

4700 GILES RD.
OMAHA, NE 68157 BRYAN.OPS.ORG 531-299-2540

| BRYAN |
| :---: |
| FAST |
| FAGTS |
| Mascot |
| Bears |
| Enrollment |
| 1,490 |
| Founded |
| 1964 |
| Number of |
| Staff |
| 169 |
| Average |
| Class Size |
| 28 |
|  |
| Organizations |
| 35 |
| \# of Dual |
| Enrollment |
| Classes |
| 28 |
| \# of Sports |
| Teams |
| 22 |
| \# of AP |
| Classes |
| 17 |
| Amazing |
| You |
| 1 |
|  |



# 4700 Giles Rd. Omaha, NE 68157 531.299.2540 ops.org/bryan 

Follow the Bears on social media Twitter @OPS BryanHigh Facebook@OPSBryanHigh

MISSION STATEMENT: Bryan High School, in partnership with students, families and the community, provides a student-centered learning environment that cultivates character, embraces diversity, fosters academic excellence and prepares students for post secondary opportunities and career readiness. Bryan High School has built its curriculum around sixteen career clusters. Each cluster is intended to provide students with the knowledge, skills and attitudes necessary to complete high school to begin work on a post-secondary degree or to enter the world of work.

HISTORY: The building for William Jennings Bryan Senior High School was completed in 1971. It was named after the illustrious Nebraska politician. Bryan's history, however, extends back to 1965 when the first students entered what is now the Bryan Middle School building. That building had been designed as a junior-senior high complex. It was from there that the first Bryan senior class graduated in 1968.

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## Nondiscrimination Policy

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

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

Welcome to the 2024-2025 Bryan High course guide, your comprehensive pathway to academic achievement and personal success during your high school journey.

At Bryan High, we are committed to offering an exceptional educational experience in a wide range of courses including honors and Advanced Placement (AP), as well as dual enrollment opportunities in which students earn college credits while completing their high school education. Moreover, we are excited to continue expanding our curriculum with Cambridge School classes in first and second-year English and Social Studies. This prestigious international program further enhances our dedication to providing a world-class education to our students.

In addition to our rigorous academic coursework, Bryan High School is proud to offer five robust
 college and career academies. Each academy is designed to inspire and foster excellence in a focused area of study, providing relevant and hands-on experiences that connect classroom learning to real-world applications. Our academies are high-performing and award-winning, with one achieving model status with distinction for its innovative and impactful programming.

We encourage our students to seek guidance from counselors, teachers, mentors, and family members in making informed and deliberate course selections. Your choices should both challenge and grow you, aligning with your interests and propelling you toward your envisioned career path. As you navigate the decision-making process, consider which career academy and individual courses will best serve your long-term goals.

Please know that my commitment to you, our students, is unwavering. I am honored to be a part of your high school experience. Together, we will strive for excellence, celebrate your achievements, and look forward to the bright futures that lie ahead.


Principal Anthony "CK" Clark-Kaczmarek, Bryan High

```
                CONTACT INFORMATION
```


## Administrative Team

Mr. Anthony "CK" Clark-Kaczmarek 531.299.9471 Principal

Melissa Gates - 531.299.6703
Assistant Principal - Data Processor Q, T-Z (10-12)

James Cunningham - 531.299.6614
Assistant Principal - Activities Director N-P (10-12)

Ryan Murtaugh - 531.299.9134
Assistant Principal - Athletic Director
Sasha Cervantes - 531.299.8857 Dean of Students 9th- GOLD, F-K, W-Z (10-12)
Tyler Montoya-531.299.5105 Dean of Students
9th- BEARS, A-E (10-12)
Alan Nesbitt- 531.299.3926
Dean of Students
9th- GREEN, L, M, S (10-12)

## Curriculum Specialists

Jason Brannen - 531.299.6706
Special Education \& Art
Megan Kaminski-Doloto-531.299.5596
Assessment \& Instruction, Freshman Lead, Social Studies

Takijah Loguda-531.299.9221
Math, Science, Music
Mary Miller-531.299.6705
College and Career Academies, Career Education
Natalie Peterson-531.299.6707 English and ESL

Jenny Cuddy-531.299.6656
Advanced Academics, Instructional Coach

## Bilingual Liaisons

Maria Lopez- 531.299.6715 (A-F)
Christian Mendo Pancca - 531.299.517 (G-M)

## Counseling Team

Jeanne Simmons- 531.299.6665
Director of Counseling (Construction)

Tashia Herrera - 531.299.7208 (URBAN AG, GOLD, A-I)

Kathy Kacena - 531.299.6668 (BEARS and GREEN)

Sheila Lahmann- 531.299.6666
(EDUCATION)
Mark Nissen - 531.299.6670
(ARCHITECTURE and INTERIOR DESIGN)
Gabrielle Rickley - 531.299.6667
(TDL, GOLD J-Z)

## Registration Schedule

It is time for Bryan High School students to continue to develop their educational plans. Students will begin course selection next school year over the next few weeks. Students' abilities, interests, and goals are essential factors to consider when making course selections. It is important that students consider course choices with families and teachers to prepare for course selection with their counselors.

## STUDENTS SHOULD COMPLETE THE FOLLOWING STEPS:

1. Use the online Bryan High School Course Catalog. The course catalog includes a course planner to outline required and elective courses, as well as, course descriptions with grade levels and prerequisites.
2. The course selections a student made during a previous meeting with the assigned counselor are entered in Infinite Campus. Update course selections by logging into the student portal and clicking on Academic Planner. If the student does not have access to complete on Infinite Campus, the course planner in the course guide should be completed and brought to the individual course selection meeting. Courses entered will be locked when students meet with counselors as long as graduation requirements, grade level requirements, and prerequisites are met.
3. Students will meet with counselors during the dates specified below. All required courses and selected electives will be locked. The student's plan will be printed out, signed by the student, and kept as a record. Students will receive a copy. The plan is accessible on Infinite Campus and can be viewed at any time. Once locked, the counselor must be contacted to make adjustments.

## Instructions for logging into Infinite Campus Portal:

1. Go to district.ops.org.
2. Hover over STUDENTS menu, select Infinite Campus Portal.
3. Username is s, followed by first 5 letters of last name, first letter of first name, and last 3 digits of student ID \#. If the last name is fewer than 5 letters, the remaining letters will be x (ex. \#123456 John Smith - ssmithj456, \#654321 Jane Doe - sdoexxj321)
4. Password is 6 digit student ID \#.

## Individual Course Selection Meeting:

Students will meet individually with their assigned counselor between January 29th-February 23rd to select courses for the 2024-2025 school year.

## Counselor Contact Information:

| Mrs. Simmons | 531.299 .6665 | Jeannem.Simmons@ops.org | Construction |
| :--- | :--- | :--- | :--- |
| Ms. Lahmann | 531.299 .6666 | Sheila.Lahmann@ops.org | Education |
| Mrs. Kacena | 531.299 .6668 | Kathy.McNally@ops.org | 9th BEARS and GREEN |
| Mr. Nissen | 531.299 .6670 | Mark.Nissen@ops.org | Architecture and Interior Design |
| Mrs. Herrera | 531.299 .7208 | Tashia.Cruz@ops.org | Urban Agriculture, GOLD A-I |
| Mrs. Rickley | 531.299 .6667 | Gabrielle.Rickley@ops.org | TDL, GOLD J-Z |

## Registration Process

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

1. Students select and finalize courses during spring registration.
2. Following spring registration, students can adjust courses based on conflicts in their schedules.

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

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

## Graduation Requirements

## Omaha Public Schools Graduation \& College Entrance Requirements

 HIGH* Class of 2024, 2025, 2026

|  | OPS GRADUATION REQUIREMENTS | COLLEGE ENTRANCE REQUIREMENTS* |
| :---: | :---: | :---: |
| SUBJECT | CREDITS | YEARS |
| ENGLISH | 8 CREDITS Grade 9-English 1 \& 2 Grade Grade 10 Gnglish 3 - English 5 \& 4 Grade 12 - English 7 \& 8 | 4 years Fulfilled by OPS requirements |
| SOCIAL STUDIES | 7 CREDITS  <br> Grade 9 - U.S. History 1 \& 2 <br> Grade  <br> Intro to Economics  <br> Grade 11 - World History 1 2 2 <br> Grade 12 - American Government | 3 years Fulfilled by OPS requirements |
| MATHEMATICS | 6 CREDITS Grade 9-Math as Recommended Grade Grade 10-Math as Recommended 11 - Math as Recommended | 3 years <br> Algebra 1-2, Geometry 1-2, Algebra 3-4, UNL - One additional year of math beyond Algebra 3-4 |
| SCIENCE | $* * 6$ CREDITS  <br> Grade $9-$ Physical Science $1 \& 2$ <br> Grade $10-$ Biology $1 \& 2$ <br> Grade 11 - Science Elective | 3 years <br> Fulfilled by OPS requirements UNL, UNO, UNK - 2 years must be selected from Biology, Chemistry, Physics, or Earth Science |
| PHYSICAL EDUCATION | 4 CREDITS |  |
| HUMAN GROWTH \& DEVELOPMENT | 1 CREDIT | N/A |
| PERSONAL FINANCE | 1 CREDIT Grade 12 - Personal Finance |  |
| ELECTIVES | 16 CREDITS <br> Consider education plans and interests |  |
| WORLD LANGUAGE | N/A | 2-3 years of the same language |
| TOTAL | 49 CREDITS REQUIRED For all OPS High Schools |  |

RECOMMENDED ON TRACK INDICATORS

| Grade Level | $\mathbf{9}$ - Freshman | $\mathbf{1 0}$ - Sophomore | $\mathbf{1 1}$ - Junior | $\mathbf{1 2}$ - Senior |
| :--- | :---: | :---: | :---: | :---: |
| Credits Earned | 13 credits | 25 total credits | 37 total credits | 49 total credits |

## Note: 49 Credits are required to graduate.

## *NEBRASKA COLLEGE ENTRANCE REQUIREMENTS:

[^0]For students attending King Science \& Technology who take Biology and Physical Science their sequence could look different at their respective high schools.

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


Requisitos de graduación de las Escuelas Públicas de Omaha y requisitos para entrar a la Universidad

|  | REQUSITOS DE GRADUAGIÓN DE OPS | REQUISITO PARA ADMISIÓN A LA UNIVERSIDAD* |
| :---: | :---: | :---: |
| MATERIA | créditos | AÑOS |
| INGLÉS | 8 CRÉDITOS <br> Grado 9 - Inglés 1 y 2 <br> Grado 10 - Inglés 3 y 4 <br> Grado 11 - Inglés 5 y 6 <br> Grado 12 - Inglés 7 y 8 | 4 años Completados con los requisitos de OPS |
| ESTUDIOS SOCIAL | 7 CRÉDITOS <br> Grado 9 - Historia de EE. UU. 1 y 2 <br> Grado 10 - Geografía Humana \& Introducción a Economía <br> Grado 11 - Historial Mundial 1 y 2 <br> Grado 12 - Gobierno Americano | 3 años Completados con los requisitos de OPS |
| MATEMÁTICAS | 6 CRÉDITOS <br> Grado 9 - Matemáticas como se recomienda Grado 10 - Matemáticas como se recomienda Grado 11 - Matemáticas como se recomienda | 3 años <br> Algebra 1-2, Geometría 1-2, Algebra 3-4, UNL - Un año adicional de matemáticas más avanzada que Algebra 3-4 |
| CIENCIAS | ** 6 CRÉDITOS <br> Grado 9 - Ciencia Física 1 y 2 Grado 10 - Biología 1 y 2 <br> Grado 11 - Clase electiva de Ciencias | 3 años Completados con los requisitos de OPS UNL, UNO, UNK - Debe seleccionar 2 años de Biología, Química, Física o Ciencias de la tierra |
| EDUCATIÓN FİSICA | 4 CRÉDITOS |  |
| CRECIMIENTO Y DESARROLLO HUMANO | 1 CRÉDITO | N/A |
| FINANZAS PERSONALES | 1 CRÉDITO <br> Grado 12 - Finanzas Personales |  |
| ELECTIVOS | 16 CRÉDITOS <br> Considere los planes e intereses de educación |  |
| IDIOMA MUNDIAL | N/A | 2-3 años del mismo idioma |
| TOTAL | 49 CRÉDITOS REQUERIDOS <br> Para todas las escuelas preparatorias de OPS |  |

INDICADORES DE GRADUACIÓN RECOMENDADOS

| Grado | $\mathbf{9}$ - Freshman | $\mathbf{1 0}$ - Sophomore | $\mathbf{1 1}$ - Junior | $\mathbf{1 2 ~ - ~ S e n i o r ~}$ |
| :--- | :---: | :---: | :---: | :---: |
| Créditos Obtenidos | 13 créditos | 25 créditos en total | 37 créditos en total | 49 créditos en total |
| en materas seulueridas |  |  |  |  |

Nota: Se requieren 49 créditos para graduarse.

## *REQUISITOS PARA ADMISIÓN A LA UNIVERSIDAD DE NEBRASKA:

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

Los estudiantes y padres/tutores deben investigar los requisitos de cada institución para asegurar que los estudiantes han seleccionado las clases apropiadas
Para los estudiantes asistiendo King Science Technology Magnet que toman Biología y Ciencias Físicas su secuencia puede verse diferente en sus preparatorias respectivas.

*     * Para los estudiantes que han completado exitosamente ciencias físicas en el $8^{\circ}$ grado, su secuencia comenzará con biología.


## Graduation Requirements

## Omaha Public Schools Graduation \& College Entrance Requirements



HIGH

* Starts with Class of 2027

|  | OPS GRADUATION REQUIREMENTS | COLLEGE ENTRANGE REQUIREMENTS* |
| :---: | :---: | :---: |
| SUBJECT | CREDITS | YEARS |
| ENGLISH | 8 CREDITS Grade G-English 1 \& 2 Grade Grade 11-English 3 \& 4 Grade 12 - English 5 \& 6 7 | 4 years Fulfilled by OPS requirements |
| SOCIAL STUDIES | 7 CREDITS  <br> Grade $9-$ U.S. History $1 \& 2$ <br> Grade  <br> Intro to Economics  <br> Grade 11 - World History $1 \& 2$ <br> Grade 12 - American Government | 3 years <br> Fulfilled by OPS requirements |
| MATHEMATICS | 6 CREDITS <br> Grade 9 - Math as Recommended <br> Grade 10 - Math as Recommended <br> Grade 11 - Math as Recommended | 3 years <br> Algebra 1-2, Geometry 1-2, Algebra 3-4, <br> UNL - One additional year of math beyond Algebra 3-4 |
| SCIENCE | **6 CREDITS Grade 9 -Physical Science $1 \& 2$ Grade $10-$ Biology $1 \& 22$ Grade 11 - Science Elective | 3 years <br> Fulfilled by OPS requirements <br> UNL, UNO, UNK - 2 years must be selected from Biology, Chemistry, Physics, or Earth Science |
| PHYSICAL EDUCATION | 4 CREDITS |  |
| HUMAN GROWTH \& DEVELOPMENT | 1 CREDIT |  |
| PERSONAL FINANCE | 1 CREDIT Grade 12 - Personal Finance |  |
| COMPUTER SCIENCE AND TECHNOLOGY | 1 CREDIT |  |
| ELECTIVES | 15 CREDITS <br> Consider education plans and interests |  |
| WORLD LANGUAGE | N/A | 2-3 years of the same language |
| TOTAL | 49 CREDITS REQUIRED <br> For all OPS High Schools |  |

RECOMMENDED ON TRACK INDICATORS

| Grade Level | $\mathbf{9}$ - Freshman | $\mathbf{1 0}$ - Sophomore | $\mathbf{1 1}$ - Junior | $\mathbf{1 2}$ - Senior |
| :--- | :---: | :---: | :---: | :---: |
| Credits Earned | 13 credits | 25 total credits | 37 total credits | 49 total credits |

Note: 49 Credits are required to graduate.

## *NEBRASKA COLLEGE ENTRANCE REQUIREMENTS:

Metro Community College and other Nebraska Community Colleges - Proof of graduation from an accredited high school. Nebraska State College System - Chadron, Peru, Wayne - Proof of graduation from an accredited high school. University of Nebraska System - UNO, UNL, UNK (in line with NCAA requirements) - See your OPS District Student Handbook
Students and parents/guardians should research the requirements of each institution to ensure that students have selected appropriate courses.

[^1]
## Requisitos de Graduaciõn

## Requisitos de graduación de las Escuelas Públicas <br> de Omaha y requisitos para entrar a la Universidad

* Comienza con la clase de 2027

| MATERIA | REQUISITOS DE <br> GRADUACIÓN DE OPS | CRÉDITOS |
| :---: | :---: | :--- |
| REQUISITO PARA ADMISIÓN A |  |  |
| LAA UNIVERSIDAD* |  |  |

INDICADORES DE GRADUACIÓN RECOMENDADOS

| Grado | $\mathbf{9}$ - Freshman | $\mathbf{1 0}$ - Sophomore | $\mathbf{1 1}$ - Junior | $\mathbf{1 2}$ - Senior |
| :--- | :---: | :---: | :---: | :---: |
| Créditos Obtenidos | 13 créditos | 25 créditos en total | 37 créditos en total | 49 créditos en total <br> en materias requeridas |

Nota: Se requieren 49 créditos para graduarse.

## *REQUISITOS PARA ADMISIÓN A LA UNIVERSIDAD DE NEBRASKA:

[^2]
## Course Planner

## 9th Grade

| Semester 1 | Semester 2 |
| :--- | :--- |
| Eng 1 or H Eng 1 | Eng 2 or H Eng 2 |
| US Hist 1 or <br> H US Hist 1 | US Hist 2 or <br> H US Hist 2 |
| Math: Algebra 1, <br> H. Geometry | Math: Algebra 2, <br> H. Geometry |
| Science: PhySci., <br> H. PhySci, H. Bio 1 | Science: PhySci., <br> H. PhySci, H. Bio 2 |
| PE elective/ JROTC/ <br> Concert Band | PE elective/ JROTC/ <br> Concert Band |
| Freshman Seminar | Freshman Seminar |
| Elective: |  |
| Elective: |  |
| Alternate: |  |
| Alternate: |  |

## 11th Grade

| Semester 1 | Semester 2 |
| :--- | :--- |
| Eng 5 or AP Eng Lang | Eng 6 or AP Eng Lang |
| Mod World Hist 1 or <br> AP World History | Mod World Hist 2 or <br> AP World History |
| Algebra 3, AP Precalculus, <br> College Alg. 1 | Algebra 4, H. Pre-Calc Trig, <br> College Alg. 2 |
| Science elective: | Science elective: |
| Academy Course |  |
| Elective: |  |
| Elective: |  |
| Elective: |  |
| Alternate: |  |
| Alternate: |  |

## 10th Grade

| Semester 1 | Semester 2 |
| :--- | :--- |
| Eng 3 or H Eng 3 | Eng 3 or H Eng 3 |
| Economics 1 or H. Eco- <br> nomics and AP Hum. Geo. <br> 1 or Human. Geo. 1 | Economics 1 or H. Eco- <br> nomics and AP Hum. Geo. <br> 2 or Human. Geo. 2 |
| Geometry 1, H. Algebra 3 | Geometry 2, H. Algebra 4 |
| Biology 1, H. Biology 1, or <br> Science Elective | Biology 2, H. Biology 2, or <br> Science Elective |
| PE elective/JROTC/ Con- <br> cert Band or Swing Choir |  |
| Human Growth or <br> Elective |  |
| Academy Course |  |
| Elective: |  |
|  |  |

## 12th Grade

| Semester 1 | Semester 2 |
| :--- | :--- |
| Eng 7 or AP Eng Lit | Eng 8 or AP Eng Lit |
| American Gov't or <br> AP American Gov't | Personal Finance: |
| Math: Data/Stats, AP Calc/ <br> Stats, AP Stats, College <br> Alg | Math: Data/Stats, AP Calc/ <br> Stats, AP Stats, College <br> Alg. |
| Science elective: | Science elective: |
| Academy Course |  |
| Elective: |  |
| Elective: |  |
| Elective: |  |
| Alternate: |  |
| Alternate: |  |

*If recommended by middle school, 9th graders will be required to take reading as an elective.
${ }^{* *} 4$ Semesters of P.E./ROTC are required for graduation. First semester of concert band satisfies 1 P.E. credit
***Many colleges require 2 years of the same world language.
****Many colleges require 4 years of math (Algebra 1-2 and higher).
Bryan and the Career Center offer several courses that will help students who have a specific career in mind. While planning out what courses to take, students should visit the school's website to view the career pathways that Bryan and OPS offers.

