

Board of Education Work Session

January 24, 2022 7:00 PM

District Office, Board Room
14801 S 108 St
Springfield, NE 68059-4925

Agenda

- I. Meeting Roll Call
- II. Notice of Open Meetings Act - Posted
- III. Public Comment
- IV. Items for Discussion
 - IV.A. Board Committees for 2022
 - IV.B. Platteview High School Curriculum Handbook 2022-23
 - IV.C. Proposed Negotiated Contract with Springfield Platteview Education Association
 - IV.D. Calendar Changes for 2021-22 Spring Semester
 - IV.E. Pandemic Plan Update (Discussion Only)
- V. Future Planning
- VI. Executive Session - Conduct strategy session and receive legal advice regarding potential litigation
- VII. Adjourn



Board Committees for 2022

<p style="text-align: center;"><u>Policy</u></p> <p>Brian Wichman - Chair</p> <p>Brenda Guenther-</p> <p>Cori Swanson</p>	<p style="text-align: center;"><u>Evaluation</u></p> <p>Kyle Fisher - Chair</p> <p>Lisa Roseland</p> <p>Brian Wichman</p>
<p style="text-align: center;"><u>Site</u></p> <p>Brian Osborn- Chair</p> <p>Kyle Fisher</p> <p>Brian Wichman</p>	<p style="text-align: center;"><u>Negotiations</u></p> <p>Cori Swanson - Chair</p> <p>Lisa Roseland</p> <p>Brian Osborn</p>
<p style="text-align: center;"><u>Americanism</u></p> <p>Lisa Roseland - Chair</p> <p>Brenda Guenther</p> <p>Brian Wichman</p>	<p style="text-align: center;"><u>Finance</u></p> <p>Brenda Guenther - Chair</p> <p>Cori Swanson</p> <p>Kyle Fisher</p>

PLATTEVIEW HIGH SCHOOL

CURRICULUM

DESCRIPTION

GUIDE



2022-2023

PHS.SPRINGFIELDPLATTEVIEW.ORG

General Information

The 2022-23 PHS Curriculum Guide is designed to be a resource for both students and parents as you navigate your high school experience. This document provides definitions of key terms, course descriptions and requirements for all courses, graduation requirements and paths, areas of distinction, career pathways and other important academic information.

Academic Recognition

Students at PHS are recognized for academic excellence in a variety of ways.

* All GPA's are based off of weighted GPA with no rounding

* Must be enrolled in at least one course in the four core areas (ELA, Math, Science and Social Studies) in a semester

Principal's List- 4.0

Honor Roll - 3.75

Merit Roll - 3.50

Academic Letter- Students that have been named to the Honor Roll for a total of four consecutive semesters will be awarded an Academic Letter.

Distinguished Diploma - Students that have successfully completed the Distinguished Path for graduation (and meets all of the requirements outlined in the Curriculum Guide) will be recognized at the PHS Commencement Ceremony.

Additional Areas of Distinction- PHS recognizes excellence in multiple academic areas. The specific criteria for attaining distinction in each area can be found on page 34 of the [student handbook](#).

Omaha World Herald Scholars- The Omaha World Herald annually recognizes students across the state of Nebraska for academic achievement. Students with an ACT score of 32 or higher are nominated for the recognition. Students that are then selected are featured in a special section in May.

Student Classification

<u>Classification</u>	<u>Accumulated Credits</u>
Freshman	0-13
Sophomore	14-26
Junior	27-39
Senior	40+

Grade Point Averages/Mark Point Table

<u>Letter grade</u>	<u>Percentage</u>	<u>Mark Points</u>	<u>Weighted Mark Points</u>
A+	97-100	4.00	5.00
A	93-96	4.00	5.00
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.00	3.00
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1.00	2.00
D-	60-62	0.67	1.67
F	0-59	0.00	0.00

Graduation Requirements

Students must earn 49 credits, and satisfactorily complete all required courses, to earn a PHS diploma. The chart below outlines the courses required for graduation. The PHS administration has the authority to evaluate and award credit towards graduation for incoming seniors based on their incoming transcript and course history.

<u>Department</u>	<u>Number of courses</u>	<u>Notes</u>
Language Arts	8	To include Honors or English 9, Honors or English 10, English 11 or AP Literature and Composition, and 2 semesters of English electives in 12 grade or Dual enrollment courses.
Social Science	7	To include US History 9 (Class of 2026), Honors or World History, Dual enrollment or US History 11, US Government, and one additional social studies elective.
Mathematics	6	To include Algebra 1, Geometry, and Algebra 2
Science	6	To include Full year of Biology, Semester of Chemistry 1, Semester of Physics 1, Semester of Earth and Space Science and a semester of Science Elective.

