

# South Sioux City Community Schools

## District Administration Team

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Director of Student Services	<i>Becky Eckhardt</i>
Director of Communication & Foundation	<i>Lance Swanson</i>
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Director of Curriculum, Instruction and Assessment	<i>Dr. Tracy Heilman</i>
Director of Human Resources	<i>Jill Gill</i>
Technology Coordinator	<i>Drew Stansberry</i>

## South Sioux City High School Administration Team

Principal	<i>David Clausen</i>
Assistant Principal	<i>Gordon Bye</i>
Assistant Principal	<i>Dr. Melissa Byington</i>
Assistant Principal	<i>Vincent Saviano</i>
Activities Director	<i>Jeff Squier</i>

## South Sioux City High School Counseling Team

Student last name:	School Counselor:
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F - L	<i>Jason Craig</i>
M - Q	<i>Danielle Panowicz</i>
R - Z	<i>Julie Moreau</i>

Dear Parents and Students:

Welcome to another year at South Sioux City High School! We look forward to a great 2022-2023 school year.

Please take a few moments to review the 2022-2023 Registration Guide as we have made a few changes from previous years. These changes include, but are not limited to, courses offered and course descriptions. It is important for parents and students to discuss future goals so that course selections can align with those goals.

South Sioux City High School offers a variety of courses and activities to help you begin to pave the way to your bright future. When choosing courses, please consider taking dual credit, Advanced Placement, Honors, and career pathway courses to give you the best preparation for life after high school. The variety of rigorous courses that we offer will prepare you for your future goals as long as you plan with these goals in mind.

Registration is just around the corner. Once you make your initial plans for course offerings, you will meet with your school counselor to ensure you will meet the graduation and other requirements of certain programs. You will also discuss how your schedule will meet your individual goals as laid out in your Personal Learning Plan (PLP).

Decisions on staff placement, room assignments, and course offerings are based upon your course requests. Please take your time to ensure your choices will enable you to meet your personal and academic goals.

Parents, we encourage you to access your Synergy Account. Please take time to log in to Synergy to view grades, assignments, attendance, standard progress, graduation progress, and much more. If you have not created an account, please contact the Help Desk at 402-494-7582, the Help Desk Hotline at 402-412-2899 or by email at [cardinal.helpdesk@ssccards.org](mailto:cardinal.helpdesk@ssccards.org).

Sincerely,  
David Clausen, Principal

NOTICE OF NONDISCRIMINATION

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The South Sioux City Community School District does not discriminate based on race, color, national origin, sex, marital status, age, or disability in admission or access to, or treatment or employment in its programs and activities. If you feel you have been discriminated against, or have inquiries regarding grievance procedures, or compliance with Title IX, Title VI, or Section 504, please contact Mrs. Jill Gill, Director of Human Resources, South Sioux City Community Schools, 210 West 39th Street, South Sioux City, NE 68776.

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# INTRODUCTION, INFORMATION, AND GRADUATION REQUIREMENTS

## INTRODUCTION

The *Registration Guide* provides information to parents and students about the academic programs, course offerings, and requirements at South Sioux City High School. This guide also provides additional information and resources to serve as a reference for when students and parents plan their academic careers.

High school course selection is an important process in preparation for life after high school. We are committed to providing a rigorous academic experience that will open doors for students when deciding upon their post-secondary intentions whether it be continuing their education at a university, obtaining an associates degree/certification, or entering the workforce.

South Sioux City High School works closely with community partners to provide internship opportunities for students who wish to explore career options prior to the end of their high school careers. These internship experiences are based upon student Personal Learning Plans and align directly to their post-secondary goals. A PLP is a collaborative effort between students, parents, and staff. It consists of not only required high school courses, but those courses offered at the high school which will help prepare students for the career they wish to pursue. It can also reflect courses students might have to take once they enter college. In creating a PLP, students will also research which extended learning opportunities, such as an internship experience, will help them reach their goals.

South Sioux City High School offers coursework in four Career Academies:

- Business, Marketing, and Management
- Skilled and Technical Sciences
- Human Sciences and Education
- Health Sciences

A Career Academy is a sequence of credit-bearing academic and career-technical courses which reflect career options that are in high-demand in our area. In a Career Academy, students explore and learn about a career field by taking sequenced courses, gain experience in the profession, and have the opportunity to build relationships with potential future employers. Once a student has completed at least two courses in a sequence, he/she will be eligible to participate in an internship experience that allows the student to gain authentic, real-world experience while potentially earning an income, all while earning high school credit.

We hope you find the *Registration Guide* a useful tool when creating your child's academic plan. Your child's School Counselor is highly-trained to provide a variety of services to students and to serve as a resource for students' education and vocational planning. We encourage parents and students to maintain close contact with their assigned school counselor so that all of your student needs are met.

## **SCHEDULE CHANGES**

The High School Master Schedule is built according to student course requests. Once the schedule is built, it is extremely important to maintain the integrity of the schedule to allow for a positive learning environment for all students.

Students and parents or guardians can request changes to the student's schedule using the following processes:

After June 1st:

1. Students must fill out a "Request for Schedule Change" form.
  - a. A parent's signature is required for a form to be considered valid
2. If the school counselor determines that there is a valid reason to allow for a schedule change (medical condition), the form will be submitted to the High School Principal for review.
3. The High School Principal will either accept or deny the request based upon the information provided.

**\*\*In an effort to support the integrity of our master schedule, schedule change requests after June 1st will likely be denied. Schedule changes will only occur in extremely rare cases with extenuating circumstances (i.e. medical condition). We thank you for taking the time to review this information with your student ahead of the June 1st deadline.**

## **GRADUATION REQUIREMENTS**

Students must successfully complete the courses required by the Board of Education and the Nebraska Department of Education in order to graduate.

It shall be the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete 250 credits prior to graduation. The following credits will be required:

Language Arts	40 credits
Science	30 credits
Mathematics	30 credits
Social Studies	30 credits
Health	5 credits
Physical Education	10 credits
Fine Arts	5 credits
Electives	100 credits
<b>Total Required Credits for Graduation</b>	<b>250 credits</b>

The required courses of study will be reviewed by the board annually. Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP). Each student's IEP will include a statement of the projected date of graduation at least 18 months in advance of the projected date and the criteria to be used in determining whether graduation will occur. Prior to the special education student's graduation, the IEP team shall determine whether the graduation criteria have been met.

## **REQUIRED COURSES OF STUDY FOR GRADUATION**

Students will be required to successfully complete the following course sequences in order to be eligible for graduation from South Sioux City High School.

Course requirements will be identified from the list below:

1. English/Language Arts required course sequence:
  - a. English 1 or Honors English 1
  - b. English 2 or Honors English 2
  - c. English 3 or Advanced Placement Language and Composition
  - d. 10 Elective Credits
  
2. Mathematics required course sequence:
  - a. Algebra 1
  - b. Geometry
  - c. Algebra 2 or Integrated Math
  
3. Science required course sequence:
  - a. Biology
  - b. Physical Science
  - c. Chemistry
    - i. Chemistry must be taken by all students. If a student takes but does not pass Chemistry, an alternative 10 credits of Science would fulfill the requirement.
  
4. Social Studies required course sequence:
  - a. World Geography
  - b. American History
  - c. American Government
  - d. Economics
  
5. Physical Education credit requirements:
  - a. 10 credits
  
6. Health credit requirements:
  - a. 5 credits
  
7. Fine Arts credit requirements:
  - a. 5 credits
  
8. Elective credit requirements:
  - a. 100 credits

**Graduation Requirements for students receiving Special Education services:** Graduation requirements for students receiving special education services will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP). Prior to the student's graduation, the IEP team shall determine that the graduation requirements have been met. Upon successful completion of the prescribed courses of study, students with disabilities will enjoy the same ceremonial activities as any other student. The District shall issue to special education students the same certificate of diploma as granted to other students.

**English Learners:** Graduation requirements for students who qualify for EL services will be as follows:

- In ELA:
  - EL students can earn up to 10 ELA credits sheltered EL instructional courses.
  - EL students must pass English 2 (taken in the recommended sequence) in order to be eligible for graduation.
- In Math:
  - The recommended course sequence is required for graduation.
- In Science:
  - The recommended course sequence is required for graduation.
- In Social Studies:
  - The recommended course sequence is required for graduation.

## **SENIOR YEAR REQUIREMENTS**

Economics and Government will only be offered to a student during his/her senior year in a classroom setting. APEX will only be considered a classroom setting if the student has:

1. Taken the course in a teacher-led setting and failed OR
2. Another teacher-led course will not work into the schedule

Students will not be allowed to take Economics or Government during Summer School.

## **SENIOR PRIVILEGE REQUIREMENTS**

1. Students must have at least 200 credits at the end of their junior year in order to be eligible for senior privilege.
2. Students can have senior privilege either 1st period or 4th period but must be enrolled in classes for at least 3 periods a day.
3. Schedule must maintain alignment with post-secondary plans.

## **STUDENTS WHO HAVE MET GRADUATION REQUIREMENTS**

According to Policy 611.08, a student will not graduate any sooner than the first semester prior to their 12th grade year. A student would only be eligible for early graduation if he/she meets the requirements and has completed the request prior to February of the student's 11th grade year. A student who completes his/her graduation requirements ahead of graduation is encouraged to take advantage of as many post-secondary opportunities while enrolled as a high school student as possible. These include but are not limited to:

- Internships that align with their PLP
- Advanced Placement courses
- Dual Credit courses
- College courses (on or off-campus)

We also recognize that many of our students need to support themselves through employment. In these circumstances, students can be enrolled in:

- Career Based Learning and Experience (High School Setting, 3rd and 4th Period)
- Work for Credit (GTL)

Rationale: It is our preference to keep students in the high school setting until graduation and provide them with as many opportunities to enhance their life after high school as possible.

## LAUDE RECOGNITION MODEL

Academic excellence will be recognized at South Sioux City High School by using a Laude Recognition Model.

### LAUDE RECOGNITION MODEL

Summa Cum Laude (with highest honor)	GPA of 4.25 or higher
Magna Cum Laude (with great honor)	GPA between 4.0 and 4.24
Cum Laude (with honor)	GPA between 3.75 and 3.99

The cumulative grade point average (GPA) of a student at the end of the first seven semesters of high school will be used to determine graduation honors. The GPA is calculated by dividing the total number of mark points by the total credits earned. The more rigorous courses, like Honors and Advanced Placement, are weighted by offering more mark points.

Mark points received for each grade per course type:

#### Advanced Placement and Honors Courses

A	B	C	D	F
5	4	3	2	0

#### Non-weighted Courses

A	B	C	D	F
4	3	2	1	0

\*Exclusions: The following courses do not receive mark points in the calculation of GPA: Band, Choir, Physical Education, and/or any course which is offered as pass/no pass.