## Selection Process

Selecting courses for the school year is a process, which involves the student, parent, assigned counselor, IEP coordinator when appropriate, and teachers. Course selection should be based on future career goals and post secondary educational plans.
Students are encouraged to familiarize themselves with available courses and graduation requirements. Each student will meet individually with his/her assigned counselor in the spring for a planning session which will include registration for courses for the following year.

Students not registering in the spring must contact the School Registrar at (402) 557-299-9703 for an appointment with a school counselor.

## Course Drop Guidelines

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

Procedures for withdrawing from a course:

1. Conversation with the teacher
2. Counselor conferencing with teacher and student
3. Problem-solving with all affected parties
*The first step is to navigate through the schedule change. If it is determined that other faculty need to be included, please use the "Schedule Change/Request to Drop a Course" form. Please see School Counseling for a copy of the OPS Schedule Change/Request to Drop a Course form. Use the "Schedule Change/Request to Drop a Course" form as a last resort.

## Course Appeals Process

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

Level One: Counselor, Curriculum Specialist, Assistant Principal/ Data, or PrincipalA student or parent with a course placement appeal may first discuss the matter with the counselor or building administrator involved, with the object of resolving the issue informally.

Level Two: Chief Academic Office (Department of Curriculum and Instruction Support) Suppose the course placement appeal is not resolved at Level One, and the individual still wishes to pursue the appeal. In that case, he/she may formalize the request in writing addressed to the Chief Academic Officer of Curriculum Instruction and Support at 3215 Cuming Street, Omaha, NE 68131.

Level Three: Superintendent Suppose the appeal is not resolved at Level Two, and the individual still wishes to pursue the appeal. In that case, he/she may formalize the request to the superintendent of schools after receiving a written response from the Chief Academic Officer of Curriculum Instruction and Support.

These steps shall be taken promptly to accommodate the registration of courses for the school year in question.

## Credit Recovery Guidelines

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

- Credit Recovery may be delivered in various methods and during a variety of times (e.g., Summer School, Edmentum time).
- Credit Recovery may be delivered in a traditional classroom or through a blended learning experience (in class with an endorsed teacher using online learning modules).
- Teachers who provide credit recovery through online virtual or blended learning must be certified educators endorsed for the course they are teaching.
- Although students may complete online courses before the end of the term, final grades will need to be posted during the standard grading windows.

The student should follow the appropriate course sequencing.

- Students should not be enrolled in consecutive courses simultaneously (English 1 \& English 2).
- Any exception to the three-course limit must be identified in an individual learning plan, in an alternative program, and approved by the Chief Academic Officer for Curriculum Instruction and Support.
- Students should be enrolled in no more than three online courses at a time.
- Timely teacher content and feedback is essential for student learning.
- Review the Edmentum Credit Accrual and Recovery Practices Handbook for specific guidelines for online practices.


## HGD Opt-Out Form

## Omaha Public Schools - Human Growth and Development Opt Out Form High School - Grade 10

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

| Content Standards | Please sign your full name to opt your student <br> out of any specific content. |
| :--- | :--- |
| I wish to "opt" my child out of the entire Human Growth \& Development <br> Course. |  |
| 1. | Describe how relationships can be impacted by sense of self. (2 days) |

Student's name: $\qquad$ Student Number $\qquad$
School: $\qquad$ School Year: $\qquad$

Parent/Guardian Signature:

I am opting my child out of Human Growth \& Development Course because:
Scheduling Conflict
Family Decision

Omaha Public Schools does not discriminate on the basis or race, color, national origin, religion, sex, marital status, sexual orientation, disability, age, genetic information, citizenship status, or economic status in its programs, activities, employment and provides equal access to the Boy Scouts and other designated school groups. The following individual has been designated to address inquiries regarding the non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE 68131 (402-557-2001)
Copy 1 - Principal
Copy 2 - Counselor
Copy 3 - Curriculum Instruction \& Assessment
PSoft 20512

Escueles Púlifics de Onalha - Fornoulrio para Optara Mo Participar en la dase de Crecinientoy Desrarrollo Burnano<br>Preparitoria-Grado 10










| EtrituedeC: |  <br>  |
| :---: | :---: |
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## Advanced Placement

## What is Advanced Placement (AP)?

- The opportunity for students to take college level courses in a high school setting and test for college credit.
- Instructors who are trained, dedicated, and successful in the instruction of AP curriculum.
- Students who will be taught the skills and concepts to be successful on the AP Exam as well as other college coursework.
- Students who develop the study habits necessary for rigorous coursework.
- Students who stand out in the college admissions process.
- Students who are willing to work hard and demonstrate their commitment to academic excellence.
- Students who assume the responsibility of reasoning, analyzing, and understanding for oneself.

Younger students in preparation for AP participation should enroll in the most challenging courses they can handle.

We hope you will consider participating in Bryan's AP program. If you have questions about the AP program, contact an AP instructor or school counselor. Our AP Coordinator is also an excellent resource as you consider your own participation.

## Classes

AP English Literature \& Composition
AP English Language \& Composition
AP Environmental Science
AP Calculus AB
AP Calculus BC
AP Computer Science Principles AP Computer Science A

AP Statistics AB
AP Studio Art 2D
AP Biology
AP Chemistry
AP Precalculus
AP Physics
AP Government \& Politics: U.S. \& Comparative AP Human Geography

AP Psychology
AP U.S. History
AP World History
Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teachergraded end of course exam.

## Dual Enrollment

## What is Dual Enrollment?

Dual Enrollment provides high school students the opportunity to take college-credit bearing courses taught by collegeapproved high school teachers. Eligible courses allow students to earn high school credit and transcripted college credit at the time they pass the course. Omaha Public Schools partners with Metropolitan Community College (MCC), University of Nebraska (UNO), and Midland University (MU), to provide dual enrollment opportunities in Advanced Placement (AP), Career Education, and Special Program courses. Dual Enrollment is a low-cost model where students realize reduced tuition rates, where credits earned may transfer to another college or university, and where students experience a smooth transition from high school to college. Each partner institution determines their own policies and guidelines regarding, tuition costs, application deadlines, acceptance/transferability of credits. The state of Nebraska offers the Access College Early (ACE) scholarship for low-income high school students.

Enrolling in these designated courses is a commitment that an individual makes to a course of study. By enrolling, students and parents are making a commitment to staying in the course until completion. Dropping the class will NOT be an option for students once the schedule has been created.

## Classes

Animal Science - Midland University Architecture 1-2 - MCC Architecture 3-4 - MCC AP Biology - UNO AP Calculus AB - UNO AP Chemistry - MCC AP Computer Science Principles - UNO AP Computer Science A- UNO AP Environmental Science - UNO AP Government \& Politics: US \& Comparative - UNO AP Human Geography - UNO AP Psychology - UNO AP Studio Art 2D- UNO AP U.S. History - Midland University AP World History - Midland University Construction 1-2 - MCC Construction 3-4-MCC Honors Chemistry - MCC Honors Child Development 1-2 - MCC Intro. to Agriculture, Foods and Natural Resources - MCC Principles of Business - MCC Principles of Education - UNO Honors Personal Finance - MCC Human Relations - MCC Sociology - UNO
Logistics and Supply Chain Management 1-2 - MCC Logistics and Supply Chain Management 3-4 - MCC Logistics and Supply Chain Management 5-6 - MCC


## Dual Enrollment Program





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## Dupd Enrollment Benefits

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## OPS MCC Math Dual Enrollment

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

Courses Available:

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

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

## How do students register?

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

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

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

Are there any fees?
There are no fees for students. The cost of the course and dual enrollment is funded local Foundation and State funds. The cost equivalent that is covered by the funder is approximately $\$ 750$.
What is dual enrollment?
Dual enrollment is a term used for courses that simultaneously earn a student credit at high school and at a partner higher education institution such as Metropolitan Community College.

## Are all MCC Modular Math students dual enrolled?

Yes. All students that are enrolled in OPS/MCC Business Math 1220 or MCC Technical Math 1240 are automatically dual enrolled with Metropolitan Community College.
Are there any other requirements for students to enroll in MCC Modular Math?
Yes. All students that are enrolled in OPS MCC Business Math 1220 or MCC Technical Math 1240 MUST also complete an MCC dual enrollment form which includes a parent/guardian signature. Other data collection forms may also be requested.
How can students learn more about these MCC Modular Math courses and other courses offered through Metropolitan Community College?
Students can search "math" at https://mycatalog.mceneb.edu/ to find full descriptions of the MCC Modular Math courses or choose a different search term if interested in other courses that MCC has to offer.

## Every student. Every day. Prepared for success.

##  <br>  <br> What every student needs to know about grading <br> OPS Grading Scale



Can I redo my work for full credit?

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

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

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

Am I allowed to turn in coursework late?

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

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

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


## How much time should

 I spend on homework?

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

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

Time may vary depending on classes.

> How can I
> check my
> grades?


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

## App Store - Cooskpay

## How to Sign In

In order to connect your device to our district's infirinie Campus server, you need to enter Our District ID: Omaha Public Schools Continue by entering your username and password you use on the web portal. II you do not have a usemame and password, contact your schood.
II you torgot y yur usemame or ponsword
co to
https:campus.ops/campus/portal/ops.jsp

## OPS Grading Policy

## Every student. Every day. Prepared for success.

Omaha Public Schools Common Grading Practices


How will mastery be evaluated?


## Formative Assessments - during learning

- Lets your teacher know how well you are learning the standards
- 35 percent of your grade

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

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


## What is a rubric?

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

- Work done in class, e.g., homework assignments, short quizzes, or any essay
- Can happen in class or outside of class


## Summative Assessments - at the end of learning

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

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

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

## How do I earn grades on

 an assessment?Teachers assess multiple levels of learning K-12. Secondary teachers create leveled formative and summative assessments.
(Advanced, Proficient, Basic)

ADVANCED is when you did all the work and exceed what you're supposed to do.
$\Rightarrow$ You have performed consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.

PROFICIENT is when you did what you are supposed to do.
$\Rightarrow$ You have performed at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.
BASIC is when you understand the content information and vocabulary.
$\Rightarrow$ You have performed at the level of difficulty on some of the expected course content/grade level standards, but not all.

## Prepared for Success



- nebraska career \& technical education model ©


Clubs and activities are an important part of a students's educational experience and can enhance it in many ways. From connecting with peers and teachers, to providing leadership opportunities, the clubs and activities at Bryan offer a variety of skill sets and opportunities for camaraderie and fun. We strongly encourage students to try new things as well as get involved in activities that interest them. They are also welcome to start new clubs.


HIGH SCHOOL CLUBS \& ACTIVITIES

Academic Decathlon
Anime Club
AIM/Upward Bound Avenue Scholars
Art Club
BEARclucity (Gender Alliance)
Board Game Club
Book Club
Bryan High United
Chamber Choir
Chamber Orchestra
Concert Choir
Concert \& Marching Band
Crafts Club
Crusader Yearbook Staff
DECA
Drama Club
Educators Rising
FBLA
FFA
Freshman Academy HOSA
International Thespian Society (ITS)
JAG America
Jazz Band


ATHLETICS \& ATHLETIC SUPPORT

E-Sports Football Volleyball Softball
Cross Country
Golf
Tennis Basketball

Wrestling
Swimming
Baseball
Track
Soccer
Cheer
Dance
Unified Sports


THE PATHWAYS of The Career Center

## DISCOVER YOUR FUTURE!

CONNECTING TODAY'S STUDENTS WITH TOMORROW'S CAREERS

## CONTACTS

Jeremy Nielsen
Principal / Director

531-299-9505
$\triangle$ jeremy.nielsen@ops.org

Career Center Office - Jennifer Huff
$\square$ 531-299-0330
$\boxed{\text { jennifer.huff@ops.org }}$
\# https://www.ops.org/careercenter

## OVERVIEW

Who: Sophmores, Juniors \& Seniors
What: Pathway course @ Career Center (2-3 year pathway sequences)

When: Application opens December 1 Application closes March 29 *Late additions by April 30

How: QR Code \& Emailed to all OPS Students Linked on social MEDIA sites and

Website: https://www.ops.org/careercenter
Requirements: On track for graduation,

## SCHEDULE

Block 1: 7:40-9:00AM
Block 2: 9:30-10:45AM
Block 3: N/A
Block4: 1:30-2:45PM
*Monday - Friday, 5 days a week
Attendance is critical

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

CAREER CENTER PATHWAYS INFORMATION
5 Trades / Skilled \& Technical Sciences Pathways. Automotive Tech, Automotive Collision, Construction, Electrical, \& Welding introduce students to respective careers in the trades. Students will gain strong foundational proficiency and skills through a 2-3 year course sequence. Student outcomes in each pathway include industry certifications, internships and apprenticeships, college credit, and more.

2 Health Pathways. Certified Nursing Assistant (CNA) and Emergency Medical Technician (EMT) introduce students to careers in health and therapeutic services fields. Both programs are approved by the State of Nebraska. Students have access to job shadows, simulations, field experiences and more! The culmination for students is earning the nationally recognized industry credential.

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

2 I.T. / Communications Pathways. IT PC Repair \& Networking and Digital Video Production (DVP) introduce students to a careers in IT Pathway communications fields. Students have access to college credit, certifications, simulations, field experiences and more! Students work with specialized equipment and advanced technology in these pathways. Both pathways have 2-3 year course sequences.

FOR MORE INFO or DETAILS - Pathway Booklet QR link

## APPLICATION INFORMATION

## Prior to applying

Before beginning the application, the following information is needed:

- Personal Information
- Home address
- Student ID number
- GPA
- School issued email address
- Counselor Information
- Counselor's name
- Counselor's email
- Pathway Interests (Top 2)
- Career Aspirations
- List of school and community activities
- List of honors received and volunteer experiences


## Essay - Short Answer Questions

There are three essay questions included with the Career Center application. It is recommended that students write their essays in a word document, then copy and paste their essays into the application. These are often difference makers for students with either low GPA or behavior/attendance concerns.

- In 100-300 words, Tell us about yourself. How would teachers describe you? What are your strengths?
- In 100-300 words, why are you interested in attending Career Center and how participating in this program will benefit your future career plans.
- In 100-300 words, describe any life experiences, activities, clubs, classes, or work related to the Career Center pathway to want to enroll in,


## Career Center



## Automotive Technology

$(10,11,12) 2$ Credits/Semester

- Work on domestic and foreign cars and trucks in a high-tech precision industry
- Use the same advanced diagnostic and hand tool equipment as industry professionals to troubleshoot complex automotive systems.
- Maintain, repair, and fine-tune a wide range of vehicle engine performance alongside ASE technicians.
Automotive Collision Repair
$(10,11,12) 2$ Credits/Semester
- Develop skills and techniques used by professional in assembly, disassembly and non-structural repair.
- Repair, remove and replace auto body parts.
- Professionally apply undercoat, paint and topcoat to create a professional finish.
Construction
$(10,11,12) 2$ Credis/Semester
- Operate a wide range of hand and power tools for residential and commercial projects.
- Develop important hands-on sills in the areas of estimating, framing, interior and exterior work.
- Work alongside professional mentors from architecture, construction and engineering fields.
Electrical Systems Technology
$(10,11,12) 2$ Credits/Semester
- Advance with industry recognized skills through the Omaha Joint Electrical Apprenticeship and Training Committee program.
- Install electrical fixtures according to blueprints and schematics.
- Gain industry recognized skills from residential and commercial wiring projects and internship.
Welding
$(10,11,12) 2$ Credits/Semester
- Apply multiple welding techniques to join, cut or manipulate metal.
- Develop a wide variety of techniques for high wage, high demand careers.
- Experience hands-on instruction to enhance critical thinking and problem solving skills.
> "People are so friendly here, that's so different" \& "Best part of my day"-2023 students

Certified Nursing Assistant
(Must be 16 by course completion)
$(11,12) 2$ Credits/Semester

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

Emergency Medical Technician
(Must be 18 by course completion)
(12) 2 Credits/Semester

- Attain essential life saving techniques critical for a career in emergency medicine.
- Complete the requirements for the national registry EMT license.
- Assess, stabilize, and transport patients during clinical experiences with certified professionals.
Inf ormation Support \& Networking $(10,11,12) 2$ Credits/Semester
- Prepare for a career in the diverse field of information technology.
- Earn CompTIA A+, Network+ \& Security + Certifications
- Troubleshoot, diagnose and repair personal computers,
networks and security apparatus.
Digital Video Production
$(10,11,12) 2$ Credits/Semester
- Operate specialized equipment to create professional video and film productions.
- Showcase skills in multiple video, film, and broadcast news competitions.
UNMC High School Alliance
$(11,12) 2$ Credits/Semester
- Experience unique and innovative science classes that are taught in partnership by UNMC faculty and certified high school teacher on the UNMC campus.

Access UNMC High School Alliance Application at https://www.unmc.edu/alliance/

## Zoo Academy

$(11,12) 2$ Credits/Semester

- Experience unique and innovative science classes that are taught in partnership by certified high school teachers on the Henry Doorly Zoo campus. (Nov. 2020 due date)

Access Zoo Academy Application at
https://www.omahazoo.com/zooacademy

## Career Academy Programs <br> 2024-2025

## Career Academies by Location

## Fort Оmaha Campus

Architecture<br>Civil Engineering<br>Construction Technology<br>Culinary Arts

## South Оmaha Campus

Administrative Technology
Automotive Collision
Automotive Technology

## Elkhorn Valley Campus

Digital Cinema/Filmmaking

Data Science<br>Electrical Technology Heating Air and Refrigeration Horticulture, Land Systems and Management

Pre-Apprenticeship Plumbing
Prototype Design
Web and Mobile App Development Welding Technology

Emergency Medical Responder (EMR) IT Technician - Cyber Security Powersports and Outdoor Equipment

## Sarpy Center

Business Transfer
Criminal Justice

Advanced Manufacturing
Certified Nursing Assistant (CNA)
(CNA Academy is not eligible for OPS Credit)

## Applied Technology Center

Photography
Diesel Technology

Online
3-D Animation and Games

## Оманa Community Playhouse

Theater Technology - if accepted will require an additional application for OCP

## *Career Academy Locations Subject to Change

## To Apply for a Career Academy:

Applications are available December 1, 2023 from your high school guidance counselor, and online at www.mccneb.edu/careeracademy. All applicants must complete an application for MCC prior to submitting their Career Academy application. Application can be completed at www.mccneb.edu/apply.

