numbers (domestic callers only):
Customer Service Line – 877-262-1492
- Need to have PIN and SSN ready
- Fax Number: 317-968-5100

National Collegiate Athletic Association (NCAA)

Junior To-do List:

At the beginning of your junior year, register at

<http://eligibilitycenter.org>.

- Register to take the ACT, SAT or both and use the Eligibility Center code (9999) as a score recipient.
- Double check to make sure the courses you have taken match your school's list of approved core courses.
- Ask your guidance counselor to send an official transcript to the Eligibility Center after completing your junior year. Download the *Transcript Request Form* from the Eligibility Center. If you have attended more than one high school, the Eligibility Center will need official transcripts from all high schools attended. (The Eligibility Center does NOT accept faxed transcripts or test scores.)
- Before registration for classes for your senior year, check with your guidance counselor to determine the amount of core courses that you need to complete your senior year.

Senior To-do List:

- Take the SAT and/or ACT again, if necessary. The Eligibility Center will use the best scores from each section of the ACT or SAT to determine your best cumulative score.
- Continue to take college-prep courses.
- Check the courses you have taken to match your school's list of approved core courses.
- Review your amateurism responses and request final amateurism certification on or after April 1 (for fall enrollees) or October 1 (for spring enrollees).
- Continue to work hard to get the best grades possible.
- Graduate on time (in eight academic semesters). If you fall behind, use summer school sessions before graduation to catch up.
- **After graduation, have your final transcript sent to the Eligibility Center with proof of graduation.**

NCAA APPROVED CORE COURSES

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 www.ncaa.org under *NCAA Eligibility Center* then *NCAA College Bound Student-Athletes, Resources, List of NCAA Courses*, to read about eligibility requirements.** To view the core course list, students need WHS's School Code: **282-440**. Courses noted with an asterisk (*) indicate courses that are pending approval by NCAA.

ENGLISH	SOCIAL SCIENCE	MATH	NATURAL/PHYSICAL SCIENCE
Am. Literature	Am. Gov't	Algebra 1A (.5 cr/yr)	Biology (Lab)
Brit. Literature	Am. Gov't Honors	Algebra 1B (.5 cr/yr)	<i>Botany (Lab)</i>
Composition 1	Current Issues	Algebra 1	Chemistry (Lab)
Composition 2	Government	Algebra 2	General Science (Lab)
Creative Writing	PSYC 1810 [Intro to Psychology – dual]	Calculus	Human Anatomy & Physiology (Lab)
Dual English Comp	Psychology	Dual Statistics	Physics (Lab)
English 10	SOC 1010 [Intro to Sociology – dual]	Geometry	<i>Zoology (Lab)</i>
English 1010 [Comp. 1 – dual]	Social Science	Geometry Honors	*Honors Chemistry (Lab)
English 1020 [Comp. 2 – dual]	Sociology	MATH 1600 [Calculus & Analytic Geometry I – dual]	
English 11	U.S. History (American History)	Pre-Calc/Trig	
English 2100 [Intro. to Lit. – dual]	US History (AP)	Transition to Clg Math	
English 9	World Geography	*Honors Algebra 2	Additional Core Courses
Journalism 1	World History		Spanish 1
SPCH 1110 [Public Speaking – dual]			Spanish 2
Speech			Spanish 3
Speech, Adv.			Spanish 4
World Literature			Spanish 5

Courses Offered at WHS 2013-14

NOTES:

The Number in front of each class denotes course Rank Weighting.

One-semester courses are in italics

(^) indicates needs a prerequisite

(*) indicates a college prep class

(#) Special Permission/Requirement

(!) Possible class to be offered

(!!) Not offered this year

[NCEC] [NE Career Connection Code]

BUSINESS [NCEC]

- 2 Accounting 10, 11, 12
- 3 ^Adv. Accounting 11, 12
- 2 ^Business Economics 9, 10, 11, 12
- 2 Business Law 10, 11, 12
- 1 ^Computer Applications 1 9,10,11,12
- 3 ^Digital Media 10,11,12
- 1 Intro Bus. Mktg&Mgt 9, 10, 11, 12
- 2 ^Multimedia 10, 11, 12
- 1 Personal Finance 9, 10, 11, 12
- 1 Web Design 10, 11, 12

ENGLISH

- 2 ^Advanced Speech 9, 10, 11, 12
- 2 ^*Am. Literature 11, 12
- 2 ^*British Literature 11, 12
- 2 ^*Creative Writing 11, 12
- 3 ^*Composition 1 12
- 3 ^*Composition 2 12
- 4 ^*#Dual Composition 1 12
- 4 ^*#Dual Composition 2 12
- 2 *English 9 required
- 2 *English 10 required
- 2 *English 11 required
- 3 ^#Journalism/Yearbook 10, 11, 12
- 1 Speech required (9th recommended)

FINE ARTS (Graduation Requirement)

- 1 Art I 9, 10, 11, 12
- 1 ^Art II 10, 11, 12
- 2 ^Art III Advanced 11, 12
- 2 ^Art IV Independent 12
- 2 Band 9, 10, 11, 12
- 2 ^#Concert Choir 9, 10, 11, 12
- 1 Drama 1 9, 10, 11, 12
- 2 ^#Drama 2 9, 10, 11, 12
- 2 ^ Music Theory 9, 10, 11, 12

FOREIGN LANGUAGE

- 1 *Spanish 1 9, 10, 11, 12
- 2 ^*Spanish 2 9, 10, 11, 12
- 3 ^*Spanish 3 10, 11, 12
- 3 ^*Spanish 4 11, 12
- 3 ^*Spanish 5 12

HUMAN SERVICES/FCS [NCEC]

- 2 Fashion Design 10, 11, 12
- 1 Food, Nutrition & Wellness 10, 11, 12
- 2 Housing & Interior Design 10, 11, 12
- 1 Life Skills required 9, 10, 11, 12
- 1 Parenting Decisions 10, 11, 12
- 2 Textiles, Construction, & Design 10, 11, 12

INDUSTRIAL TECHNOLOGY [NCEC]

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

MATH

- 1 ^*Algebra 1 9, 10, 11, 12 required
- 2 ^*Algebra 2 10, 11, 12 required or
- 3 ^*#Honors Algebra 2 10,11,12 required
- 3 ^*Calculus 12
- 4 ^*#Dual Calculus 12
- 2 *Geometry 9, 10, 11, 12 required
- 3 ^*#Honors Geometry 9, 10, 11, 12
- 1 ^Math for the Trades 11, 12
- 3 ^*Pre-Calculus & Trig. 11, 12
- 2 ^*Transition to Clg Math 11, 12

PHYSICAL EDUCATION

[Additional Requirements/Elective]

- 1 PE 1 9, 10 required 11, 12
- 2 ^#Strength & Fitness 10, 11, 12

SCIENCE

- 2 ^*Biology 10 required
- 2 ^*Chemistry 11, 12 required or
- 3 ^*#Honors Chemistry 11,12 required or
- 1 ^#Chemistry Essentials 11, 12
- 1 *General Science 9 required
- 3 ^*Human Anatomy & Physiology 11, 12
- 3 ^*Physics 11, 12
- 3 ^*Zoology 11, 12

SOCIAL STUDIES/HISTORY

- 2 ^*Am. Government 12 required
- 1 Current Issues 10, 11, 12
- 3 ^*#Honors Am. Gov't (DC) 11, 12
- 3 *Psychology 11, 12
- 3 *Sociology 11, 12
- 2 ^*U.S. History 11 required
- 2 *World Geography 9 required
- 2 ^*World History 10 required

SPECIALS

[Some may be: Additional Requirements/Elective] Courses are listed separately each year. Check the WPS website.

- 3 Academic Decathlon 9, 10, 11, 12
- 0 ^*# Advanced Scholars UNL 11, 12
- 4 ^*# Career Academy (SENCAP) 11, 12
- #Credit Recovery 9, 10, 11, 12
- 0 ^*# Distance Learning 11, 12
- 4 ^*# Dual Enrollment 11, 12
- ^# Midyear Graduation 12
- 1 ^Senior Exit Math Program 12
- 1 ^Senior Exit Reading/Lang. Program 12
- 0 ^# START 12
- 0 ^# Teacher Assistant 12
- 0 ^# Work Study 12

SPECIAL EDUCATION

See "Course Descriptions – Special Education" Section

COURSE DESCRIPTIONS

Students interested in taking classes outside the suggested grade levels need to submit their name and grades to the High School Counselor who will inform the student of the procedures necessary to gain approval. Generally, this means the student will need to contact the teacher and discuss the request with the parents and return written documentation to the counselor by a set deadline. The High School Counselor will then submit the request to the Administrator for review and permission.

BUSINESS

ACCOUNTING

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

Prerequisite: None

Recommended for students majoring in Business or Accounting. Students must pass 1st semester Accounting to continue with 2nd semester Accounting.

Rank Weighting: 2

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.

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

ADVANCED ACCOUNTING (formerly Accounting 2)

(Grade: 11, 12) Year Long Course

Prerequisite: Accounting (C average or above)

Recommended for students majoring in Business or Accounting. Students must pass Accounting with a "C" average or higher in order to take Advanced Accounting. Students must pass 1st semester Advanced Accounting to continue with 2nd semester Advanced Accounting.

Rank Weighting: 3

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.

This course includes partnership and corporate accounting, adjustment in inventory control systems, budgetary control systems and further enhancement of accounting skills. Students are exposed to various careers in the accounting field and are given the opportunity to perform accounting applications using the computer.

BUSINESS ECONOMICS (formerly Applied Economics)

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

Prerequisite: None

Recommended for students attending a 4-year college.

Rank Weighting: 2

A course designed to help students understand economic principles as applied to current events and issues. Emphasis includes economic systems and structures, supply and demand, opportunity costs, inflation, price mechanisms, markets, role of competition, money and monetary policy, role of labor organizations and productivity.

BUSINESS - continued

BUSINESS LAW

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

Prerequisite: None

Rank Weighting: 2

A course designed to present the study of the legal rights and responsibilities necessary to be informed and productive citizens, employees, employers, and consumers in the free enterprise system. Key concepts include contracts and torts, the role of courts, regulation, litigation and constitutional issues including civil and criminal law.

COMPUTER APPLICATIONS 1

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

Prerequisite: None

Recommended for students interested in Business or Computers

Rank Weighting: 1

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.

DIGITAL MEDIA

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

Prerequisite: Teacher Permission

Recommended for students interested in Computers, Graphics, Information Technology

Rank Weighting: 3

Students will create, design and produce digital media programs including sound, video, graphics, text, animation and motion graphics. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management and web processes.

INTRODUCTION TO BUSINESS MARKETING & MANAGEMENT (formerly Business Management)

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

Prerequisite: None

Recommended for students interested in Business

Rank Weighting: 1

This course is designed as an introductory overview of the Business, Marketing and Management Career Field. The course introduces students to finance, marketing, and management. Units of study include scope and function of business and economic systems, forms of business ownership, legal and ethical issues in business and career opportunities in a business administration career.