PE	2	Students may choose from PE courses to acquire 2 credits
Health	1	Usually taken during the Sophomore Year
Business	1	Personal Finance
College & Career	1	Required of all juniors
Electives	17	General Electives

Key Terms

AP Course- the College Board’s Advanced Placement courses are college-level offerings in a wide variety of subjects that students can pursue at the high school level. This experience prepares the college bound student for the rigor of a college course. Visit [AP Central](#) for more information on AP courses, tests, college credit and transferability of credits.

Credit- this is the value placed on each course in terms of earning progress towards graduation and advancing grade levels, with each semester of a course receiving 1 credit if passed with above a 60%.

Dual Credit- a course that is offered for both high school and college credit. Students have the option of taking these courses for high school credit only or for both high school and college credit (unless otherwise specified in the course syllabus). Parents are responsible for course fees associated with dual credit options and costs. It is vital that students and parents know and understand college policies and procedures regarding grading and add/drop.

Electives- courses that are not specifically required for graduation but offer a student a wide range of interest and subject area choice. While a student must earn credit in a number of elective credits to earn the 49 necessary for graduation. Which electives are chosen is up to the student. Students and parents should work with the counseling staff and advisory teacher for guidance in selecting these courses.

Fee- the amount of money students will be required to pay to cover the required supplies in a course. If a fee is required in a course, it will be noted in this guide in the specific course description. Fees must be paid by the end of the first full week of the semester. As mentioned above dual credit courses have additional fees as well. These will be billed and paid directly to the college or university.

Honors Course- a course that has a higher degree of rigor. The rigor can be in terms of the speed of the material presented or in terms of the additional requirements in place upon the student in the honors course.

Permission to Enroll- some courses require instructor permission to enroll. A student must gain this approval prior to registering. Courses with this requirement are noted in the specific course description of this guide.

Project Lead the Way Course- Project Lead the Way (PLTW) creates an engaging classroom environment unlike any other. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through the pathways students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate and collaborate. Our

teachers will be provided specialized training, resources, and support they need to engage students in real world learning.

Prerequisite- coursework that must be completed prior to enrolling in a course. Prerequisites are noted in the specific course description.

Required Course- course that is required for graduation

Weighted Grade- various courses at PHS are weighted due to the rigor of the course. Upon completion of the weighted course, the student will receive the grade earned on his/her transcript; however, the student will receive an adjustment to their mark points for the course (positively impacting their GPA). See mark point chart in this document for more information.

Bell Schedule

See page 8 of the [Student Handbook](#)

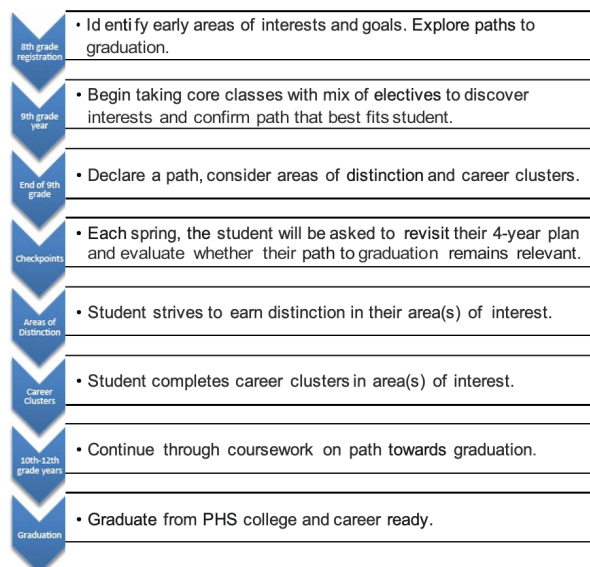
Choosing a Path

PHS offers three paths of coursework to meet the graduation requirements set forth by the Springfield Platteview Community Schools Board of Education. Each path is composed of groupings of courses that students can choose based on their specific interests and goals beyond high school. Our goal at PHS is to assure that every student is college and career ready upon successfully completing the graduation requirements.

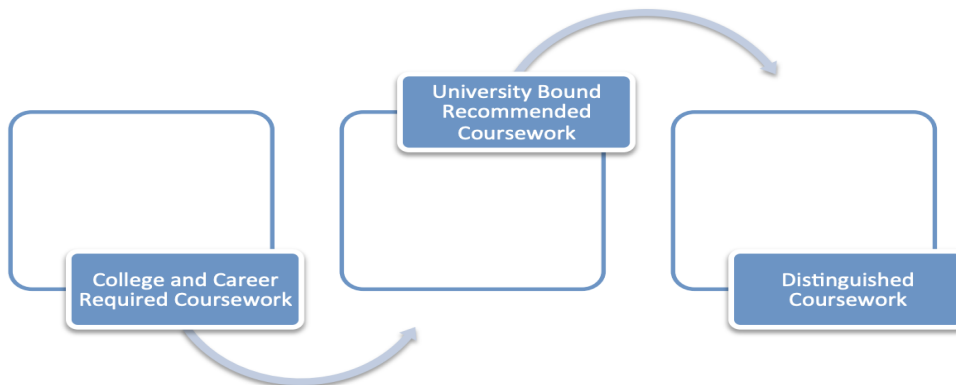
Students begin their journey as incoming 9th graders taking a mix of required, core classes, and elective courses. The goal here is to expose students to a variety of courses across multiple areas as they discover their interest areas. Students will be exposed to rigor in all curricular areas.