Please submit the application to secondarypartnerships@mccneb.edu.
Application Deadline: March 8, 2024.
Questions:
If you have questions about the MCC Career Academy Program, please contact one of the following:
O Your high school guidance counselor
O Secondary Partnerships 531-MCC-2213 or secondarypartnerships@mccneb.edu



THE ACADEMIES of
Bryan
High
WE ARE COLLEGE READY
WE ARE CAREER READY
WE ARE


Freshman Academy
Design \& Construction Academy
Education Academy
Transportation, Distribution \& Logistics Academy Urban Agriculture Academy



| Required Academy Class |  | Freshmen Seminar <br> This course will encourage students to explore academic and career options. Freshmen students will have opportunities to learn study skills, social emotional skills, and build school culture. |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Required Core | e Classes | English 1-2 or H. English 1-2 <br> U.S. History 1-2 or H. U.S. History 1-2 <br> Physical Science 1-2, H. Physical Science 1-2, or H. Biology 1-2 <br> Algebra 1-2 or H. Geometry 1-2 <br> Physical Education, J ROTC, or Concert Band |  |  |  |
| Suggested <br> Clas | lective <br> s | Photo \& | Band <br> chestra <br> horus <br> ROTC <br> gital Journalism | World Lan Journa |  |
| Suggested Involvement: | Acad <br> Aim/Upward Bound <br> Creighton Talent Search <br> FFA <br> Educator's Ris ing Drama Club | mics: <br> JROTC <br> Vocal Music/ Choir <br> Band <br> NICE <br> Orchestra <br> Student Ambassadors | Activities: | Football <br> Volleyball <br> Softball <br> Cross <br> Country <br> eSports <br> Golf <br> Tennis | ics: <br> Basketball <br> Wrestling <br> Swimming <br> Baseball <br> Track <br> Soccer <br> Cheer <br> Dance <br> Unified Sports |

## Freshman Seminar

 9This introductory course is for all freshmen students that will introduce them to the high school experience by discovering school opportunities in career-based and academy programming. Students will build a plan for their high and post-high school experiences and focus on learning strategies for successfully transitioning into the high school environment. Students will engage in content in the course exploring the Omaha Public School Portrait of a Graduate, benchmarks of a College and Career continuum, and Nebraska's College and Career Readiness Standards

Prerequisite: none
Course ID: 181301, 181302


FRESHMAN ACADEMY FACT: High schoolers who do well freshman year are more likely to graduate and attend college.

## Design \& Construction Academy



Bryan High School DESIGN \& CONSTRUCTION ACADEMY

Academy: Design and Construction
Pathway: Architectural Design

|  | Grade | Required Courses | Required Academy Courses <br> Architectural Design | Suggested <br> Academy <br> Electives |
| :---: | :---: | :---: | :---: | :---: |
|  | 9 | ELA: English 1-2 (H) | Freshman Seminar | Performing \& Fine Arts |
|  |  | Mathematics: Algebra 1-2 ,H. Geometry 1-2 |  |  |
|  |  | Science: Physical Science (H) or Biology (H) |  |  |
|  |  | Social Studies: U.S. History 1-2 (H) |  | World Language- <br> Spanish highly recommended (minimum of 2 years of same language, encouraged 4 years) |
|  | 10 | ELA: English 3-4 (H) | Architecture Design Engineering$1-2^{*}$ |  |
|  |  | Mathematics: Algebra 3-4, Geometry 1-2 |  |  |
|  |  | Science: Biology 1-2 (H), Honors Chemistry |  |  |
|  |  | Social Studies: Human Geography (AP*) and Intro to Economics |  |  |
|  | 11 | ELA: English 5-6, AP Language and Composition | Architecture Design Engineering$3-4 *$ |  |
|  |  | Mathematics: Algebra 3-4 (H), Honors Pre Calc, Data and Statistics, AP Statistics, AP Calculus* |  |  |
|  |  | Science: Chemistry (H), AP Chemistry*, H Physics, AP Biology*, AP Physics*, Forensic Science, AP Environmental Sci. |  | Business <br> Management (H Intro to Business, <br> Principles of Business Marketing and Management <br> (H), Info Tech Apps), Web Design |
|  |  | Social Studies: World History 1-2 (AP*) |  |  |
|  | 12 | ELA: English 7-8, AP Literature and Composition | Architecture Design Engineering 5-6 |  |
|  |  | Mathematics: AP Calculus*, AP Statistics, Data and Statistics, College Algebra |  |  |
|  |  | Science: AP Biology*, AP Chemistry*, H Physics, AP Physics*, Forensic Science, Forensic Science 3-4, AP Environmental Sci. |  | May take other pathway electives within academy if available. |
|  |  | Social Studies: Amer. Government, Personal Finance ( $\mathrm{H}^{*}$ ) |  |  |
|  | Prior to graduation | Physical Education/JROTC: 4 credits total |  |  |
|  |  | Human Growth and Dev.: 1 credit total |  |  |
|  |  | Electives: 16 credits total *indicates Dual Enrolled |  |  |
|  |  |  |  |  |

## Career and Technical Student Organization

Skills USA
Work-Based Learning Experiences
ACE Mentors, Career fairs, lunch and learns, Industry tours, job shadowing, guest speakers, internships, mock interviews, school-based enterprises

## Available Industry Certification

Architecture Design 1-2, Architecture Design 3-4

## Available Dual Credit

High Wage, High Skill, High Demand Careers (Omaha Consortium)

Architects , Electricians, Carpenters, Construction Managers, Graphic Designers, HVAC Installers, Civil Engineers, Industrial Engineers, Urban and Regional Planners, Mechanical Drafters

## Design \& Construction Acadeny

Academy: Design and Construction Pathway: Interior Design


|  | Grade | Required Courses | Required Academy Courses <br> Interior Design | Suggested <br> Academy <br> Electives |
| :---: | :---: | :---: | :---: | :---: |
|  | 9 | ELA: English 1-2 (H) | Freshman Seminar | Performing and Fine Arts |
|  |  | Mathematics: Algebra 1-2, H Geometry 1-2 |  |  |
|  |  | Science: Physical Science 1-2 (H) or H Biology |  |  |
|  |  | Social Studies: U.S. History 1-2 (H) |  | World LanguageSpanish highly recommended (minimum of 2 years of same language, encouraged 4 years) |
|  | 10 | ELA: English 3-4 (H) | Textiles, Construction and Design$1-2$ |  |
|  |  | Mathematics: H Algebra 3-4, Geometry 1-2 |  |  |
|  |  | Science: Biology 1-2 (H) or Suggested Academy Science Elective |  |  |
|  |  | Social Studies: Human Geography (AP*) and Intro to Economics (H) |  | Science: AP Biology*, AP Chemistry*, Chemistry (H), H Physics, AP Physics*, Forensic Science, Forensic Science 3-4, AP Environmental Sci. |
|  | 11 | ELA: English 5-6, AP Language and Composition | Home Design and Interiors 1-2 |  |
|  |  | Mathematics: Algebra 3-4 (H), Honors Pre Calc, Data and Statistics, AP Statistics, AP Calculus* |  |  |
|  |  | Suggested Academy Science Elective |  |  |
|  |  | Social Studies: World History 1-2 (AP*) |  |  |
|  | 12 | ELA: English 7-8, AP Literature and Composition | Home Design and Interiors 3-4 | Business <br> Management (H Intro <br> to Business, <br> Principles of Business <br> Marketing and Management (H), Info Tech Apps) |
|  |  | Mathematics: AP Calculus*, AP Statistics, Data and Statistics, College Algebra |  |  |
|  |  | Suggested Academy Science Elective |  |  |
|  |  | Social Studies: Amer. Government, Personal Finance ( $\mathrm{H}^{*}$ ) |  |  |
|  | Prior to graduation | Physical Education/JROTC: 4 credits total |  | May take other pathway electives within academy if available. |
|  |  | Human Growth and Dev.: 1 credit total |  |  |
|  |  | Electives: 16 credits total *indicates Dual Enrolled |  |  |


| Career and Technical Student Organization |
| :---: |
| SkillsUSA |
| Work-Based Learning Experiences |
| Career fairs, lunch and learns, Industry tours, job shadowing, guest speakers, internships, mock interviews, school based enterprises |
| Available Industry Certification |
| Available Dual Credit |
| Denoted above |
| High Wage, High Skill, High Demand Careers (Omaha Consortium) |
| Interior Designers, Carpenters, Appraisers and Assessors or Real Estate, Architects, Art Directors, Managers, Graphic Designers |

Academy: Design and Construction


Public Schools

|  | Grade | Required Courses |
| :---: | :---: | :---: |
|  | 9 | ELA: English 1-2 (H) |
|  |  | Mathematics: Algebra 1-2, H Geometry 1-2 |
|  |  | Science: Physical Science 1-2 (H) or H Biology |
|  |  | Social Studies: U.S. History 1-2 (H) |
|  | 10 | ELA: English 3-4 (H) |
|  |  | Mathematics: H Algebra 3-4, Geometry 1-2 |
|  |  | Science: Biology 1-2 (H) or Suggested Academy Science Elective |
|  |  | Social Studies: Human Geography (AP*) and Intro to Economics |
|  | 11 | ELA: English 5-6, AP Language and Composition |
|  |  | Mathematics: Algebra 3-4 (H), Honors Pre Calc, Data and Statistics, AP Statistics, AP Calculus* |
|  |  | Suggested Academy Science Elective |
|  |  | Social Studies: World History 1-2 (AP*) |
|  | 12 | ELA: English 7-8, AP Literature and Composition |
|  |  | Mathematics: AP Calculus*, AP Statistics, Data and Statistics, College Algebra |
|  |  | Suggested Academy Science Elective |
|  |  | Social Studies: Amer. Government (AP) Personal Finance ( $\mathrm{H}^{*}$ ) |
|  | Prior to graduation | Physical Education/JROTC: 4 credits total |
|  |  | Human Growth and Dev.: 1 credit total |
|  |  | Electives: 16 Credits total <br> *indicates Dual Enrolled |

$\left.\begin{array}{|c|c|}\hline \begin{array}{c}\text { Required Academy Courses } \\ \text { Construction Processes and } \\ \text { Management }\end{array} & \begin{array}{c}\text { Suggested } \\ \text { Academy } \\ \text { Electives }\end{array} \\ \hline \text { Freshman Seminar } & \begin{array}{c}\text { Performing and Fine } \\ \text { Arts }\end{array} \\ \text { World Language- } \\ \text { Introduction to Construction 1-2* } \\ \text { Spanish highly } \\ \text { recommended } \\ \text { (minimum of 2 } \\ \text { years of same } \\ \text { language, } \\ \text { encouraged 4 years) }\end{array}\right\}$

| Career and Technical Student Organization |
| :---: |
| Skills USA |
| Career fairs, lunch and learns, Industry tours, job shadowing, guest speakers, internships, mock interviews, off-campus house building |
| Available Industry Certification |
| OSHA 10 Certification |
| Available Dual Credit |
| Construction 1-2, Construction 3-4 |
| High Wage, High Skill, High Demand Careers (Omaha Consortium) |
| Carpenters, Electricians, Plumbers, Pipefitters, Construction Managers, Brick masons, Architects, Sheet Metal Workers, Industrial |
| Engineers |



DESIGN \& CONSTRUCTION ACADEMY FACT:
Laborers and equipment operators who enter management through schooling and industry experience can look forward to very high wages.

Architecture Design Engineering 1-2<br>(College level- MCC Dual Enrolment)

Foundational course in the Architectural Design Pathway for students interested in a variety of engineering and design professions. Upon completion of this course, students will build foundational skills in freehand sketching, fundamental technical drawing, and related measurement and math. Proficient students will be able to use computer aided design (CAD) software to create multi-view, sectional view, auxiliary view, and three-dimensional drawings using industry standard dimensioning and notation.

Prerequisite: Must be in Design \& Construction Academy. Course ID: 172501/ 172502

## Architecture Design

## Engineering 3-4

(College level- MCC Dual Enrollment)
The second course in the Architectural Design Pathway. Students in this course build their skills in developing and representing design ideas using technical drawings and apply the design process to solve design problems. Students will utilize computer aided design (CAD) software to design and model a residential home with an emphasis on residential methods and materials of construction and codes

Prerequisite: Successful completion of ARCH DESIGN ENG 1-2
Course ID: 172511/ 172512

## Architecture Design

## Engineering 5-6

The third course in the Architectural Design Pathway. In this capstone course, students will apply technical drawing and design skills developed in the previous courses to specific architectural projects and contexts. Collaboration is encouraged between individuals and group participants to expand their problemsolving and critical-thinking skills by assessing the requirements of a project to accomplish realistic planning. Upon completion of this course, proficient students will be able to employ methods of data collection and analysis to provide others with appropriate information for projects and to develop their own designs.

## Intro to Construction 1-2 10 <br> (College level- MCC Dual Enrollment)

Introduction to Construction is a course that will offer hand-on activities and real world experiences related to the skills and technical knowledge essential to the construction field. This understanding is gained by exploring safety procedures, accurately applying measurements, selecting appropriate fasteners/ adhesives, material types and properties, processing material, selecting tools for the correct operation and producing a product.

Prerequisite: Must be in Design \& Construction Academy. Course ID: 170811/170812

## Construction 3-4 <br> (College level- MCC Dual Enrolmment)

This course offers hands-on activities and real-world experiences to prepare for a career in the construction industry. Students learn blueprint reading, applied math, basic tool use, equipment, and safety. Students will explore building construction techniques, including layout, footings, stairs, walls, and roofs. Students have the opportunity to visit construction sites, take field trips, and participate in job shadowing experiences.

Prerequisite: Successful completion of Intro to Construction 1-2
Course ID: 170831/ 170832

## Advanced <br> Construction 5-6

This course offers hands-on activities and This course is an extension of Construction 3-4 that offers hands-on activities and real-world expe- riences to prepare for a career in the construc- tion industry including concrete and masonry, framing, electrical plumbing, drywall installa- tion, HVAC and painting. Students have the opportunity to visit construction sites, take field trips, and participate in job shadowing experiences.

Prerequisite: Successful completion of Construction 3-4 Course ID: 170841/ 170842

## Textiles, Construction <br> \& Design 1-2

Interested in Fashion Design? Interior Design? Clothing \& Textiles construction? In this class, students explore the definition and application of elements and principle of design in living spaces, fashion and/or textiles. Design trends, inspiration sources, technical tools (hand and computer), fiber/fabric types and much more are explored through examples, exercises, critiques and creative projects. Basic sewing construction is learned in this class. A portfolio will be developed, which will be used in related upper level courses for this Design program of study. Students are exposed to career opportunities and skills necessary for the design career fields of fashion, interiors and/or textiles.

Prerequisite: Must be in Design \& Construction Academy. Course ID: 140261/ 140262

## Home Design and INTERIORS 3-4

This is the capstone course in the Interior Design pathway. Assignments are career-related and project-based. Topics will include the application of the elements and principles of design to residential and non-residential "real world" business scenarios, career development in the housing and interior design field, client relationship building and design communication techniques, application of design field business skills, in addition to an emphasis on organi- zational and management skills to complete a designated timeline of work. Basic sewing skills will be incorporated into home interiorrelated projects, which may include simple furniture upholstery applications. Design student portfolios, started in the introductory TCD 1-2 class, will be refined. Work-based learning opportunities, such as extended learning experiences, job shadowing, capstone projects and/or internships will be implemented in the course.

Prerequisite: Successful completion of HOME DESIGN AND INTERIORS 1-2
Course ID: 140311 / 140312

## Home Design and Interiors 1-2

This intermediate course in the Interior Design pathway further explores the interior design process and housing selection through handson projects. Students will investigate the human, environmental and behavioral factors, architectural drawings, interior rendering techniques (hand and computer), space planning, storage components, and selection of products and materials for residential interiors, further implementing the elements and principles of design introduced in Textiles, Construction \& Design 1-2. Basic sewing skills will be incorporated into home interior-related projects. Housing and Interior Design career opportunities and professional skills are reinforced throughout the course and their Design portfolio will continue to be developed. Work-based learning opportunities, such as extended learning experiences and class speakers will be implemented throughout the course.

Prerequisite: Sucessful completion of Textiles, Construction and Design
Course ID: 140301/140302


DESIGN \& CONSTRUCTION ACADEMY FACT:
Students in the construction pathway have the potential to complete high paying internships during the school year.

## Education Academy



## Education Academy

Academy: Education Counseling and Mental Health
Pathway: Counseling and Mental Health


Required Academy Courses Counseling and Mental Health

Freshman Seminar


Human Relations* (1 sem)

Careers in Mental Health (1 sem)
Families in Crisis(1 sem)

Family and Community Advocacy
Psychology(AP) \&
Sociology (encouraged)

|  | Grade | Required Courses |
| :---: | :---: | :---: |
|  | 9 | ELA: English 1-2 (H) |
|  |  | Mathematics: Algebra 1-2, Geometry 1-2 (H) |
|  |  | Science: Physical Science 1-2 (H) or H Biology |
|  |  | Social Studies: U.S. History 1-2 (H) |
|  | 10 | ELA: English 3-4 (H) |
|  |  | Mathematics: H Algebra 3-4, Geometry 1-2 |
|  |  | Science: Biology 1-2 (H) or Suggested Academy Science Elective |
|  |  | Social Studies: Human Geography (AP*) and Intro to Economics |
|  | 11 | ELA: English 5-6, AP Language and Composition |
|  |  | Mathematics: Algebra 3-4 (H), Honors Pre Calc, Data and Statistics, AP Statistics, AP Calculus* |
|  |  | Suggested Academy Science Elective |
|  |  | Social Studies: World History 1-2 (AP*) |
|  | 12 | ELA: English 7-8, AP Literature and Composition |
|  |  | Mathematics: AP Calculus*, AP Statistics, Data and Statistics, College Algebra |
|  |  | Suggested Academy Science Elective |
|  |  | Social Studies: Amer. Government (AP) Personal Finance ( $\mathrm{H}^{*}$ ) |
|  | Prior to graduation | Physical Education/JROTC: 4 credits total |
|  |  | Human Growth and Dev.: 1 credit total |
|  |  | Electives: 16 credits total *indicates Dual Enrolled |
|  |  |  |


| Required Academy Courses <br> Counseling and Mental Health | Suggested <br> Academy <br> Electives |
| :---: | :---: |
| Freshman Seminar | H Child Development 1-2*, H Child Development 3-4* |
| Lifespan Development* (1sem) Human Relations* (1 sem) | Performing and Fine Arts |
| Careers in Mental Health (1 sem) | World Language(minimum of 2 years of same language, encouraged 4 years) |
| Families in Crisis(1 sem) | PE Mentorship |
|  | Science: Chemistry <br> (H), AP Chemistry*, H |
| Family and Community Advocacy <br>  <br> Sociology (encouraged) | Physics, AP Biology*, <br> AP Physics*, Forensic <br> Science (1-2, 3-4), AP <br> Environmental Sci. |


| Career and Technical Student Organization |
| :---: |
| Educators Rising, HOSA |
| Work-Based Learning Experiences |
| Career fairs, lunch and learns, Industry tours, job shadowing, guest speakers, internships, mock interviews, Practicum |
| Available Industry Certification |
| Available Dual Credit |
| Denoted above |
| High Wage, High Skill, High Demand Careers (Omaha Consortium) |
| Child, Family and School Social Workers, School Counselor, Clinical Counseling, Health and Community Educator, Substance Abuse and <br> Behavioral Disorder Counselor, Marriage and Family Therapists, Psychologist, Psychiatrist |

## Education Academy

## Academy: Education

Pathway: Teaching


Required Academy Courses
Teaching as a Profession

Freshman Seminar
Child Development 1-2*, H Child
Development 3-4* Psychology
Lifespan Development*
Principles of Education and
Training*

Best Practices in Education 1-2
Note: All students enrolled must
complete a DHHS background check

Field Experience in Education
Note: All students enrolled must
complete a DHHS background check
Performing and Fine Arts

World Language(minimum of 2 years of same language, encouraged 4 years)

Sociology, PE
Mentorship
Science: Chemistry
(H), AP Chemistry*, H Physics, AP Biology*, AP Physics*, Forensic Science (1-2, 3-4), AP Environmental Sci.

| Career and Technical Student Organization |
| :---: |
| Educators Rising |
| Work-Based Learning Experiences |
| Career fairs, lunch and learns, Industry tours, job shadowing, guest speakers, internships, mock interviews, Practicum |
| Available Industry Certification |
| Available Dual Credit |
| Denoted above |
| High Wage, High Skill, High Demand Careers (Omaha Consortium) |
| Adult Basic and Secondary Ed Literacy Teacher/Instructor, Postsecondary Teachers, K-12 Education Administrators, Educational, School, <br> Vocational Counselors, K-12 Teachers, Instructional Coordinators, Librarians, Postsecondary Teachers, Computer Science Teachers, <br> postsecondary, Education Admin, Preschool \& Childcare Center, Postsecondary School Psychologist, Speech-Language Pathologist |

## Education Academy

## Principles of Education and Training

(College Level- UNO Dual Enrollment)
This course is designed to introduce students to career opportunities and related skills in the Education and Training career field, including teaching and professional educational training. Students will explore topics related to the foundation and history of education, the philosophy of education, roles of educators, instructional and assessment methods, diversity of cultures and communities related to educational settings, learner development, and professional development. Classroom, laboratory, and educational leadership activities are supplemented through Nebraska Educators Rising, a career and technical student organization. This course can be dual enrolled through UNO, based on teacher HLC guideline credentials, for TED 1010 for 3 credits.