MULTIMEDIA

(Grade: 10, 11, 12) One Semester

Prerequisite: None

Recommended for students interested in Computers

Rank Weighting: 2

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, picture books, calendars, and movies. Students will also learn how to use editing software for photographs.

BUSINESS - continued

PERSONAL FINANCE

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

Prerequisite: None

Recommended for all students

Rank Weighting: 1

A course designed to assist students in personal financial management skills. Students learn to manage their resources and make sound personal financial decisions. Units of study include budgeting, credit, insurance, saving, investing, home ownership, banking, taxes, wills, and estates.

WEB DESIGN

(Grade: 10, 11, 12) One Semester

Prerequisite: None

Recommended for students interested in Computers and developing web sites.

Rank Weighting: 1

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.

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.

Rank Weighting: 2

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 10th graders, need permission of the instructor based on grades and success in previous related classes.

Offered one semester only.

Rank Weighting: 2

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.

ENGLISH - continued

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 10th graders this course may be taken with permission of the instructor based on grades and success in previous related classes.

Rank Weighting: 2

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; plays by William Shakespeare and Christopher Marlowe, and Shakespeare's sonnets.

COMPOSITION 1

(Grade: 12) One Semester (S1)

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.

Rank Weighting: 3

Composition 1 is designed to develop writing skills. Students write short papers and essays based upon their personal experience and/or assigned readings. The course emphasizes the clear written expression of ideas and importance of organization, word choice, logic, and sentence construction. The process of planning, writing, revising, and editing essays for a particular audience is also emphasized.

COMPOSITION 2

(Grade: 12) One Semester (S2)

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

Rank Weighting: 3

Composition 2 is a continuation of Composition 1 with emphasis on the study of argumentation and library research techniques and their application.

DUAL COMPOSITION I -- ENGL1010 Composition I (4.5 quarter credits). SCC Dual-enrollment offered at WHS w/ Mrs Mertl (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after submitting their college registration form.

(Grade: 12) One Semester (S1)S

Prerequisite: Must meet college's prerequisite. The college's prerequisite: must have a COMPASS score of at least 70 or an ACT English score of at least 18 to enroll.

Rank Weighting: 4

ENGL 1010 Composition I: is designed to develop writing skills. Students write short papers and essays based upon their personal experience and/or assigned readings. The course emphasizes the clear written expression of ideas and importance of organization, word choice, logic, and sentence construction. The process of planning, writing, revising, and editing essays for a particular audience is also emphasized.

ENGLISH - continued

DUAL COMPOSITION II -- ENGL1020 Composition II (4.5 quarter credits). SCC Dual-enrollment offered at WHS w/ Mrs Mertl (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after submitting their college registration form.**

(Grade: 12) One Semester (S2)

Prerequisite: Must meet college's prerequisites of Composition I with a grade of "C" or higher in ENGL1010, or Composition and Literature (ENGL 1015), is required to participate as a Dual enrollment course.

Rank Weighting: 4

ENGL1020 Composition II: Continuation of ENGL1010 with emphasis on the study of argumentation and library research techniques and their application.

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 10th graders this course may be taken with permission of the instructor based on grades and success in previous related classes.

Rank Weighting: 2

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.

Rank Weighting: 2

This class emphasizes reading, writing, and grammar instruction. Students will read and analyze several examples of fiction and nonfiction, including short stories, articles, plays, and novels. Literature includes: *Tales of the Greek Heroes*, *Romeo & Juliet*, *Animal Farm*, *To Kill a Mockingbird*, and *Night*. Students will compose a short story and also focus on expository and persuasive writing. Students will learn the parts of speech and types of sentences, as well as capitalization and punctuation rules. Vocabulary will also be a focus.

ENGLISH 10

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

Prerequisite: Appropriate Grade Level.

Rank Weighting: 2

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.

Rank Weighting: 2

This class emphasizes literature, writing, and grammar instruction. Students will read Uncle Tom's Cabin, 1984, The Crucible, The Catcher in the Rye, and Julius Caesar as well as various short stories, poems, and essays. Students will study a comprehensive grammar curriculum, and throughout the course of the year, will compose a variety of essays. A focus will be placed on persuasive writing, as students will participate in a required statewide writing assessment.

ENGLISH - continued

JOURNALISM/YEARBOOK

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

Prerequisite: A grade of “C” or better in previous English courses.

NOTES: Qualifies as Technology Credit for Graduation. When registering for classes, students will need to choose to focus on either Journalism or Yearbook.

Rank Weighting: 3

For *Journalism* the areas covered include: First Amendment (including ethics and libel), interviewing, news writing and reporting, copyediting, feature writing, writing headline and captions, basic photography, and layout and design. This course includes extensive reading of models of excellent journalistic techniques and evaluates and analyzes journalistic writing and publication layout and design through discussions and critiques.

For *Yearbook*: students write and edit copy, take and process photographs, design and layout pages, and check page proofs. Staff positions are based on the student’s proven excellence and experience in layout, photography, written work, familiarity/experience with software programs, and their ability to complete their assignments under tight deadlines.

SPEECH

(Grade: 9, 10, 11) One Semester. Required for Graduation. Seniors who transfer in will be required to take Speech

Prerequisite: Recommended for 9th grade year.

Rank Weighting: 1

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.

FINE ARTS

ART I

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

Prerequisite: None.

Rank Weighting: 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.

High School Art 1 is a course that provides an introduction to art through a multimedia experience. Students will learn to apply the elements and principles of design to produce creative art projects that reflect their understanding of these concepts.

ART II

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

Prerequisite: Art I

Rank Weighting: 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.

In High School Art II students will expand on what they learned in Art 1 as well as utilize the methods of art that show depth and distance. They will study many aspects of portraiture, analyzing the master’s works and using these concepts in their own works.

FINE ARTS - continued

ART III (Advanced)

(Grade: 11, 12) Year Long Course

Prerequisite: Art I & II, or permission of Instructor

Rank Weighting: 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.

In High School Art III the students will continue experimenting with different medium, techniques, and artistic styles to produce work that begins to integrate a personal style. Students will continue to learn about master artists and be able to compare and contrast their works.

ART IV (Independent)

(Grade 12) Year Long Course

Prerequisite: Art I, II & III, or permission of Instructor

Rank Weighting: 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.

With some guidance the students in High School Art 4 will develop their own personal style in their artwork. Students will have more freedom in the media and the choices of art that they choose to do. Originality in expressing ideas is emphasized by studying various approaches to composition.

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.

Rank Weighting: 2

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

Prerequisites: None.

Rank Weighting: 2

Concert Choir is a select choir open to high school students in grades 9-12. There may be a simple audition consisting 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. Show Choir will be included. *A fee of \$150 for Show Choir is required, but fundraising will be available to offset costs. If concerned about the cost, see the teacher.

FINE ARTS - continued

DRAMA 1

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

Prerequisite: None

Rank Weighting: 1

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) 2nd Semester

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

Rank Weighting: 2

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. Students will also work with puppets-designing, making, and using them in productions. 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 will be charged to purchase an individual student make-up kit.

MUSIC THEORY

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

Prerequisite: None

Rank Weighting: 2

This class is for all students interested in music, whether they sing, play an instrument, or for personal enjoyment. This class provides a basic understanding of how music is put together. Elements of rhythms, pitch and harmony will be the cornerstones of the class. Students will also be exposed to different genres of music and composition.

FOREIGN LANGUAGE

WHS does not have foreign language as part of its graduation requirement, so these courses count as elective credit. However, many 4-year colleges require foreign language as part of their college entrance requirements.

Pre-planning in high school may save time and money once a student enrolls in college. Students and parents are strongly urged to check any potential college's entrance requirements prior to 9th grade registration, to ensure they will meet the college's foreign language entrance requirement by high school graduation, should that be their plan.

Students who do not have a firm idea of post-graduate plans in high school, may rest assured that courses needed to meet a college's graduation requirement generally will be offered by the college they plan to attend.

Usually a minimum of two years of the same high school foreign language is recommended for students attending a 4-year college. **At Wahoo Public Schools, due to our elementary/middle school Spanish program, the equivalent of this minimum is the completion of Spanish 3.**

Students planning on attending a 4-year college that requires two years of a foreign language should plan to take Spanish through Spanish 3.

Students who wish to meet a college that has a four year foreign language entrance requirement, need to pass Spanish courses at the appropriate level in grades 9, 10, 11 and 12. For example, WHS students beginning with Spanish 1 in 9th grade, will need to complete Spanish 2, 3 and 4. Likewise, students starting with Spanish 2 in 9th grade, will need to complete Spanish 3, 4 and 5.

FOREIGN LANGUAGE- continued

SPANISH 1

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

Prerequisite: None

Rank Weighting: 1

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. (Students should take this class only if they have very little/no experience with the Spanish language.)

SPANISH 2

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

Prerequisite: Spanish 1/Middle School Spanish (students placed at teacher's recommendation)

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Recommended for students attending a 4-year college

Rank Weighting: 2

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. Much focus is given to vocabulary acquisition, including the following topics: school, sports/pastimes, family, adjectives, travel, movies/TV, house, and food. Most students who attended Wahoo Public Schools during Middle School will be placed in this level their freshman year.

SPANISH 3

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

Prerequisite: Spanish 1, Spanish 2

Recommended for students attending a 4-year college

Rank Weighting: 3

The third course in Spanish continues the study of grammar and vocabulary begun in Spanish 1 and 2. Students will begin to use more varied verb tenses and emphasis will move toward more extended written and spoken uses of the Spanish language. Vocabulary acquisition continues to be a focus, with the following topics covered: clothing, shopping, camping, city life, and animals. Grammatical areas of emphasis include: object pronouns, past tense, commands, prepositions, and compound verbs.

SPANISH 4

(Grade: 11, 12) Year Long Course

Prerequisite: Spanish 1, Spanish 2, Spanish 3

Recommended for students attending a 4-year college

Rank Weighting: 3

Continues Spanish 3. 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. Grammar/vocabulary topics covered include: body parts, health, holidays & celebrations, technology, farm life, reflexive verbs, future tense, conditional tense, subjunctive mood, and present perfect tense.

FOREIGN LANGUAGE- continued

SPANISH 5

(Grade: 12) Year Long Course

Prerequisite: Spanish 1, Spanish 2, Spanish 3, Spanish 4

Recommended for students attending a 4-year college

Rank Weighting: 3

The culminating course in Spanish is designed as a summary of the previous four years of Spanish, with focus on reviewing all vocabulary and grammatical concepts taught in previous levels and practicing these concepts in more practical ways. This course will utilize Spanish literature and history as a springboard to use and understand the language. Class is taught primarily in Spanish.

HUMAN SERVICES/FCS

FASHION DESIGN (formerly Fashion & Design)

(Grade: 10, 11, 12) One Semester -- Offered on ODD graduation years. Alternates with *Textiles, Construction & Design*.