**PERSONAL LEARNING PLAN TEMPLATE**

	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<b>Required</b>					
English/Language Arts					
Health					
Math					
PE					
Science					
Social Studies					
<b>Electives</b>					
Art					
Business					
CTE					
IT					
EL					
FCS					
Fine Arts					
HSEA					
MISC					
Special Education					
Cooperative Education					
World Language					
<b>Totals</b>					

**PERSONAL LEARNING PLAN EXAMPLE**

	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<b>Required</b>					
<b>English/Language Arts</b>		English 1	English 2	English 3	Mythology/ Speech
<b>Health</b>		Health & Wellness			
<b>Math</b>	Algebra 1	Geometry	Algebra 2	Pre Calc	Calculus
<b>PE</b>		PE	Strength		
<b>Science</b>		Biology	Physical Science	Chemistry	
<b>Social Studies</b>		World Geography		American History	Government & Economics
<b>Electives</b>					
<b>Business</b>		Intro to B, M & M	Accounting		
<b>CTE</b>		Intro to CTE			
<b>IT</b>			PC Main/Repair		
<b>EL</b>					
<b>FCS</b>		Fund of Foods			
<b>Fine Arts</b>		Intro to Art			
<b>HSEA</b>			Intro to Health Careers	Medical Terminology	Anatomy
<b>MISC</b>				Psychology	Gen Bio @ NECC
<b>Special Education</b>					
<b>Cooperative Education</b>					
<b>World Language</b>		Spanish 1	Spanish 2	Spanish 3	

# DUAL CREDIT OPPORTUNITIES

## DUAL CREDIT OPPORTUNITIES

Students at South Sioux City High School have the opportunity to earn high school and college credit during their high school years. Grades from dual credit courses will be recorded on the student's high school transcript and included in the GPA. The financial advantage of taking these courses cannot be overstated. We encourage all students to participate in as many dual enrollment courses as possible throughout their high school careers.

If students receive free/reduced lunch, they may apply for the ACE Scholarship. The ACE Scholarship pays tuition for students to Nebraska institutions. The cost of books and supplies shall be covered by the student.

During registration, students who wish to take dual credit courses should include them in their schedule requests. If students do not meet the grade level requirement, they should meet with the school counselor to discuss options. **Course offerings and cost are subject to change for the 2022-23 school year.**

Program/Institution	Location	Grade Level	Credits	Cost	Courses Offered
Northeast Community College	SSCHS/NECC College Center	11th and 12th	Varies by course	\$49 per credit hour	<ul style="list-style-type: none"> <li>● Principles of Accounting 1</li> <li>● Principles of Accounting 2</li> <li>● Personal Finance</li> <li>● General Biology w/Lab</li> <li>● College Algebra</li> <li>● Technical Mathematics I</li> <li>● Introduction to Anatomy &amp; Physiology w/ Lab</li> <li>● Public Speaking</li> <li>● American History I</li> <li>● Nurse Aide</li> <li>● Introduction to Professional Education</li> <li>● Introduction to Psychology</li> <li>● Introduction to Music</li> <li>● Introduction to Human Services &amp; Counseling</li> <li>● Intro to Art History &amp; Criticism</li> <li>● Physical Science w/Lab</li> <li>● Topics and Ideas in Mathematics</li> <li>● American Government</li> <li>● Introduction to Sociology</li> <li>● World History I</li> <li>● Public Speaking</li> <li>● Entrepreneurship</li> <li>● Medical Terminology</li> </ul>
Wayne State College	SSCHS	11th and 12th	Varies by course	\$49 per credit hour	<ul style="list-style-type: none"> <li>● College Algebra</li> <li>● Pre-Calculus</li> <li>● Calculus</li> <li>● Statistics</li> </ul>

					<ul style="list-style-type: none"> <li>• Introduction to Education and Training</li> <li>• Lifespan Development</li> <li>• Best Practices in Education/ Field Experience</li> <li>• British Literature</li> </ul>
Nebraska Wesleyan Advanced Placement	SSCHS	11th and 12th	3 college credits	\$90 per credit hour	<ul style="list-style-type: none"> <li>• AP Language and Composition</li> <li>• AP Literature</li> </ul>
Morningside College (Senior Scholar Program)	Morningside College	12th	varies	\$50	<ul style="list-style-type: none"> <li>• See Morningside College's registration materials</li> </ul>

# COURSE DESCRIPTIONS

## DUAL CREDIT COURSE OFFERINGS



### **Tentative 2022 Fall Semester Offerings @ Northeast Community College:**

Principles of Accounting 1	All times TBD by NECC
Personal Finance	
General Biology w/Lab	
Introduction to Anatomy & Physiology w/ Lab	
Topics and Ideas in Mathematics	
Technical Mathematics I	
Public Speaking	
American History I	
Art History and Criticism I	
Shielded Metal Arc Welding	
Nurse Aide	
Introduction to Professional Education	
Introduction to Psychology	
Introduction to Music	
Introduction to Human Services	

### **Tentative 2023 Spring Semester Offerings @ Northeast Community College:**

Principles of Accounting 2	All time TBD by NECC
Personal Finance	
Intro to Art History & Criticism	
Physical Science w/Lab	

General Biology w/ Lab	
Topics and Ideas in Mathematics	
American Government	
Nurse Aide	
Introduction to Sociology	
Introduction to Psychology	
Intro to Criminal Justice	
World History I	
Public Speaking	

**Entrepreneurship**

Gr. 11, 12

10 credits (SSCHS)

3 credits (NECC)

**Description: ENTR 1050 Introduction to Entrepreneurship**

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. This course is offered at South Sioux City High School for dual credit.

**Medical Terminology**

Gr. 11, 12

10 credits (SSCHS)

3 credits (NECC)

**Description: HLTH 1060 Comprehensive Medical Terminology**

This course establishes a solid foundation of prefixes, suffixes, word roots, abbreviations, medical terms and symbols. It emphasizes understanding the medical vocabulary as it applies to the anatomy, physiology, pathology, diagnostic, and therapeutic procedures of the human body. This course is offered at South Sioux City High School for dual credit.



**Statistics**

Gr. 11, 12

10 credits (SSCHS)  
3 credits (WSC)

**Description:** The fundamentals of probability and statistics will be introduced. The topics covered will include: measures of central tendency, normal probability distribution, confidence intervals, hypothesis testing, correlation and linear regression. Students will use graphing calculators extensively. Students will be evaluated with daily homework, quizzes and tests. This course is offered at South Sioux City High School for dual credit.

**Prerequisites:** Algebra 2

**Introduction to Education**

Gr. 10,11, 12

5 credits (SSCHS)  
3 credits (WSC)

**Description:** This course is designed to introduce students to career opportunities in the field of education. Students will explore topics such as the history of education, roles of educators, types of schools, instructional and assessment methods, and the impact of diverse cultures and communities on education. Class design will provide students the opportunity to develop thinking, speaking, and writing skills necessary for success in education. Classroom activities are supplemented through Nebraska Educators Rising, a career and technical education student organization. This Wayne State College dual credit course is the first course in the education pathway. This course is offered at South Sioux City High School for dual credit.

**Lifespan Development**

Gr. 11, 12

5 credits (SSCHS)  
3 credits (WSC)

**Description:** Students construct a conceptual basis for understanding the growth and development of learners. Theories of physical, cognitive, and socio-emotional development are explored in order to better understand the importance of the nurturing role of the teacher in human development and learning. Students begin to understand the human learning process and individual differences in how learners think and behave based on their unique characteristics. Students study theoretical models and the integration of models for planning and facilitating effective and differentiated experiences for diverse learners. This course requires 20 hours of field experience. Students may be required to complete some of these hours outside of school time and may be required to provide his/her own transportation to cooperating school buildings. This is the second course in the education pathway. This course is offered at South Sioux City High School for dual credit.

**Prerequisites:** Introduction to Education

**Best Practices in Education/  
Field Experience**

Gr. 12

10 credits (SSCHS)  
6 credits (WSC)

**Description:** This hybrid course is designed to engage students in topics related to lesson planning, instructional strategies, and assessment methods, including differentiation of instruction, career planning and professional growth. Students will apply elements of classroom instruction in a substantial field experience opportunity where they will partner with a cooperating teacher within the district to gain hands-on practice in a variety of modes of lesson planning and delivery, instructional strategy, and assessment. Classroom activities are supplemented through Nebraska Educators Rising, a career and technical education student organization. This Wayne State College dual credit course is the third course on the education pathway. This course is offered at South Sioux City High School for dual credit.

**Prerequisites:**

- Introduction to Education and Lifespan Development

**British Literature**

Gr. 11, 12

5 credits (SSCHS)  
3 credits (WSC)

**Description:** British Literature is a weighted course designed for the more motivated and college bound student who seeks an academic challenge. This course is designed to familiarize students with the authors, works, and literary movements which make up the British literary heritage which heavily influenced America's literary development. The class will chronologically cover the various literary periods in English literature in relationship to the historical, social, and cultural events which helped to shape the literature of Britain. Reading is a *major* component of the class, and the class will involve daily reading assignments, discussions, small group activities, vocabulary exercises, response journals, writing assignments, and frequent comprehension assessments. The focus is to expose students to a wide variety of authors, genres, works, and themes which will benefit the student in the post high school environment. This course is offered for dual credit through Wayne State College at South Sioux City High School.

**Prerequisite:** English 2 or Honors English 2



interpretation. Writing well about literature will be mandated. Students will keep a writing journal over the course of the year to engage in regular self-assessment. A student may earn college credit by either taking the Advanced Placement Examination in May or enrolling; however, fees will be paid by the student. This course is offered at South Sioux City High School for dual credit.

**BUSINESS, MARKETING, AND MANAGEMENT**

B, M, & M	Course Name	Credits	Grades	Requirement	Prerequisite
	Intro to Business, Marketing, and Management	5	9-12		
	Accounting	10	10-12		
	Personal Finance	5	11-12		
	Entrepreneurship	10	11-12		Intro to Bus.

**Introduction to Business, Marketing, and Management** Gr. 9, 10, 11, 12 5 Credits

**Description:** This 1 term course is designed as an overview of the Business, Marketing, and Management Career Field. Units of study include economics, forms of business ownership, leadership/management, marketing, finance and accounting.

**Accounting** Gr. 10, 11, 12 10 credits

**Description:** This 1 semester course covers sole proprietorship accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations.

**Prerequisite:** Introduction to Business, Marketing, and Management

**Personal Finance** Gr. 11, 12 5 credits

**Description:** The goal of this 1 term course is to help students become financially responsible, conscientious members of society. This course develops student understanding and skills in money management; budgeting; financial goal attainment; use of credit; insurance; investments; and consumer rights and responsibilities.

**Entrepreneurship** Gr. 11, 12 10 credits (SSCHS)  
3 credits (NECC)

**Description: Description: ENTR 1050 Introduction to Entrepreneurship**

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. This course is offered at South Sioux City High School for dual credit.