Prerequisite: Must be in Education Academy Course ID: 141171

## LIfespan Development

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

Prerequisite: Must be in Education Academy Course ID: 141161

## Best Practices in Education

Students will further engage in topics related to instructional and assessment methods, including differentiation of instruction. Students will develop active listening skills necessary for educators, and demonstrate positive feedback techniques. Students will gain skills related to planning for instruction, which will be utilized in the field experience course. Classroom, laboratory, and educational leadership activities are supplemented through Nebraska Educators Rising student organization All students in this course must complete a DHHS background check requiring a notarized parent signature.

Prerequisite: Must be in Education Academy
Course ID: 141181/141182

## Human Relations <br> (College level- MCC Dual Enrollment)

This is an introductory course in interpersonal communications skills, stressing the importance of utilizing those skills in the workplace. Students are presented with opportunities to become more effective, discerning, ethical, flexible, perceptive, and understanding in both professional and personal endeavors. Special attention will be given to appropriate communications skills, diversity awareness, teamwork, and job-seeking skills as applied to an increasingly customer-oriented workplace.

Prerequisite: Must be in Education Academy Course ID: 180011

## Families in Crisis

This is an introductory course in interpersonal In this course students identify positive and negative impacts on families including stress, changes in the family life cycle, grief and loss, and mental health disorders. Students will compare and contrast counseling services needed to support families and the types of services available to address conflict and abuse. Classroom, laboratory and educational leadership activities are supplemented through Nebraska HOSA Career Student Organization.


> EDUCATION ACADEMY FACT: Educators Rising gives students the opportunity to attend conferences and competitions nationwide.

## Education Academy



EDUCATION ACADEMY
FACT:
Almost everyone has a story about a teacher who inspired them- made, learning fun, ignited a passion for a specific topic, or even pushed students hard to soar beyond expectations.

## Careers in Mental

## Health

Students will explore the career skills and educational requirements of the variety of careers available that relate to counseling and mental health Students will examine mental health services and resources in depth and may obtain Mental Health First Aid certification. Classroom, laboratory and educational leadership activities are supplemented through Nebraska HOSA Career Student Organization.

Prerequisite: Must be in Education Academy Course ID: 151502

## Family and Community Advocacy 1-2

This capstone course explores advocacy as it relates to individuals, families, and communities building on concepts from the introductory and intermediate courses. Topics covered include leadership within advocacy, careers related to advocacy, the role of community support in advocacy, importance of resiliency, and civic responsibilities. The importance of service-learning will also be addressed. Prerequisite: Must be in the Education Academy and successful completion of Careers in Mental Health and Families in Crisis.
Course ID: 181151-181152

## 11 Filed Experience in

## Education \& Training

Through this capstone experience, students will apply previously developed knowledge and skills into a structured workplace experience. This volunteer experience may take place within a school environment for those seeking teaching careers, or within the business and industry community for those seeking careers in professional educational training. Goals are set cooperatively by students, their instructor, and respective supervising professionals. Opportunities may include experience teaching in a controlled setting by designing learning experiences and facilitating presentations. Students will focus on improving their instructional strategies through coaching from their teacher and supervising professionals. Classroom, laboratory, and educational leadership activities are supplemented through Nebraska Educators Rising, a career and technical student organization. All students in this course must complete a DHHS background check requiring a notarized parent signature.


Bryan
High School
TRANSPORTATION,
DISTRIBUTION \& LOGISTICS ACADEMY

Academy: Transportation, Distribution and Logistics Pathway: International Business, Marketing, Management


Public Schools

|  | Grade | Required Courses | Required Academy Courses <br> International Business, Marketing, and Management | Suggested Academy Electives |
| :---: | :---: | :---: | :---: | :---: |
|  | 9 | ELA: English 1-2 (H) | Freshman Seminar | Performing and Fine Arts <br> World Language(minimum of 2 years of same language, encouraged 4 years) |
|  |  | Mathematics: Algebra 1-2, H Geometry 1-2 |  |  |
|  |  | Science: Physical Science 1-2 (H) or H Biology 1-2 |  |  |
|  |  | Social Studies: U.S. History 1-2 (H) |  |  |
|  | 10 | ELA: English 3-4 (H) | Principles of Business, Marketing \& Management (1 sem) |  |
|  |  | Mathematics: H Algebra 3-4, Geometry 1-2 |  |  |
|  |  | Science: Biology 1-2 (H) or Suggested Academy Science Elective |  | Business (Accounting 2 <br> (H), Accounting 3-4 (H), Info Tech Apps, Entrepreneurship |
|  |  | Social Studies: Human Geography (AP*) and Intro to Economics <br> (H) | International Business (1 sem) |  |
|  | 11 | ELA: English 5-6, AP Language and Composition | Accounting Applications (1 sem) |  |
|  |  | Mathematics: Algebra 3-4 (H), Honors Pre Calc, Data and Statistics, AP Statistics, AP Calculus* |  | Social Studies (African American History, Mexican American |
|  |  | Suggested Academy Science Elective | International Marketing and Management (1 sem) |  |
|  |  | Social Studies: World History 1-2 (AP*) |  | History, Sociology, Psychology (AP), Omaha History, H Economics) |
|  | 12 | ELA: English 7-8, AP Literature and Composition | International Trade 1-2 |  |
|  |  | Mathematics: AP Calculus*, AP Statistics, Data and Statistics, College Algebra |  | Speech and Debate, Journalism, Yearbook |
|  |  | Suggested Academy Science Elective |  | Science: Chemistry (H), AP Chemistry*, H Physics, AP |
|  |  | Social Studies: Amer. Government (AP) Personal Finance ( $\mathrm{H}^{*}$ ) |  |  |
|  | Prior to graduation | Physical Education/JROTC: 4 credits total |  | Forensic Science (1-2, 3- <br> 4), AP Environmental Sci. |
|  |  | Human Growth and Dev.: 1 credit total |  |  |
|  |  | Electives: 16 credits total <br> *indicates Dual Enrolled |  | May take other pathway electives within academy if available. |
|  |  |  |  |  |


| Career and Technical Student Organization |
| :---: |
| Distributive Education Clubs of America DECA, Future Business Leaders of America FBLA |
| Work-Based Learning Experiences |
| Career fairs, lunch and learns, Industry tours, job shadowing, guest speakers, internships, mock interviews, school based enterprises |
| Available Industry Certification |
| Available Dual Credit |
| High Wage, High Skill, High Demand Careers (Omaha Consortium) |
| Chief Executives, Business Operation Specialist, Market Research Analysts and Marketing Specialists, Financial Analysts, Sales <br> Representatives, General and Operations Managers, Wholesale and Retail Buyer, Management Analysts, Marketing Managers |

## TDL Academy

## Academy: Transportation, Distribution and Logistics

## Pathway: Logistics \& Supply Chain Management



Public Schools

|  | Grade | Required Courses | Required Academy Courses <br> Logistics and Supply Chain Management | Suggested Academy Electives |
| :---: | :---: | :---: | :---: | :---: |
|  | 9 | ELA: English 1-2 (H) | Freshman Seminar | Performing and Fine Arts |
|  |  | Mathematics: Algebra 1-2, H Geometry 1-2 |  |  |
|  |  | Science: Physical Science 1-2 (H) or H Biology |  |  |
|  |  | Social Studies: U.S. History 1-2 (H) |  | Spanish highly |
|  | 10 | ELA: English 3-4 (H) | Logistics and Supply Chain Management 1-2* | recommended (minimum of 2 years of same language, encouraged 4 years) |
|  |  | Mathematics: H Algebra 3-4, Geometry 1-2 |  |  |
|  |  | Science: Biology 1-2 (H) or Suggested Academy Science Elective |  |  |
|  |  | Social Studies: Human Geography (AP*) and Intro to Economics |  | Business Management (H Intro to Business, Principles of Business Marketing and Management (H), Info Tech Apps) <br> Robotics 1-2, 3-4 |
|  | 11 | ELA: English 5-6, AP Language and Composition | Logistics and Supply Chain Management 3-4* |  |
|  |  | Mathematics: Algebra 3-4 (H), Honors Pre Calc, Data and Statistics, AP Statistics, AP Calculus* |  |  |
|  |  | Suggested Academy Science Elective |  |  |
|  |  | Social Studies: World History 1-2 (AP*) |  |  |
|  | 12 | ELA: English 7-8, AP Literature and Composition | Logistics and Supply Chain Management 5-6 | Science: Chemistry (H), AP Chemistry*, H Physics, AP Biology*, AP Physics*, Forensic Science (1-2,3-4), AP Environmental Sci |
|  |  | Mathematics: AP Calculus*, AP Statistics, Data and Statistics, College Algebra |  |  |
|  |  | Suggested Academy Science Elective |  |  |
|  |  | Social Studies: Amer. Government (AP) Personal Finance ( $\mathrm{H}^{*}$ ) |  |  |
|  | Prior to graduation | Physical Education/JROTC: 4 credits total |  | May take other pathway electives within academy if available. |
|  |  | Human Growth and Dev.: 1 credit total |  |  |
|  |  | Electives: 16 credits total <br> *indicates Dual Enrolled |  |  |
|  |  |  |  |  |


| Career and Technical Student Organization |
| :---: |
| Skills USA, Future Business Leaders of America |
| Work-Based Learning Experiences |
| On-Campus logistics lab, Career fairs, lunch and learns, Industry tours, job shadowing, guest speakers, internships, mock interviews, school |
| based enterprises |

## TDL Academy



## TDL FACT:

At least 300,000 new jobs are created every year in the
United States for the logistics industry. It's one of the most thriving industries and beneficial industries to work within.

## Principals of Business Marketing \& Management

This course is designed to introduce students to the Business, Marketing, and Management Career Field, which focuses on formation and structure, economics, management, marketing, financial management, and operations. Career opportunities and technology will also be used and discussed. There is an Honors option for this course.

Prerequisite: Must be in TDL Academy Course ID: 120021, Honors Course ID: 120041

## International

 BusinessThis course is designed to introduce students to basic business operations surrounding global trade and to prepare students to live and work in a global economy. Course topics include learning to improve international business relations through appropriate communication strategies; understanding the global business environment and the inter-connectedness of cultural, political, legal, economic, and ethical systems; exploring basic concepts underlying international finance, management, marketing, and trade relations; and identifying forms of business ownership and international business opportunities.

Prerequisite: Must be in TDL Academy Course ID: 120901

## Accounting

## Applications

This course emphasizes accounting practices that prepares students to make educated and informed business and personal financial decisions. The accounting standards focus on the skills and competencies in methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements.

Prerequisite: Must be in TDL Academy Course ID: 120081

INTERNATIONAL

## Marketing \& Management

This course is designed to prepare students to live and work in a global economy. Students develop an understanding of management styles, marketing principles, economics, and customs which affect business systems in the international environment.

Prerequisite: Must be in TDL Academy Course ID: 120341

## International

## Trade 1-2

International Trade is a course for students with a career interest in the field of international trade. Students gain an understanding of the various careers in global trade, finance, shipping, and marketing and consider fundamental concepts, principles, and theories of marketing in an international setting. Course content contains macroeconomic and microeconomic theory with international culture, politics, legal issues, concepts, practices, and applications.

Prerequisite: Must be in TDL Academy Course ID: 120571 International Trade 1 120572 International Trade 2

## Logistics Supply Chain Management

(College level- MCC Dual Enrollment)
This course engages students in solving contextual problems related to the concepts of supply chains, warehouse location, contingency planning, in-sourcing and outsourcing, and expanding existing supply chains. These concepts form the basis of global logistics and supply chain management and help students understand how professionals examine options to maximize the use of resources across distribution networks.

## TDL Academy

## LOGISTICS SUPPLY Chain Management 3-4 <br> (College level- MCC Dual Enrollment)

This course compels students to explore deeper understandings of the concepts they discovered in the previous course as they navigate projects on warehouse design, inventory management, transportation optimization, information technology, emergency responsiveness and the supply chain for manufacturing. Students use their experiences in this course to discover ways that professionals minimize the outlay of resources while improving efficiency and ability in the global market.

Prerequisite: Successful completion of LOGISTICS SUPPLY CHAIN MANAGEMENT 1-2
Course ID: 172621 / 172622

## 11 Logistics Supply

## Chain Management 5-6

 (College level- MCC Dual Enrollment)This advanced course allows students to see the implications of all the concepts they learned in the previous three courses as they consider environmental impact, selecting business partners in a global and domestic chain, information technology and decisions regarding e-commerce. Students explore the ongoing need to balance dependability and resource outlay in meeting customer demands around the world. Projects will expand students' decision-making skills as they tackle issues related to transportation, distribution networks and manufacturing.

Prerequisite: Successful completion of LOGISTICS SUPPLY CHAIN MANAGEMENT 3-4
Course ID: 172631 / 172632


TDL FACT:
The TDL Academy is currently the only academy that provides scholarships to eligible students.

## Urban Ag Academy



## Urban Ag Academy



|  | Grade | Required Courses | Required Academy Courses <br> Food Science | Suggested <br> Academy Electives |
| :---: | :---: | :---: | :---: | :---: |
|  | 9 | ELA: English 1-2 (H) | Freshman Seminar | Performing \& Fine Arts |
|  |  | Mathematics: Algebra 1-2 , H Geometry 1-2 |  |  |
|  |  | Science: Physical Science 1-2 (H) or H Biology |  |  |
|  |  | Social Studies: U.S. History 1-2 (H) |  | World LanguageSpanish highly recommended (minimum of 2 years of same language, encouraged 4 years) |
|  | 10 | ELA: English 3-4 (H) | Intro to Agriculture, Food and Natural Resources |  |
|  |  | Mathematics: H Algebra 3-4, Geometry 1-2 |  |  |
|  |  | Science: Biology 1-2 (H) or Honors Chemistry, Chemistry |  |  |
|  |  | Social Studies: Human Geography (AP*) and Intro to Economics |  |  |
|  | 11 | ELA: English 5-6, AP Language and Composition | Food Science 1-2 | Business <br> Management (H Intro to Business, Principles of Business Marketing and Management (H), Info Tech Apps) |
|  |  | Mathematics: Algebra 3-4 (H), Honors Pre Calc, Data and Statistics, AP Statistics, AP Calculus* |  |  |
|  |  | Science: Chemistry, H Chemistry, AP Chemistry |  |  |
|  |  | Social Studies: World History 1-2 (AP*) |  |  |
|  | 12 | ELA: English 7-8, AP Literature and Composition | Food Science 3-4 |  |
|  |  | Mathematics: AP Calculus*, AP Statistics, Data and Statistics, College Algebra |  | May take other pathway electives within academy if available. |
|  |  | Science: AP Chemistry, H Chemistry |  |  |
|  |  | Social Studies: Amer. Government, Personal Finance ( $\mathrm{H}^{*}$ ) |  |  |
|  | Prior to graduation | Physical Education/JROTC: 4 credits total |  |  |
|  |  | Human Growth and Dev.: 1 credit total |  |  |
|  |  | Electives: 16 credits total <br> *denotes dual enrolled |  |  |
|  |  |  |  |  |


| Career and Technical Student Organization |
| :---: |
| FFA, MANNRS |
| Work-Based Learning Experiences |
| Available Industry Certification |
| ACT National Career Readiness Certification (NCRC) lunch and learns, Industry tours, job shadowing, guest speakers, internships, mock interviews, school based enterprises |
| Available Dual Credit |
| Denoted above |
| High Wage, High Skill, High Demand Careers (Omaha Consortium) |
| Agriculture and Food Science Technician, Dieticians and Nutritionists, Food Inspector, Food Product Sales Rep, Food Scientist and |
| Technologist, Food Service Manager, Food Chemist |

## Urban Ag Academy

## Academy: Urban Agriculture

Pathway: Environmental and Natural Resources


|  | Grade | Required Courses | Required Academy Courses <br> Environmental and Natural Resources | Suggested <br> Academy <br> Electives |
| :---: | :---: | :---: | :---: | :---: |
|  | 9 | ELA: English 1-2 (H) | Freshman Seminar | Performing and Fine Arts |
|  |  | Mathematics: Algebra 1-2, H Geometry 1-2 |  |  |
|  |  | Science: Physical Science 1-2 (H) or H Biology |  |  |
|  |  | Social Studies: U.S. History 1-2 (H) |  | World LanguageSpanish highly recommended (minimum of 2 years of same language, encouraged 4 years) |
|  | 10 | ELA: English 3-4 (H) | Intro to Agriculture Food and Natural Resources |  |
|  |  | Mathematics: H Algebra 3-4, Geometry 1-2 |  |  |
|  |  | Science: Biology 1-2 (H) or AP Environmental Science |  |  |
|  |  | Social Studies: Human Geography (AP*) and Intro to Economics |  |  |
|  | 11 | ELA: English 5-6, AP Language and Composition | Natural Resources Management 1-2 | Business <br> Management (H Intro to Business, Principles of Business Marketing and Management (H), Info Tech Apps) |
|  |  | Mathematics: Algebra 3-4 (H), Honors Pre Calc, Data and Statistics, AP Statistics, AP Calculus* |  |  |
|  |  | Science: Environmental Science (H), AP Biology*, Earth Science |  |  |
|  |  | Social Studies: World History 1-2 (AP*) |  |  |
|  | 12 | ELA: English 7-8, AP Literature and Composition | Natural Resources <br> Management 3-4 |  |
|  |  | Mathematics: AP Calculus*, AP Statistics, Data and Statistics, College Algebra |  | Earth Science, AP Environmental Science* <br> May take other pathway electives within academy if available. |
|  |  | Science: AP Biology* or AP Environmental Science * |  |  |
|  |  | Social Studies: Amer. Government (AP) Personal Finance ( $\mathrm{H}^{*}$ ) |  |  |
|  | Prior to graduation | Physical Education/JROTC: 4 credits total |  |  |
|  |  | Human Growth and Dev.: 1 credit total |  |  |
|  |  | Electives: 16 credits total *denotes dual enrolled |  |  |
|  |  |  |  |  |
| Career and Technical Student Organization |  |  |  |  |
| FFA, MANNRS |  |  |  |  |
| Work-Based Learning Experiences |  |  |  |  |
| Career fairs, lunch and learns, Industry tours, job shadowing, guest speakers, internships, mock interviews, school based enterprises |  |  |  |  |
| Available Industry Certification |  |  |  |  |
| National Career Readiness Certification (NCRC) |  |  |  |  |
| Available Dual Credit |  |  |  |  |
| Denoted above |  |  |  |  |
| High Wage, High Skill, High Demand Careers (Omaha Consortium) |  |  |  |  |
| Environmental Scientist, Soil and Plant Scientist , Natural Sciences Manager, Environmental Engineers, Environmental Science and Protection Technician |  |  |  |  |