Offered next in: 2014-15. Will NOT be offered in 2013-14

Prerequisite: None

Rank Weighting: 2

Fashion and Design class is a study of the current fashions and styles best suited to the individual student, fashion careers, fashion history, merchandising, and clothing care. This course will aide in wardrobe planning and developing beginner sewing skills. Students will also be given the opportunity to create their own line of clothing and accessories and will learn how to professionally present and market their goods.

FOOD, NUTRITION, & WELLNESS (formerly Food & Fitness)

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

Prerequisite: None

Note: This class is limited to sixteen (16) students.

Rank Weighting: 1

A class for the food enthusiast, this course helps students to keep healthy by learning how to make informed choices in their daily diets and fitness levels. Students will also begin to develop basic cooking skills through the use of the lab kitchens and the creation of healthy and practical foods. Topics such as eating disorders, weight control, current health trends, and career opportunities available will be discussed.

HOUSING & INTERIOR DESIGN (formerly Home Design)

(Grade: 10, 11, 12) One Semester

Prerequisite: None

Rank Weighting: 2

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 for their own interest as well as learning how to meet the needs of a diverse client base. Career opportunities within this field will also be explored.

HUMAN SERVICES/FCS -- continued

LIFE SKILLS

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

Prerequisite: None

Rank Weighting: 1

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

PARENTING DECISIONS (formerly Parenting & Child Development)

(Grade: 10, 11, 12) One Semester

Prerequisite: None

Rank Weighting: 1

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

TEXTILES, CONSTRUCTION and DESIGN (Formerly Clothing Construction)

(Grade: 10, 11, 12) One Semester -- Alternates with *Fashion Design*. Will be offered in 2013-14.

Prerequisite: None

Note: This class is limited to ten (10) students.

Rank Weighting: 2

Focused on the art of clothing constructions, students in this class will learn about and expand their sewing skills. Students will sew items and garments that include new learning experiences. Previous sewing experiences will be taken into account. Students will choose projects they would be interested in completing within classroom guidelines, and items will be created in their own interest.

INDUSTRIAL TECHNOLOGY

ARCHITECTURAL DRAWING 1

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

Prerequisite: None

Rank Weighting: 1

This semester course will provide entry level training in the principles of drafting conventions and techniques of building and construction drawing. Class activities will involve six main projects that involve the design of a residential structure. Students will use sketching, dimensioning, notations, floor plans, elevation plans, foundation plans, sectional plans and all phases of architectural plan development and design. Students will utilize computer based design software (AutoCad, AutoCad Architecture, Autodesk Revit) as well as architects scales, tape measures, and layout equipment. This course will expose students to skills used for positions as architects, architectural drafters, plan checkers, and construction trades workers.

INDUSTRIAL TECHNOLOGY - continued

ARCHITECTURAL DRAWING 2

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

Prerequisite: Must pass Architectural Drawing I

Rank Weighting: 2

This semester course is a continuation of Architectural Drawing I. In the second semester students will focus on floor plan design, elevations and building sections. Students will use sketching, dimensioning, notations, floor plans, elevation plans, sectional plans and all phases of architectural plan development and design. Students will utilize computer based design software (AutoCad, AutoCad Architecture, Autodesk Revit) as well as architects scales, tape measures, and layout equipment. This course will expose students to skills used for positions as architects, architectural drafters, plan checkers, and construction trades workers.

AUTO 1

(Grade: 10, 11, 12) Semester Course

Prerequisite: None

Rank Weighting: 1

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.

Rank Weighting: 2

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.

CARPENTRY/CONSTRUCTION

(Grade: 11, 12) Year Long Course

Prerequisite: Woods 1-2

Rank Weighting: 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, playhouse or small garage. Students will also participate in larger group projects for school use.

COMPUTER AIDED DRAWING (CAD) 1

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

Prerequisite: None

Rank Weighting: 1

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. They will also be introduced to drafting techniques using drawing boards.

INDUSTRIAL TECHNOLOGY - continued

COMPUTER AIDED DRAWING (CAD) 2

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

Prerequisite: Must pass CAD 1

Rank Weighting: 2

A continuation of CAD 1. Students will work with more in depth CAD techniques with an emphasis on 3-D solids. They will also be introduced to more advanced auto desk programs such as inventor and rivet if time permits

DUAL WELDING -- WELD 1110 SMAW Theory (2 quarter credits), WELD 1112 SMAW Lab I (4 quarter credits), WELD 1122 GMAW Theory (3 quarter credits), WELD 1124 GMAW Lab I (3 quarter credits). SCC SENCAP Dual-enrollment offered at WHS w/ Mr Weyers (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after submitting their college registration form.**

(Grade: 11, 12) Semester Long Course

Prerequisite: Must meet college's prerequisite. SCC WELD 1100 Welding Orientation or Wahoo High School Metals 1 class

Rank Weighting: 4

Students will have the opportunity to gain college credit while pursuing their interests in welding. Students will study Shielded Metal Arc Welding (SMAW) theory, safety, applications, procedures and welding practices, selection of power sources and electrodes; and, Gas Metal Arc Welding (GMAW) theory, safety, applications, manipulative skills, welding principles and procedures, use of various filler wires and shielding gases and welding power source set-up. This class includes a SMAW lab with beginning welding of carbon steel with the SMAW process on various joint configurations and with various electrodes, as well as a GMAW Lab with beginning welding of carbon steel with the GMAW process on various joint configurations.

ELECTRIC VEHICLE

(Grade: 11, 12) Year Long Course

Prerequisite: One semester of metals

Rank Weighting: 3

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

Rank Weighting: 1

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 4 stations in groups (Metal Lathe, Forge, Oxygen Acetylene Welder and Arc welder). Students will also be introduced to the Plasma cutter, Mig Welder and O-A cutting torch.

METALS 2

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

Prerequisite: Must Pass Metals 1

Rank Weighting: 2

Each student will complete an individual project. Using the metal cutting band saw, plasma cutter, tube bender, and steel mig welder they will plan design and fabricate an individual project. Students can also bring in their own projects from out side of school to work on. In the past projects from the community have also been completed.

INDUSTRIAL TECHNOLOGY - continued

WOODS 1

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

Prerequisite: None

Rank Weighting: 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. 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

Rank Weighting: 2

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.

MATHEMATICS

Currently there are four years of math required for students who wish to graduate from WHS.

Students will complete a minimum of four years of high school mathematics. All students will be required to take Algebra 1, Geometry or Honors Geometry, Algebra 2 or Honors Algebra 2, and proceed through the math curriculum. These math courses meet most four-year college math requirements. Check with the college to determine the specific math classes that meet the college's entry requirements.

In very special circumstances, students may apply by letter for permission to take a Math equivalent course to replace one of the required four years of Math. Most often, math equivalent courses will not meet a four-year college's math entry requirements, nor NCAA core credit requirements.

To qualify for a Math replacement course, 1) a written basis for the request needs to be provided to the high school principal and guidance counselor who will determine who may use this option. Or, 2) a written request to the high school principal, based on a recommendation from the Math Department, Alternative School Director, Special Education Department or similar school-related entity. The principal will review the request and determine whether the student's academic circumstances make him or her eligible for this option. Math equivalent courses may vary, and may include: Accounting and/or OdysseyWare course work.

ALGEBRA 1

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

IMPORTANT NOTE: CREDIT GRANTED for ALL 8th 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.

Rank Weighting: 1

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. They will also be introduced to probability and statistics.

MATHEMATICS – continued

ALGEBRA 1A – NOT offered in 2013-14

ALGEBRA 1B – Offered in 2013-14, but will be phased out in 2014-15

(Grade: 9, 10, 11, 12) Year Long Course. Required for Graduation if not enrolled in regular Algebra 1.

IMPORTANT NOTE: Students who take Algebra 1A are required to take Algebra 1B in order to complete the equivalent of regular Algebra 1.

Prerequisite: Administer/Teacher Placement

Rank Weighting: 1

Algebra 1B is a year-long course covering the second semester of regular Algebra 1.

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.

Rank Weighting: 2

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, sequences and series, and probability.

HONORS ALGEBRA 2

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

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

Rank Weighting: 3

Honors Algebra 2 covers the same basic curriculum as Algebra 2 but will prepare students for the demands and expectations of a math course at a higher level. Therefore, this course is particularly recommended for students planning on *taking math or science courses in college*. 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

Rank Weighting: 3

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.

MATHEMATICS – continued

DUAL CALCULUS – MATH 1600 - Analytic Geometry and Calculus I (7.5 quarter credits). Must submit copies of scores as documentation with registration paperwork (e.g. HS transcript with grades and test scores). SCC **Dual**-enrollment offered at WHS w/ Mr Bomar (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after submitting their college registration form.**

(Grade: 12) Year Long Course

Prerequisite: WHS's Pre-Calculus/Trigonometry passed with a "B" or better; or, COMPASS score of at least 46 on Trigonometry; or, an ACT Math score of at least 28.

Rank Weighting: 4

This course is intended for college bound students. This course is aligned directly with the Southeast Community College calculus course. Students will be using functions to apply limits, differentiation, anti-differentiation, and definite integrals. The use of technology will be integrated through out the course. This course is particularly valuable, but not limited to, those interested in pursuing a career in Engineering, Medicine, Business, Economics, Accounting, Statistics, or other related fields.

DUAL COLLEGE ALGEBRA -- MATH 1150 College Algebra (3 credit hours). **Dual**-enrollment through Central Community College or Southeast Community College. (Days/Times TBA).

Prerequisite: MATH 1140 or appropriate math placement score from ACT or COMPASS tests. HS and College registration forms by the deadline. **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after submitting their college registration form.**

Rank Weighting: 4

An algebra survey with emphasis on equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and topics of discrete mathematics.

GEOMETRY

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

Prerequisite: Algebra 1 and Permission of Instructor

Rank Weighting: 2

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: Administrator/Instructor Placement/Permission

Rank Weighting: 2

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.

MATHEMATICS – continued

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.

Rank Weighting: 1

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.

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.

Rank Weighting: 3

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

Rank Weighting: 2

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.

Rank Weighting: 1

Students will participate in a variety of team and individual sports. An emphasis will be placed on developing physical fitness, as well as knowledge of physical fitness activities, health, weight lifting, and sports.

STRENGTH & FITNESS (Weight lifting)

(Grade: 10, 11, 12) Semester Course

Prerequisite: PE. I, and Permission of Instructor

Rank Weighting: 2

Students in Strength & Fitness will participate in advanced strength training exercises designed to improve muscle strength and overall fitness. This course will consist of: weight lifting, agility training, and anaerobic activity. Students will develop individual fitness profiles and plans. Students will also identify and understand muscle groups in relation to various exercises.

SCIENCE

BIOLOGY

(Grade: 10) Year Long Course

Prerequisite: Must successfully have completed General Science.

Note: Required Science Class for WHS graduation, second in Science sequence.

Rank Weighting: 2

This college preparatory course explores the main topics of biology. These include ecology, cellular biology, taxonomy, diversity, 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: 11, 12) Year Long Course

Note: Required Science class for WHS graduation, third in Science sequence.