**Prerequisite:** Introduction to Business

## SKILLED AND TECHNICAL SCIENCES

STSA	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Intro to Career and Tech Ed	5	9-12		
	Manufacturing Process - Metals	5	10-12		Intro to Career and Tech Ed
	Manufacturing Production - Metals	10	11-12		Manufacturing Process - Metals
	Advanced Manufacturing and Fabrication - Metals	10	11-12		Manufacturing Production - Metals
	Advanced 3D Modeling	5	10-12		3D Modeling and Design
	3D Modeling and Design	5	9-12		Intro to Career and Tech Ed
	Construction Trades 1	5	10-12		Intro to Career and Tech Ed
	Construction Trades 2	10	11-12		Construction Trades 1

### **Introduction to Career and Technical Education**

Gr. 9, 10, 11, 12

5 credits

**Description:** This course provides the students with the knowledge and basic skills needed to be successful in future Career and Technical Education courses, as well as a possible future career in an industrial/technical field. The knowledge and skills provided the student would include math and measurement skills; knowledge of basic safety; knowledge of basic tools, machines and equipment including identification and usage; knowledge of the four technologies and how they are interrelated; skills in following step by step instructions; skills in the designing and producing simple projects; knowledge of career opportunities in the pathways offered at South Sioux City High School. The course is project based, giving the students the opportunity to explore the career pathways offered at South Sioux City High School by working in groups and individually. A major emphasis will be placed on the mastery of the basic skills listed above and the skills necessary to be employable. Seniors enrolled in this class must take it during 1st semester **and** be enrolled in another CTE class 2nd semester

**Manufacturing Process - Metals**

Gr. 10, 11, 12

5 credits

**Description:** The purpose of this class is to expose the student to a variety of methods of metals manufacturing, including but not limited to, welding, drilling, sawing, and torching and bending of different types of metals. The student will be competent on a variety of metalworking machines and welders and will be able to demonstrate proper safety techniques in a laboratory setting. The student will become familiar with the hand tools common to metalworking and will be able to use them in a competent manner. Students will be exposed to MIG welding, Arc welding, and gas welding. Students will learn basic measuring techniques, concentrating on the imperial system of measurement. Students will also learn about the career opportunities that exist in the field of metalworking.

**Prerequisites:** Introduction to Career and Technical Education

**Manufacturing Production -  
Metals**

Gr. 11, 12

10 credits

**Description:** The purpose of this class is to learn in detail the various methods of welding. Students will become competent on the MIG, Arc, Gas and TIG welders. Students will be able to weld both ferrous and non-ferrous metals. The student will learn about the variety of job opportunities that exist in the welding field. The student will complete a lab sheet with a variety of different welds on it, as well as complete a small, self-designed project.

**Prerequisites:** Manufacturing Process - Metals

**Advanced Manufacturing and  
Fabrication - Metals**

Gr. 11, 12

10 credits

**Description:** The purpose of this class is to introduce the student to a variety of fabrication and machining techniques. The student will become familiar with various manufacturing equipment such as the lathe, CNC mill, and the plasma cam. Students will learn proper safety, usage, and operation of all manufacturing equipment in the metals lab, including but not limited to the lathe, mill, CNC mill, plasma CAM, drill press, ironworkers, band saw, and bench grinder. The student will also learn to competently use the various hand tools associated with fabrication and production.

**Prerequisites:** Manufacturing Production - Metals

**Advanced 3D Modeling**

Gr. 10, 11, 12

5 credits

**Description:** Students are able to take another 9-week section of 3D-Modeling after successful completion of the introductory course with a grade of C or higher. Students in this course will expand their technical skills on how to model, render, and animate objects. Students will be required to complete detailed and highly technical models. Grades for this class will be based on the difficulty and accuracy of the model design and the student's lab work grade.

**Prerequisites:** 3D Modeling

**3D Modeling**

Gr. 9, 10, 11, 12

5 credits

**Description:** Through this course, students will learn how to create 3D models adhering to the principles of design and design communication knowledge. Students will be able to focus on solid modeling design concepts while taking advantage of the latest 3D modeling technology. Using Autodesk Inventor, students will be guided through a series of hands-on exercises that highlight 3D modeling concepts. Students will also learn how Inventor is used to render models for visualization, translate 3-D models to CAM products for manufacturing or prototyping, and export 3D models into 2D CAD programs.

**Prerequisites:** Introduction to Career and Technical Education

**Construction Trades 1**

Gr. 10, 11, 12

5 credits

**Description:** This course is designed to introduce the students to the construction career pathway. It is the prerequisite course for students wishing to take Construction 2 at SSC High School. The students will learn basic construction tool safety and jobsite safety. We will introduce various hand tools used in the construction industry, as well as portable power tools. The student will become familiar with how to read a tape measure. Students will work on construction modules to become familiar with the processes that may include floor framing, wall framing, roof framing, wall/roof sheathing, drywall, electricity, and basic plumbing concepts.

**Prerequisites:** Introduction to Career and Technical Education

**Construction Trades 2**

Gr. 11, 12

10 credits

**Description:** This class provides students with a real home building experience. Students will read blueprints, work with local contractors, and work with classmates to build a house from the ground up. All homebuilding components will be covered including sitework, utilities, framing, concrete work, trusses, electrical/plumbing, HVAC, drywall, trimwork, floor coverings, landscaping, marketing, etc. Students will need to be able to drive to the worksite everyday, or be able to get a ride there and back. The student who completes this course with a 3.0 or better will be “career ready” to step into the workforce or a construction management program. Students will need to fill out an application prior to being enrolled in the class. Included in the application process is a general construction test, attendance record, and instructor approval from Construction Trades 1. Space is limited, students with the best applications will get first priority. .

**Prerequisites:** Construction Trades 1 and completed application

## HEALTH SCIENCES ACADEMY

HSA	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Intro to Health Careers	5	10-12		
	Principles of Biomedical Science	10	10-12		
	Medical Terminology	10	11-12		

### **Introduction to Health Careers**

Gr. 10, 11, 12

5 credits

**Description:** Introduction to Health Careers is a one term course that is designed to familiarize students with the various careers in the medical professions. Students will learn the skills necessary for their healthcare career pathway including working with others, communication skills/behaviors, legal and ethical responsibilities, and cultural considerations in the healthcare industry. They will also hone several skills including problem solving, decision making, accepting personal responsibility, and self-management. In addition, basic college readiness skills will be provided, and related mathematics and language arts standards will be reinforced. Topics include health care career clusters, health care systems and trends, job skills and demands including environmental safety and infection control, medical ethics and liability, professionalism and employability skills, cultural awareness, and diversity in health care.

### **Principles of Biomedical Science**

Gr. 10, 11, 12

10 credits

**Description:** In this introductory course, students explore concepts of biology and medicine to determine the factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

### **Medical Terminology**

Gr. 11, 12

10 credits SSCHS  
3 credits NECC

#### **Description: HLTH 1060 Comprehensive Medical Terminology**

This course establishes a solid foundation of prefixes, suffixes, word roots, abbreviations, medical terms and symbols. It emphasizes understanding the medical vocabulary as it applies to the anatomy, physiology, pathology, diagnostic, and therapeutic procedures of the human body. This course is offered at South Sioux City High School for dual credit.

## HUMAN SCIENCE AND EDUCATION ACADEMY

HSEA	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Introduction to FCS	5	9-12		
	Fundamentals of Nutrition and Culinary Essentials	5	9-12		
	Nutrition	5	9-12		Fundamentals of Food and Nutrition
	Parents and Families	5	9-12		
	Lifespan Development	5	11-12		Intro to Education and Training
	Interpersonal Relationships	5	11-12		
	Introduction to Design	5	9-12		
	Home Design and Interior Design	5	9-12		
	Introduction to Education and Training	5	10-12		
	Best Practices in Education with Field Experience	10	11-12		Introduction to Education and Training

### **Introduction to Family Consumer Science**

Gr. 9, 10, 11, 12

5 credits

**Description:** This course is designed to introduce students to the focus areas of family and consumer sciences. Topics will include career exploration in family and consumer sciences. In addition students will learn basic knowledge and skills in the focus areas of textiles, relationships, child development, foods and nutrition, and housing and design.. Students' progress will be measured through multiple pieces of evidence. This course is a snapshot of all the areas of Human Sciences. Students will be able to identify if they want to explore the Family and Consumer Science area further.

### **Fundamentals of Nutrition and Culinary Essentials**

Gr. 9, 10, 11, 12

5 credits

**Description:** This course is designed to introduce and improve skills of kitchen safety; food safety; reading and following a recipe; and how to buy, store, and prepare grain products, dairy products, meat, fruits, and vegetables. Students will learn these skills through a variety of activities including preparing recipes. Progress will be measured through multiple pieces of evidence. This course will prepare students for Nutrition, as well as, preparing food for daily living.

**Nutrition**

Gr. 9, 10, 11, 12

5 credits

**Description:** This course is designed to help students develop a deeper understanding of nutrients and their functions, what affects people's food choices, meal planning based on MyPlate, and weight management. Students will learn these skills through a variety of activities including preparing recipes. Progress will be measured through multiple pieces of evidence. This course will support the health science pathway and help students make healthy food choices.

**Prerequisites:** Fundamentals of Nutrition and Culinary Essentials

**Parents and Families**

Gr. 9, 10, 11, 12

5 credits

**Description:** This course is designed to evaluate the effects of parenting roles and responsibilities on the well-being of individuals and families. In this course, students will explain the following: influences on parenting; decisions to parent; family planning; conception; prenatal development; healthy pregnancy; birth; care of the newborn; support services for parents; supporting the physical, emotional, intellectual, and social development of the newborn; parenting theories; and family adjustment to parenthood. Progress will be measured through multiple pieces of evidence, including taking home the electronic baby. This will prepare students to know what to expect in future parenting roles and if they are looking at going into a career area of medical, teaching, or mental health.

**Lifespan Development**

Gr. 11, 12

5 credits (SSCHS)  
3 credits (WSC)

**Description:** Students construct a conceptual basis for understanding the growth and development of learners. Theories of physical, cognitive, and socio-emotional development are explored in order to better understand the importance of the nurturing role of the teacher in human development and learning. Students begin to understand the human learning process and individual differences in how learners think and behave based on their unique characteristics. Students study theoretical models and the integration of models for planning and facilitating effective and differentiated experiences for diverse learners. This course requires 20 hours of field experience. Students may be required to complete some of these hours outside of school time and may be required to provide his/her own transportation to cooperating school buildings. This is the second course in the education pathway. This course is offered at South Sioux City High School for dual credit.

**Prerequisite:** Introduction to Education

**Interpersonal Relationships**

Gr. 11, 12

5 credits

**Description:** The course is designed to take a closer look at interpersonal relationships and the effect of these relationships on the well-being of individuals, families, work, and society. The course includes concepts such as effective communication, establishing and maintaining relationships, diverse family systems, characteristics of personal development, and the impact of relationships on personal and career success. Student's progress will be measured through multiple pieces of evidence including a mock interview and role playing. This course is designed to prepare students to work effectively with others in a workplace setting.