## Urban Ag Academy

Academy: Urban Agriculture
Pathway: Plant Science


Required Courses

|  | Grade | Required Courses | Required Academy Courses <br> Plant Science |
| :---: | :---: | :---: | :---: |
|  | 9 | ELA: English 1-2 (H) | Freshman Seminar |
|  |  | Mathematics: Algebra 1-2 , H Geometry 1-2 |  |
|  |  | Science: Physical Science 1-2 (H) or H Biology |  |
|  |  | Social Studies: U.S. History 1-2 (H) |  |
|  | 10 | ELA: English 3-4 (H) | Intro to Agriculture, Food and Natural Resources |
|  |  | Mathematics: H Algebra 3-4, Geometry 1-2 |  |
|  |  | Science: Biology 1-2 (H), AP Biology* or AP Environmental Science * |  |
|  |  | Social Studies: Human Geography ( $\mathrm{AP}^{*}$ ) and Intro to Economics |  |
|  | 11 | ELA: English 5-6, AP Language and Composition | Plant Science 1-2 |
|  |  | Mathematics: Algebra 3-4 (H), Honors Pre Calc, Data and Statistics, AP Statistics, AP Calculus* |  |
|  |  | Science: AP Biology* or AP Environmental Science* |  |
|  |  | Social Studies: World History 1-2 (AP*) |  |
|  | 12 | ELA: English 7-8, AP Literature and Composition | Plant Science 3-4 |
|  |  | Mathematics: AP Calculus*, AP Statistics, Data and Statistics, College Algebra |  |
|  |  | Science: AP Biology*, AP Environmental Science* |  |
|  |  | Social Studies: Amer. Government (AP) Personal Finance ( $\mathrm{H}^{*}$ ) |  |
|  | Prior to graduation | Physical Education/JROTC: 4 credits total |  |
|  |  | Human Growth and Dev.: 1 credit total |  |
|  |  | *denotes dual enrolled |  |

## Career and Technical Student Organization

FFA, MANNRS
Work-Based Learning Experiences
Career fairs, lunch and learns, Industry tours, job shadowing, guest speakers, internships, mock interviews, school based enterprises

## Available Industry Certification

National Career Readiness Certification (NCRC)
Available Dual Credit
Denoted above

## High Wage, High Skill, High Demand Careers (Omaha Consortium)

Agricultural Inspector - $\$ 53,000$, Environmental Scientist - $\$ 68,000$, Soil and Plant Scientist - $\$ 80,000$, Agricultural and Food Sciences Technicians - \$50,000, Pharmaceutical Botanist - \$53,000, Biological Scientist - \$70,000,

## Urban Ag Academy

## Academy: Urban Agriculture

Pathway: Animal Science


|  | Grade | Required Courses | Required Academy Courses <br> Animal Science | Suggested <br> Academy <br> Electives |
| :---: | :---: | :---: | :---: | :---: |
|  | 9 | ELA: English 1-2 (H) | Freshman Seminar | Performing \& Fine Arts |
|  |  | Mathematics: Algebra 1-2, H. Geometry 1-2 |  |  |
|  |  | Science: Physical Science (H) or Biology (H) |  |  |
|  |  | Social Studies: U.S. History 1-2 (H) |  | World LanguageSpanish highly recommended (minimum of 2 years of same language, encouraged 4 years) |
|  | 10 | ELA: English 3-4 (H) | Introduction to Agriculture, Food and Natural Resources |  |
|  |  | Mathematics: Geometry 1-2, H Algebra 3-4 |  |  |
|  |  | Science: Biology 1-2 (H), Honors Chemistry |  |  |
|  |  | Social Studies: Human Geography (AP*) and Intro to Economics |  |  |
|  | 11 | ELA: English 5-6, AP Language and Composition | Animal Science 1-2* | Business <br> Management (H Intro to Business, Principles of Business Marketing and Management (H), Info Tech Apps) |
|  |  | Mathematics: Algebra 3-4 (H), Honors Pre Calc, Data and Statistics, AP Statistics, AP Calculus* |  |  |
|  |  | Science: Anatomy and Physiology, AP Biology* |  |  |
|  |  | Social Studies: World History 1-2 (AP*) |  |  |
|  | 12 | ELA: English 7-8, AP Literature and Composition | Animal Science 3-4 |  |
|  |  | Mathematics: AP Calculus*, AP Statistics, Data and Statistics, College Algebra |  | Zoo Academy(Career Center) |
|  |  | Science: AP Biology*, Anatomy and Physiology |  |  |
|  |  | Social Studies: Amer. Government, Personal Finance ( $\mathrm{H}^{*}$ ) |  | May take other pathway electives within academy if available. |
|  | Prior to graduation | Physical Education/JROTC: 4 credits total |  |  |
|  |  | Human Growth and Dev.: 1 credit total |  |  |
|  |  | Electives: 16 credits total |  |  |
| Career and Technical Student Organization |  |  |  |  |
|  |  |  |  |  |
| Work-Based Learning Experiences |  |  |  |  |
| Career fairs, lunch and learns, Industry tours, job shadowing, guest speakers, internships, mock interviews, school based enterprises |  |  |  |  |
| Available Industry Certification |  |  |  |  |
| ACT National Career Readiness Certification (NCRC) |  |  |  |  |
| Available Dual Credit |  |  |  |  |
| Denoted above |  |  |  |  |
| High Wage, High Skill, High Demand Careers (Omaha Consortium) |  |  |  |  |
| Veterinarian, Agricultural Inspector , Animal Feed Sales, Animal Scientist, Agricultural Sciences Teacher (post-secondary), Buyer/Purchasing Agent, Zoologist, Wildlife Biologist |  |  |  |  |

## Urban Ag Academy

Introduction to Agriculture, Food, and Natural Resources<br>(College level-MCC Dual Enrolliment)

This course covers a variety of agricultural topics. Students focus primarily on urban agriculture, but also agriculture in Nebraska, the United States, and around the world. The course begins by introducing the agricultural industry. During the leadership unit, students learn about the FFA and attend a leadership workshop. The animal science unit allows students to research animals and animal care, listen to guest speakers, participate in field trips, and understand animal science careers. During the food science unit, students discover how agriculture and food relate. There are several science related activities in this unit. The plant science unit allows students to learn about growing food and ornamental plants. This unit has several hands-on activities with plants. A project in this class involved planning and managing the school greenhouse. The final unit researches natural resources and energy in Nebraska. Throughout this course, there is an emphasis on agriculture, food, and natural resource careers.

Prerequisite: none
Course ID: 173001/173002

## Animal Science 1-2

(College level- Midland University)
This course will cover the many aspects and management practices of the animal industry. Students will begin this course with information on a wide variety of animals ranging from livestock to companion animals. The class will also provide information about various zoo animals and aquatic life. During the second portion of the course, students learn about animal nutrition and how it relates to growth, development, and economic production. All this information will be used to develop a growth plan for an animal from conception to death including healthcare and disease prevention. This course also satisfies 1 elective science credit

Animal Science 3-4<br>(College level- Midland Univ. Dual Enrollment)

As the capstone for the Animal Science Pathway, this course introduces students to the basics of animal medical care. Topics covered include disease, parasites, feeding, shelter, grooming, breeding, care, and marketing of companion animals. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

[^3]
## Food Science 1-2

This course studies the production, processing, preparation, evaluation, and utilization of food. Nutrition Science integrates consumerism, chemistry, biology, physics and psychology. Nutrition Science uses scientific methods and laboratory experiments to help understand food. Chemistry $1-2$ is strongly encouraged.

Prerequisite: Successful completion of INTRO TO AG, FOOD, AND NATURAL RESOURCES Course ID: 140621/140622

## Food Science 3-4

This capstone course is an in-depth study of the development of food products from a variety of agricultural industries. Students will study the nutritional value of foods along with applying scientific processes such as microbiology and chemistry to the development of food products, and analyze and select appropriate storage, distribution, and consumption of foods. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite: successful completion of FOOD SCIENCE 1-2
Course ID: 173101 / 173102


## Urban Ag Academy



Plant Science 1-2
In this course, students learn about a variety of different plants and their biology. Students start off by learning how we use the plants around us. Plant biology, structure, and reproduction are topics that are focused on during the first portion of this course. During the second portion of the course, students learn about growing food and how to manage a garden. A third portion of the class focuses on greenhouse, nursery, and landscape management. Students listen to guest speakers and attend field trips to understand careers available in plant science. This course also satisfies 1 elective science credit.

Prerequisite: "C" or better in Introduction to Agriculture, Food and Natural Resources or teacher recommendation. Course ID: 173011

## (College level- MCC Dual Enrollment)

## Plant Science 3-4

In this capstone course, students will us the knowledge and skills gained in Plant Science 1-2 to produce and use horticultural plants. Topics include plant identification, fertilization, pest management, soils, and design. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite: successful completion of PLANT SCIENCE 1-2
Course ID: 173061 / 173062

Natural Resources
This course will provide students an opportunity to increase awareness to a variety of topics related to natural resources and the careers associated within this area including application to an urban environment. Students will recognize and identify renewable natural resources while exploring the areas of trees, plants, fish, and wildlife species. Nonrenewable resources will be classified and examined to learn more about soil, land characteristics and water resources. The application of scientific principles to natural resource conservation and preservation as it relates to agriculture will be used. Students will understand how to manage natural resources and identify related laws and their purposes. Ecological plans will be designed using a variety of tools and technology.

Prerequisite: successful completion of Introduction to Agriculture, Food and Natural Resources Course ID: 173041

## Natural Resources Management in Ag.

Students will increase awareness of the close ties among living organisms in this course, as well as natural and environmental concerns with the interrelationships of living organisms and the world around us. Students will closely examine agencies that regulate our natural resources, explore the relationship between agriculture and natural resources, and develop an understanding of sustainability and the importance of conservation. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs including a final capstone project.

Prerequisite: Successful completion of NATURAL RESOURCES IN AG.
Course ID: 173081 / 173082

## Required \& Elective Courses




Each year the art club partners with the Omaha Henry Doorly Zoo and hosts an art show to promote animal conservation.

This course offers an expansion of skills and knowledge of drawing and design concepts, and further exploration of techniques and media, including watercolor and/or acrylic painting. Students will explore aesthetic issues, examine and discuss historically important art works from a variety of cultures, using the language of art criticism. In addition to art production, students will use a variety of learning strategies including reading, analyzing and responding to develop a deeper understanding of art.

Prerequisite: successful completion of Art 1-2 with a C or better or teacher permission
Course ID: 110251/110252

## ART 5-6

11-12
This third-year art course will continue to build on students' technical skills in drawing and painting, while also introducing the media of Print-making and Sculpture. Students are expected to have a set of basic knowledge and vocabulary of art concepts and be able to develop their own ideas into art. Personal expression and style will be explored through various assignments. Students will also build upon their art criticism skills and continue to study artwork from a variety of time periods and cultures.

Prerequisite: successful completion of Art 3-4
Course ID: 110291/110292

## Computer

## Graphics 1-2

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

Prerequisite: none
Course ID: 110561/110562

## Pottery 1-2

9-12
This course explores hand built pottery techniques in terms of form, function and cultural expression. A background in drawing, design and color is recommended. In addition to art production, students will use a variety of learning strategies including reading, analyzing and responding to develop a deeper understanding of art. Students will learn about pottery produced by artisans from various cultures and times, and use the critical process to evaluate their own work, as well as examples taken from art history. Students will get dirty while completing projects.

Prerequisite: none
Course ID: 110461/110462

## Pottery 3-4

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

[^4]
## Pottery 5-6

10-12
This course is an advanced, individualized course providing selected students an opportunity to individualize projects, enhancing their style in the medium while further exploring the philosophical and historical aspects of clay art. Focus is on creating a series of clay pieces on a chosen theme, researching ceramic history or artists, keeping a pottery journal/ sketchbook, becoming current with contemporary ceramic artists and styles, participating in workshops, and mixing glazes.

Prerequisite: successful completion of 3-4 or instructor permission
Course ID: 110681/110682

## Studio Art 1-2

This course is designed for the serious art student who plans to take Advance Placement Art and/or art courses beyond high school. Students will work to develop technique, skill and personal style. Emphasis will be placed on building a body of work to be included in a portfolio. In addition to art production, students will use a variety of learning strategies including reading, analyzing and responding to develop a deeper understanding of art, aesthetics, art criticism and art history. This course can be taken concurrently with other upper level art courses with art faculty permission.

## AP 2-D ART \& DESIGN <br> 11-12

The AP 2D Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP 2D Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication and reflection. Students can work with any materials, processes and ideas to create work that exists on a flat surface. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting printmaking are among the possibilities. Credit: 1 per semester Duration: 2 semesters

Prerequisite: Teacher Recommendation Course ID: 110841/110842


ART FACT:
Art teachers Allison Diesling, Traci Long, and Rebekah
Pilypaitis all participate in community art projects.

## Business



BUSINESS FACT:
Become Microsoft Certified while taking Info. Tech. Applications, adding this certificate to your resume is impressive.

## Accounting 1-2

## H. Accounting 1-2

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

Prerequisite: none
Course ID: 120171/120172; 120211/120212

## Accounting 3-4

## H. Accounting 3-4

This is a two-semester course that includes partnership and corporate accounting, adjustment in inventory control systems, budgetary control systems, and further enhancement of accounting skills.

Prerequisite: successful completion of Accounting 1-2 Course ID: 120181/120182; 120201/120202

Business \&

## Consumer Law 1-2

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

Prerequisite: none
Course ID: 120391/120392

11-12 ENTREPRENEURSHIP 11-12
Entrepreneurship is a course designed for students with a career interest in entrepreneurship. Emphasis is placed on the evaluation of the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The role of entrepreneurial businesses in the United States and the impact on the national and global economy will be explored. Instructional strategies may include the development of a business plan, operation of school-based business, or actual creation of a student-run business.

Prerequisite: Interest in being self-employed Course ID: 120401

## Business

## Info. Technology

## Applications 1-2

Students will explore emerging technologies as it applies to their success for high school, college, and career. The focus will be on the importance of digital citizenship, professional communication practices, advanced document processing, professional presentations, and intermediate spreadsheet applications uses personally and professionally.

Prerequisite: none
Course ID: 130951/130952

## Honors Introduction

## to Business

(College level- MCC Dual Enrollment)
This college-level course surveys the structure and functions of the American business system in a global society, together with an overview of business organization, economics, management, marketing, and finance. This course may be available for articulated or dual credit at a postsecondary institution.

Prerequisite: instructor approval
Course ID: 121051

## Marketing 1-2

## H. Marketing 1-2

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

Prerequisite: none
Course ID: 120471/120472; 120501 / 120502

## 9-12

Honors Marketing 3-4
The course will emphasize entrepreneurial development and responsive marketing strategies that meet customer needs. The course focuses on marketing concepts and the role of marketing in the organization and society. Topics include market segmentation, product development, promotion, and pricing. Additional topics include external environment, economics, politics, government, marketing research, international marketing, cultural diversity, ethics, technology, and careers in marketing. Capstone activities include development of a marketing or business plan.

Prerequisite: successful completion of Marketing 1-2 with a "C" or better or with instructor approval and and concurrent enrollment in Marketing Internship
Course ID: 120511/120512

## Marketing Internship

The internship program provides 12th grade students with an individual career experience in the community. The internship is a supplement to formal classroom instruction. Students plan their internship experience with a teachercoordinator and participate in a paid or unpaid occupational experience.

Prerequisite: concurrent enrollment in Honors Marketing 3-4; approved by teacher or coordinator
Course ID: 188701/188702

## AP Computer

## Science Principles

(College level- uno Dual Enrolment)
Computer science Principles introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students will learn to analyze data, create technology that has a practical impact, and gain a broader understanding how computer science impacts people and society.

Prerequisite: passed Algebra 3-4 or teacher recommendation
Course ID: 131311/131312

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


BUSINESS
FACT:
Sixty-three business students
received
Microsoft
Office
Certifications in 2020.

## Business



BUSINESS
FACT:
Students in
business or
marketing
courses may
join DECA or
FBLA to help
prepare them even more for careers in business

## AP COMPUTER Science A 1-2 <br> (College level- UNO Dual Enrollment)

This course uses the Java language to study advanced computer programming concepts. The course will cover arrays, matrices, algorithms, searches and sorts, classes, inheritance and recursion. College credit is available by passing the AP computer science test in May.

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

Course ID:130701/130702

## Personal Finance

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

Prerequisite: none
Course ID: 120981

## H. Personal Finance (College level- MCC Dual Enrollment)

The goal of personal finance is to help students become financially responsible, conscientious members of society. This course develops student understanding and skills in money management; budgeting; financial goal attainment; use of credit; insurance; investments; and consumer rights and responsibilities. Application of academic concepts, technology, and career planning are integrated throughout the curriculum. An Honors Personal Finance course has been created to provide a dual enrollment opportunity with Metropolitan Community College. The "Honors" designation for this course represents the college-level rigor involved in this course. Student enrolled in the Honors Personal Finance course are expected to register for the dual enrollment option and will have their grades weighted.

> Principles of Business,
> 10-12 Marketing \& Management H. Principles of Business, Marketing \& Management
> This one semester course is designed as an introductory overview of the Business, Marketing, and Management Career Field. Units of study include economic systems, forms of business ownership, management, marketing, and accounting. Career opportunities will also be explored.

## Web Design 1-2

Students will demonstrate knowledge of web design and languages, including Hyper Text Markup Language (HTML) and Cascading Style Sheets (CSS) to create a content rich and visually pleasing website that captures and keeps visitors' interests. Focus will be given to effective page layout, image creation and manipulation, interactivity, content creation, and project management. Dual enrollment option available.

[^5]
## Drama 1-2

9-12
This course provides an introduction to drama and theater as an art form. Students enrolled in this course will learn and apply basic principles of acting and fundamentals of stage terminology and audience etiquette. Participants will study, experience and perform pantomime, improvisation, monologues, original scenes, and creating, writing and performing original scripts/plays. Students will also study the technical aspects of theater and an introduction to theater history. Students are required to attend at least one Bryan High School play and/ or musical production per semester. Honors credit is available for this course.