Prerequisites: Students must have had Algebra 2, or be taking Algebra 2 concurrently in order to take Chemistry

Rank Weighting: 2

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. Topics to be covered are similar to Honors Chemistry, but at a more moderate pace of instruction. The course is accompanied by work in the mathematical solution of chemical problems and stoichiometry. Laboratory exercises will emphasize safe lab procedures, the proper use of laboratory equipment, and the gathering and recording of experimental data

HONORS CHEMISTRY

(Grade: 11, 12) Year Long Course

Note: This course meets the required Chemistry class for WHS graduation, third in Science sequence.

Prerequisites: Students interested in Honors Chemistry, **must have completed** Algebra 2, or be taking Honors Algebra 2 concurrently. Science teachers will meet and review scores and give a list of students to the principal and counselor of students who qualify to take this course.

Rank Weighting: 3

Honors Chemistry covers the same basic curriculum as Chemistry but will prepare students for the demands and expectations of a lab-science course at a higher level. Therefore, this course is particularly recommended for students planning on attending college in a scientific or health-related field of study. Honors Chemistry is a study of the basic laws of chemistry, covering the common elements of the periodic system, their structure, interactions, and energy relationships. Coursework will include the Periodic Table, chemical bonds, and chemical equations. The course is accompanied by work in the mathematical solution of chemical problems and stoichiometry. Laboratory exercises will emphasize safe lab procedures, the proper use of laboratory equipment, and the gathering and analysis of experimental data.

CHEMISTRY ESSENTIALS

(Grade: 11-12) Year Long Course

Note: This course meets the required Chemistry class for WHS graduation, third in Science sequence.

Prerequisites: By Administrative/Teacher Recommendation Only. Students who have low NeSA scores will be placed in Chemistry Essentials for their success instead of regular Chemistry. The Science teachers will meet and review scores and give a list of students to the principal and counselor of whose classes should be adjusted.

Rank Weighting: 1

This course studies the basic laws of chemistry, covering the common elements of the periodic table, their structure, interactions and energy relations. The course is accompanied by work in mathematical solutions of chemical problems.

SCIENCE -- continued

GENERAL SCIENCE

(Grade: 9) Year Long Course

Prerequisite: Algebra 1 or co-enrolled in Algebra 1.

Note: Required Science class for WHS graduation, first course in the Science sequence.

Rank Weighting: 1

General Science is an introductory science course that will explore three different scientific branches. The *first unit is earth and space science*, starting with the Earth and the processes that shape and change our planet, the weather and climate, and the universe. The *second unit is environmental science*, which is the study of our surroundings and the processes that influence them. The *third unit is an introduction to physics*, which is the study of motion and energy.

HUMAN ANATOMY & PHYSIOLOGY

(Grade: 11,12) Year Long Course

Pre-Requisite: Biology WITH permission of the instructor

Rank Weighting: 3

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.

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

Rank Weighting: 3

Physics is the science concerned with the study of motion, forces, energy matter, light, and atoms. There is a significant amount of math used in physics.

ZOOLOGY

(Grade: 11, 12) Semester Course

Prerequisite: General Science AND Biology

Recommended for students attending 4-year college

Rank Weighting: 3

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

Rank Weighting: 2

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.

SOCIAL STUDIES/HISTORY -- continued

CURRENT ISSUES

(Grade: 10, 11, 12) One Semester

Prerequisite: None

Rank Weighting: 1

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.

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

(Grade: 11 or 12) Year Long Course. **Only the second semester meets the American Government requirement** for WHS graduation. The first semester is an elective credit.

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, Second Semester, plan to attend the Close Up program in Washington, D.C. **NOTE:** Students who cannot to participate in the D.C. trip due to personal or extenuating circumstances, yet wish to take the Honors class, need Instructor Approval prior to being enrolled in the class.

Rank Weighting: 3

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 (Generally offered only 1st Semester)

Prerequisite: Seniors; Juniors with permission from instructor

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

Rank Weighting: 3

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 (Generally offered only 2nd Semester)

Prerequisite: Seniors; Juniors with permission from instructor

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

Rank Weighting: 3

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 10th grade.

Rank Weighting: 2

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

Rank Weighting: 2

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

SOCIAL STUDIES/HISTORY -- continued

WORLD HISTORY

(Grade: 10) Year Long Course

Prerequisite: World Geography

Required for Graduation

Rank Weighting: 2

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 support special circumstances or multi-grade programs. Special programs include: Academic Decathlon, Credit Recovery, 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.

ACADEMIC DECATHLON

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

Prerequisite: None – All GPA's accepted

Rank Weighting: 3

This class explores ten academic areas focused around a central theme that is set yearly by the United States Academic Decathlon. Course materials come from the USAD and cover the academic areas of language/literature, art, music, science, economics, social science, math, essay, speech, and interview. Students will prepare for the United States Academic Decathlon competition. Academic Decathlon stresses educational opportunity, intellectual experience, and academic excellence.

CREDIT RECOVERY

(Grade: 9, 10, 11, 12) One Semester or Year-Long, As Needed

Prerequisite: Administrator/Instructor Placement/Approval

Rank Weighting: Based on course the student is recovering.

This course was developed for the student who has fallen behind in his/her work, or lacks a class that is required as a prerequisite before s/he can continue to the next level of coursework. A credit recovery class may take many forms and be comprised of a computerized program like OdysseyWare, Alternative School placement along with OdysseyWare, and include WEBSS (Wahoo Educational & Behavioral Support System) support, instructor support by means of additional time spent outside of class, specific assignments designated by the teacher, tutoring, etc.

SPECIAL CURRICULUM AND ENROLLMENT PROGRAMS -- continued

SENIOR EXIT MATH PROGRAM

(Grade: 12) One Semester

Prerequisite: Administrator/Instructor Placement/Approval

Rank Weighting: 1

This course was developed for the senior student who needs additional math preparation or support in order to meet State educational requirements. This program gives students the opportunity to learn basic information in a specified area prior to graduation. Course-work relates directly to the academic information students need to know to be successful beyond high school graduation.

SENIOR EXIT READING/LANGUAGE PROGRAM

(Grade: 12) One Semester

Prerequisite: Administrator/Instructor Placement/Approval

Rank Weighting: 1

This course was developed for the senior student who needs additional reading/language preparation or support in order to meet State educational requirements. This program gives students the opportunity to learn basic information in a specified area prior to graduation. Course-work relates directly to the academic information students need to know to be successful beyond high school graduation.

EXTENDED LEARNING OPPORTUNITIES

A variety of Extended Learning Opportunities are offered through the high school. Since many colleges have some type of high school college credit program, students and parents need to carefully research the needs/wants of the student as well as the prerequisites required by the college to take their courses. At a minimum, students are required to have taken the ACT (4-year college entrance test) or COMPASS (2-year college entrance test) assessments. Scores from these tests must meet the college's prerequisite for the course the student is interested in taking. Wahoo High School must comply with the college's prerequisite requirements. For example, if a student wants to take Dual Calculus and the prerequisite is a 28 on the Math portion of the ACT, but the student has a 25 on ACT Math, then the student **cannot** register for Dual Calculus for college credit.

Students and parents also need to determine whether the colleges the student is applying to for admission will accept the college courses the student plans to take as transfer credit.

Classes taken for *college only* credit is included on student's high school transcript, but will show zero credits. This is done as a record of coursework taken during high school. Parents and students will be solely responsible to the college for any concerns that may arise regarding attendance, student grades, deadlines, tuition, books, fees, transcripts, etc., since *college only* courses are outside Wahoo High School's authority and control.

Wahoo High School will assess a \$50 fee to students who drop any distance learning, dual, or SENCAP class after submitting their college registration form.

Students and their parent/guardians are responsible for all college costs, which include: college tuition, fees, textbooks, etc.

It is extremely important for students and parent/guardians to determine if there is a high level of commitment in taking any dual college credit class at the time the student registers for classes. Most college programs offered at WHS require a minimum registration requirement of eight (8) students before a college agrees to offer the course – If one registered student drops a dual college course the remaining seven (7) registered students are forcibly dropped from the course as well. This causes serious scheduling issues with all of the WHS students involved in dual credit courses as well as a reluctance on the college's part to continue to offer college courses for WHS students.

DISTANCE LEARNING (DL) /DUAL ENROLLMENT INFORMATION
[See Appendix A for course descriptions of 2013-2014 projected classes]

IMPORTANT NOTE: Students/Parent/Guardians are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed for each DL/Dual course students drop after submitting their college registration form.

Rank Weighting: 4 for Dual Credit classes; zero (0) for DL *College Only* classes.

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: A) **high school credit only**, B) **college credit only**, or C) **dual enrollment credit** (both high school and college credit). **DL courses are NOT to replace Required classes for graduation at WHS.** For example, *American History after 1877*, cannot replace WHS's *U.S. History*, but students may take both during the same semester.

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 (by March 15), and for Spring classes in late Fall/early Winter (by October 31). This is done in order to determine whether enough interest has been generated to offer the class, in order for the college to offer it to WHS.

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

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., and meeting deadlines and class attendance policies, required by the college. Neither the course names, nor grades for these courses will be included on student's high school transcripts. Students will need to contact the college for college 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 WHS DL College Credit Only courses are currently offered through Central Community College, Southeast Community College, or through UNL's Advanced Scholars Program. UNL's Advanced Scholars program also requires the student to identify and contact a high school teacher who is willing to act as the student's proctor. The teacher has to complete UNL's Proctor form and then monitors the student's quizzes, tests, etc.

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, attendance policies, deadlines 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 and have a Rank Weighting of four (4). These courses will be offered by WHS based on their compatibility with the district's regular school schedule.

Colleges offering DL courses generally have the following criteria for high school students seeking to take classes for college credit.

1. Enrollment of high school students is limited to students ages 16 or older who have demonstrated the ability to be successful in college level courses. Depending on conditions and/or situations, exceptions to the minimum age requirement may be granted. Requests are subject to approval by the Dean of Student Services BEFORE registration.
2. Classes taken for college credit will be recorded on a permanent college transcript.
3. The student is expected to continue high school, which includes regular attendance and maintaining satisfactory academic progress.
4. Regular tuition and fees will be charged and billed to the student. Parents are responsible for all tuition and fees. PAYMENT DEADLINE for tuition and fees is on or before the first day of the course.
5. Students enrolled must abide by all the colleges rules and regulations including drop deadlines for tuition refunds. Students are responsible for contacting and informing the college for dropping a course.
6. Failing college classes has consequences and may cause a student to be ineligible for Federal Financial Aid after graduation.
7. Students are responsible for the cost of textbooks and obtaining textbooks from the college bookstore.
8. **Additional forms may be required and must be completed and signed by the student, parent/guardian, and high school principal/representative PRIOR to WHS's registration deadline.**
9. If payment is not received, the college reserves the right to withdraw the student or place a hold on the student's account which will affect the ability to register for future classes and/or to receive official college transcripts.
10. Students are responsible to follow the college's calendar for class. There will be times when WHS will NOT be in session, when the college WILL be in session, and vice versa. So, the student needs to plan accordingly for attendance purposes.