Each spring students will update their four-year plan. Although students will declare a graduation path during their sophomore year, a student may elect to move between the plans at any time.

4-Year Planning and Academic Experience



Platteview High School Paths to Graduation			
	College & Career	University Bound	Distinguished
Business	Personal Finance College & Career Readiness	Personal Finance College & Career Readiness	Personal Finance College & Career Readiness
Language Arts	English 9 English 10 English 11 2 Semesters of Senior level ELA offerings	English 9 or Honors English 9 English 10 or Honors English 10 English 11 or AP Lit & Comp English Electives or Dual Enrollment English offerings	Honors English 9 Honors English 10 AP Lit & Comp Dual Enrollment English offerings
Mathematics	Algebra 1 Geometry Algebra 2	Algebra 1 Geometry Algebra 2 Pre-Calculus	Geometry Algebra2 Pre-Calculus AP Calculus
Physical Education	2 semesters of PE Health	2 semesters of PE Health	2 semesters of PE Health
Science	Biology Chemistry 1 Physics 1 Earth & Space Science Science elective	Biology Chemistry 1 Chemistry 2 Physics 1 Earth & Space Science *Highly recommended to take Chemistry 2 and Physics 2 of majoring in Engineering or Science	Biology Chemistry 1 Earth & Space Science Physics 1 Chemistry 2 or Physics 2 AP Biology or AP Chemistry
Social studies	US History 9 World History US History US Government SS Elective	US History 9 World History US History US Government SS Elective	US History 9 World History US History 1 & 2 AP Government SS Elective
World Language		Spanish 1 Spanish 2	Spanish 1 Spanish 2 Or approved comparable course through PHS provider
Online Learning			Successfully complete an online course through a PHS approved provider
Community service			Log and complete 20 hours of community service
Completion of Path	49 credits	49 credits	49 credits and 3.6 weighted GPA or higher. No rounding



College and Career Required Coursework- Students selecting this path may have plans to attend college, directly enter the workforce upon graduation or may be opting to choose a military career. Any or all of these options may apply to students on this path. Successful completion of this path of course work ensures that a student has met all graduation requirements at PHS. This path offers the greatest flexibility of scheduling and number of possible electives for a student over the course of their high school tenure. Students that successfully complete all courses on this path will earn a diploma from PHS.

University Bound Recommended Coursework- Students selecting this path have aspirations to attend the University of Nebraska Lincoln or a similar peer institution at the university level. Successful completion of the coursework included on this path will assure that all PHS graduation requirements are met. The course work on this path has been identified as courses that are important in preparing the student for the rigor of a four-year university. Students on this path still have a number of elect opportunities to explore additional areas of interest. Students that successfully complete all courses on this path will earn a diploma from PHS.

Distinguished Coursework- Students selecting this path of coursework are seeking the most rigorous coursework offered at PHS and have ambitions to attend the University of Nebraska or other similar four-year university. The rigor of the course work on this path offers the students similar rigor to what the student will encounter at the university level. A student on this path still has some room for electives throughout their high school tenure. Students successfully complete this path and all subsequent requirements associated with the path will earn a distinguished diploma from PHS and be recognized at graduation with a honor cord.

Additional Areas of Distinction- Springfield Platteview Community Schools and Platteview High School recognize and encourage all students to find their unique path. PHS encourages rigor and the pursuit of excellence across all academic offering and departments in addition to earning distinction by choosing and successfully completing the distinguished coursework and all stated requirements, students at PHS may be recognized for distinction in variety of departments or areas as described on page #8.

Career Pathways- Students at PHS can explore a number of career clusters that proceed from an introductory course through the capstone course of the particular pathway. Students that complete a pathway or multiple pathways will have this noted on their transcript. The various pathways offered at PHS are noted in each department section.