Prerequisite: none
Course ID: 020631/020632

## Honors Drama 3-4

10-12
This course is a continued in-depth study and application of acting principles and techniques, drama terminology, and special topics in drama/theater: the actor, playwright, director, dramatic structure, dramatic genre and style. Students will perform monologues, scripted scenes and various other performance pieces that will develop acting skills and methods. In addition, students will learn and apply the fundamentals of directing, playwriting and theatre history in their acting work. Students are required to attend and critique all school play and musical productions and one other live stage production per semester. Honor credit is available for this course.

Prerequisite: average " C " or above in Drama 1-2 (or middle school equivalent) and teacher permission Course ID: 021731/021732

Honors Drama 5-6
10-12
Course description is similar to Honors Advanced Drama 3-4. Students will assume additional responsibilities and assignments.

Prerequisite: Successful completion of Drama 1-2 and H. Drama 3-4
Course ID: 021831/021832

## Stagecraft 1-2

10-12
This course focuses on providing students with an understanding of technical theater, including theater safety, parts of a theater, theatrical rigging systems, the safe use of tools, basic set construction, introduction to set design, introduction to theatrical lighting and sound, stage management, and the use of other theatrical equipment. In addition, students will be introduced to theatrical costumes, properties, and theatrical makeup and the role each plays within a production. Students are required to attend and critique all school play and musical productions. Students are also required to pass a construction safety test. Honors credit is available for this course.

Prerequisite: Average C or above in Drama 1-2 or Industrial Tech (or middle school equivalent) and teacher permission. Strong interest in the "behind the scenes" working of a theatrical production is a must. Some experience in building/construction is good, but not necessary. This course may be repeated. Course ID: 020681/020682

## Honors <br> Stagecraft 1-2

Course description is similar to Stagecraft 1-2. Students will assume additional responsibilities and assignments. Students are required to attend and critique all school play and musical productions. Students are also required to pass a construction safety test.

[^6]

## DRAMA

 FACT:Drama students help design costumes, sets and props for all of the extra curricular shows.

## ENGLISH



FACT:
William Shakespeare invented or adapted over 1,700 English words for his writing that we still use today.

## English 1-2

## 9

This course focuses on the language arts skills of reading, writing, speaking and listening. Students will use a variety of unique conceptual lenses (choices and consequences, heroes, life experiences and relationships, identity) to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

Prerequisite: none
Course ID: 010341/010342

## Honors English 1-2

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

Prerequisite: Any one of the following: Grade of "A" in English Language Arts-8 1 and 2, Grade of " B " or higher in Honors English Language Arts-8 1 and 2, MAP Reading score at or above a score determined by District English Language Arts Supervisor
Course ID: 010351/010352

## English 3-4

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

Prerequisite: none
Course ID: 010411/010412

## 10

9 English 5-6
This course focuses on the language arts skills of reading, writing, speaking and listening through a study of American literature. Students will use a variety of unique conceptual lenses (freedom, struggle and persecution, movements and justice, American dreams and disillusionment) to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

Prerequisite: none
Course ID: 010471/010472
English 7-8 12
This course focuses on the language arts skills of reading, writing, speaking and listening through a study of British and global literature. Students will use a variety of unique conceptual lenses (heroes/leaders, good/evil, human fallibility, global, power, and governance) to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

## ENGLISH

## Academic Literacy

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

Prerequisite: placement is based on standardized test scores and teacher recommendation Course ID: 011011/011012

## Literacy Skills

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

Prerequisite: Placement is based on standardized test scores and teacher recommendation
Course ID: 011181/01182

## ACT Test Prep

This course is designed for college-bound students to help prepare them for college entrance exams, i.e. ACT, SAT, PSAT. Emphasis will be on vocabulary, literacy skills, writing skills and grammar. Math and science will also be covered.

Prerequisite: successful completion of English 3-4
Course ID: 020751

## 9 Creative Writing

This one-semester course allows students to develop their writing talents through experiencing activities which focus on the writing of literary and informational works, including the writing of the short story, poetry, the essay, drama, and other forms of writing as assigned.

Prerequisite: successful completion of English 1-2 Course ID: 020351/ 020352

Poetry Study
10-12
In this one-semester course, students who enjoy both reading and writing poetry will gain a deeper understanding of poetry from the classics to contemporary examples of various forms.

Prerequisite: Successful completion of English 1-2 Course ID: 010011

## Latino Literature

10-12
In this one-semester course, students will read poetry, short stories, essays, and full length works of fiction and non-fiction drawn from our rich and varied Latino literacy traditions. Students will also explore their own personal narratives through writing.

Prerequisite: Successful completion of English 1-2 Course ID: 010381


## ENGLISH

FACT:
Over 60\% of Bryan High English teachers hold at least one Master's
Degree or are currently working on one.

## ENGLISH



## ENGLISH

FACT:
The literature program at
Bryan High is blended with the study of history, geography, economics, psychology, art, music, sociology, and culture.

## INTRO TO SPEECH \& Debate

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

Prerequisite: none
Course ID: 021541-021542

## Speech 1

10-12
This course focuses on acquainting students with the communication process and on developing and improving students' public speaking skills and their oral interpretation skills. Instruction focuses on the teaching of the fundamentals of speech and requires students to perform various speaking activities.

Prerequisite: English 1-2
Course ID: 020511

9-12 AP English Language

## \& Composition 1-2

AP Language and Composition is an AP course designed to engage students in the careful reading and critical analysis of, primarily, non-fiction works. The focus is American literature, poetry, and non-fiction. Through the close reading and use of other AP learning strategies, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. This course follows the College Board curriculum and involves extensive reading and writing. Course participants will be prepared, but not required, to take the Advanced Placement exam to earn college credit.

Prerequisite: teacher recommendation or proficient completion of all English classes.
Course ID: 011911/011912

## AP English Literature \& Composition

AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. This course follows the College Board curriculum and involves extensive reading and writing. Course participants will be prepared, but not required, to take the Advanced Placement test to earn college credit.

Prerequisite: teacher recommendation or proficient completion of all English classes.
Course ID: 011901/011902

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

## ESL Course Sequence

\section*{당 오유N Multilingual Learners Programming <br> |  | YEAR ONE (1-2) | Math Prep |
| :---: | :---: | :---: |
|  | ESL 1-2 |  |
|  | Recommended Math Course |  |
|  | ESL Social Studies Foundation 1-2 |  |
|  | Science Foundations 3-4 |  |
|  | Academy Course/PE/Electives (up to 2) |  |

Summer School Math Essentials 1-2 OR ESL Enrichment 1-2


Economics/Geography OR Academic Literacy


## Secuencia del curso ESL



## ESL 1-2

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

Prerequisite: teacher recommendation
Course ID: 155111/155112

## ESL Social Studies Foundation 1-2

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

Prerequisite: teacher recommendation
Course ID: 159411/159412

## 9-12 Science

## Foundations 3-4

Science Foundations $3-4$ is an inquiry-based course designed to expose students to natural, environmental, and life sciences. Topics include weather and water cycles, plant studies, environmental changes, and human body systems. This course provides a foundation for other science courses. This elective science course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences).

Prerequisite: teacher recommendation
Course ID: 063141/063142

## ESL Math Prep

9-12
This co-requisite course is intended for beginning proficiency level English learners, who are also enrolled in an appropriate math course. The focus of the course will be to build math literacy (language and vocabulary for math.) Course curriculum includes math discourse development. (e.g., academic vocab, how to unpack math word problems, academic conversations about math) and foundational skills review. Curriculum for this course is aligned to the English Language Proficiency standards and is in support of academic language development required for mathematics.
Prerequisite: teacher recommendation or appropriate placement in the ESL program as determined by the ELPA21 assessment
Course ID: 155301/155302

## ESL 3-4 Reading

This course is designed for intermediate ESL students to improve reading skills. Emphasis is on developing fluency, summarizing and sequencing events in a reading passage, recognizing cause and effect, and using systematic strategies to locate information from textbooks, charts, graphs, and tables.

[^7]



ESL 3-4
This course is intended for intermediate proficiency level English learners (typically a sec-ond-year English learners with formal educational experiences). It is worth 2 credits due to double seat time. The focus of the course will be to increase ELs' academic English skills in the areas of speaking, listening, reading, and writing to an intermediate level as measured by the ELP Achievement Level Descriptors. The language and literacy integrated curriculum will focus on strengthening comprehension and interaction with complex text through utilization of high-yield comprehension strategies, academic conversations, academic vocabulary and writing and grammar skills required to produce academic writing. The curriculum for ESL classes is aligned to the English Language Proficiency standards and is in support of academic language development required for the core content-area standards' mastery.

Prerequisite: successful completion of learning goals from ESL 1-2 or demonstration of equivalent skills is required for registration in this course
Course ID: 155131/155132

## ESL 5-6

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

Prerequisite: successful completion of learning goals from ESL 1-2 or demonstration of equivalent skills is required for registration in this course
Course ID: 155131/155132

US History 1-2 ELL
This course is restricted for ESL students who are concurrently enrolled in ESL 3-4 or ESL 5-6. A special focus on language development is provided, but content and standards are the U.S. History standards. This course continues the study of United States history from 1900 to present. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, and civics. Students investigate the key people, events, and ideas of the United States through primary and secondary sources, multiple perspectives, and the inquiry process.

Prerequisite: teacher recommendation or appropriate placement in the ESL program as determined by the ELPA21 assessment
Course ID: 031331/031332
English 1-2 ELL
This course offers the English 1-2 curriculum with enhanced vocabulary focus and cultural orientation for ELL students.

Prerequisite: teacher recommendation or appropriate placement in the ESL program as determined by the ELPA21 assessment
Course ID: 010371/010372

## Academic Language Study EL

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

## Prerequisite: follow long-term ELs scheduling recommen-

 dationsCourse ID: 157101/157102

## Honors Child

Development 1-2
(College level- MCC Dual Enrollment)
This honors course introduces the challenges and responsibilities of guiding the physical, emotional, social and intellectual development of children. This course is aligned with a dual credit opportunity and is a required course for the Early Childhood Career Pathway.

Prerequisite: Introduction to Child Development 1-2 Course ID: 140731/140732

## Honors Child

## Development 3-4

This honors course prepares students for the challenges and responsibilities of guiding the physical, emotional, social and intellectual development of children and for employment in the childcare field. This course is aligned with a dual credit opportunity and is a required course for the Early Childhood Career Pathway.

[^8]
## Human Growth \& Development

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


## HUMAN

 SERVICESFACT:
Earn college credit that applies directly toward a Early Childhood Educator degree or certification.


JOURNALISM
FACT:
The Crusader
Yearbook won 4th place Best in Show at the National Journalism Conference for the 2022 yearbook.

## Digital Journalism

## 9-11

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

Prerequisite: Successful completion of a " C " or higher in previous year English class. Students are encouraged to have a strong interest in writing, videography and video editing. Student must take Photojournalism opposite semester of this course
Course ID: 020451

## Рhotojournalism

In addition to learning to create written pieces through the development of photographs, this course includes DSLR camera operation, lighting, composition, photo editing techniques for print or computer-mediated publication applications. Emphasis is placed on using the camera as a reporting tool in conjunction with design to publish their work. Legal and ethical issues involving photojournalism will also be addressed.

Prerequisite: Successful completion of a " C " or higher in previous year English class Students are encouraged to have a strong interest in writing, videography and video editing. Student must take Photojournalism opposite semester of this course
Course ID: 020841

## Journalism 1-2 <br> Honors Journalism 1-2

This course introduces students to the entire field of journalism. Students will learn law and ethics; various modes of journalistic writing, reporting, and interviewing; and newspaper/ yearbook layout and design. They will also learn basics of photography, digital citizenship, and online media Students are expected to work individually and collaboratively. It prepares students for any of the honors publication classes such as yearbook, newspaper, and digital journalism. Honors students will also work on an ongoing portfolio project that they will be expected to work on outside of the class.

[^9]
## Honors Digital <br> Journalism 3-4

Students enrolled in this course are responsible for the production of the online school newspaper website and student journalism social media. Students work individually and collaboratively.

Prerequisites: Successful completion of a "C" or higher in either Journalism 1-2, Honors Journalism 1-2, or both Photojournalism and Digital Journalism. It also requires Journalism Adviser permission.
Course ID: 022451-022452

## Honors Digital

## Journalism 5-6

Course description is similar to H . Newspaper 3-4. Students will assume additional responsibilities and assignments. This course is for second year digital journalism students.

Prerequisites: Successful completion of a " $C$ " or higher in Honors Digital Journalism 3-4 AND requires Journalism Adviser Permission.
Course ID: 022551-022552

## Honors Digital

## Journalism 7-8

Course description is similar to H. Newspaper 5-6. Students will assume additional responsibilities and assignments. This course is for third year digital journalism students.

Prerequisites: Successful completion of a " C " or higher in Honors Digital Journalism 5-6 AND requires Journalism Adviser Permission. Course ID: 022651-022652

## H. Editorial Leadership 11-12

Students enrolled in this class must also be enrolled concurrently in H Yearbook 3-4, H Newspaper 3-4, or Digital Journalism 5-6 or higher. The purpose of this class is to build the leadership skills of journalists who are promoted into editorial management positions. It will also establish ongoing training, coaching, and support as well as create mutually supportive cohorts for the leaders.

Prerequisites: Successful completion of a "C" or higher in previous Honors Yearbook, Honors Newspaper, or Honors Digital Journalism AND requires Journalism Advisor Permission. Exceptions may be made for H Yearbook 1-2, H Newspaper 1-2, and H Digital Journalism 3-4 students who have been moved to an editorial leadership position. Course ID:021247-021248

## Journalism

## H. News Production 1-2 10-12

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

Prerequisites: Successful completion of a "C" or higher in either Journalism 1-2 or Honors Journalism 1-2. It also requires Journalism Adviser permission. Duration: 1 Year Credit: 1 credit per semester
Course ID: 021221-021222

## H. News Production 3-4 11-12

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

Prerequisites: Successful completion of a "C" or higher in Honors News Production 1-2 AND requires Journalism Adviser Permission. Duration: 1 Year Credit: 1 credit per semester
Course ID: 021241-021242

## H. News Production 5-6 11-12

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

Prerequisites: Successful completion of a "C" or higher in Honors News Production 3-4 AND requires Journalism Adviser Permission. Duration: 1 Year Credit: 1 credit per semester
Course ID:021261-021262

## H. News Production 7-8

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

Prerequisites: Successful completion of a "C" or higher in Honors News Production 5-6 AND requires Journalism Adviser Permission. Duration: 1 Year Credit: 1 credit per semester Grade Level: 12

## H. Yearbook 1-2

10-12
Students enrolled in this course are responsible for the production of the school yearbook. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are required.

Prerequisites: Successful completion of a " C " or higher in either Journalism 1-2, Honors Journalism 1-2, or both Photojournalism and Digital Journalism. It also requires Journalism Adviser permission.
Course ID: 021231-021232

## H. Yearbook 3-4

10-12
Course description is similar to H. Yearbook $1-2$. Students will assume additional responsibilities and assignments. This course is for second year yearbook students.

Prerequisites: Successful completion of a "C" or higher in Honors Yearbook 1-2 AND requires Journalism Adviser Permission.
Course ID: 021331-021332

## H. Yearbook 5-6

11-12
Course description is similar to H . Yearbook $1-2$ and H . Yearbook 3-4. Students will assume additional responsibilities and assignments. This course is for third year yearbook students.

Prerequisites: Successful completion of a " C " or higher in Honors Yearbook 3-4 AND requires Journalism Adviser Permission.
Course ID:021431-021432

## H. Yearbook 7-8

Course description is similar to H . Yearbook 1-2, H. Yearbook 3-4 and H. Yearbook 5-6. Students will assume additional responsibilities and assignments. This course is for fourth year yearbook students.

Prerequisites: Successful completion of a "C" or higher in Honors Yearbook 5-6 AND requires Journalism Adviser Permission.
Course ID:021441-021442


JOURNALISM FACT:
The student newspaper, The Orator has won 5 Best in Show awards at Nationals in the past 7 years.

## Mathematics



MATH
FACT:
Students who take algebra and geometry go on to college at much higher rates than those who do not ( $83 \%$ vs. $36 \%$ ).

## Pre-Algebra 1-2

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

Prerequisite: teacher placement only Course ID: 040161/040161

## Algebra 1-2

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

Prerequisite: placement by instructor
Course ID: 040271/040272

## Honors Geometry 1-2

9-12
This course is the honors section of Geometry $1-2$. Topics include congruence and similarity of figures, parallelism and perpendicularity, right triangle relationships, formal and informal proof, coordinate geometry, properties of polygons and circle, and perimeter, area, and volume of two-and three-dimensional figures. As an honors class, each topic will be covered in greater depth and with enrichment.

Prerequisite: Any one of the following: Grade of " A " in Algebra 1 and 2, Grade of " $B$ " or higher in Honors Algebra 1 and 2, MAP Math Score at or above a score determined by District Math Supervisor
Course ID: 040361/040362

Algebra 3-4
10-12
This course covers the topics of a traditional second-year algebra course. Content includes solving polynomial equations as well as linear, absolute value, and quadratic equations and inequalities, and working with exponents and logarithms, complex numbers, systems of equations and inequalities, and simple probability. Appropriate technology will be used to assist in instruction and learning.

Prerequisite: Algebra 1-2
Course ID: 040291/040292

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

Prerequisite: none
Course ID: 040351/040352

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

Prerequisite: Any one of the following: Teacher recommendation and Grade of "A" in Algebra 1 and 2 or Geometry 1 and 2, Grade of "B" or higher in Honors Algebra 1 and 2 or Honors Geometry 1 and 2, MAP Math score at or above a score determined by District Math
Supervisor
Course ID: 040301/040302

## Mathematics

## Data \& Statistics 11-12

This course offers a study of statistical methods and would be of use for any student planning to pursue professional study in medicine, biology, sociology, psychology, economics, or business. The content includes permutations, combinations, axiomatic probability, organizing and reporting data, binomial and normal distributions, sampling distributions, hypothesis testing, and confidence intervals.

Prerequisite: Algebra 3-4
Course ID: 040501/040502

## mCC Business <br> Math 1220 1-2

This course is directed toward the development and application of the mathematical skills needed to solve problems related to business occupations. Topics include percent- ages, checking accounts and services, payroll, payroll taxes, cash and trade discounts, property and sales taxes, simple and compound interest, installment purchases, loan payment plans, and annuities. Instruction and assessments are delivered electronically with the support of a classroom teacher. This course has a dual enrollment component that satisfies the math requirement for many MCC associate degree programs.

Prerequisite: Passed Algebra 1-2 and Geometry 1-2 Course ID: 049501/049502

## MCC Technical

11-12
MATH 1240 1-2
This course offers a study of statistical methods and would be of use for any student planning to pursue professional study in medicine, biology, sociology, psychology, economics, or business. The content includes permutations, combinations, axiomatic probability, organizing and reporting data, binomial and normal distributions, sampling distributions, hypothesis testing, and confidence intervals.

## AP Precalculus 11-12

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

Prerequisite: Successful completion of Algebra 3-4 with a "C" or higher.
Course ID: 040801/040802

## 11-12 AP Statistics 1-2 11-12

This course in statistics follows the College Board's Statistics syllabus. This statistics class will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. It is for students who wish to complete studies equivalent to a onesemester, introductory, non-calculus based college course in statistics. It is an alternative to AP Calculus AB or may be taken concurrently.

Prerequisite: teacher recommendation or proficient completion of Algebra 3-4
Course ID: 040841/040842


It is recommended that students who plan to attend a four year college, take four years of math in high school.