**Introduction to Design**

Gr. 9, 10, 11, 12

5 credits

**Description:** This course is designed to introduce students to the elements and principles of design and their use in the fashion industry and interior design, as well as textile use and care. Students will learn these skills through a variety of activities including assessing fashion designs and interior designs. Progress will be measured by growth on multiple pieces of evidence with a heavy emphasis on assessing fashion designs and interior designs. This will prepare students for the Housing and Interior Design course, as well as, helping students with clothing selection and interior decorating in their personal lives.

**Housing and Interior Design**

Gr. 10, 11, 12

5 credits

**Description:** This course is designed for students to investigate emerging sustainability trends in home design; evaluate the design and function of interior spaces; and evaluate clients' needs, goals, and resources in creating interior design plans. Students will learn these skills through a variety of activities including drawing floor plans. Progress will be measured by growth on multiple pieces of evidence. This course will prepare students for careers in home design and home ownership.

**Prerequisite:** Introduction to Design

**Introduction to Education and Training**

Gr. 10, 11, 12

5 credits (SSCHS)

3 credits (WSC)

**Description:** This course is designed to introduce students to career opportunities in the field of education. Students will explore topics such as the history of education, roles of educators, types of schools, instructional and assessment methods, and the impact of diverse cultures and communities on education. Class design will provide students the opportunity to develop thinking, speaking, and writing skills necessary for success in education. Classroom activities are supplemented through Nebraska Educators Rising, a career and technical education student organization. This Wayne State College dual credit course is the first course in the education pathway.

**Best Practices in Education with  
Field Experience**

Gr. 11, 12

10 credits (SSCHS)  
6 credits (WSC)

**Description:** This hybrid course is designed to engage students in topics related to lesson planning, instructional strategies, and assessment methods, including differentiation of instruction, career planning, and professional growth. Students will apply elements of classroom instruction in a substantial field experience opportunity where they will partner with a cooperating teacher within the district to gain hands-on practice in a variety of modes of lesson planning and delivery, instructional strategy, and assessment. Classroom activities are supplemented through Nebraska Educators Rising, a career and technical education student organization. This Wayne State College dual credit course is the third course in the education pathway. This course is offered at South Sioux City High School for dual credit.

**Prerequisite:** Introduction to Education and Lifespan Development

## ART

Art	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Introduction to Art	5	9-12	F	
	Drawing	5	10-12		Introduction to Art
	Advanced Drawing	5	10-12		Drawing
	Painting	5	10-12		Introduction to Art
	Advanced Painting	5	10-12		Painting
	Pottery	5	10-12		Introduction to Art
	Advanced Pottery	5	10-12		Pottery
	Sculpture	5	10-12		Introduction to Art
	Advanced Sculpture	5	10-12		Sculpture
	Independent Art/Portfolio	5	11-12		Instructor permission

**F=Fulfills Fine Arts Graduation Requirement**

### **Introduction to Art**

Gr. 9, 10, 11, 12

5 credits

**Description:** The course is designed as a foundational course for all studio art classes. The key concepts integrate meaningful, hands-on learning experiences which allow for personal growth and creative expression. Integration of art aesthetics, elements/ principles of design, and technique will provide learning opportunities that incorporate a variety of media, artistic styles, and historical periods. Students must pass Intro to Art to advance to upper level classes.

### **Drawing**

Gr. 10, 11, 12

5 credits

**Description:** This course provides students with an opportunity to carry on a further study and use of traditional and contemporary techniques in drawing. Study will include pointillism, portraiture, landscape, and general illustration. Students will study line, form, value, color relationship, and composition. Students' performance and projects will be measured in these areas: acquisition, application, and individualistic use of skills learned, quizzes, and test scores. This course will prepare students for Advanced Drawing.

**Prerequisite:** Introduction to Art

### **Advanced Drawing**

Gr. 10, 11, 12

5 credits

**Description:** This course provides students with the opportunity to further their drawing skills. This course is for the serious, self-motivated student who wishes to advance through a variety of techniques, mediums, drawing surfaces, and materials. Students' performance and projects will be measured in these areas: acquisition, application, and individualistic use of skills learned. This class will prepare students for an independent art portfolio.

**Prerequisite:** Intro to Art and Drawing

**Painting** Gr. 10, 11, 12 5 credits

**Description:** This course provides students with an opportunity to carry on a further study and use of traditional and contemporary techniques in painting. Students will study form and content, color theory, and brush techniques. Students' performance and projects will be measured in these areas: acquisition, application, and individualistic use of skills learned, quizzes, and test scores. This course will prepare students for Advanced Painting.

**Prerequisite:** Introduction to Art

**Advanced Painting** Gr. 10, 11, 12 5 credits

**Description:** This course provides students with the opportunity to further their painting skills. This course is for the serious, self-motivated student who wishes to advance through a variety of techniques, mediums, painting surfaces, and color schemes. Students' performance and projects will be measured in these areas: acquisition, application, and individualistic use of skills learned. This class will prepare students for an independent art portfolio.

**Prerequisite:** Intro to Art and Painting

**Pottery** Gr. 10, 11, 12 5 credits

**Description:** This studio course is designed to increase the student's skill and knowledge of various clay bodies, potter's wheel, and hand-building techniques. Students will increase their ability to synthesize between the purpose/function, advanced technique, craftsmanship, creativity, and aesthetic theory. This is a project-based class.

**Prerequisite:** Introduction to Art

**Advanced Pottery** Gr.10, 11, 12 5 credits

**Description:** This course provides students with the opportunity to further develop their pottery skills. This course is for the serious, self-motivated student who wishes to advance through continued exploration of hand building and wheel thrown techniques. This is a project-based class, and emphasis is on continued development of personal expression, aesthetics, and craft in the functional/sculptural artform.

**Prerequisite:** Intro to Art and Pottery

**Sculpture** Gr. 10, 11, 12 5 credits

**Description:** This course is for students who wish to work specifically in the third dimension (modeling, carving, assemblage, construction, mold making, and casting) by using a variety of traditional and non-traditional methods. Many different mediums may be used, for example, clay, wood, plaster, and other forms of mixed media.

**Prerequisite:** Intro to Art

**Advanced Sculpture**

Gr. 10, 11, 12

5 credits

**Description:** This course is offered for students who wish to further develop their sculptural skills. This course is for the serious, self-motivated student who intends to pursue one's interest in art or continue one's personal growth in art. It is geared towards the student who wants to work specifically in the third dimension. Many mediums will be used at a more advanced level. Specific individual needs will be structured for the student.

**Prerequisite:** Intro to Art and Sculpture

**Independent Art/Portfolio**

Gr. 11, 12

5 credits per term

**Description:** Permission is required by one of the art teachers to gain entrance in this class. Students must complete all classes in a particular subject area (ie. painting/ advanced painting, sculpture/advanced sculpture, pottery/ advanced pottery, and drawing/advanced drawing). Students will be challenged in two or three dimensional art plus possess the ability to be self-driven, self-motivated, and willing to work independently under the guidance of the instructor.

**Prerequisite:** Instructor permission

## COMPUTER SCIENCE AND TECHNOLOGY

CST	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Python Programming	5	10-12		Geometry
	PC Maintenance and Repair	10	10-12		
	Introduction to Networking	10	11-12		PC Maintenance and Repair

### Python Programming

Gr. 10, 11, 12

5 credits

**Description:** This course provides students with topics in Python Programming such as data types, control flow, object-oriented programming, and graphical user interface-driven applications. The examples and projects are drawn from real world story problems, formulas, and simple graphics creation. This course is designed to be an introduction to the python programming language for students without prior programming experience.

**Prerequisite:** Geometry

### PC Maintenance and Repair

Gr. 10, 11, 12

10 credits

**Description:** This course is designed to provide a solid foundation in current PC hardware, while the course labs provide a hands-on look inside the PC. This course reviews legacy computer system hardware, as well as looking at emerging technologies. This course covers basic terms, concepts, functions, cabling, upgrading performance, and troubleshooting common problems. Each class will get the opportunity to build multiple gaming computers and compare benchmarks to other computers around the world. The class is designed for the student interested in being a technician or interested in gaining knowledge of the basic PC.

### Introduction to Networking

Gr. 11, 12

10 credits

**Description:** This course provides students with the introductory knowledge of how to install, configure, and troubleshoot a computer network. The course offers the fundamental building blocks that form a modern network, such as protocols, topologies, hardware, and network operating systems. It then provides in-depth coverage of the most important concepts in contemporary networking, such as TCP/IP, Ethernet, wireless transmission, and security. This course is for the student who would like the skills to build a network from scratch and maintain, upgrade, and troubleshoot an existing network.

**Prerequisite:** PC Maintenance and Repair

## COOPERATIVE EDUCATION

CE	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Career-Based Learning	5	12		Enrollment in CBL
	Career-Based Experience	5	12		Enrollment in CBE
	Career Internship	5	12		Administrative/Counseling Team Approval

### Career-Based Learning

Gr. 12

5 credits per term

**Description:** This course allows the district to award credit for the work-based learning work experience. This is a companion course to Career-Based Experience, the occupation portion of this class. The purpose of this course is to help students in diversified occupations make a smooth transition from school classrooms to meaningful jobs. Students will become aware of the responsibilities that they will have to their schools and employers as cooperative education students. They will also learn about skills they will need to succeed in their work experiences and at future full-time jobs. These skills include the ability to communicate effectively, solve basic math problems, dress appropriately for work, and work safely on the job. The students will also study career planning, job hunting, job adjustment, and money management techniques. The students will also be encouraged to develop leadership abilities and to participate in vocational education organizations. School takes precedence over work; therefore, students are required to be passing all classes in order to be granted early release. Attendance is mandatory, and a student may be removed from the class after 3 unexcused absences and/or 10 tardies.

**Prerequisite:** Alignment to career goals after high school, be in good academic standing, be enrolled in Career-Based Experience, have an instructor signature, have an instructor approved part-time job, and obtain a signed training agreement.

**Corequisite:** Career-Based Experience

### Career-Based Experience

Gr. 12

5 credits per term

**Description:** This course allows the district to award credit for the work-based learning work experience. This is a companion course to Career-Based Learning, the classroom portion of this class. Career-Based Experience provides credit to students who are employed in an approved training station (approved by the teacher coordinator). The training station must be willing to work with the school to provide an educational learning experience. The employer, student, school, and parents will agree and sign a training agreement/ training plans to validate the responsibilities of each of the parties. Applications for the program must be completed by the student, parent, and employer and approved by the teacher coordinator before enrollment in the program is official.

**Prerequisite:** Be enrolled in Career-Based Experience, have an instructor signature, have an instructor approved part-time job, and obtain a signed training agreement.