Areas of Distinction

Language Arts	<ul style="list-style-type: none"> ● Successfully complete 4 years of ELA courses to include three years of honors level courses and all semesters of dual credit ELA. ● Participate in two seasons of Play Production or Speech ● Successfully complete 4 semesters of Publications or Writing Club. ● Submit a portfolio of major projects in ELA. ● Earn a 3.6 GPA in ELA courses.
Science	<ul style="list-style-type: none"> ● Earn a 3.60 GPA in all Science courses ● Successfully complete the following Science courses: Biology (I & II), Chemistry (I & II), Physics (I & II), Earth Science PLUS, AP Biology, OR AP Chemistry OR Two additional semesters of Science electives OR Science related internship (Ex. UNMC or MCC) ● Participation in Green Trojan Club (Science club starting next year)
Mathematics	<ul style="list-style-type: none"> ● Successfully complete 4 years of Math courses during 9th-12th grade ● Score at the 75th percentile or higher in the math portion of the ACT ● All grades of A- (Except 2 B+ grades are allowed) or higher during each semester of math coursework.
Social Studies	<ul style="list-style-type: none"> ● Successfully complete 4 years of social science courses to include Honors World History, Dual Enrollment US History, and AP American Government. ● Submit a portfolio of Major Projects. ● Earn a 3.60 GPA in all social studies courses.
Business/ Computer Science	<ul style="list-style-type: none"> ● Successfully complete all pathways in a specific career field with the exception of Information Technology, which required the successful completion of 2 pathways. ● Business- Participate in FBLA 3 years, hold a leadership position a minimum of 2 years and compete at State Leadership Conference a minimum of 2 years. ● Computer Science- Participate in either FBLA or SKills USA for 3 years, hold a leadership position a minimum of 2 years and compete at the state level in either organization at least 2 years. ● Earn a 3.6 GPA in all business and computer science courses. ● Submit a portfolio of major projects in capstone classes in Business and/or Computer Science.
FACS	<ul style="list-style-type: none"> ● Must successfully complete 2 of the 4 career pathways in the FACS area. ● Participate in FCCLA all 4 years and must run for an officer position at least once in high school. ● Submit a portfolio of major projects in FACS capstone courses and all awards earned. ● Must place at the state FCCLA contest. ● Earn a 3.6 GPA in all FACS course work.
Industrial Technology	<ul style="list-style-type: none"> ● Successfully complete 2 of the 4 career pathways in the Industrial Technology area. ● Participate all 4 years in Skills USA. ● Enter the State Skills USA event 3 out of 4 years. ● Earn a 3.6 GPA in all IT classes.

	<ul style="list-style-type: none"> ● Submit a portfolio that highlights all major projects in capstone courses and awards in IT.
Instrumental Music	<ul style="list-style-type: none"> ● Must letter in band all 4 years. ● Receive honor band recognition by audition, a minimum of 2 years. ● Perform a solo at district music contest during high school ● Submit a portfolio that highlights all major projects and awards in the music program. ● Earn a 3.6 GPA in all music classes.
Vocal Music	<ul style="list-style-type: none"> ● Must letter in choir all four years. ● Receive honor choir recognition, by audition, a minimum of 2 years. ● Perform a solo at district music contest during high school. ● Submit a portfolio that highlights all major projects and awards in the music program. ● Earn a 3.60 GPA in all music courses.
Visual Arts	<ul style="list-style-type: none"> ● Complete 2 of 4 career pathways in Art at PHS. ● Place at a local Art show. ● Participate in Art Club all 4 years. ● Submit a portfolio that highlights all major projects and awards in the art program. ● Earn a 3.6 GPA in all Art courses.
Foreign Languages	<ul style="list-style-type: none"> ● Successfully complete 4 years of Spanish ● Earn dual credit in Spanish 4 ● Be an active member of Spanish club all 4 years. ● Earn an Excellent rating at Spanish competition. ● Earn 3.6 GPA in all Spanish courses ● Complete a portfolio of all major projects in Spanish.

Portfolio Details

In order to meet the requirements to be considered for distinction at Platteview High School in a specific academic area, a student must submit a completed portfolio for consideration. Applicants should refer to the Areas of Distinction at Platteview high School chart in the current PHS Curriculum Guide to determine if you qualify. It is important to note that with the additional areas of distinction being a new recognition, it is likely students may not be able to meet the criteria of some areas yet.

Portfolios must be submitted to the department chair of the academic area(s) that a student qualifies for.

<u>Department</u>	<u>Contact</u>
Career Education	Mr. Jennings
Language Arts	Dr. Kersulov
Mathematics	Mr. Dostal
Performing and Visual Arts	Mr. Layher
Physical Education & Health	Mr. Jenson or Mr. Kuhl
Science	Mrs. Ortiz
Social Studies	Mr. Comine
World Languages	Mrs. Ehrke

Portfolios must be submitted no later than the third Friday in March by 4:00 pm. No late submissions will be accepted.