## Mathematics



Having a solid background in math is very much like understanding a useful, universal language.

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

Prerequisite: passed Algebra 1-2, Geometry 1-2 and Algebra 3-4
Course ID: 049701/049702

## AP Calculus AB

(College level- uno Dual Enrollment)
This course follows the College Board's Advanced Placement Calculus AB syllabus which stresses the concept of limit and introduces the student to differential and integral calculus including techniques and theorems. AP Calculus $A B$ is designed to be equivalent to a first-year college introductory calculus course.

Prerequisite: Teacher recommendation or proficient completion of Pre-Calculus/Trigonometry
Course ID: 040451/040452

## AP Calculus BC

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

Prerequisite: Passed AP Calc AB Course ID: 040461/040462

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

## JROTC 1-2 LEADERSHIP <br> Education and Training (LET 1)

The JROTC program is designed to help develop strong leaders and model citizens. First year Cadets will be introduced to JROTC Foundations the mission of the program and how it helps prepare you for personal success and active citizenship. Personal Growth and Behaviors focuses on your behavioral preferences, interpersonal skills and strategies to help build your personal success in the classroom, the JROTC program, and your community. Team Building introduces you to the discipline and structure of military drill. Your individual role responding to commands and moving with precision is essential when participating in drill exercises at future competitions or community events. Decision Making introduces you to a process and system for addressing goals and handling conflict, both internal and with others. Health and Fitness looks at stress and its effect on your health. Physical fitness is one effective strategy for maintaining health and is an essential component of the JROTC program. Service Learning you will learn the features and benefits of service learning for your community, yourself, and your program. This course is also a substitute course for physical education.
Prerequisite: none
Course ID: 070811 / 070812
Notes: ALL enrolled cadets are required to wear the Army Junior ROTC uniform at least once a week, during the school day, or, as specified by the Senior Army Instructor.
All cadets are required to participate in the Junior ROTC physical fitness program and other activities. This course counts as a physical education credit.

## JROTC 3-4 LEADERSHIP 10-12 Education and Training (LET 2)

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


## JROTC

FACT:
JROTC teaches leadership, self-discipline, confidence, organization, ethics, integrity, and responsibility.

## Military Science



## JROTC 5-6 11-12 <br> Leadership Education and Training (LET 3)

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

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

## Honors JROTC 7-8 <br> Leadership Education and

 Training (LET 4)The JROTC program is designed to help develop strong leaders and model citizens. As a fourth-year Cadet, you'll continue to build on the LET I-III knowledge and skills and find yourself being introduced to new content that will help you continue to lead others in your battalion. The knowledge, skills, and abilities you will acquire your senior year: Leadership learning experiences provide you with a unique opportunity to look at the role of leadership in continuous improvement. You'll take a look at the big picture of the JROTC program and how its outcomes relate to leadership. Additionally, you'll explore strategies for teaching and mentoring others. Personal Growth and Behaviors continues to help you think and plan for your future with topics such as personal independence, the importance of personal accountability, and professional development. Team Building continues to build on drill and ceremony protocol. You will look at the tactics for motivating others and how they translate into other areas of leadership. Additionally, you'll explore the elements of a communication model and how to overcome barriers of communication. In Service Learning you will manage a service-learning project within a unit or the entire battalion. You'll be introduced to project management processes and management tools. Citizenship and Government exposes you to the challenges that face fundamental principles of society today. You will discuss topics to encourage you, as a citizen, to think about the future of citizen rights. Leadership laboratories for the practical application of learning are a key part of the course.

An Honors Course is available for selected students with instructor permission.

Prerequisite: JROTC 5-6, iCourse ID: 070741/070742

## Military Science

## Beginning

## MARKsmanship 1-2

Detailed instruction in the art of precision rifle marksmanship and safety under the supervision of instructors certified in the Civilian Marksmanship Program and Safety Certified by U.S. Army Cadet Command. This is instruction in Olympic style marksmanship techniques and competition. Small caliber Air Rifles are used in this instruction. Students must be mature, highly motivated, dedicated, and selfdisciplined. Students in this course will be expected to participate as members of the Varsity or Junior Varsity Marksmanship Teams.

Prerequisite: concurrent enrollment in JROTC LET Course Course ID: 070781/070782

## Intermediate

## 10-12

## MARKSMANSHIP 3-4

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

[^10]
## 10-12 AdVanced

## Marksmanship 5-6

Further individualized detailed instruction in precision rifle marksmanship techniques. The focus is on developing a precision expert marksman. This is instruction in Olympic style marksmanship techniques and competition. Small caliber Air Rifles are used in this instruction. Students must be mature, highly motivated, dedicated, and self-disciplined. Students in this course will be expected to participate as members of the Varsity or Junior Varsity Marksmanship Teams.

Prerequisite: Must be enrolled in a JROTC LET Course. Requires instructor permission.
Course ID: 070791/070792

## 11-12



## JROTC

FACT:
JROTC instruc-
tors are retired military officers and noncommissioned officers. They are school faculty members who are also certified by the Army to teach JROTC.

## Military Science



JROTC
FACT:
There are a large number of awards which are given for achievement in JROTC. Some are given by the unit, some by the school, and others by local groups.

## Color Guard <br> Course 1-2

This is an Intermediate Class in U.S. Army Regulation Drill. Students taking this course will receive instruction in the history and purpose of Regulation Drill, and its application in the organization and conduct of Color Guard Drill, Regulation Unarmed, and Armed Drill, and Drill with Sabers. Emphasis will be on learning the finer details of drill to prepare for ceremonies, exhibition and competition, and to prepare cadets to become drill team commanders. Students taking this course will be expected to participate as members of JROTC Color Guard and Drill Teams which will require before and after school practices and attendance at scheduled drill team competition events on weekends.

Prerequisite: Must be enrolled in a JROTC LET Course Course ID: $070631 / 070632$

## Color Guard

 10-12 Course 3-4This is an Advanced Class in U.S. Army Regulation Drill. Students taking this course will receive instruction in the history and purpose of Regulation Drill, and its application in the organization and conduct of Color Guard Drill, Regulation Unarmed, and Armed Drill, and Drill with Sabers. Emphasis will be on learning the finer details of drill to lead ceremonies, exhibition and competition, and to prepare other cadets to become drill team commanders. Students taking this course will participate as members of JROTC Color Guard and Drill Teams which will require before and after school practices and attendance at scheduled drill team competition events on weekends.

[^11]
## Color Guard <br> 11-12 <br> Course 5-6

This is an Advanced Class in U.S. Army Regulation Drill. Students taking this course will receive instruction in the history and purpose of Regulation Drill, and its application in the organization and conduct of Color Guard Drill, Regulation Unarmed, and Armed Drill, and Drill with Sabers. Emphasis will be on learning the finer details of drill to lead ceremonies, exhibition and competition, and to prepare other cadets to become drill team commanders. Students taking this course will participate as members of JROTC Color Guard and Drill Teams which will require before and after school practices and attendance at scheduled drill team competition events on weekends.

Prerequisite: Must be enrolled in a JROTC LET / Course Requires Instructor Permission
Course ID: $070631 / 070632$
*If you complete three or more years of junior ROTC, you may be able to enter the Army as an $\mathrm{E}-3$ private first class. Those completing two or more years of post-secondary vocationaltechnical training, with a certificate of completion, also qualify for Army enlistment at E-3. New 2020.
** Archery may be offered as well in marksmanship class in SY 21-22. Guidance forthcoming from Cadet Command in a Cadet Command Circular. All the schools have equipment.

## Music

## Treble Chorus

9-12
This course is open to all girls who wish to participate in a choral class of treble voices. Basic vocal concepts are stressed through literature that is appropriate soprano and alto voices. Performance opportunities are included as an extension of the classroom activities. Students are required to participate in all scheduled performances.

Prerequisite: none
Course ID: 190311/190312

## Bass Chorus

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

Prerequisite: none
Course ID: 191061/191062

## Concert Choir

9-12
This course is the principal performing choral organization of each high school. Students will rehearse and perform music of all musical periods of history in both accompanied and unaccompanied styles. Performance usually includes fall, winter and spring concerts as well as the All-City Music Festival. Membership is selected by audition.

Prerequisite: audition after successful completion of one year of a choral ensemble.
Course ID: 190281/190282

## Honors Concert Choir

Course description is similar to Concert Choir. This course is an extension of Courses \#190281 and \#190282 for the serious music student. Advisors guide the students in developing written plans for earning honors credit.

Prerequisite: audition and instructor approval required. Course ID: 190351/190352

## Honors Show Choir

10-12
This course is the principal Show Choir of each high school and receives both an Honors and PE Credit. These advanced choral ensembles, which vary in size are available by audition to students who are simultaneously enrolled in one of the school's principal choral organizations. One of the primary functions of these groups is to serve as "ambassadors" for the school. Choreographed numbers and frequent performance, often requiring time outside of school, must be a student consideration for enrollment and audition. Students are required to participate in all scheduled performances, including competitions in the spring.

Prerequisite: audition after successful completion of Men's Chorus, or Treble Chorus; students need to enroll in Concert Choir also
Course ID: 190331/190332

## Intro to Voice

9-12
This course is an introduction to solo singing. Basic skills of music theory, including sightsinging and aural skills, combined with the fundamentals of vocal technique will be taught and applied to solo repertoire assigned; along with music history to understand performance practices. A final performance will be required through a class recital.
Note: Class enrollment is limited.
Prerequisite: Audition and/or permission of instructor Course ID: 190341/190342

## Prep Band

9-11
This course is designed to give 9-11 graders the option to learn a band instrument. Prep Band is a year-long course with the intention of moving students into the Concert/Marching Band the following school year. Students will be expected to assist with the fall Marching Band performances and perform on the winter and spring concert.

Prerequisites: None
Course ID: 190571/190572


## MUSIC

FACT:
Studies have shown that music education also improves language, math, and memory skills


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

Prerequisite: audition or successful completion of 8th grade Band
Course ID: 190621/190622


## MUSIC

FACT:
Students in Show Choir and Concert
Band and Honors Flag Guard are eligible to earn a physical education credit towards graduation.

## Honors Flag Guard

Students will rehearse and perform standard flag corps routines with performance technique. In the senior high school, the Honors Flag Corps serves as an extension of the marching band program during the first semester's activities. Additional assignments and performances will be required for Honors credit. Students are required to participate in all scheduled performances. Each semester in this course qualifies for 1 credit of PE. Four PE credits are required for graduation.

Prerequisite: Audition/interview and teacher recommendation
Course ID: 190681/190682

9-12 Jazz Band
9-12
This course is a high school instrumental ensemble comprised of advanced instrumental students who are simultaneously enrolled in Concert Band or Orchestra. Various jazz rudiments and improvisation techniques are introduced through a variety of jazz and popular styles of music. Membership is by audition.

Prerequisite: simultaneously enrolled in Concert Band or Orchestra
Course ID: 190591/190592

## Honors Orchestra

10-12
This course includes the rehearsal and performance of outstanding symphonic literature from the representative periods of music history. This literature provides for the development of both individual and ensemble skills. Performance includes winter and spring concerts as well as the All-City Music Festival. Membership is by audition. High school orchestra members also participate as a pit orchestra for the production of a school's Broadway musical. Additional assignments and performances will be required to earn Honors credit.

Prerequisite: students must have completed 9th grade orchestra with a grade of " B " or higher to enroll for honors credit
Course ID: 190791/190792

This course includes the rehearsal and performance of outstanding symphonic literature from the representative periods of music history. This literature provides for the development of both individual and ensemble skills. Performance includes winter and spring concerts as well as the All-City Music Festival. High school orchestra members also participate as a pit orchestra for the production of a school's Broadway musical. Students are required to participate in all scheduled performances.

[^12]
## Physical Education

## Aerobics 1-2

10-12
This course provides class activities designed for improvement in cardiorespiratory endurance, flexibility, and muscular development. Activities may include jogging, power walking, water exercise, step aerobics, line dancing, physical fitness, goal-setting and nutritional planning. American Red Cross Certification opportunity in Adult CPR/AED and First Aid for a cost.

Prerequisite: none
Course ID: 070451/070452

## Lifetime Wellness 1-2 10-12

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

Prerequisite: none
Course ID: 070191/070192

## Physical Education 1-2

This course involves students in the development of personal fitness and participation in a variety of sports, games, and dance activities.

## Prerequisite: none

Course ID: 070181/070182

## P.E. Mentors

This course is designed for exceptional and dedicated learners to participate in physical education with ACP students. Mentors will be responsible for assisting ACP students with their physical education objectives individually and as a group. Student will create, implement and participate in lessons they create. Students interested in a teaching profession are encouraged to take this course. This course is designed for all students to improve cardiovascular fitness, muscular strength, muscular endurance, flexibility, and body composition. Emphasis is placed on sportsmanship and developing motor skills needed for independent living for the ACP population. Mentors will consistently demonstrate good behaviors and actions after which the ACP student can model.

Prerequisite: See counselor for application. Application will be reviewed by instructor
Course ID: 070201/070202

## Swim/Aquatics 1-2

 9-12 water safety. Instruction in American Red Cross Aquatics will be emphasized. The objective of the beginning swimming course is to equip individuals with the basic water safety skills and knowledge in order to make them reasonably safe while in, or about the water. As students develop these skills, they will become safer and better swimmers. Designed for the student who does not know how to swim. Progression to master front crawl, backstroke, breaststroke, butterfly, sidestroke, and diving. Swim class is offered at Bryan Middle School. Students will need to provide own transportation to BMS or walk.Prerequisite: Instructor permission (9th grade)
Course ID: 070321/070322


## P.E. FACT:

 Being physically active on a regular basis Improves sleeping patterns
## Physical Education



## P.E. FACT:

A person's most valuable asset is good health. The student who is physically competent is most apt to have a positive self-image and enjoy a feeling of self-confidence.

Team Sports 1-2
This course will consist of instruction in rules, strategies, skills and sportsmanship concepts. Activities may include: flag football, soccer, volleyball, basketball, team handball, softball, and floor hockey. A fitness unit will be taught.

Prerequisite: none
Course ID: 070471/070472

## Weight Training \& CONDITIONING 1-2

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

Prerequisite: Physical Education 1-2
Course ID: 070261/070262

PE Leadership 1-2
This co-ed course is ideal for the student athlete who wants to seriously train for high school sports. The course will teach student athletes the proper way to train and the leadership skills which are essential in becoming leaders in the school and out in the community. Physical activities will incorporate balance, neuromuscular coordination, improving basic running technique, various methods of strength training, and flexibility. The goal is to focus on an individual's strengths and weaknesses and to enhance their sport performance and overall athleticism through speed, strength, and movement training. Classroom activities will incorporate nutrition, sport psychology, lessons in leadership, and goal setting. The course will also include a minimum of 8 hours of community service as a component of the class. Need permission from teacher to enroll in class.

[^13]
## Science

## Anatomy \& <br> Physiology 1-2

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

Prerequisite: Physical Science 1-2 and Biology 1-2 Course ID: 060931/060932

## Biology 1-2

10-12
This course engages students in inquiry-based problem solving as they investigate biological issues that are relevant to their daily lives. Topics of study include: the cell; the molecular basis of heredity; biological evolution; the interdependence of organisms; and matter, energy, and organization in living systems. This course meets the district requirement for biology.

Prerequisite: none
Course ID: 060411/060412

## Honors Biology 1-2

9-12
Students in Honors Biology 1-2 practice inqui-ry-based problem solving as they investigate biological issues that are relevant to their daily lives. Topics of study include the cell; the molecular basis of heredity; biological evolution; the interdependence of organisms; and the matter, energy, and organization in living systems. This course meets the district requirements for biology. Students enrolled in honors courses will have additional experiences that require a more rigorous program of study.

[^14]
## AP Biology 1-2

(College level- UNO Dual Enrollment)
AP Biology is a laboratory course designed to prepare students to take the college advanced placement test giving them potential college credit for the course. This college course in life sciences is inquiry based with a goal of providing students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The curriculum includes the study of the structure and function of organic molecules and cells; the continuity and diversity of living things; the history and evolution of living things; and the relationships of organisms and their environment.

Prerequisite: Physical Science 1-2, Biology 1-2, with no grade less than a "C" and teacher recommendation Course ID: 060471/060472

## Chemistry 1-2

10-12
This course engages students in both theoretical and practical problem-solving strategies as they investigate chemical issues that are relevant to their daily lives. Topics of study include laboratory processes, chemical safety, atomic structure, properties of matter, and chemical reactions.

Prerequisite: Physical Science 1-2, Biology 1-2 (concurrent enrollment in Biology 1-2 is acceptable with teacher recommendation), and successful completion of, or concurrent enrollment in, Algebra 1-2
Course ID: 060551/060552

## Honors Chemistry 1-2 <br> (College level- MCC Dual Enrolmment)

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

[^15]

## SCIENCE

 FACT:Science is the study of our natural world. That knowledge is fundamental to everything we as humans do in life.


> SCIENCE

FACT:
Medical-related, engineering, technician/ technology, and cosmetology careers are among those that require a strong science background.

## AP Chemistry 1-2

(College level- MCC Dual Enrollment)
This course expands and discusses in greater depth the physical concepts and skills introduced in Chemistry 1-2. The topics include: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The students become familiar with college lab equipment, experimental procedures, and exacting lab reports. They should gain proficiency and confidence in numerical problem solving and essay explanation of the processes of physical, inorganic chemistry. AP Chemistry is designed to be equivalent to a first-year college introductory chemistry course and follows the College Board curriculum.

Prerequisite: successful completion of Physical Science 1-2, Biology 1-2, H. Chemistry 1-2 and Algebra 1-2. Completion of, or concurrent enrollment in, Algebra 3-4 is recommended
Course ID: 060581/060582

## AP Environmental

## Science 1-2

(College level- UNO Dual Enrollment)
AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. This course is aligned with a dual enrollment opportunity for eligible students. Prerequisites: Physical Science 1-2 and Biology 1-2. Honors Chemistry is highly recommended. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

Prerequisite: Physical Science 1-2 and Biology 1-2 Course ID: 060361/060362

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

## Earth Science 3-4

10-12
This laboratory course builds upon the state Earth science standards that were introduced in the Physical Science and Biology 1-2 course sequence. Students use scientific inquiry to further explore concepts of Earth's composition and how it's studied, the history and dynamics of Earth, and reshaping the Earth's crust, atmosphere, atmospheric forces, and oceans.

Prerequisite: Physical Science 1-2 and Biology 1-2 Course ID: 061061/061062

## Forensic Science 1-2 10-12

This course promotes active learning and emphasizes the application and integration of math, chemistry, biology, physics, and Earth science. Topics covered include: The collection, handling, and examination of trace evidence such as hair, fibers, soil, pollen, and glass; fingerprint, blood, and blood splatter examination; DNA, drug and toxicology testing; handwriting and tool mark analysis; voice examination; impressions; ballistics, and forensic anthropology.

Prerequisite: Physical Science 1-2 and Biology 1-2 Course ID: 061331/061332

## Forensic Science 3-4 10-12

This is an upper level science course that will allow students to continue studying forensic science. Topics include: Crime scene analysis, forensic science laboratory techniques, arson, explosives, physical trauma, autopsies, advanced DNA concepts, odontology, toxicology, criminal profiling and cyber crime.