Southeast Nebraska Career Academy Program (SENCAP) -- "CAREER ACADEMY"
[See Appendix B for course descriptions for course offerings projected for the 2013-2014 school year.]

IMPORTANT NOTE: For SENCAP, SCC pays half tuition and WHS pays the other half-tuition fee if the student completes the course with a high school grade of "C" (79%) and a college grade of "C" (70 on the college scale). **Parent/Guardians are responsible for paying the half-tuition fee if the student's grade is less than a "C" on the high school and college grade scales.** Parent/Guardian are also responsible for textbooks, fees, etc. A \$50 fee will be assessed for each SENCAP course students drop after submitting their college registration form.

Rank Weighting: 4 for Dual credit classes. Zero (0) for partial credit high school only portions (e.g. Intro to Health)

Area high schools and Southeast Community College are joining together to bring students more opportunities to learn about careers and to take college level courses to earn college credit while still in high school. This program is open to current sophomores and juniors who will be juniors and seniors next school year. The Career Academy focuses on specific career fields and are currently highlighting: Health Careers, Education, Business, Technology and Agriculture.

Students who sign up for the program also may participate in specific online courses two days a week and on off-days complete a Student Portfolio to earn college credit. As part of on-the-job training, students participate in field trips, career fairs and job shadowing. Like all Distance Learning (DL) Course options offered at WHS, students need to complete the DL application and meet DL requirements to participate in the online courses.

Students interested in the Career Academy need to pre-register: For fall classes, there is a March deadline and for the following spring classes the deadline is in October.

Students, who have a financial need, are encouraged to check out the Access College Early (ACE) scholarship program sponsored by the Department of Education. Information is on the Wahoo Public Schools website. ACE monies are on a first come, first served basis.

Students who are involved in the Career Academy are also encouraged to participate in SkillsUSA or other clubs like FBLA as activities to further prepare for their post-graduate career planning.

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. Students must pass all required classes, plus have a minimum of 250 credits to meet graduation requirements. If students fail to meet this requirement, they will be required to continue the coursework needed during the second semester of their senior year.

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 4th 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.

Rank Weighting: 0

Project START is for seniors who have either 1st period or 8th 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.

SPECIAL REGISTRATION OPTIONS FOR SENIORS -- continued

TEACHER ASSISTANT (TA)

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

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

Rank Weighting: 0

This program is available to students who wish to work as a teacher's aide (TA). Students are required to complete a contract with signatures from the parent/guardian as well as the teacher the student will work for. Attendance is monitored by the teacher. Students, who abuse the TA privilege by being tardy; skipping their TA; or excessive absences, etc., will be referred to the Counselor, then the Principal and handbook rules will be applied. Students abusing their TA privilege may be dropped from the program and given a "W/F" (withdrawal/fail) on their official transcript even though this is a non-credit program option. Students **do not** earn credits for this class, nor is there a Rank Weighting for this option.

WORK STUDY

(Grade: 12) One Semester. May be renewed Second Semester based on First Semester Performance. This is a non-credit class.

Prerequisite: Senior in good standing. Requires Administrator/Teacher Permission/Approval.

Rank Weighting: 0

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.

SPECIAL EDUCATION

Students who have an IEP (Individualized Education Plan) according to Public Law (PL) 94-142 and Nebraska Department of Education (NDE) Rule 51 may receive Special Education services. Following are the graduating options that are offered to Special Education students. The program is arranged so that the qualified student receives individual instruction based upon his/her needs. Each student is mainstreamed as much as possible. The student is provided assistance with regular education classes and receives remedial instruction for materials in a specific area.

- Option 1=Diploma
 - A student completes a standard course of study based upon meeting all requirements for graduation (250 credits) and IEP/Transition goals.
- Option 2=Diploma
 - A student completes the standard or modified course of study, but not the IEP/transition goals.
 - A student completes the standard or modified course of study, and the IEP/transition goals
- Option 3=Diploma
 - A student completes his/her IEP/transition goals, but not the standard course of study

Sample Sequence of Courses for Special Education Students

	Grade 9	Grade 10	Grade 11	Grade 12
English	English 9-a	English 10-a	English 11-a	English 12-a
Math	Life Skills Math-a	Financial Management-a	Essential Math I-a	Essential Math II-a
Science	Health-a	Life Science-a	Earth Science-a	Physical Science-a
Social Studies	NE History-a	U.S. History-a	Geography-a	Government-a
Other Required/Elective	PE-a	Elective	Elective	Elective
Other Required/Elective	Mixed Chorus -a	Art-a	Elective	Elective
Other Required/Elective	Life Skills-a	Careers-a	Career Development-a	Job Sampling-a
Other Elective	Study Hall-a	Study Hall-a	Study Hall-a	Study Hall-a

Courses Offered for SPECIAL EDUCATION at WHS 2013-14

BUSINESS [10 credits required]

0 Careers-a 9, 10, 11, 12
 0 Career Development-a 9, 10, 11, 12
 0 Job Sampling-a 9, 10, 11, 12

ENGLISH [Required Core]

0 *English 9a 9 required
 0 *English 10a 10 required
 0 *English 11a 11 required
 0 *English 12a 12 required
 0 *Speech-a* required (9th recommended)

HUMAN SERVICE/FCS [NCEC 5 credits required]

0 *Life Skills-a* 9, 10, 11, 12

FINE ARTS [10 credits required]

0 Art-a 9, 10, 11, 12
 0 Mixed Chorus-a 9, 10, 11, 12

MATH [Required Core]

0 Life Skills Math-a 9, 10, 11, 12
 0 Financial Management-a 9, 10, 11, 12
 0 Essential Math I-a 9, 10, 11, 12
 0 Essential Math II-a 9, 10, 11, 12

PHYSICAL EDUCATION [10 credits required]

0 PE-a 9, 10, 11, 12

SCIENCE [Required Core]

0 Health-a 9, 10, 11, 12
 0 Life Science-a 9, 10, 11, 12
 0 Earth Science-a 9, 10, 11, 12
 0 Physical Science-a 9, 10, 11, 12

SOCIAL STUDIES/HISTORY [Required Core]

0 Nebraska History-a 9, 10, 11, 12
 0 U.S. History-a 9, 10, 11, 12
 0 Geography-a 9, 10, 11, 12
 0 Government-a 9, 10, 11, 12

ELECTIVES

0 Study Hall-a 9, 10, 11, 12

SPECIAL EDUCATION -- COURSE DESCRIPTIONS

The following courses are for students who meet State and Federal Special Education Guidelines and have an Individualized Education Plan (IEP) according to Public Law (PL) 94-142 and Nebraska Department of Education (NDE) Rule 51. All of these courses require prior administrative approval before students can be enrolled in one of these classes. All classes are graded as either Pass or Fail on student transcripts. Year-long classes are worth 10 credits. Semester-long classes are worth 5 credits. Study hall is worth zero (0) credits.

Special Education -- BUSINESS

Careers-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. This course will help students learn about appropriate attitudes and behaviors on the job, different career clusters, and skills needed for different types of jobs. Research will be completed in areas of interest and may participate in job shadowing experiences.

Special Education -- BUSINESS (continued)

Career Development-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. Vocational Rehabilitation, Health and Human Services, Department of Developmental Disabilities Services and/or other outside agencies will be utilized to discover individual career interests and students will be given opportunities to do career exploration on a paid or non-paid (dependent upon previous job experiences) job-site.

Job Sampling-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

The students will be taught about job skills and job training. The students will have a job within the school system for at least one period and will be monitored by an adult.

Special Education -- ENGLISH

English 9-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. The students will improve their reading fluency and comprehension through learning reading skills and techniques. The materials that will be read are high school interest level but written at a lower grade level. They will learn writing skills needed to function after graduation. Some skills being taught are writing informal and formal letters, thank you letters, invitations, capitalization, punctuation and writing paragraphs.

Special Education -- ENGLISH (continued)

English 10-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. The students will improve their reading fluency and comprehension through learning reading skills and techniques. The materials that will be read are high school interest level but written at a lower grade level. They will learn writing skills needed to function after graduation. Some skills being taught are writing informal and formal letters, thank you letters, invitations, capitalization, punctuation and writing paragraphs.

English 11-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. The students will improve their reading fluency and comprehension through learning reading skills and techniques. The materials that will be read are high school interest level but written at a lower grade level. They will learn writing skills needed to function after graduation. A focus will be placed on persuasive writing, as students will participate in a required statewide writing assessment.

English 12-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. The students will improve their reading fluency and comprehension through learning reading skills and techniques. The materials that will be read are high school interest level but written at a lower grade level. They will learn writing skills needed to function after graduation. Some skills being taught are writing informal and formal letters, thank you letters, invitations, capitalization, punctuation and writing paragraphs.

Speech-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. This is an introductory course in communication skills that covers interpersonal communication as well as the fundamentals of preparing a presentation. This course examines the various aspects of communication and also provides activities to develop creative and critical thinking. Presentations may be presented in a variety of modes dependent upon student needs.

Special Education -- HUMAN SERVICES/FCS

Life Skills-a

Semester Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. The students will learn and perform daily living skills. The following are samples of the skills being taught: laundry, household chores, cooking, filling out a job application, how to use coupons, basic sewing, ironing, and using a telephone book.

Special Education -- FINE ARTS

Art-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. The students will create, understand and learn to appreciate their own art and the art of others.

Mixed Chorus-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. Students will learn music from a wide range of styles. In addition to learning and improving vocal skills, students will also be taught fine art etiquette and stage presence. Concerts or activities will be held during the school day.

Special Education -- MATHEMATICS

Essential Math I-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. Practical math for jobs in restaurants, automobile salerooms, machine shops, service stations, stores and banks. Includes thorough instruction in basic math skills using real-life situations, word problems, exercises, puzzles, and more.

Essential Math II-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. This course is a continuation of Essential Math I.

Financial Management-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. This course will focus on relating basic math skills to managing finances. Course may include budgeting, paying bills, managing a checkbook, buying and maintaining a car, computing taxes, and banking. (text: Consumer Math)

Life Skills Math-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. This course will focus on relating basic math skills to everyday living and using hands-on activities. Course may include telling time, counting money, buying food, managing a household, using measurement in different forms, calculator usage and cooking. (text: Life Skills Math)

Special Education -- PHYSICAL EDUCATION

PE-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. The students will do selected fitness and stretching activities. Students will be taught positive recreation and leisure activities that promote a healthy lifestyle.

Special Education -- SCIENCE

Earth Science-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. Course includes layers of the earth, atmosphere, water cycle, pollution, life cycle and solar system.

Health-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. This course will include self care, personal hygiene and grooming, diet, nutrition, stress management, esteem activities, family and relationships, consumer health and safety, substance abuse, sex education, injury prevention/safety and mental and emotional health.

Life Science-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. Course includes what is an organism, cells, plants, animals and human body.

Physical Science-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. Course includes matter, motion, heat, sound, light, electricity and magnetisms.