**Corequisite:** Career-Based Learning

**Career Internship**

Gr. 12

5 credits

**Description:** A class that provides students the opportunity to connect what they learn in school with worksite application. Students are placed in an occupation that best relates to their career interest and aptitude. The school and business community work together to plan activities that will enable each student to apply the knowledge, attitudes, and skills learned in the classroom to actual business situations and positions.

## ENGLISH LEARNERS

EL	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Newcomer	10	9-12		
	EL 1	10	9-12		
	EL 2	5	9-12		
	EL 3	5	9-12		
	EL Math	10	9-12		
	EL Fundamentals of Algebra 1	10	9-12		

### **Newcomer**

Gr. 9, 10, 11, 12

10 credits per term

**Description:** This course is designed to develop English skills in the areas of reading, writing, speaking, and listening for migrant and refugee students who have little or no English proficiency, and / or limited or no formal education in their native countries. These programs have been developed to meet newcomers' needs before they enter into general education classrooms.

**Prerequisite:** Data team placement decision

### **EL 1**

Gr. 9, 10, 11, 12

10 credits per term

**Description:** This course is designed to develop English language skills in the areas of reading, writing, speaking, and listening for migrant and refugee students who have emerging English proficiency. This program has been developed to meet EL 1 students' needs as they begin their transition from sheltered instruction into general education classrooms.

**Prerequisite:** Data team placement decision

### **EL 2**

Gr. 9, 10, 11, 12

5 credits per term

This course is designed for EL 2 students to earn English 1 credit on a rotating block schedule.

EL 2 will build necessary background knowledge for students to be successful in English 1 when analyzing fictional texts, poetry, and non-fiction. Content and academic vocabulary for English 1 will be pre-taught in EL 2, and then the next day students will use those pre-taught concepts in their English 1 class. Students will learn to apply comprehension strategies, make inferences, and make text connections in English 1 with support in EL 2. Students will read short stories, non-fiction, and an independent and class novel, engage in speaking activities, strengthen their vocabulary and grammar skills, and read a play by Shakespeare. Students will write structured essays and apply what they have learned in their writing in both the EL 2 and English 1 classrooms. English 1 and EL 2 will be all year every day rotating between the two every other day.

**Prerequisite:** Data team placement decision

**EL 3** Gr. 9, 10, 11, 12 5 credits per term

**Description:** This course provides students with support to further develop content area reading, writing, speaking, and listening.

**Prerequisite:** Data team placement decision

**EL Math** Gr. 9,10,11,12 10 credits per term

**Description:** This course is designed to develop Math skills, to prepare students for Fundamentals of Algebra 1 course, of migrant and refugee students who have little or no English proficiency, and / or limited or no formal education in their native countries. In addition to developing Math skills, students will also begin to develop English skills in the areas of reading, writing, speaking, and listening.

**Prerequisite:** Data team placement

**EL Fundamentals of Algebra 1** Gr. 9, 10, 11, 12 10 credits per term

**Description:** Fundamentals of Algebra 1 provides basic knowledge and skills to allow a student to be successful in Algebra 1. Lectures, board work, intensive discussion, daily written assignments, and audio visual aids are used extensively. Student progress will be measured by quizzes and tests. This will be a co-taught class with an EL teacher and increased emphasis on language acquisition.

**Prerequisite:** EL math and data team placement

## LANGUAGE ARTS

ELA	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Read 180	5-20	9-12		Data team placement
	Fundamentals of ELA	5-20	9-12		Data team placement
	English 1	10	9	F	
	Honors English 1	10	9	F	8th Grade ELA instructor recommendation
	English 2	10	10	F	English 1 or Honors English 1
	Honors English 2	10	10	F	English 1 or Honors English 1 instructor recommendation
	English 3	10	11	F	English 2 or Honors English 2
	AP Lang and Comp	10	11	F	English 2 or Honors English 2 instructor recommendation
	AP Lit and Comp	10	12	F	Instructor recommendation
	Speech	5	10-12	F	English 1
	Intro to Digital Media Production	5	9-11	F	
	Digital Media Production & Broadcasting	5-10	10-12	F	English 1
	British Literature	5	11-12	F	English 2 or Honors English 2.
	Yearbook	10	10-12	E	English 1 or Honors English 1
	The Short Story	5	10-12	F	
	Mythology	5	10-12	F	
	Creative Writing	5	10-12	F	
	Drama	5	11-12		Speech 1
	Film Studies	5	11-12	F	

**F=Fulfills Language Arts Graduation Requirement**

### Read 180

Gr. 9, 10, 11, 12

5 credits per term

**Description:** Students will use the Read 180 program to improve reading fluency, reading comprehension, and writing skills through individual and group instruction. Formative assessments and performance tasks will gauge progress through leveled readings and critical thinking. Course material does not reflect grade level standards and is offered on a pass/no pass basis.

**Prerequisite:** Data team placement decision

**Fundamentals of ELA** Gr. 9, 10, 11, 12 5 credits per term

**Description:** Fundamentals of English 1 provides basic knowledge and skills to allow a student to be successful in English I. This course focuses on reading skills (fluency and comprehension), reading strategies, vocabulary development, and writing skills in order to increase student achievement. Course material does not reflect grade level standards.

**Prerequisite:** Data team placement decision

**English 1** Gr. 9 10 credits

**Description:** This course will provide an opportunity to become proficient at analyzing fictional texts, poetry, and non-fiction and apply comprehension strategies, make inferences, and connect deeply to the text. Students will read an independent novel and class novel, engage in speaking activities, strengthen their vocabulary and grammar skills, and read a play by Shakespeare. Students will write structured essays and apply what they have learned in their writing.

**Honors English 1** Gr. 9 10 credits

**Description:** This weighted course is designed to challenge highly-motivated students to improve in the skill areas of analyzing literature, writing composition, applying standard rules of grammar, and presenting on course related topics. Students will read classic novels, modern short stories and poems, a Shakespearean drama, and excerpts from Homer. Students will compose literary analysis essays based on course readings along with other shorter writing assignments throughout the course. At course end, students will complete a comprehensive term end project in each respective term.

**Prerequisite:** 8th grade ELA instructor recommendation

**English 2** Gr. 10 10 credits

**Description:** English 2 is a Language Arts course that is designed to help students develop the essential skills needed to become better readers and writers. Students will learn the elements of a variety of genres of literature and will demonstrate their knowledge of these elements by providing thoughtful responses to the stories and dramatic works read in class. Students will become familiar with the elements of nonfiction and argumentation. Students will study rhetoric and gain research skills. These skills will be used to compose a persuasive essay and a research paper. Grammar, usage, and mechanics rules will be taught throughout the class.

**Prerequisite:** English 1 or Honors English 1

**Honors English 2** Gr. 10 10 credits

**Description:** This weighted course is designed to prepare students for college-level argumentative research, academic writing, and literary analysis. Semester one provides a focus on rhetoric, information fluency, and research. Semester two focuses on analyzing informational text, as well as synthesizing themes and main ideas between literary and informational text. Throughout the course, grammar is studied through a sentence-modeling approach. Students will

study a novel independently, read a whole-class novel, and analyze various short texts in a variety of formats.

**Prerequisite:** English 1 or Honors English 1 and instructor recommendation

### **English 3**

Gr. 11

10 credits

**Description:** English 3 is a semester-long course designed to offer students a comprehensive study of literature, composition, grammar, and vocabulary. This course will cover Trans-Atlantic literary movements from the Medieval era through Postmodernism. Moreover, it will expose students to a wide variety of authors, genres, works, trends, and universal themes which will benefit the student in the post high school environment. Students can expect to work on writing assignments in narrative, expository, and persuasive styles which all include both research and/or text-dependent writing and non-research-based writing. Various writing skills, grammar, and vocabulary will also be reinforced and assessed.

**Prerequisite:** English 2 or Honors English 2

### **Advanced Placement Language and Composition**

Gr. 11, 12

10 credits (SSCHS)  
3 credits (NWU)

**Description:** The goal of AP English Language and Composition, a college-level course, is to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled, academic writers who compose for a variety of purposes. Students are expected to read a variety of nonfiction texts (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. Students will be asked to enter into conversations and make assertions about meaningful issues, engaging with outside sources in reading, writing, and research. In reading another writer's work, students must be able to address four fundamental questions about composition: What is being said? To whom is it being said? How is it being said? Why is it being said? – The answers to these questions inform students' own composition processes as they learn to read like writers and write like readers. Vocabulary study will be incorporated. The course is organized according to the requirements and guidelines of the current AP Language and Composition Course Description. A student may earn college credit by either taking the Advanced Placement Examination in May or enrolling; however, fees will be paid by the student.

**Prerequisite:** English 2 or Honors English 2 instructor recommendation

### **Advanced Placement Literature and Composition**

Gr. 12

10 credits (SSCHS)  
3 credits (NWU)

**Description:** AP English Literature and Composition is a college-level course that follows the curricular requirements outlined in the College Board's AP English Course Description. The course will provide students with intellectual challenges and workload consistent with those of an undergraduate English course. In this course, students will study drama, poems, short fiction,

non-fiction, and novels that offer a panoramic perspective of the human experience. Through close reading of literary texts from a wide array of genres and time periods, students will come to understand the qualities inherent in great literature. Writing assignments will focus on the critical analysis of literature, including (but not limited to) essays in exposition and argument. Mastery of literary terms will be essential. Vocabulary study will be incorporated. There will be a significant amount of reading followed by a significant amount of discussion and written interpretation. Writing well about literature will be mandated. Students will keep a writing journal over the course of the year to engage in regular self-assessment. A student may earn college credit by either taking the Advanced Placement Examination in May or enrolling; however, fees will be paid by the student.

**Prerequisite:** Instructor recommendation

**Speech** Gr. 10, 11, 12 5 credits

**Description:** This course is designed to give the student speaking and presentations skills. The student will write and present speeches and formal presentations. This class is designed to prepare the student for high school and college presentations.

**Prerequisite:** English 1

**Intro to Digital Media Production** Gr. 9, 10, 11 5 credits

**Description:** As a prerequisite for Digital Media Production (formerly School News), this course is designed for students who are interested in a broadcasting or journalism career. Students will examine the history of journalism and explore the many ways people access information today. Students will practice planning news stories and live broadcast events. In addition, students will learn how to use editing software in order to publish digital content to the internet. Skills for success in this course include interest in the field of broadcast journalism, tech savviness and proficiency in reading, writing, speaking and listening.

**Digital Media Production & Broadcasting** Gr. 10, 11, 12 5 credits

**Description:** Digital Media Production & Broadcasting, formerly School News, is a hands-on course designed to give students experience in the field of broadcast journalism. Students will take on a number of roles and learn several skills such as planning, interviewing, reporting, editing, designing graphics, and producing while covering topics of interest and live events. Student work will be published to YouTube and shared with the student body and community. Students will be required to cover events outside of the school day and follow the story schedule on the calendar posted in class. For success in this course, a student should be tech savvy, able to work well with others, positive and outgoing, and proficient in speaking, listening, reading, and writing skills.