Prerequisite: Forensic Science 1-2
Course ID: 061511/061512

## Physical Science 1-2

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

Prerequisite: none
Course ID: 060501/060502

## Science

## H. Physical Science 1-2 9-12

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

Prerequisite: Any one of the following: Grades of " B " or higher in Science -8 1 and 2 AND concurrent enrollment in Algebra 1-2 or higher math course, MAP Math score at or above a score determined by District Science Supervisor. Course ID: 060531/060532

## H. Physics 1-2

10-12
This course engages students in an inquirybased, problem- solving approach to investigate the physical laws that are fundamental to all science. Topics of study include: motion and technological design; the effects of forces on motion; the origin of the universe; conservation of energy; and the interaction of energy and matter.

Prerequisite: Physical Science 1-2, Biology 1-2 (concurrent enrollment in Biology 1-2 is acceptable with teacher recommendation), and successful completion of Algebra 1-2. Course ID: 060601/060602

AP Physics 1-2
10-12
Algebra-Based is the equivalent to first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

Prerequisites: successful completion of Physical Science 1-2, Algebra 1-2, and Geometry 1-2 (or concurrent enrollment in Geometry 1-2). Concurrent enrollment in, or previous completion of, Biology is recommended as Biology is high school graduation requirement Course ID: 061661/061662


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

## H. Academic Decathlon <br> 9-12

The Academic Decathlon is an extracurricular activity/course in which schools compete nationwide in ten different subject areas that include: Language and Literature, Social Science, Art, Music, Science, Mathematics, Economics, Interview, Speech, and Essay. The competitions have a theme each year, which provides a focus for the subject content materials.

Prerequisite: teacher recommendation or students committed to taking class all year and competing in competitions * 9th graders who have competed in Academic Pentathalon and/or Quiz Bowl while in middle school.
Course ID: 031201/031202

## African-American History

This course addresses the continued struggle for political, educational, and economic equality by African Americans. Emphasis is placed on the contributions of African Americans in the development of an industrialized United States as well as their place in the historical record.

## Prerequisite: none

Course ID: 030521

## American Government

This course addresses the theories and practices that are the basis to our nation's form of government. Students analyze the structure, operations, and functions of local, state, and national government in order to better prepare themselves to practice participatory citizenship as related to their responsibilities and rights as citizens.

Course ID: 030251

## *AP US Government \& Politics; Comparative (College level- UNO Dual Enrollment)

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

Prerequisite: teacher recommendation or proficient completion of all social studies courses Course ID: 030261/030262

## Intro to Economics

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

Prerequisite: none
Course ID: 030461

## Honors Introduction to Economics

Honors Introduction to Economics examines the key concepts of economics through study of various sectors of market systems. Fundamentals, micro, macro, and international economic concepts are presented and studied. Emphasis is given to the role of the citizen in America's market structure. Students are required to research and analyze the structure and function of economics in the United States today. Honors students will also be expected to perform extension activities on their Curriculum Based Assessments (CBA's). This is a one-semester course. Concurrent enrollment in Honors English 3-4 is highly recommended.


SOCIAL STUDIES

## FACT:

Bryan High hosts the largest Quiz Bowl in Nebraska.

## Social Studies



SOCIAL STUDIES FACT:
Students get a sense of how the land, the people and the culture have shaped them.

## Human Geography

What is HUMAN GEOGRAPHY? This course provides an effective method for studying human activities on Earth's surface. Human interaction with one another and the environment will be studied and analyzed to provide an understanding of the world in which we live. The course is divided into four units: Population \& Cultural Geography, Urban Geography, Political Geography, and Economic \& Environmental Geography.

Prerequisite: none
Course ID: 031011

## AP Human <br> Geography 1-2 <br> (College level- UNO Dual Enrollment)

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. This course is governed by the AP College Board. Individual teachers are required to have approval of syllabus and course materials by the College Board prior to offering the course. Topics are defined by the College Board located on their website: www. collegeboard.com.

Prerequisite: teacher recommendation or proficient completion of all social studies courses
Course ID: 030191/030192

## InTERNATIONAL Studies

This course provides students with the knowledge and skills to function effectively in and increasingly interdependent world. Societal issues having both a global and future orientation will be highlighted. Students may take this course to replace a failed World History credit.

Prerequisite: Social Studies credit replacement, this course may not be repeated
Course ID: 030681

## Law \& JUVENILE Justice

This course is an advanced, individualized This course focuses on the acquisition of a greater understanding of our society and its system of law. Effective participation within America's legal structure will be highlighted. This is a semester course.

Prerequisite: none
Course ID: 030611

## Mexican-American History

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

Prerequisite: none
Course ID: 030401

## Modern World

## History 1-2

This course explores the culture and history of people from approximately 1000 C.E. to the present. As students examine the choices and decisions of the past, they are better able to confront today's problems and choices with a deeper awareness of the alternatives before them, and the likely consequences of each. This is a required course.

Prerequisite: none
Course ID: 031381/031382

## Omaha History

10-12
This course examines national and world history by studying and understanding the local viewpoints, actions, reactions and impact in Omaha.

Prerequisite: none
Course ID: 030710

## Social Studies

## Psychology

This course explores the complex nature of human behavior. Emphasis is placed upon the most significant concepts of contemporary psychology as well as how psychologists study behavior.

Prerequisite: none
Course ID: 030491

## AP Psychology 1-2

10-12
(College level- UNO Dual Enrollment)
The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice

Prerequisite: teacher recommendation or proficient completion of all social studies courses
Course ID: 030641/030642

## SOCIOLOGY

(College level- UNO Dual Enrollment)
This course explores the social structure of society from both a historical and contemporary issue base.

## United States

## History 1-2

This course is a graduation requirement for all students. This course continues the study of United States history from 1914 to present. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, culture, and citizenship. Students investigate these themes using textbooks, newspapers, novels, primary sources, and technology.

Prerequisite: none
Course ID: 030901/030902

10-12 Honors United States History 1-2
See United States History 1-2 course description. Students are required to research and analyze specific concepts in United States history and relate it to current events.

Prerequisite: Any one of the following: Grade of " B " or higher in Social Studies -8 1 and 2, MAP Reading score at or above a score determined by District Social Studies Supervisor
Course ID: 030911/030912

## AP United States

## History 1-2

(College level- Midand Unversity Dual Enrollment)
This course provides students with the analytical skills and factual knowledge necessary to evaluate issues and themes in United States history, examine historical evidence, and engage in critical writing. This course prepares students for the Advanced Placement History exam.

Prerequisite: teacher recommendation or proficient completion of all social studies courses
Course ID: 030341/030342

## AP World History 1-2 11

(College level- Midland Unversity Dual Enrollment)
The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in ies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course prepares students for the Advanced Placement World History exam.

Prerequisite: teacher recommendation or proficient completion of all social studies courses
Course ID: 030421/030422

## AP African American <br> 11-12 History <br> (Colege level- Dual Enoolment)

*Begins 2024-25 school year

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SOCIAL STUDIES FACT:
Students learn to be civically literate by understanding their rights.


## SPECIAL

EDUCATION
FACT:
Students take part in the Sports Classic which is a competition of three different classic games.

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

- General education classes with support in a resource period. Focus is given to developing learning and study strategies. Students will be expected to define compensatory skills to facilitate active learning in the general education classroom setting. Class activities will include but not be limited to time management, goal setting, problem solving, assignment analysis and self-advocacy.
- General education classes that are co-taught by a general education teacher and special education teacher. In a co- taught class, both teachers share instructional responsibilities for the students by co-planning, co-instructing and co- assessing.
- Special education sections of core classes such as English or mathematics. These classes cover the same standards but may utilize materials with modified reading levels while using a slower pace to cover the standards. A students IEP must indicate a need in English or mathematics (reading and/or writing) to recommend placement in an English or mathematics resource classroom.

Students with more severe disabilities may participate in an alternate curriculum focusing on alternate standards and functional living skills. Most instruction for these students is provided by a special education teacher in the core areas with the students participating in general education classes and activities as appropriate. Progress is measured using the state alternate assessment.

The following special education programs are available in our building:

Resource: This program serves students with a variety of disabilities. Special education staff provides interventions, accommodations and modifications that support the students' participation and progress in the general curriculum. Behavioral Skills Program: This program focuses interventions on the social, emotional and behavioral needs of students while providing instruction to support the students' participation and progress in the general curriculum. Behavior intervention plans are individualized to meet the needs of each student. Students are integrated into general education classrooms whenever possible.
Alternative Curriculum Program (ACP): This program serves students with multiple disabilities in an environment that supports students' medical and sensory needs. The instructional program addresses the cognitive, communication, community, motor, self-help, social skills, and pre-vocational domains. Opportunities are provided to participate in activities with non-disabled peers.

## Other Services Provided:

Assistive Technology, Hearing, Occupational Therapy, Physical Therapy, Speech Language, Vision

## Affective Skills

This course addresses social skills that can be incorporated into the student's daily living. A practical approach with group discussion and classroom participation is emphasized. Students are encouraged to explore problem solving skills, decision making skills, and skills for independence. Communication and positive self-esteem is fostered.

Prerequisite: meets IEP requirements and teacher recommendation
Course ID: 090751/090752

## Work Experience

 $11+$Work Experience is offered to all students in the Special Education Program who are at least 17 or 11 th grade and meet the guidelines established by the Omaha Public Schools. The first phase of this program involves on-the-job training and evaluation for which there is no pay. When a student has gained proficiency in skills and work attitudes, he/she is assisted in finding a paid position.

Prerequisite: meets IEP requirements \& teacher recommendation
Course ID: 100031/100032

## Reading S 1-2

This course emphasizes word recognition, comprehension, reading experience and vocabulary development. The reading program is based on
the identified individual needs of students. Teacher recommendation is required.

Prerequisite: meets IEP requirements \& teacher recommendation
Course ID: 090321/090322

## World Languages \& Cultures

 LANGUAGES FACT:
Two years of World Language are required for admittance into most colleges.

French 1-2
This course in World Languages at the firstyear level stresses interpretive, presentational, and interpersonal communication abilities to develop survival skills in the target language. Students become aware of the personal and economic opportunities that knowing a second language will bring them and how that knowledge will enable them to function better both in the United States and globally. They also begin to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

Prerequisite: none
Course ID: 160301/160302

## French 3-4

9-12
This course in World Languages at the sec-ond-year level is a continuation and expansion of the principles and concepts of the first year. During this time, students continue to work extensively with interpretive, presentational, and interpersonal communication skills while also delving more extensively into language structure, reading for information and general composition. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

Prerequisite: Grade of " C " or better in French 1-2 is strongly recommended.
Course ID: 160311/160312

9-12 Honors French 5-6
10-12
This third-year level World Languages course, designated as Honors classes, emphasizes using the target language, authentic materials, and technology throughout instruction. Students are required to use the language to a greater extent in increasingly complex interpretive, presentational, and interpersonal communication skills. Students will explore a variety of fiction and non-fiction genres in the target language. Students are expected to write coherent paragraphs, short stories, and outlines. Cultural projects are to be carried out in the target language. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

Prerequisite: Grade of "C" or better in French 3-4 or teacher recommendation.
Course ID: 160351/160352

## Spanish 1-2 $9-12$

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

Prerequisite: none
Course ID: 160501/160502

## Spanish 3-4

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

Prerequisite: Grade of "C" or better in Spanish 1-2 strongly recommended.
Course ID: 160511/160512

## Honors Spanish 5-6

10-12
This third-year level World Languages course, designated as Honors classes, emphasizes using the target language, authentic materials, and technology throughout instruction. Students are required to use the language to a greater extent in increasingly complex interpretive, presentational, and interpersonal communication skills. Students will explore a variety of fiction and non-fiction genres in the target language. Students are expected to write coherent paragraphs, short stories, and outlines. Cultural projects are to be carried out in the target language. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

Prerequisite: "C" or better in Spanish 3-4 or teacher recommendation
Course ID: 160551/160552

## 9-12 AP Spanish Language and Culture

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

Prerequisite: teacher recommendation or proficient completion of all Spanish classes
Course ID: 160581/160582

## AP Spanish

11-12

## Literature \& Culture

The AP® Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiency across a full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

Prerequisite: Successful completion of previous course in the sequence with a grade of a " $B$ " or higher or teacher recommendation. Successful completion of AP Spanish Language is strongly recommended, but it may be taken concurrently with AP® Spanish Language
Course ID: 161121/161122


## WORLD

LANGUAGES

## FACT:

Every year, several Bryan High students are awarded the National Seal of Biliteracy, indicating literate proficiency in both English and Spanish.


LANGUAGES

## FACT:

Language skills can be a significant competitive advantage that sets you apart from your monolingual peers.

## Spanish for Spanish SPEAKERS 1-2

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

Prerequisite: Must speak Spanish fluently. Course ID: 160851/160852

## Honors Spanish for Spanish Speakers 3-4

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

Prerequisite: Successful completion of Spanish for Spanish Speakers 1-2 with a "C" or better, or teacher recommendation.
Course ID: 160861/160862

## 9-12 Spanish for Spanish

## SpeAKERS 3-4

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

Prerequisite: Successful completion of Spanish for Spanish Speakers 1-2 or teacher recommendation. Course ID: 160831/160832

## 9-12 Honors Spanish for Spanish Speakers 5-6

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

[^16]
## NCAA REQUIREMENTS

## DIVISION I <br> ACADEMIC REQUIREMENTS

To study and compete at a Division I school, you must earn 16 NCAA-approved core-course credits, earn a corresponding test score* that matches your core-course GPA and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

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

4 years

3 years

2 years

1 year

2 years

4 years

For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

## QUALIFIER

As a Division I qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division I school.
» Earn 16 NCAA-approved core-course credits in the right areas.

- Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester.
- Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
» Earn a corresponding test score that matches your core-course GPA (minimum 2.3) on the Division I Sliding Scale.*
" Submit your final transcript with proof of graduation to the Eligibility Center.


## ACADEMIC REDSHIRT

As a Division I academic redshirt, you may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.
» Earn 16 NCAA-approved core-course credits in the right areas.
» Earn a corresponding test score that matches your core-course GPA (minimum 2.0) on the Division I sliding scale.*
" Submit your final transcript with proof of graduation to the Eligibility Center.

* More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Spring2023.


## NCAA REQUIREMENTS



## HIGH SCHODL TIMELINE





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## Honor Roll-

Certificates are issued 4 times per year to students who meet the following criteria:
$\square$ Bear Medallion: $4.00-5.00$ weighted GPA for the previous quarter

- Bear High Honor: 3.5-3.99 weighted GPA for the previous quarter
- Bear Achievement: 3.00-3.49 weighted GPA for the previous quarter


## Academic Letter-

Academic letters are issued once a year in the spring who meet the following criteria:
$\square$ CUMULATIVE GPA of 3.50 or better
$\square$ Special recognition is given to seniors who are being awarded an academic letter for the 4th time in their high school career

Students who have earned a cumulative GPA of 3.50 or better will be invited to attend the Academic Honors and Awards Night.

## National Honor Society-

Students in grades 10-12 are eligible to apply for membership in National Honor Society (NHS) based on the following criteria:
$\square$ Scholarship—cumulative GPA of 3.75 or better on a 4.0 scale.
$\square$ Service-voluntary contributions to school or community.
$\square$ Leadership-experiences drawn from school or community which involve working with or for others.
$\square$ Character-good character in regards to morality, ethics, cooperation, honesty, reliability, courtesy, concern and respect for others.

Upon acceptance and induction into NHS, students must maintain a 3.75 GPA in each grading period, complete five sponsor- approved volunteer service hours per semester (minimum of 20 hours per school year), and attend one meeting per month.

## Valedictorian -

The valedictorian will be determined after the first semester of the student's senior year.

## The Nebraska Seal of Biliteracy

The Nebraska Seal of Biliteracy is a collaboration of the Nebraska International Languages Association and the Nebraska Department of Education. It was created to certify the attainment of biliteracy skills for employers and for colleges. Recipients of the Nebraska Seal of Biliteracy will receive a silver or gold seal to attach to their official diploma, as well as have it listed on their official transcript.

There are two levels of the Nebraska Seal of Biliteracy: Gold and Silver. Students are awarded a seal according to the results of identified proficiency examinations OR completion of 4 years of English Language Arts classes and 3 years of native language classes.

[^17] bers for this course catalog.

## Seal of Biliteracy


 HIGH SCHOOL


[^0]:    Metro Community College and other Nebraska Community Colleges - Proof of graduation from an accredited high school
    Nebraska State College System - Chadron, Peru, Wayne - Proof of graduation from an accredited high school. University of Nebraska System - UNO, UNL, UNK (in line with NCAA requirements) - See your OPS District Student Handbook

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

[^1]:    For students attending King Science Technology Magnet who take Biology and Physical Science their sequence could look different at their respective high schools.

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

[^2]:    Colegio Comunitario Metro y otros Colegios Comunitarios de Nebraska - Comprobante de graduación de una preparatoria acreditada. Sistema de Colegios Estatales de Nebraska - Chadron, Peru, Wayne - Comprobante de graduación de una preparatoria acreditada. Sistema de Universidad de Nebraska - UNO, UNL, UNK (en línea con requisitos en NCAA) - Vea el manual del estudiante del distrito de OPS.
    Los estudiantes y padres/tutores deben investigar los requisitos de cada institución para asegurar que los estudiantes han seleccionado las clases apropiadas.

[^3]:    Prerequisite: Successful completion of ANIMAL SCIENCE 1-2
    Course ID: 011006/011015

[^4]:    Prerequisite: successful completion of Beginning Pottery or Pottery 1-2 with a C or better or teacher permission Course ID: 110471/110472

[^5]:    Prerequisite: Information Technology Applications 1-2 or Information Technology Fundamentals 1-2
    Course ID: 130281/130282

[^6]:    Prerequisite: Average C or above in Drama 1-2 or Industrial Tech (or middle school equivalent) and teacher permission. Strong interest in the "behind the scenes" working of a theatrical production is a must. Some experience in building/construction is good, but not necessary. This course may be repeated. Course ID: 021691/021692

[^7]:    Prerequisite: teacher recommendation or appropriate placement in the ESL program as determined by the ELPA21 assessment
    Course ID: 155231/155232

[^8]:    Prerequisite: "C" or better in Honors Child Development 1-2
    Course ID: 140741/140742

[^9]:    Prerequisite: Students must have earn a " C " or higher in previous English/Language Arts
    Course ID: 020411-020412; 020531-020532

[^10]:    Prerequisite: Beginning Marksmanship, instructor permission, normal distance vision with glasses Requisite: concurrent enrollment in JROTC Course ID: 071051/071052

[^11]:    Prerequisite: Must be enrolled in a JROTC LET / Course Requires Instructor Permission
    Course ID: $070631 / 070632$

[^12]:    Prerequisite: audition or successful completion of 8th grade Orchestra
    Course ID: 190851/190852

[^13]:    Prerequisite: Need permission from PE Leadership Instructor/Curriculum Specialist.
    Course ID: 070381/070382

[^14]:    Prerequisite: Any one of the following: Grade of "A" in Physical Science 1 and 2 (Current 9th grade only), Grade of "B" or higher in Honors Physical Science 1 and 2, MAP Science score at or above a score determined by District Science Supervisor

[^15]:    Prerequisite: Physical Science 1-2, Biology 1-2 (concurrent enrollment in Biology 1-2 is acceptable with teacher recommendation), and successful completion of, or concurrent enrollment in, Algebra 1-2.
    Course ID:060561/060562

[^16]:    Prerequisite: Successful completion of Spanish for Spanish Speakers 3-4 with a "C" or better, or teacher recommendation.
    Course ID: 160871/160872

[^17]:    Special thanks to the 2019-20 Bryan High Yearbook and Newspaper staffs for providing the photography of students and staff mem-