Special Education -- SOCIAL STUDIES/HISTORY

Geography-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. Students will learn how to read maps, identify places and regions, landforms and climates, people and natural resources. Students will also learn state names and capitals.

Government-a

Semester Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. Course will include branches of government, the voting process, presidential elections, and citizenship.

NE History-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. Students will learn the history of Nebraska including state symbol, flag, bird, place in the world natural resources and attractions.

US History-a

Year Long Course. Pass/Fail Only

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

Course is modified to meet the students' needs. Students will learn American History from Colonial America through America in the 21st century.

Special Education -- ELECTIVES

Study Hall-a (Teachers: Ballagh/Brabec/Huenink)

Year Long Course. No Credits

Prerequisite: Administrative Approval PRIOR to enrollment.

Rank Weighting: N/A

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, 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.

WEB SITES OF INTEREST

www.act.org	ACT – ACT testing information
www.actstudent.org	ACT's students registration site. Great info for 9-12, college planning, financial aid, etc.
http://advancedscholars.unl.edu/index.shtml	Advanced Scholars -- UNL
www.acinet.org/acinet	America CareerInfoNet Org
www.campustours.com	Campus Tours via the Internet
www.collegeboard.org	College Board -- SAT testing information
www.collegeispossible.org	A resource guide for parents, students and educator
www.collegenet.com	CollegeNet
www.commonapp.org/	Common Application – is used by many selective colleges in place of the regular app form.
www.educationquest.org	EducationQuest Foundation, a great site for everything college & funding related. It's free, too.
www.fafsa.ed.gov	For filing Free Application for Federal Student Aid (FAFSA) on line
www.fastweb.com	WHS students say this is one of their favorite college & scholarship search websites
www.nacac.com	National Association of College Admissions Counselors
www.ncaastudent.org	NCAA Guide for student athletes planning to play sports in college
www.eligibilitycenter.org	NCAA Resource Page. Students need the high school code to access the list. It is 282-440.
www.nebraska.edu	Information about the University of Nebraska and its four campuses
http://www.nebraskacareerconnections.org/	Nebraska Career Connections; students need their user name & password
www.njcaa.org	National Junior College Athletic Association Eligibility
http://online.onetcenter.org	O*NET Online (occupational search site)
www.planforcollegenow.com	The Nebraska Educational Savings Trust (NEST) a new way to save for college
www.pin.ed.gov	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.
www.scholarshipmonkey.com/	Scholarship Monkey (free scholarship search site)
www.studentaid.ed.gov	Includes Funding Your Education, the Student Guide and links to other resources
www.students.gov	Connects students with U.S. government services and info, including careers, education planning and paying for college.
www.tedebearhollow.org/	Ted E Bear Hollow offers free grief support for children, teens and their families.
www.unk.edu	University of Nebraska at Kearney
www.unl.edu	University of Nebraska at Lincoln
www.unmc.edu	University of Nebraska Medical Center
www.unomaha.edu	University of Nebraska at Omaha
www.southeast.edu	Southeast Community College
www.usnews.com/usnews/edu/college/	US News College Rankings
www.wahooschools.org	Wahoo High School website location

APPENDIX A
PROPOSED DL/Dual-credit & Distance Learning Courses/Descriptions
Through Central Community College or Southeast Community College
For 2013-2014

- Unless otherwise noted, all courses are for one semester only.
- **Registration forms are due by April 3, 2013 for the Fall 2013-14 school year.** For SCC classes, include the *Permission for Enrollment* form with the registrations forms. Be sure all signatures are on all forms.
- This list will be updated for courses offered in **Spring 2014**, so check www.wahooschools.org website for the most up-to-date listing when registering for Spring classes in **October 2013**.
- While the following listing provides the course number for the class, it does not provide the section. Sections change each time the class is offered. When registering, students will need to include the section code. Refer to the college's registration handout offered in class, or available in the Guidance Office.
- **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop a course after their college registration form has been submitted to the college.**
- **CCC and SCC Resident Tuition and Fees will be determined in March 2013 for the 2013-2014 school-year** and be posted on the WPS website under: High School, Guidance, Extended Learning, or may be found in the Guidance Office.
- **SCC uses "quarter credit hours,"** even though they use the term "semester hours". **CCC uses** the term "credit hours" which means "**semester hours**" (sh), which is the term four-year colleges use. For example, SCC 4.5-quarter credits is converted to 3 sh at CCC. Or, 5 sh from CCC is converted to 7.5 quarter credits at SCC. Colleges use conversion charts to determine the number quarter and semester credits for their college's information purposes.
- First day of classes in August for college classes will be announced at a later date on the WHS PowerSchool Bulletin Board. Be sure to check it before school starts in August.
- Order SCC textbooks online at: www.sccbookstore.com, or call 1-800-642-4075. Check with Mr Privett re: CCC bookstore information. If you take a college class, taught by a WHS teacher (Dual Composition 1 or 2, Dual Calculus, Dual Welding), check with Mrs Mertl, Mr Bomar, Mr Weyers, respectively. You will need your books and materials starting the first day of class, so plan accordingly.
- **Instructors use students' emails to contact students prior to the first day of class to give instructions on how to use the college's electronic resources. College instructors expect students to go online to verify course information PRIOR to the first day of class.**
- SCC will provide Distance Learning, Dual Credit, Concurrent Enrollment and SENCAP options for the **Spring 2014** semester in **October 2013**.

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Proposed FALL 2013 Distance Learning/Dual Credit/Concurrent Enrollment Course Options

Dual College Algebra -- MATH 1150 (Fall section number: *TBD*) - College Algebra (3 credit hours). **Dual-enrollment** through Central Community College. (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: MATH 1140 or appropriate math placement score from ACT or COMPASS tests. HS and College registration forms by the deadline.

Rank Weighting: 4

An algebra survey with emphasis on equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and topics of discrete mathematics.

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Proposed FALL 2013 Distance Learning/Dual Credit/Concurrent Enrollment Course Options

DUAL CALCULUS – MATH 1600 (Fall section number: *TBD*) - Analytic Geometry and Calculus I (7.5 quarter credits). Must submit copies of scores as documentation with registration paperwork (e.g. HS transcript with grades and test scores). SCC **Dual-enrollment** offered at WHS w/ Mr Bomar (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) Year Long Course

Prerequisite: WHS's Pre-Calculus/Trigonometry passed with a "B" or better; or, COMPASS score of at least 46 on Trigonometry; or, an ACT Math score of at least 28.

Rank Weighting: 4

This course is intended for college bound students. This course is aligned directly with the Southeast Community College calculus course. Students will be using functions to apply limits, differentiation, anti-differentiation, and definite integrals. The use of technology will be integrated through out the course. This course is particularly valuable, but not limited to, those interested in pursuing a career in Engineering, Medicine, Business, Economics, Accounting, Statistics, or other related fields.

DUAL COMPOSITION I – ENGL 1010 (Fall section number: *TBD*) - Composition I (4.5 quarter credits). Must submit copies of scores as documentation with registration paperwork (e.g. HS transcript with grades and test scores). SCC Dual-enrollment offered at WHS w/ Mrs Mertl (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester (S1 only)

Prerequisite: Must meet college's prerequisite. The college's prerequisite: must have a COMPASS score of at least 70, or an ACT English score of at least 18 to enroll.

Rank Weighting: 4

ENGL 1010 Composition I: is designed to develop writing skills. Students write short papers and essays based upon their personal experience and/or assigned readings. The course emphasizes the clear written expression of ideas and importance of organization, word choice, logic, and sentence construction. The process of planning, writing, revising, and editing essays for a particular audience is also emphasized.

Dual Intro to Literature -- ENGL 2100 (Fall section number: *TBD*) - Introduction to Literature (3 credit hours). **Dual-enrollment** offered through Central Community College. (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Completion or concurrent enrollment in ENGL 1000, ENGL 1010, or ENGL 1020, WHS and College registration forms by the deadline.

Rank Weighting: 4

This course introduces students to the major genres and conventions associated with literature. It includes fiction, poetry, and drama. By employing critical reading/thinking skills and analytical and creative writing skills, students will understand literature more fully. This course exposes students to a range of authors representing a variety of cultural and ethnic backgrounds.

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PROPOSED DL/Dual-credit & Distance Learning Courses/Descriptions
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Proposed FALL 2013 Distance Learning/Dual Credit/Concurrent Enrollment Course Options

Dual Intro to Psychology – PSYC 1810 (Fall section number: *TBD*) - Introduction to Psychology (3 credit hours). **Dual-enrollment through Central Community College on (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

An introduction to the science of psychology including the application of critical thinking to the study of learning theory, memory, personality, growth and development, biological and neurological aspects, abnormal behavior, therapies, intelligence, motivation, emotion, sensation, perception, and theoretical perspectives.

DUAL INTRO TO PSYCHOLOGY – PSYC 1810 (Fall section number: *TBD*) - Introduction to Psychology (4.5 quarter credit). **Dual-enrollment through Southeast Community College on (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester. **Offered Fall 2013 on Tuesdays/Thursdays 2:00-3:15 p.m.**

Prerequisite: Completion or concurrent enrollment in ENGL 1000, ENGL 1010, or ENGL 1020. Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

Introduction to the science of psychology including the study of learning theory, memory, personality, growth and development, neurological aspects, abnormal behavior therapies, intelligence, motivation, emotion, sensation, perception and theoretical perspectives.

Dual Public Speaking -- SPCH 1110 (Fall section number: *TBD*) - Public Speaking (3 credit hours). **Dual-enrollment through Central Community College on (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

This course provides both theoretical basis and practical instruction for speaking effectively in public. It emphasizes training in basic speech skills, development of voice, topic selection, audience analysis, speech preparation and organization, researching, strategic and creative language use, effective listening and delivery skills, and common types of public speeches, and acknowledging the influence of various cultural and ethnic backgrounds Unit Credits

APPENDIX A
PROPOSED DL/Dual-credit & Distance Learning Courses/Descriptions
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Proposed FALL 2013 Distance Learning/Dual Credit/Concurrent Enrollment Course Options

DUAL PUBLIC SPEAKING – SPCH 1110 (Fall section number: *TBD*) - Public Speaking (4.5 quarter credits). Must be eligible for ENGL1010 (Dual Composition 1– see test scores). Must submit copies of scores as documentation with registration paperwork (e.g. HS transcript with grades and test scores). **Dual-enrollment through Southeast Community College on (Days/Times TBA). Tuition fee applies; textbooks cost extra. Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester. **Offered Fall 2013 on Mondays/Wednesdays 2:00-3:15 p.m.**

Prerequisite: Eligible for ENGL1000. Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

This course provides both theoretical basis and practical instruction for speaking effectively in public. Emphasis on training in basic speech skills including: development of voice, topic selection, audience analysis, speech preparation and organization, researching, strategic and creative language use, effective listening and delivery skills, strategies for adapting delivery/message to audience needs during the presentation, and common types of public presentations, while acknowledging the influence of various cultural and ethnic backgrounds. Students will perform at least three research-based oral presentations before an audience.