**Prerequisite:** Successful completion of English 1, Intro to Broadcast Journalism and instructor permission

**British Literature**

Gr. 11, 12

5 credits (SSCHS)

3 credits (WSC)

**Description:** British Literature is a weighted course designed for the more motivated and college bound student who seeks an academic challenge. This course is designed to familiarize students with the authors, works, and literary movements which make up the British literary heritage which heavily influenced America's literary development. The class will chronologically cover the various literary periods in English literature in relationship to the historical, social, and cultural events which helped to shape the literature of Britain. Reading is a *major* component of the class, and the class will involve daily reading assignments, discussions, small group activities, vocabulary exercises, response journals, writing assignments, and frequent comprehension assessments. The focus is to expose students to a wide variety of authors, genres, works, and themes which will benefit the student in the post high school environment. This course is offered for dual credit through Wayne State College at South Sioux City High School.

**Prerequisite:** English 2 or Honors English 2

**Yearbook**

Gr. 10, 11, 12

10 credits

**Description:** Yearbook is a class in which the production of the yearbook takes place. Students who wish to enroll in this class must fill out an application that will be reviewed by the yearbook advisor. Students will perform a variety of tasks throughout the year, such as photography, page designing, and writing. Students will be expected to visit local businesses to sell advertising during school hours and to attend school activities to take pictures and obtain information. Proficient writing skills are expected. In addition, students must be free to attend school activities to take pictures and obtain information.

**Prerequisite:** English 1 or Honors English 1, instructor permission

**The Short Story**

Gr. 10, 11, 12

5 credits

**Description:** Short Story is a Language Arts course that provides an in-depth investigation of the short story. Ever since Edgar Allen Poe coined the term in 1842, the short story has been regarded as one of the most creative, expressive, and artistic forms of literature. Beholden to no genre or style, the short story allows readers to experience a seemingly infinite variety of narratives. Throughout this course, students will read, discuss, and write about countless stories from a variety of genres.

**Mythology**

Gr. 10, 11, 12

5 credits

**Description:** This course will provide students with the opportunity to learn more about Greek culture and Greek myths. Students will read and write about myths, as well as discuss them with peers. Mythology is an elective course for students in 10th-12th grade. This class fulfills the graduation requirement for further English credit.

**Creative Writing**

Gr. 10, 11, 12

5 credits

**Description:** Creative Writing is a Language Arts elective course that offers students the opportunity to explore, compose, and publish original writing from a number of genres, such as poetry, fiction, and drama. This class is designed to give both novice and serious writers an understanding of the writing process (prewriting, drafting, revising, and publishing) and the habits of effective writers.

**Drama**

Gr. 11, 12

5 credits

**Description:** The primary focus is to learn about lighting, makeup, sound history, and back-stage. Terminology for the theater will be emphasized. The class will allow for hands-on experimentation in the theatrical realm. Therefore, small group presentations will be performed, and when possible, for public performance. The memorization of lines by designated dates, attendance, cooperation, personal involvement and tests will be crucial factors in the grading process. The student will be required to perform parts of plays in front of an audience.

**Prerequisites:** Speech 1, Extracurricular Involvement in Drama

**Film Studies**

Gr. 11-12

5 credits

**Description:** Film Studies is a course intended as a course that will appeal to a wide range of students. It will focus on film history and analysis of film as an artform. The historical importance of film on our society will be explored as well as many different genres of film with written and project-based assessments. Use of scholarly articles and research along with films themselves will give the students an in-depth understanding of film as an art form.

## MATHEMATICS

Math	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Math Foundations 2	5-20	9-12		Data team placement
	Math Foundations 3	5-20	9-12		Data team placement
	Fundamentals of Algebra 1	10	9-12		Data team placement
	Algebra 1	10	9-12	F	
	Geometry	10	9-12	F	Algebra 1
	Integrated Math	10	11-12	F	Geometry
	Algebra 2	10	9-12	F	Geometry
	College Algebra	10	10-12		Algebra 2
	Precalculus	10	10-12		Algebra 2
	Calculus	10	11-12		Precalculus
	Statistics	10	11-12		Algebra 2
	Critical Math Skills for Everyday Life	5	10-12		Algebra 1

F=Fulfills Math Graduation Requirement

### Math Foundations 2

Gr. 9 10, 11, 12

5 credits per term

**Description:** This course provides students with practice to improve skills in math calculation and reasoning using a wide variety of real life situations. Students will learn these skills through group and individual instruction with the use of teaching methods and materials, including but not limited to, student applications, workbooks, discussions, and educational games. Progress will be measured by performance and improvement on daily practice and assessments. Course material does not reflect grade level standards and is offered on a pass/no pass basis.

**Prerequisite:** Data team placement

### Math Foundations 3

Gr. 9, 10, 11, 12

5 credits per term

**Description:** This course provides students with practice to work towards skill mastery in math calculation and reasoning using a wide variety of real life situations. Students will learn these skills through group and individual instruction with the use of teaching methods and materials, including but not limited to, student applications, workbooks, discussions, and educational games. Progress will be measured by performance and improvement on daily practice and assessments. Course material does not reflect grade level standards and is offered on a pass/no pass basis.

**Prerequisite:** Data team placement

**Fundamentals of Algebra 1**

Gr. 9, 10, 11, 12

5 credits per term

**Description:** Fundamentals of Algebra 1 provides basic knowledge and skills to allow a student to be successful in Algebra 1. Lectures, board work, intensive discussion, daily written assignments, and audio visual aids are used extensively. Student progress will be measured by quizzes and tests.

**Prerequisite:** Data team placement

**Algebra 1**

Gr. 9, 10, 11, 12

10 credits

**Description:** Algebra 1 is designed to give students a foundation for all future mathematics courses. Students will explore: solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents, polynomials and factoring, quadratic functions and equations, absolute value functions and equations, radical expressions and equations. Problem solving skills will be applied to a wide variety of real life situations. Lectures, class discussion, in-class group work, and daily written assignments play a large part in the learning experience. Student progress will be measured by quizzes and tests. Great importance is placed on student initiative regarding homework.

**Geometry**

Gr. 9, 10, 11, 12

10 credits

**Description:** This course provides a thorough knowledge of points, lines, planes, and solids. It gives students opportunities to learn inductive reasoning and to develop logical systems of thought. This course is a prerequisite for all upper level courses in mathematics or computer science. Lectures, board work, intensive discussion, daily written assignments, and audio visual aids are used extensively. Student progress will be measured by quizzes and tests.

**Integrated Math**

Gr. 11, 12

10 credits

**Description:** This course is designed to combine the basic principles of Algebra, Geometry, and Statistics to deepen students' understanding and prepare them for the ACT. Students will experience mathematics as a coherent, useful, and logical subject that draws on their ability to make sense of problem situations and will develop the ability to explore and solve mathematical problems, think critically, and work cooperatively with other students.

**Algebra 2**

Gr. 9, 10, 11, 12

10 credits

**Description:** This course is designed to further develop concepts introduced in Algebra 1. Practical applications become the basis for further investigation of linear and quadratic equations and inequalities, linear systems in two and three variables, graphs, and exponents. In addition, the class includes the study of applications of relations, functions, irrational and complex numbers, and logarithms.

**College Algebra** Gr. 10, 11, 12 10 credits (SSCHS)  
3 credits (WSC)

**Description:** This course is designed to further develop Algebra 2 concepts. Topics of study include: Equations and inequalities, functions and graphs, polynomial, rational, and radical functions, complex numbers, exponential and logarithmic functions, matrices, conics, and inequalities. This class is intended for students who plan to attend college but not major in a math field. This course is offered at South Sioux City High School for dual credit.

**Prerequisite:** Algebra 2

**Pre-Calculus** Gr. 10, 11, 12 10 credits (SSCHS)  
3 credits (WSC)

**Description:** A rigorous course in computational and theoretical aspects of algebra and trigonometry. Topics of study include: equations and inequalities, complex numbers, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions, equations, and graphs, right triangle trigonometry, inverse functions, law of sines, law of cosines, trigonometric identities, and matrices. Mastery of these skills will empower a student to be successful in Calculus. This course is offered at South Sioux City High School for dual credit.

**Prerequisite:** Algebra 2

**Calculus** Gr. 11, 12 10 credits (SSCHS)  
5 credits (WSC)

**Description:** Calculus is designed for college bound students who are capable of abstract thinking and mathematical proofs. Students must have a solid foundation reasoning with algebraic symbols and working with algebraic structures. Students should be comfortable with algebra, geometry, trigonometry, analytic geometry, and elementary functions. The curriculum is centered around three big ideas: limits; derivatives; and integrals and the Fundamental Theorem of Calculus. This course is offered at South Sioux City High School for dual credit.

**Prerequisites:** Pre-Calculus and teacher permission

**Statistics** Gr. 11, 12 10 credits (SSCHS)  
3 credits (WSC)

**Description:** The fundamentals of probability and statistics will be introduced. The topics covered will include measures of central tendency, normal probability distribution, confidence intervals, hypothesis testing, correlation, and linear regression. Students will use graphing calculators extensively. Students will be evaluated with daily homework, quizzes, and tests. This course is offered at South Sioux City High School for dual credit.

**Prerequisites:** Algebra 2

**Critical Math Skills for Everyday Life****Gr. 10, 11, 12****5 credits**

**Description:** In Critical Math Skills for Everyday Life, students explore relationships among variables in real world situations. Students will use probability, simulations, and models to make predictions and draw conclusions based on data. Students engage in group problem-solving and use technology, projects and experiments to develop and demonstrate their understanding of data collection, description, and analysis. Using statistics and probability students analyze things including but not limited to news articles, casino games, and viral internet claims.

**Prerequisites:** Algebra 1

## COLLEGE PREP

MISC	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	ACT Preparation	5	11-12		

### ACT Preparation

Gr. 11, 12

5 credits

**Description:** In addition to being the Nebraska State test for juniors, the ACT is a college admissions test required by most 4-year colleges and certain programs at community colleges. This course will provide instruction on test-taking strategies as well as content review and practice tests in English, math, reading, and science. Some classes will provide additional instruction on writing. Students who are considering attending college or who are preparing for the state assessment would benefit from this course. Course material does not reflect grade level standards and is offered on a pass/no pass basis.