Scoring of Portfolio

Scoring Rubric for Portfolios (all areas)		
Score	Result	Description
4.0	Exemplary: student has earned distinction	The portfolio contains all required elements. In addition, the student has included specific and thorough evidence of all major projects in the area/department. Portfolio is professional and contains no punctuation errors. Content and appearance provides evidence that student has put significant time and effort into their portfolio. It is presented in a folder or binder.
3.0	Meets: students has earned distinction	The portfolio contains all required elements. In addition, the student has included specific and thorough evidence of all major projects in the area/department. Portfolio is professional and contains a few punctuation eros. Portfolio content and appearance provides evidence that the student has put adequate time and effort into the portfolio. It is presented in a folder or binder.
2.0	Does not earn	The portfolio is missing one or more required elements or is unorganized or contains frequent spelling errors. Portfolio is presented in a folder or binder.
1.0	Does not earn	The portfolio is missing multiple required elements and is unorganized and/or contains frequent spelling errors. Portfolio is presented in a folder or binder.
0.0	Does not earn	Not submitted on time or is not presented in folder or binder.

*When submitted, a student's portfolio will be judged by all certified staff members in the area/department. All scores will be averaged to tally a student's final mark. No rounding will occur.

Portfolio Requirements

- Resume- Include a personal resume that outlines how you have met the specific requirements for distinction in the area/department.
- Evidence of Major Projects- Students must provide evidence of all major projects in the area/department. For major projects that are written, a copy of the paper or project must be included for each project. For major projects that were constructed or created, pictures with detailed narratives must be included for all major projects in the area.
- Evidence of meeting GPA requirements in area- a copy of the student's transcript must be included with all courses in area highlight. In addition, the GPA summary sheet must be completed and submitted.
- Evidence of completing all required courses in area- Student must have completed (or currently completing) all required coursework outline on Areas of Distinction chart.
- Final Reflection paper - Each portfolio must contain a reflection paper that meets all of the following criteria.
 - Summary of experiences gained by student over the year in class offerings in the area/distinction.
 - Summary of why student performance on major projects and requirements demonstrates excellence in area/department.
 - Reflection paper must be double spaced, 12 pt Times New Roman print with margins of 1" and must include a title page.
 - Title page must include the student's name, current grade, date and area of distinction applying for.

Platteview High School's Career Education Model

Purpose

At Platteview High School, we have developed an intentional and supportive educational model that delivers robust career education to all of our students. This model includes appropriately assessing student strengths, and career interests, through the use of a variety of assessment tools. This information is gathered and used by both students and staff to advise students on meaningful course selections and completions of programs of study. Our model also includes opportunities for contextualized learning, tailored career exploration and application experience. It is our goal to provide highly skilled students that can transition seamlessly from high school to college, tech school, or the workforce with certification needed to meet community and industry demands.

Platteview High School Career Education Framework

The goal of our model is to guide students towards one or more of the 6 career fields for further exploration and focused career education. At the core is a rigorous group of core courses included in the Core Academy. These prepare students for both high school graduation and any post-secondary plans that they may have. Students will focus on these cores during the 9th and 10th grade year as they explore themselves, potential career options, and post-secondary plans.

Students are matched with a career field that best fits their interests and abilities. The career fields provide ways for students to explore the diversity of career options available to them and to begin to prepare for their career with plans for secondary and post secondary education.

Programs of Study

Students can choose a more specific program of study within that career field. The specific course of study is known as a program of study. Educational programs of study are designed to give students choices that make learning more relevant for each individual learner. The focus of a program of study is to create a sequence of courses that is both relevant and interesting to individual students and their educational and career goals. Through the understanding and analysis of their assessment results, students will be able to select multiple programs of study that aligns with their individual educational interests and future plans and will allow them to explore multiple career areas.

Work Based Learning Experience

Work-based Learning Experiences are a fundamental piece of career education at Platteview High School. The mission of work-based learning is to connect the classroom and the community to create experiences for students to use and apply their academic and career education knowledge and skills in the real world. These opportunities maximize student interests, strengths and career aspirations.

Work based learning provides students a meaningful experience in the workplace while still in high school. These activities can take many different forms. They range from career awareness and expiration to work site learning experiences that involve active student participation in the workplace. Examples include: Job Shadows, Field Trips, Verified Internships, and Supervised work Experience, for a more detailed look at opportunities available refer to the Extended Learning Academy descriptions.

State Recognized Programs of Study

Pathways may be either NDE or PHS pathways of study.