Proposed SPRING 2014 Distance Learning Course Options

Dual American History after 1877 -- HIST 2020 (Spring section number: *TBD*) - American History after 1877 (3 credits) **Dual-enrollment through Central Community College on (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

A survey of American history from the end of the Civil War to the present day. Emphasis on political, economic and social problems accompanying America's rise as an industrialized world power.

Dual College Algebra -- MATH 1150 (Spring section number: *TBD*) - College Algebra (3 credit hours). **Dual-enrollment through Central Community College. (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: MATH 1140 or appropriate math placement score from ACT or COMPASS tests. HS and College registration forms by the deadline.

Rank Weighting: 4

An algebra survey with emphasis on equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and topics of discrete mathematics.

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DUAL COMPOSITION II -- ENGL1020 (Spring section number: *TBD*) - Composition II (4.5 quarter credits). Must submit copies of scores as documentation with registration paperwork (e.g. HS transcript with grades and test scores). SCC Dual-enrollment offered at WHS w/ Mrs Mertl (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester (S2)

Prerequisite: Must meet college's prerequisites of Dual Composition I with a grade of "C" or higher in ENGL1010, or Composition and Literature (ENGL 1015), is required to participate as a Dual enrollment course.

Rank Weighting: 4

ENGL1020 Composition II: Continuation of ENGL1010 with emphasis on the study of argumentation and library research techniques and their application.

Dual Intro to Literature -- ENGL 2100 (Spring section number: *TBD*) - Introduction to Literature (3 credit hours). **Dual-enrollment through Central Community College on (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Completion or concurrent enrollment in ENGL 1000, ENGL 1010, or ENGL 1020. Appropriate placement score, WHS and College registration forms by the deadline.

(Grade: 12) One Semester (S2)

Rank Weighting: 4

This course introduces students to the major genres and conventions associated with literature. It includes fiction, poetry, and drama. By employing critical reading/thinking skills and analytical and creative writing skills, students will understand literature more fully. This course exposes students to a range of authors representing a variety of cultural and ethnic backgrounds.

DUAL INTRO TO LITERATURE -- ENGL2100 (Spring section number: *TBD*) - Introduction to Literature (4.5 quarter credits). **Dual-enrollment offered through Southeast Community College on (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: A grade of "C" or higher in ENGL1010 or ENGL1015 or permission of instructor, WHS and College registration forms by the deadline.

Rank Weighting: 4

Introduction to the major genres and conventions associated with literature. Includes fiction, poetry, drama, and memoir. By employing critical reading/thinking skills and analytical and creative writing skills, students will understand literature more fully. Exposure to a range of authors representing a variety of cultural and ethnic backgrounds.

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DUAL INTRO TO PSYCHOLOGY -- PSYC1810 (Spring section number: *TBD*) - Introduction to Psychology (4.5 quarter credit). **Dual-enrollment through Southeast Community College on (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Completion or concurrent enrollment in ENGL 1000, ENGL 1010, or ENGL 1020. Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

Introduction to the science of psychology including the study of learning theory, memory, personality, growth and development, neurological aspects, abnormal behavior therapies, intelligence, motivation, emotion, sensation, perception and theoretical perspectives.

Dual Intro to Sociology -- SOCI 1010 (Spring section number: *TBD*) - Introduction to Sociology (3 credit hours). **Dual-enrollment through Central Community College on (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

Introduction to the basic principles of sociology including the study of culture, socialization, social structure, social institutions, investigative behavior, deviance, inequalities including race, ethnicity, stratification, demography, population, and theoretical perspectives.

DUAL INTRO TO SOCIOLOGY -- SOCI 1010 (Spring section number: *TBD*) - Introduction to Sociology (4.5 quarter credits). **Dual-enrollment through Southeast Community College on (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

Introduction to the basic principles of sociology including the study of culture, socialization, social structure, social institutions, investigative behavior, deviance, inequalities, and theoretical perspectives.

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Dual Statistics – MATH 1180 (Spring section number: *TBD*) - Elementary Statistics (4.5 quarter credits) **Dual-enrollment** offered through Southeast Community College. (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisites: “C” or higher in MATH1100 or appropriate score on the math placement test, WHS and College registration forms by the deadline.

Rank Weighting: 4

Study of descriptive statistics, collection of data, correlation and regression, probability and probability distributions and statistical control. Topics from inferential statistics such as estimates, sampling, hypothesis testing and inferences. Contingency tables. Use of some statistical software packages.

Dual Intro to Visual Arts -- ARTS 1010 (Spring section number: *TBD*) - Introduction to Visual Arts (3 credit hours). **Dual-enrollment** through Central Community College on (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

An appreciation of the visual arts from a historical perspective. Includes an overview of the creative process, the evaluation of art, and art as it relates to society.

Personal Health -- PHED 1400 (Spring section number: *TBD*) - Personal Health (3 credits). **College credit only** through Central Community College on (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: Not Applicable. College Credit Only.

Personal and family problems and practices including healthy lifestyles. Emphasis on diet, nutrition, exercise, STD's (especially AIDS), substance abuse, diseases and death and dying.

Dual Principles of Macroeconomics -- ECON 2110 (Spring section number: *TBD*) - (3 credit hours). **Dual-enrollment** through Central Community College on (Days/Times TBA). **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

A study of the functioning of the economic system through an analysis and application of its underlying theories.

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Dual Public Speaking -- SPCH 1110 (Spring section number: *TBD*) - Public Speaking (3 credit hours). **Dual-enrollment through Central Community College on (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

This course provides both theoretical basis and practical instruction for speaking effectively in public. It emphasizes training in basic speech skills, development of voice, topic selection, audience analysis, speech preparation and organization, researching, strategic and creative language use, effective listening and delivery skills, and common types of public speeches, and acknowledging the influence of various cultural and ethnic backgrounds Unit Credits

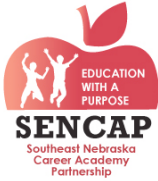
DUAL PUBLIC SPEAKING – SPCH 1110 (Spring section number: *TBD*) - Public Speaking (4.5 quarter credits). Must be eligible for ENGL1010 (Dual Composition 1– see test scores). Must submit copies of scores as documentation with registration paperwork (e.g. HS transcript with grades and test scores). **Dual-enrollment through Southeast Community College on (Days/Times TBA). Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop this course after their college registration form is submitted to the college.**

(Grade: 12) One Semester

Prerequisite: Eligible for ENGL1000. Appropriate placement score, WHS and College registration forms by the deadline.

Rank Weighting: 4

This course provides both theoretical basis and practical instruction for speaking effectively in public. Emphasis on training in basic speech skills including: development of voice, topic selection, audience analysis, speech preparation and organization, researching, strategic and creative language use, effective listening and delivery skills, strategies for adapting delivery/message to audience needs during the presentation, and common types of public presentations, while acknowledging the influence of various cultural and ethnic backgrounds. Students will perform at least three research-based oral presentations before an audience.



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- Unless otherwise noted, all courses are for one semester only.
- **Registration forms are due by April 3, 2013 for the Fall 2013-14 school year.** For SCC classes, include the *Permission for Enrollment* form with the registrations forms. Be sure all signatures are on all forms.
- This list will be updated for courses offered in **Spring 2014**, so check www.wahooschools.org website for the most up-to-date listing when registering for Spring classes in **October 2013**. This list is provided by Southeast Nebraska Career Academy Program (SENCAP) staff through Southeast Community College.
- While the following listing provides the course number for the class, it does not provide the section. Sections change each time the class is offered. When registering, students will need to include the section code. Refer to the college's registration handout offered in class, or available in the Guidance Office.
- **Student/Parent/Guardian are responsible for all fees, which includes: college tuition, fees, textbooks, etc. A \$50 fee will be assessed to students who drop a course after their college registration form has been submitted to the college.**
- **SCC Resident Tuition and Fees will be determined in March 2013 for the 2013-2014 school year** and be posted on the WPS website under: High School, Guidance, Extended Learning, or may be found in the Guidance Office.
- **SCC uses quarter credit hours, even though they use the term "semester hours".**
- Instructors use students' emails to contact students prior to the first day of class to give instructions on how to use SCC's electronic resources. College instructors expect students to go online to verify course information PRIOR to the first day of class.
- **First day of classes in August for SENCAP classes will be announced at a later date on the WHS PowerSchool Bulletin. Be sure to check it before school starts in August.** SCC Spring classes may start PRIOR to WHS returning from break. Students are expected to adhere to the SCC calendar and start dates.
- Order SCC textbooks online at: www.sccbookstore.com, or call 1-800-642-4075. You will need your books and materials starting the first day of class, so plan accordingly.
- SCC will provide Distance Learning, Dual Credit, Concurrent Enrollment and SENCAP options for the **Spring 2014 semester in October 2013**.
- For Course Descriptions, refer to the SCC catalog online at:
<https://www.southeast.edu/CollegeCatalog/>

2013 Fall Semester
SCC Proposed Offerings: Southeast Nebraska Career Academy Program (SENCAP)
Both Year ONE and Year TWO Options are Listed

IMPORTANT NOTE: For SENCAP, SCC pays half tuition up front. WHS pays the other half-tuition fee if the student completes the course with a high school grade of "C" (79%) and a college grade of "C" (70 on the college scale). **Parent/Guardians are responsible for paying the half-tuition fee if the student's grade is less than a "C" on the high school and college grade scales.** Parent/Guardians are also responsible for textbooks, fees, etc. A \$50 fee will be assessed for each SENCAP course students drop after submitting college registration forms have been submitted to the college.



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BUSINESS CAREER ACADEMY COURSE SEQUENCE

Year One:

- S1:** BSAD 1050 Introduction to Business
(4.5 Quarter credits)
- S2:** ENTR 1050 Introduction to Entrepreneurship
(4.5 Quarter credits)

Year Two:

- S1:** BSAD 2520 Principles of Marketing
(4.5 Quarter credits)
- S2:** BSAD 2540 Principles of Management
(4.5 Quarter credits)

BSAD 1050 --Introduction to Business – 4.5 Quarter credits.

An introductory study and overview of the role of business in society as well as a discussion of the various disciplines of business, including an overview of business organization, management, marketing, human resource management, and finance. Also, a study and discussion of various strategies for success of specific public and private firms as well as small business. Business vocabulary used to understand and interpret business news and information.

ENTR 1050 -- Introduction to Entrepreneurship – 4.5 Quarter credits.

The student will evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The student will understand the role of entrepreneurial businesses in the United States and the impact on our national and global economy.

BSAD 2520 -- Principles of Marketing – 4.5 Quarter credits.

A study of the development of an effective marketing program, including consumer behavior, product, pricing, distribution, and promotional strategies.

BSAD 2540 -- Principles of Management – 4.5 Quarter credits.

Introduction to management theory and practice for supervisors of employees or managers of organizations. Functions of planning, organizing, directing, controlling and supervising. New and rapidly developing areas of management.