## MUSIC

M	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Varsity Band	10	10-12	F	
	Cardinal Band	10	9	F	
	Chamber Singers	10	9-12	F	Audition
	Cantabella	10	9-12	F	Audition
	Cantate	10	9-12	F	
	Cardinal Choir	10	9-12	F	
	Class Piano	5	9-12	F	
	Music Theory 1	5	10-12		Participation in Band or Choir
	Music Theory 2	5	10-12		Music Theory 1
	Music Appreciation	5	9-12	F	

**F=Fulfills Fine Arts Graduation Requirement**

### Varsity Band

Gr. 10, 11, 12

10 credits

**Description:** Varsity Band is a yearlong course open to advanced brass, woodwind, and percussion players designed to develop music performance skills and further musical knowledge. In addition to the regular class time, rehearsals and performances for Concert Band, Marching Band, and Pep Band include out-of-school hours. Members of Jazz Band and Color Guard are made up of concert band members. Required attendance is expected for all activities, which include concerts, contests, field shows, parades, athletic events, and other performances. Lessons are given outside of class time.

### Cardinal Band

Gr. 9

10 credits

**Description:** Cardinal Band is a yearlong course open to freshman brass, woodwind, and percussion players designed to develop performance skills and further musical knowledge. In addition to the regular class time, rehearsals and performances for Concert Band, Marching Band, and Pep Band include out-of-school hours. Members of Jazz Band and Color Guard are made up of concert band members. Required attendance is expected for all activities, which include concerts, contests, field shows, parades, athletic events, and other performances. Lessons are given outside of class time.

### Chamber Singers

Gr. 9, 10, 11, 12

10 credits

**Description:** Chamber Singers is an advanced ensemble that is a yearlong course which is selected by audition. This ensemble provides opportunities for singers to perform more advanced

music that is representative of various time periods and styles. Because performing is a major portion of the expected class outcomes, attendance is required at scheduled performances outside of the school day. Required performances include fall concert, winter concert, **madrigal dinner (two evenings)**, pops concert, spring concert, and district music contest. Involvement in a curricular choir is required for participation in extracurricular choir activities.

**Prerequisite:** Audition required

**Cantabella** Gr. 9, 10, 11, 12 10 credits

**Description:** Women's Ensemble is a select ensemble that is a yearlong course which is selected by audition or teacher approval. This ensemble provides opportunities for singers to develop vocal skills and to perform more advanced music that is representative of various time periods and styles. Because performing is a major portion of the expected class outcomes, attendance is required at scheduled performances outside of the school day. Required performances include fall concert, winter concert, **madrigal dinner (two evenings)**, pops concert, spring concert, and district music contest. Involvement in a curricular choir is required for participation in extracurricular choir activities.

**Prerequisite:** Audition required

**Cantate** Gr. 9, 10, 11, 12 10 credits

**Description:** Cantate is a year long ensemble open to all treble ranged singers. Vocal range of the student will be determined by the vocal music instructor. Because performing is a major portion of the expected class outcomes, attendance is required at scheduled performances outside of the school day. Required performances include fall concert, winter concert, pops concert, spring concert, and district music contest. Involvement in a curricular choir is required for participation in extracurricular choir activities.

**Cardinal Choir** Gr. 9, 10, 11, 12 10 credits

**Description:** Cardinal Choir is a yearlong ensemble open to all bass ranged singers. Vocal range of the student will be determined by the vocal music instructor. Because performing is a major portion of the expected class outcomes, attendance is required at scheduled performances outside of the school day. Required performances include fall concert, winter concert, pops concert, spring concert, and district music contest. Involvement in a curricular choir is required for participation in extracurricular choir activities.

**Class Piano** Gr. 9, 10, 11, 12 5 credits

**Description:** Class piano is an opportunity to learn the basics of playing the piano and reading introductory level music while working at the individual pace of each student. Each student will be allowed to work at their own pace through an older learner beginning piano series. Students will play for the teacher at the end of each lesson before moving forward through the book.

**Music Theory 1**

Gr. 9, 10, 11, 12

5 credits

**Description:** This class covers basic structures in music such as theory, form and analysis, and ear training, as well as symphonic form, standard literature, and major composers. Written and skills performance tests will be given.

**Prerequisite:** Enrollment in band and/or choir

**Music Theory 2**

Gr. 9, 10, 11, 12

5 credits

**Description:** This class is a college preparatory/pre-professional course with further study of the areas covered in Music Theory 1, with the addition of basic conducting, instrumental arranging, composition, music writing software, and arranging. Written tests, skills tests, and projects will measure progress.

**Prerequisite:** Music Theory 1

**Music Appreciation**

Gr. 9, 10, 11, 12

5 credits

**Description:** This course is designed for students to gain a knowledge and understanding of the progression and development of rock and pop music in the 20th century and compare that to the development of musical genres throughout history. Curriculum will follow the lesson plans found on [teachrock.org](http://teachrock.org), and students will learn about how historical events and advancements in technology influenced and developed the music that they experience today.

## PHYSICAL EDUCATION/HEALTH EDUCATION

PE	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Physical Education (TEAM SPORTS)	5	9-12	F	
	Strength Training and Performance 1	10	9-12	F	
	Strength Training and Performance 2	5	10-12	F	
	Lifetime Fitness/Individual Sports (like GOLF, AEROBIC CLASSES, YOGA)	5	9-12	F	
	Health and Wellness	5	9-12	F	

F=Fulfills Graduation Requirement

### Physical Education

Gr. 9, 10, 11, 12

5 credits

**Description:** Physical Education will focus on the objectives needed to grow/maintain health-related fitness assets and motor skill acquisition necessary to play in a variety of lifelong sports activities. This course will provide sequential activities for small and large group games (and skills needed to meet proficiency for play) in conjunction with knowledge related to the attainment and maintenance of a healthy lifestyle. Activities will be chosen to support units such as handball, speed walking, pickleball, weightlifting, flag football, soccer, volleyball, badminton, table tennis, basketball, aerobics, tennis, frisbee, softball, and floor hockey. Objectives will be met through direct instruction, the use of videos to model desired results, skill practice, and competition and analyzing and reflecting on handouts. Performance will be measured through development and demonstration of assigned outcomes.

### Strength Training and Performance 1

Gr. 9, 10, 11, 12

10 credits

**Description:** Introduction to Strength & Performance Class is an entry level elective class that will introduce a student athlete to the fundamental skills needed to take the upper level strength and performance class or weight training for in-season sports. Emphasis will be placed on learning weight training exercises, safety rules, and proper hygiene that Card Power incorporates regarding training in the weight room. Student athletes will also be exposed to training various movement patterns including olympic lifting, upper body push, upper body pull, hip hinge, squat, and iso-core exercises. Objectives will be learned through demonstration, videos, and skill practice. Performance will be measured through the student athlete's ability to demonstrate proper technique, understand/ follow safety protocol, follow directions, and participate in over 85% attendance and participation in class.

**Strength Training and Performance 2**

Gr. 10, 11, 12

5 credits per semester

**Description:** Strength Training & Performance 2 is an upper level elective class designed for South Sioux City High School student athletes to increase self-confidence, strength, power, speed, and flexibility while decreasing performance-related injuries. Emphasis will be placed on maintenance and progressions of the weight room exercises learned in Strength Training and Performance 1. Student athletes will be trained in different movement patterns such as Olympic lifting, upper body push, upper body pull, hip hinge, squat, and iso-core. Objectives will be learned through demonstration, videos, and skill practice. Performance will be measured through the student athlete's ability to demonstrate good technique, follow safety protocol, follow directions, and participate in over 85% attendance and participation in class.

**Prerequisite:** Pass Strength 1 and/or be a sophomore, junior, senior plus discretion of weight training staff

**Lifetime Fitness**

Gr. 9, 10, 11, 12

5 credits

**Description:** Lifetime Fitness will focus on the training methods used to obtain and/or maintain a healthy level of fitness. The course will focus on increasing/maintaining capacity; strength and endurance needed to perform a variety of life skills; movement literacy and fluency. Activities will include health-based activities (various aerobic, endurance and strength, flexibility) and skill-based activities (agility, coordination, power). Desired outcomes and five state standards that guide the course will be met via lecture, project-based learning, and practice. Performance will be measured through progression of fitness level, observation, reflection and fitness test results.

**Health and Wellness**

Gr. 9, 10, 11, 12

5 credits

**Description:** This course will include two parts. Part one is practical information on several health topics as well as current health issues related to the health field, and part two will focus on and teach students the basic training principles and the main components of fitness. Topics for part one to be discussed and covered include leading a healthy life, preventing violence and abuse, weight management and eating behaviors, alcohol, tobacco, illegal drugs, building responsible relationships, risks of adolescent sexual activity, and HIV/AIDS. Topics for part two include basic fitness theory, benefits of resistance training, major muscle groups and how to train them, healthy nutrition, and success with lifetime fitness. A variety of teaching methods will be utilized including class lectures and class discussions, small group activities, computer presentations, use of the internet in the classroom, guest speakers, and other visual aids. Student progress will be measured by quizzes, tests, reports, worksheets, questions, and fitness tests.

## SCIENCE

SCI	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Biology	10	9	F	
	Physical Science	10	9,10	F	
	Zoology	10	11-12		
	Fundamentals of Chemistry	10	11		Physical Science & Algebra 1
	Chemistry	10	11-12	F	Physical Science & Algebra 1
	Advanced Chemistry	10	12		Chemistry & Algebra 2
	Physics	10	11-12		Precalculus
	Anatomy and Physiology	10	12		Chemistry

**F=Fulfills Science Graduation Requirement**

### **Biology**

Gr. 9

10 credits

**Description:** This course is designed to help students gather, analyze, and communicate evidence as it relates to the basic building blocks of life. The following topics will be explored: carbon based molecules, evidence of DNA structure, cell structure, cellular division, inheritance/variation of traits, body systems, the flow of energy in ecosystems, relationships and interactions within ecosystems, and evolution. This course will allow students to grow in their ability to understand the hierarchical organization of life on Earth. This course is the first required science course in the science course sequence.

### **Physical Science**

Gr. 9, 10

10 credits

**Description:** This course is designed to help students, gather, analyze, and communicate evidence as they formulate answer to questions tailored to student interest and current topics that apply to the following topics: forces, waves, energy, electromagnetism, space systems, history of earth, weather, climate, and sustainability. This course allows students to grow in their ability to utilize scientific inquiry in real-world applications.

### **Zoology**

Gr. 11, 12

10 credits

**Description:** This course is designed to provide students with an in depth study of animals that includes an overview of classification and an explanation of the animal kingdom. Students will be able to apply knowledge gained in this class to their everyday lives and make informed choices as members of the living community. Students are afforded hands-on experiences through dissections, individual projects, daily work, and laboratory assignments. This is a college preparatory class.

**Fundamentals of Chemistry**

Gr. 11

10 credits

**Description:** This course is designed as a one-semester, prerequisite course which covers the basic fundamentals of introductory chemistry such as: (1) how to solve chemistry problems; (2) atomic theory and the periodic table; (3) chemical reactions and equations; (4) structure of molecules; and (5) types of bonding. This course is designed for students who do not yet demonstrate readiness for success in grade level Chemistry content.