Business Department

<u>Path</u>	<u>Name</u>	<u>Introductory Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Financial Management	Personal Finance	Accounting 1	Management & Leadership	Verified Internship
NDE	Finance	Personal Finance	Accounting 1	Economics	Verified Internship
NDE	Accounting	Personal Finance	Accounting 1	Accounting 2	Verified Internship
NDE	Marketing	Marketing 1	Marketing Management	Advanced Marketing	Trojan Zone/ Verified Internship
NDE	Marketing Entrepreneurship	Marketing 1	Entrepreneurship	Trojan Zone	Trojan Zone/ Verified Internship
NDE	Management	Introduction to Business	Marketing Management, Entrepreneurship	Management & Leadership	Verified Internship
NDE	Entrepreneurship	Introduction to Business	Accounting, Marketing 1 or Economics	Entrepreneurship	Verified Internship
PHS	Business Technology	Computer Applications	Spreadsheet Applications	Digital Design	Verified Internship
PHS	Web Design	Digital Design	Digital Media	Web Design	Verified Internship

Communication

<u>Path</u>	<u>Name</u>	<u>Introductory Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Video Production	Digital Media	Daktronics Video Production	Daktronics Media Production	Verified Internship

Computer Science

<u>Path</u>	<u>Name</u>	<u>Introductory Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Data Science	Computer Science Principles	Digital Design	Statistics/ Probability	Verified Internship
NDE	Computer Science	Foundations of Computation	AP Computer Science Principles	AP Computer Science A	Verified Internship
NDE	Computer Science	Computer Science Essentials	Computer Science Essentials	Computer Science A	Verified Internship
NDE	Software Development	AP Computer Science Principles	PLTW Cybersecurity	AP Computer Science A	Trojan Zone/ Verified Internship
NDE	PLTW Software Development	PLTW Computer Science Principles	PLTW Cybersecurity	PLTW Computer Science A	Trojan Zone/ Verified Internship

Industrial Tech

<u>Path</u>	<u>Name</u>	<u>Introductory Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Engineering	Intro to Skilled & Technical Science	Robotics (1st Semester)	Robotics (2nd Semester)	Verified Internship
NDE	Welding	Intro to Skilled & Technical Science	Welding 1	Welding 2	Verified Internship
NDE	Manufacturing	Intro to Skilled & Technical Science	Woods 1	Woods 2	Verified Internship
NDE	Technician	Intro to Skilled & Technical Science	Small Engines 1	Small Engines 2	Verified Internship

Other

<u>Path</u>	<u>Name</u>	<u>Introductory Course</u>	<u>Intermediate Course</u>	<u>Capstone Course</u>	<u>Capstone Experience</u>
NDE	Introduction to Education	Introduction to Education & Training and Human Development	Best Practices in Education & Training	Field Experiences in Education & Training	Verified Internship

Early Graduation

Graduation at Semester of Senior Year

1. Declare intent to graduate early, no later than June 1st preceding their senior year by submitting an [early graduation form](#).
2. Successfully complete credit check with grade level counselor to confirm the student is on track to graduate early. A student interested has two options to complete their English 12 requirement.
 - a. The student must double up English 11 and 2 semesters senior elective courses (or their respective Honors courses) their junior year.
 - b. The student must complete the second semester elective during the first semester of their senior year.
3. The intent to graduate early is contingent upon successful completion of a PHS graduation requirements.
4. Mid-year graduates are eligible to participate in the Commencement Ceremony with the rest of their class in May of the respective year. A mid-year Commencement is not offered.
5. Students must have attended PHS a minimum of two semesters prior to application to graduate early.
6. At the time of withdrawal from PHS (at the conclusion of the 1st semester) the student will be ineligible for all NSAA activities.

Graduation at the end of Junior year.

The board of education has authorized the superintendent of schools to permit a student to graduate at the conclusion of their junior year in special circumstances. The procedure is as follows:

1. The student and/or parent shall request a meeting to be held between the student, parent, HS Principal, and grade level counselor. Both the student and parent must be in attendance.
2. The student and/or parent must outline special circumstances that have led to the request.
3. Based on the meeting, the Principal shall make a recommendation to the superintendent of schools.
4. The superintendent shall make the final decision and will notify the student and parents accordingly.
5. The intent to graduate early is contingent upon successful completion of all PHS graduation requirements.

Schedule changes

The class schedule students receive at the beginning of the school year is based upon the registration process completed the preceding spring each year. Parents, students and Platteview High School must consider the spring registration process as being one of a near contractual agreement. It is extremely important that parents and students do their research before selecting courses. Part of this research involves reading the course description provided in this curriculum guide and attending the Early Registration/Open House to gather as much information as possible in advance of selecting courses that best match the interests/ abilities of the student. Students are expected to take the courses for which they register. Changing a student schedule is a rare occurrence, and the following rules shall be applied if a schedule request is made.

1. The time period available for making schedule changes shall be from the first through the 5th day school day of the semester. Any changes outside of the schedule change period shall result in students receiving a WF (Withdrawal Fail) from the course. A WF will impact the student's GPA by having a "0" calculated into the mark point total when figuring the total GPA for the students.