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EDUCATION CAREER ACADEMY COURSE SEQUENCE

Regular Education Track

Year One:

- S1:** EDUC 1110 Introduction to Professional Education
(4.5 Quarter credits)
- S2:** EDUC 2590 Instructional Technology. (Note: EDUC 1110 strongly recommended prior to EDUC 2590)
(4.5 Quarter credits)

Year Two:

- S1:** SOCI 1010 Introduction to Sociology
4.5 Quarter credits.
- S2:** PSYC 2960 Life-Span Human Development. (Prerequisite: SOCI 1010)
4.5 Quarter credits.

Early Childhood Education Track

Year One:

- S1:** EDUC 1110 Introduction to Professional Education
(4.5 Quarter credits)
OR
ECED 1150 Introduction to Early Childhood Education (Online)
(4.5 Quarter credits)
- S2:** EDUC 2590 Instructional Technology. (Note: EDUC 1110 strongly recommended prior to EDUC 2590)
(4.5 Quarter credits)

Year Two:

- S1:** SOCI 1010 Introduction to Sociology
(4.5 Quarter credits)
OR
PSYC 1810 Introduction to Psychology
(4.5 Quarter credits)
- S2:** PSYC 2960 Life-Span Human Development (Prerequisite: SOCI 1010)
(4.5 Quarter credits)
OR
ECED 1120 Preschool Child Development
(3 Quarter credits)



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Course Descriptions

ECED 1120 – Preschool Child Development – 3 Quarter credits.

This course focuses on typical/atypical development of the child ages 2 through 5 years, in the domains of physical growth and motor skills, cognition and language, and social/emotional development. Grade of “C” or higher required for ECED 2065 (Child Care Head Teacher Practicum). (This course required for Early Childhood degree at SCC).

ECED 1150 -- Introduction to Early Childhood Education (Online) -- 4.5 Quarter credits.

An overview of early childhood education. History, trends, the philosophies of various programs, diversity, inclusion, licensing standards, current legislation, professionalism, and advocacy are examined. (This course required for Early Childhood Degree at SCC).

EDUC 1110 -- Introduction to Professional Education – 4.5 Quarter credits.

Overview of the foundations and the future of the field of education. Encourages critical thought regarding the role of education in society, the role of the teacher and educational practices in schools.

EDUC 2590 -- Instructional Technology – 4.5 Quarter credits.

(Note: EDUC 1110 strongly recommended prior to EDUC 2590)

Introduction to the approaches, methods, and procedures for meaningful incorporation of computers, media, and other technologies into teaching and learning in the K-12 classroom.

PSYC 1810 -- Introduction to Psychology -- 4.5 Quarter credits

Introduction to the science of psychology including the study of learning theory, memory, personality, growth and development, neurological aspects, abnormal behavior therapies, intelligence, motivation, emotion, sensation, perception and theoretical perspectives.

PSYC 2960 -- Life-Span Human Development – 4.5 Quarter credits.

(Prerequisite: SOCI 1010)

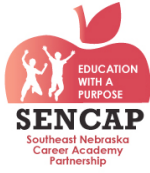
Integration of the basic concepts and principles of physical, cognitive and psychosocial development at each major stage of life. Provides an essential background for students in psychology, nursing, education, social welfare, and home economics, for workers in community service; and for parents and prospective parents.

SOCI 1010 – Introduction to Sociology – 4.5 Quarter credits.

Introduction to the basic principles of sociology, including the study of culture, socialization, social structure, social institutions, investigative behavior, deviance, inequalities, and, theoretical perspectives.

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ELECTRONIC MANAGEMENT SYSTEMS CAREER ACADEMY COURSE SEQUENCE

Year One:

S1&S2: ELEC 1227 DIGITAL CIRCUITS (Year-long course. May be run as a hybrid online/face-to-face class)
(5 Quarter credits)

Year Two: To be determined

ELEC1227 – Digital Circuits – 5 Quarter credits.

(Prerequisite: ELEC 1129 DC Electronics and MATH 0950. Year-long course. May be run as a hybrid online/face-to-face class)

Truth tables, Boolean algebra and number systems to explain the operations of AND, OR, and INVERTER functions. Flip-flop registers and arithmetic operations. Lab work includes wiring of pre-designed circuits using ICs.



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HEALTH SCIENCE CAREER ACADEMY COURSE SEQUENCE

Year One:

S1: NONCR Introduction to Health Careers
(No college/high school credit)

AND

MEDA 1101 Medical Terminology I
(2 Quarter credits)

S2: SOCI 1010 Introduction to Sociology
(4.5 Quarter credits)

Year Two:

S1: PSYC 2960 Life-Span Human Development (Prerequisite: SOCI 1010)
(4.5 Quarter credits)

S2: FSDT 1350 Basic Nutrition
(4.5 Quarter credits)

HEALTH SCIENCE NURSING ASSISTANT CAREER ACADEMY COURSE SEQUENCE

Year One:

S1: NURA 1401 Nursing Assistant (Note: Students are responsible and required to pay for a Criminal Background Check/Insurance fee which runs around \$50.)
(6.5 Quarter credits)

S2: SOCI 1010 Introduction to Sociology
(4.5 Quarter credits)

Year Two:

S1: PSYC 2960 Life-Span Human Development (Prerequisite: SOCI 1010)
(4.5 Quarter credits)

S2: FSDT 1350 Basic Nutrition
(4.5 Quarter credits)

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Health Science & Nursing Assistant CAREER ACADEMY COURSE SEQUENCE **Course Descriptions**

NONCR – Introduction to Health Careers – No College/High School credit

The purpose of the class is to introduce students to the broad range of career opportunities in the health care field.

MEDA 1101 – Medical Terminology I -- 2 Quarter credits.

Introduction to medical terms. System for building a basic structure of medical terms. Pronouncing, spelling, defining terms and common medical abbreviations included.

SOCI 1010 – Introduction to Sociology – 4.5 Quarter credits.

Introduction to the basic principles of sociology, including the study of culture, socialization, social structure, social institutions, investigative behavior, deviance, inequalities, and theoretical perspectives.

PSYC 2960 (AC 674) Lifespan Human Development -- 4.5 Quarter credits.

(Prerequisite: SOCI 1010 or PSYC 1810)

Integration of the basic concepts and principles of physical, cognitive and psychosocial development at each major stage of life.

FSDT 1350 -- Basic Nutrition – 4.5 Quarter credits.

The study of nutrients, digestion, absorption, metabolism, fitness, consumer concerns, food safety, nutrition throughout the life cycle, including influences on food selection. The relation of nutrition to disease is also explored.

NURA 1401 (AC674) Basic Nursing Assistant -- 6.5 Quarter credits.

(Notes: BNA will be offered both 1st and 2nd Semester online or face-to-face if instructors are available. Students are responsible and required to pay for a Criminal Background Check/Insurance fee which runs around \$50.)

Must have a minimum of 8 enrolled for class.

Completion the class meets the Nebraska Department of Health requirements for employment as a Nursing Assistant. The course includes classroom nursing lab, and clinical experience in a health care facility.

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INDUSTRIAL, MANUFACTURING & ENGINEERING SYSTEMS (IME)
CAREER ACADEMY COURSE SEQUENCE

Year One:

S1: ENER 1100 Introduction to Energy Generation and Distribution
(4.5 Quarter credits)

S2: AUTT 1000 Shop Procedures
(2 Quarter credits)

AND

AUTT 1100 Shop Safety and Repairs
(2.5 Quarter credits)

Year Two:

S1: To be determined

S2: To be determined

ENER 1100 – Introduction to Energy Generation and Distribution – 4.5 Quarter credits.

Introduction to the history of electric and fluid power in the U.S., including deregulation. Private and public utilities are discussed as well as methods of commercial power generation, including fossil fuels, nuclear power and renewable energy generation. Includes overview of electrical transmission and distribution systems. System reliability and governance are covered.

AUTT 1000 – Shop Procedures – 2 Quarter credits AND AUTT 1100 Shop Safety and Repairs – 2.5 Quarter credits.

These two courses are foundational classes that all students going into automotive, construction and engineering need as part of their Program of Study. The courses deal with the many basic elements of automotive repair, the proper use of hand tools, basic shop safety, OSHA hazard communication standards, thread repair, tube flaring, fasteners, micrometers, and other equipment used by the professional automotive technician.



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INFORMATION TECHNOLOGY CAREER ACADEMY COURSE SEQUENCE

Year One:

- S1:** INFO 1431 Webpage Fundamentals (Prerequisite: H.S. Computer Introductory Course)
(3 Quarter credits)
- S2:** INFO 1111 Logic and Design
(5 Quarter credits)

Year Two:

- S1:** INFO 1325 Internet Scripting (Prerequisite: INFO 1431)
3(Quarter credits)
- S2:** INFO 1314 – Java (Prerequisite: INFO 1111)
(4.5 Quarter credits)

INFO 1431 – Webpage Fundamentals – 3 Quarter credits.

Prerequisite: H.S. Computer Introductory Course

Overview of basic web page design. Create and edit web pages including images, hyperlinks, tables, forms, and cascading style sheets.

INFO 1111 – Logic and Design – 5 Quarter credits.

An introduction to programming logic and structured program design using object-oriented principles.

INFO 1325 – Internet Scripting – 3 Quarter credits.

Prerequisite: INFO 1431

Introduction to the use of JavaScript in web page development.

INFO 1314 – Java – 4.5 Quarter credits.

Prerequisite: INFO 1111

Introduction to programming using Java



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WELDING CAREER ACADEMY COURSE SEQUENCE – NEW 2013-14

Year One:

- S1:** WELD 1110 SMAW Theory
(2 Quarter credits, 20 class hours)
AND
WELD 1112 SMAW Lab I
(4 Quarter credits, 20 class hours, 60 lab hours)
- S2:** WELD 1122 GMAW Theory
(3 Quarter credits, 30 class hours)
AND
WELD 1112 GMAW Lab I
(3 Quarter credits, 10 class hours, 60 lab hours)

Year Two:

- S1:** To be determined
S2: To be determined

WELD 1110 – SMAW Theory – 2 Quarter credits.

Prerequisite: Must meet college's prerequisite. SCC WELD 1100 Welding Orientation or Wahoo High School Metals 1 class

Study of Shielded Metal Arc Welding theory, safety, applications, procedures, and welding practices. Study and selection of power sources and electrodes.

WELD 1112 – SMAW Lab I – 4 Quarter credits.

Prerequisite: WELD 1110

Beginning welding of carbon steel with the Shielded Metal Arc Welding process on various joint configurations and with various electrodes.

WELD 1122 – GMAW Theory – 3 Quarter credits.

Study of Gas Metal Arc Welding theory, safety, applications, manipulative skills, welding principles and procedures, and procedures. Study and use of various filler wires and shielding gasses and welding power source set-up.

WELD 1124 – GMAW Lab I – 3 Quarter credits.

Prerequisite: WELD 1122

Beginning welding of carbon steel with the Gas Metal Arc Welding process on various joint configurations.