**Prerequisite:** Data team placement

**Chemistry**

Gr. 11,12

10 credits

**Description:** This course will provide students with an understanding of matter. The concepts stressed include physical and chemical properties of matter, scientific measurements and calculations using algebra, atomic structure, periodic table, chemical names and formulas, chemical bonding, the mole concept, chemical reactions, algebraic mathematics of stoichiometry, reaction kinetics, reaction equilibrium, and thermochemistry. Mole concept and mathematics are used extensively throughout the course. A variety of teaching methods will be utilized including but not limited to lecture, class discussion, group activities, internet, videos, and lab experiments.

**Prerequisite:** Algebra 1 and Physical Science

**Advanced Chemistry**

Gr. 12

10 credits

**Description:** This class is designed to give students a review of general chemistry and the concepts of solutions, thermochemistry, and reaction rates before going into greater detail and depth of the concepts of acids, bases and salts, biological processes, and IUPAC naming systems in Organic chemistry. Other concepts that will be explored in depth are oxidation-reduction reactions, electrochemistry, carbon chemistry, biochemistry, and environmental chemistry. Solving word problems is more complex in advanced chemistry, and a very good understanding of mathematics is necessary. The mole concept is used extensively throughout the course. A variety of teaching methods will be utilized including the following: lecture, class discussion, group activities, laboratory exercises, laboratory experiments, research, and video. Students' progress will be measured by formative and summative assessments, quizzes, laboratory exercises, research papers, and experiments. In concurrence with the course, "Disappearing Spoon" will be read and discussed weekly with reading comprehension strategies and exercises. This is a college prep course.

**Prerequisite:** Chemistry and Algebra 2

**Physics**

Gr. 11, 12

10 credits

**Description:** This course is a science that concerns itself with the principles and laws which govern the world around us. The main areas of discussion are mechanics, heat, and wave motion. Problem solving is an important part of each section giving the student a practical application of the principles studied. A variety of teaching methods will be utilized including the following: class discussion, lectures, group activities, laboratory exercises, experiments, internet, video tapes, and other visual instruments. Student progress will be measured by quizzes, tests, notebook, homework, laboratory exercises, and experiments.

**Prerequisite:** Pre-calculus

**Anatomy and Physiology**

Gr. 12

10 credits

**Description:** This course will enable students to develop an understanding of the relationships between the structures and functions of the human body. Laboratory experiences and text based activities provide student learning in the following topics: the major body systems; how the body systems work together; and body functions in the healthy and diseased states. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve lecture and discussion, laboratory activities, projects, dissections, textbook material, models, and diagrams.

**Prerequisite:** Chemistry

## SOCIAL STUDIES

SS	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	World Geography	10	9	F	
	World History	10	10-12		World Geography
	American History	10	11	F	
	Economics and Personal Finance	5	12	F	
	American Government	5	12	F	
	Local Living History	5	9-12		
	Criminal Justice	5	10-12		
	Current Issues	5	9-12		
	Psychology	10	11-12		
	Sociology 1	5	11-12		

**F=Fulfills Social Studies Graduation Requirement**

### World Geography

Gr. 9

10 credits

**Description:** This course provides students with an understanding about human activity viewed as a consequence of one's geographic location. World Geography examines the relationship between where people live and what they do for a living. This entails a study of physical and cultural geography. This course is loosely structured around a text. Along with the text, subject matter is primarily presented through study guides, research projects, reading/writing assignments, visual aid materials, and map study.

### World History

Gr. 10, 11, 12

10 credits

**Description:** This course provides students with a survey of World History and will help them become acquainted with the development of human civilizations from about 1000 A.D. to major historical events of the 20th century including social, economic, scientific, and political changes among the Medieval period, Renaissance, Reformation, European expansion, and exposure to major world philosophies. Teaching methods will include study of text-supported by interactive activities on the web, student research projects, films, lecture, and discussion.

**Prerequisite:** World Geography

### American History

Gr. 11

10 credits

**Description:** History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Historical thinking requires understanding and evaluating change and

continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

**Economics and Personal Finance**

Gr. 12

5 credits

**Description:** This required course will provide students with the knowledge to understand the basic functions of our economy. The course will also cover personal finance concepts to allow students to make informed financial decisions.

**American Government**

Gr. 12

5 credits

**Description:** This course will trace the building and implementation of our U.S. Constitution. The class will take an in-depth look at how our government functions and explain how students can become a vital part of this democratic form of government. Areas of focus include: the three branches of our federal government, rights and responsibilities of citizens, and any key current issues dealing with the government. The class will also study the election process and the role of political parties in our government. Performance will be measured by homework, committee work, test and quiz scores, and participation in class.

**Local Living History**

Gr. 9,10, 11, 12

5 credits

**Description:** This elective course is designed to put students in contact with Veterans from our community. Students in this class interview veterans to gain insight into their military history and how their service influenced their lives after service. Students will set up and conduct an interview, and then write that interview up into a two page summary. There are no prerequisites to Local Living History. A strong interest in history and listening and writing skills are vital.

**Criminal Justice**

Gr. 10, 11, 12

5 credits

**Description:** This course looks at the broad field of the criminal justice system from investigation of a crime to sentencing. Among the topics covered are victims and their rights, legal aspects of the crime, police and their roles, the court process, and the penal system. Activities include a visit to the court, role-plays with the liaison officers, and a Mock Trial as well as discussion and debate on some of the controversial topics such as whether juveniles should be tried as adults. Speakers from many of the different areas also visit the class.

**Current Issues**

Gr. 9, 10, 11, 12

5 credits per term

**Description:** This course studies contemporary issues throughout the world. We will study events as they pertain to the United States and our interests. In this class we will learn about the

people who work for the United States government at the highest levels and leaders of several foreign countries. This is a definite asset to students who will be required to take American Government in the future. Materials used in class include *TIME* magazine, taped excerpts from the world news from a variety of sources, and the *Sioux City Journal*. The course requires the student to give a weekly news report from a reputable daily newspaper. This course is highly recommended for the college bound student. Performance will be based on three tests, many quizzes, homework, and participation in class. This course may be taken multiple terms.

### **Psychology**

Gr. 11, 12

10 credits

**Description:** This course is designed to allow students to study human behavior and mental processes. It is a two-term course, which begins with an introduction into the field of psychology and the research on which it is based. The course covers the four major personality theories: Psychoanalytic, Behavioristic, Humanistic, and Cognitive and those topics which are related to them such as Sensation and Perception and Testing and Intelligence. Also included is the study of the unhealthy personality which covers various mental disorders. The goal of this course is to give a basic foundation for those who are interested in this as a possible field of study in college as well as relating psychology to the student on a personal level. Methods will consist of lecture and discussion, cooperative learning groups, visual presentations, role-playing situations, as well as other activities.

### **Sociology 1**

Gr. 11, 12

5 credits

**Description:** This course is designed to allow students to study human society—its patterns, organization, and behavior. Students will study and analyze ethnicity, racism, culture, deviance, and socioeconomic aspects of society. In addition, students will observe group behavior and patterns.

## SPECIAL EDUCATION

SPED	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Career Preparation	5	9-12		IEP Team Decision
	Daily Living	5	9-12		IEP Team Decision
	Math Foundations 1	5	9-12		IEP Team Decision
	System 44	5	9-12		IEP Team Decision
	Social Skills	5	9-12		IEP Team Decision

### Career Preparation

Gr. 9, 10, 11, 12

5 credits

**Description:** This course is intended for students who need help in finding and keeping jobs. The following topics will be covered: deciding on a career, looking for job openings, applying for a job, preparing a resume, filling out a job application, interviewing skills, starting a new job, following directions, using job-related resources, filling out business forms, and communicating with a team. Progress and performance will be measured according to students' individual goals. Students are placed in this course by their IEP team.

### Daily Living

Gr. 9, 10, 11, 12

5 credits

**Description:** This class is intended for students as an alternative to Family and Consumer Science classes. The following topics will be covered: setting goals, budgeting, building relationships, cooking, cleaning, and staying active. Progress and performance will be measured based on each student's individual goals. Students are placed in this course by their IEP team.

### Math Foundations 1

Gr. 9, 10, 11, 12

5 credits per term

**Description:** Students will practice and introduce skills in math calculation and reasoning using a wide variety of real life situations. Students will learn these skills through group and individual instruction with the use of teaching methods and materials, including but not limited to student applications, workbooks, discussions, and educational games. Progress will be measured by performance and improvement on daily practice and assessments. Course material does not reflect grade level standards and will be graded on a pass/no pass basis. Students are placed in this course by their IEP team.

### System 44

Gr. 9, 10, 11, 12

5 credits

**Description:** Students will use the System 44 program to improve reading fluency, reading comprehension, and writing skills through individual and group instruction. Formative assessments and performance tasks will gauge progress through leveled readings and critical thinking. Course material does not reflect grade level standards and will be graded on a pass/no pass basis.

**Social Skills**

Gr. 9, 10, 11, 12

5 credits

**Description:** This course is only for students on an IEP and who are placed in the LEAPP Academy. The class involves systematically teaching social skills to address the needs of students who display aggression, immaturity, withdrawal, or other behavior problems. Additionally, it helps students help themselves by teaching positive mental health concepts through modeling, role playing, feedback, and transfer.

## WORLD LANGUAGE

Department	Course Name	Credits	Grade	Graduation Requirement	Prerequisite
	Spanish 1	10	9-12		
	Spanish 2	10	9-12		Spanish 1
	Spanish 3	10	10-12		Spanish 2

### Spanish 1

Gr. 9, 10, 11, 12

10 credits

**Description:** This course is designed to introduce students to the Spanish language. Students will acquire the language through comprehensible input and learning information in context through reading and storytelling. Listening, interactive speaking, reading, and writing are introduced. Students will be able to communicate in basic Spanish on a variety of familiar topics. By the end of Spanish 1, students should exhibit Novice Low to Novice Mid proficiency. (Nebraska World Language Standards, 2019).

### Spanish 2

Gr. 9, 10, 11, 12

10 credits

**Description:** Spanish 2 is a continuation of Spanish 1 with continued practice with listening and speaking. Students will continue acquiring the language through comprehensible input and learning information in context through reading and storytelling. Students will be able to communicate in basic sentences in Spanish on a variety of familiar topics. By the end of Spanish 2, students should exhibit Novice Mid to Novice High proficiency. (Nebraska World Language Standards, 2019).

**Prerequisite:** Spanish 1

### Spanish 3

Gr. 10, 11, 12

10 credits

**Description:** Spanish 3 reviews the communication skills introduced in Spanish 1 & 2. Students will continue acquiring Spanish through comprehensible input and learning information in context through reading and storytelling. A greater emphasis is placed on the production of language: writing and speaking. Students practice listening and speaking skills while developing reading and writing skills. The cultural focus is on the culture and customs of all contemporary Hispanic world issues. By the end of Spanish 3, students should exhibit Novice High to Intermediate low or greater level proficiency in listening, speaking, reading, and writing (Nebraska State Standards, 2019).

**Prerequisite:** Spanish 2