2. The only exceptions to schedule changes occurring outside of the procedures outlined in item #1 would be for school-initiated changes due to misplacement of students (honors vs. regular class, documented medical conditions, etc.)
3. Any requested schedule change (within first 5 days of each semester) shall be preceded by the following steps prior to approval:
 - a. The student shall write a brief rationale for making the change
 - b. A counselor will meet with the student
 - c. The signature of the teacher from the course that the student is leaving shall be obtained.
 - d. The signature of the teacher from the course that the student is moving to shall be obtained
 - e. Parent/guardian signature shall be obtained
 - f. Administrator signature shall be obtained.
 - g. The student will be responsible for obtaining the required signatures. Forms and instructions are available in the guidance office and in the Appendix section of this document.
4. All changes will be dependent upon space availability in the desired course. Any change can be denied based on seat availability.

SPCS Grading Policy

Please see page 32 of the [student handbook](#).

Incompletes

If a student fails to complete all requirements for a class (including taking a required final examination or completing a required project), the student will receive a grade of Incomplete until such work is satisfactorily completed. A student shall have no longer than two weeks to complete all missing work. After this time, the student will receive a "0" for any missing work and the Incomplete will be changed to the resulting grade that the student has earned.

College/Dual Credit drop policy

The college credit portion of a dual credit course is regulated by the enrolling college or university.

Class Load Requirements

Students in grades 9-11 are required to carry a minimum of 7 academic subjects during each semester of high school. A student may have no more than one study hall.

Students in grade 12 are required to carry a minimum of 6 academic subjects during each semester of high school. A senior student may:

- Have a maximum of one study hall or open period (assuming the senior has met all criteria for the open period, has been approved for an open period, and remains in good standing to keep the open period assigned to him/her). A senior may not have both a study hall and an open period.
- Senior students may not request abbreviated schedules.

Repeating a course

A student may occasionally wish to repeat a class that interests the student. Students may not request to repeat a required course that the student has previously passed. Students wishing to repeat an elective course may do so if seats are available in the class, unless a limit is specifically listed on a course in this document. All grades earned will be documented on the student's transcript and included in the student's GPA.

College and Career Counseling/ Resources

There are a number of resources available to assist students in planning for a post-secondary education. Planning for the future can be overwhelming. The following websites have a multiple of timely information that will be helpful in the planning process.

College Planning Resources

[Nebraska Career Corrections](#) Provides education and career planning resources

[Education Quest](#) information on creating an activities resume, a financial aid estimator, college planning tips, and scholarship searches.

[ACT Student](#) register for the ACT test, practice questions, and college planning resources.

[College Board](#) register for the SAT test, practice questions, and college planning resources.

In addition, a student or parent can make an appointment to visit with the Platteview high School counselors or the Platteview high School College and Career Center staff to assist with needs in this area.

Career Exploration Resources

It is recommended that students begin exploring potential careers during their high school experience. This exploration will be guided during Advisory periods throughout the year. However, the following resources are for students and parents to explore on their own.

[Career Exploration College Board](#)

[High Wage, High Demand jobs in Nebraska](#)

[My Next Move](#)

[Occupational Outlook Handbook](#)

Playing Sports in College

College athletic websites have student-athlete questionnaires for interested students to complete to begin the recruiting process and dialogue with a college coaching staff. This is a good way for a high school student to communicate interest in being considered for the college's athletic program.

Division 1 or Division 2

Students interested in playing at a Division 1 of 2 college must register with the NCAA Eligibility Center. Students are encouraged to register for the Clearinghouse by the end of their junior year. The responsibility for registering with the Clearinghouse and meeting all requirements for eligibility rests with the student and parents. High school coursework, grades, and ACT scores will factor into a student's eligibility. Younger students should research the academic requirements needed to qualify for the NCAA Eligibility Center early to insure that they are on track. [NCAA Eligibility Center](#).

Division 3 or NAIA

Every student who is interested in playing championship sports at NAIA colleges for the first time needs to register and receive an eligibility determination. For more information on NAIA visit [Play NAIA](#). The responsibility for registering with the NAIA Eligibility Center and meeting all requirements for eligibility rests with the student and parents. High school coursework, grades, and ACT scores will factor into a

student's eligibility. Younger students should research the academic requirements needed to qualify for the NAIA Eligibility Center early in high school to assure they are on track.

Junior College

Student-Athletes interested in competing at the Junior College level should contact the head coach of the institution that he/she is interested in about eligibility to play and rules for the future transfer to a college or a university. Visit NJCAA for more information.

Study Halls or Independent Study Period

Students at Platteview High School may elect to take a study hall period. Study Halls at Platteview High School are intended to be an intentional part of the academic day. Students have the option of the following during study hall:

- Homework, Test or Quiz Prep, completion of class project
- ACT Prep
- Appointment with a teacher in class that student needs extra help, students must present a pass from the teacher at the beginning of the period.
- Silent Reading

If a student does not agree to these standards for study hall, the student should not sign up and should take a course instead.

Students and Platteview High School in grades 10-12 that qualify may also apply for Independent Study Period in place of a study hall. This privilege is meant for students that have the maturity and responsibility to study on their own in a quiet environment. The following criteria will apply to Independent study time.

- Students in grades 10-12 may apply for an independent study period.
- The application for consideration must be submitted by the last day of the previous semester to be considered.
- The student must have a grade point average of 3.0 or greater.
- The student must be on track for graduation.
- The student may not have an open period of a Study hall and have a scheduled independent study.
- Student must not have earned more than 6 tardies or exceeded 9 countable absences the preceding semester.
- The student may not have been referred to the office for any discipline wrestling in ISS or greater during the previous semester.

Process for Independent Study Period

- The student must check in with the study hall supervisor.
- The student will then be dismissed to report to the PHS student lounge to study independently.
- The student may not wander about the building. The student must gain permission to leave the study area from the study hall supervisor.
- The student may meet with a teacher who is available by providing the study hall supervisor a note from the requesting staff member.
- The study may not appear on the D's and F's list or be referred to PHS ICU for missing work.
- Any student violating above conditions will be placed in Study Hall for the remainder of semester. No warnings are given prior to losing the privilege of having an independent study period.

Open Periods

In order to be eligible for an open period, a senior must meet (and maintain) all of the following qualifications.

- A minimum of a 2.5 cumulative grade point average during the preceding semester.
- No unexcused absences the preceding semester
- Less than 9 countable absences in all class periods during preceding semester.
- Less than 6 tardies to any single period the preceding semester.
- Counselor verification that the student is on track for graduation.
- No discipline resulting in an out of school suspension during the preceding semester.
- No more than 5 days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods

- The only periods eligible for an open period are 1st, 7th or 8th. A student may only be eligible for an open period 7th period if he/she has met the full scheduling requirements listed in this document and he/she has a zero hour period.
- A student may apply each semester for eligibility for an open periods
- A student may request to have a maximum of one open period per day.
- Students with an open period may not be on campus during the open period unless the student has scheduled time with a staff member.
- Students violating any of the criteria listed about may have their open period revoked immediately.
- The high school administration may assign alternate schedules to a student when extenuating circumstances arise.
- The application for approval of a student to have an open period must be completed and submitted prior to school ending to the preceding semester.

The application must receive approval from the following parties.

- Principal or Assistant Principal or Counselor
- Student and Parent

Applications will be available in the Main Office beginning in March each year and are available in the Appendix section of this document.

Advisory Period

Each student will be assigned to an individual staff member who will lead a daily Advisory Period. During this period, the staff member will serve as a mentor to a small group of students. The purpose is to have a daily time set aside to have an adult in every student's life at Platteview High School that can have an intentional role in helping guide students during their time at PHS. Among the activities planned for Advisory Period are the following; grade and attendance checks, weekly planning, character programs, guest speakers, remediation, MAP and ACT prep/tracking and overall student wellness. See mission and goals document in Appendix section for more information.

Final Examination

It is the expectation that all courses include a final examination or final project. Final examinations will be given during the designated time/date on the final examination schedule unless approved in advance through the principal.

The following guidelines shall apply to students being exempt from final examinations.

- Juniors in their second semester and seniors may be exempt from final examinations in courses that are not Advanced Placement and are not taken for Dual Credit.
- The student must have a 94% unweighted grade in all coursework prior to final examination. No rounding may occur.
- Final projects do not qualify for exemption.

The student must meet all of the following criteria

- No unexcused absences the preceding semester
- Less than 5 countable absences in all class periods during preceding semester.
- Less than 3 tardies to any single period the preceding semester.
- No discipline resulting in an in-school or out-of school suspension during the preceding semester.

Registration Sheet

All students must complete and submit a registration sheet as a part of the registration process each year. The official registration sheet is found in the Appendix section of this guide.

As is stated elsewhere in this handbook, the registration process should be a very deliberate, intentional and thoughtful process between the student, parents and counseling staff. As a part of this process, the student should complete their four year plan for success form that is included in the Appendix section of this document. Lastly, it is important each year to consider if the diploma path choice of the student is still accurate.

Office Aide /Teacher Aide

Students may apply to serve as an aide in various areas (main office or an individual teacher) Serving as an aide is a non-credit elective choice that some students elect to gain experience in an area of interest. Office aides help with general clerical tasks. Teachers aides assist a teacher with classroom duties such as handing out papers, etc. And, finally a tech aid works with the technology department in providing the valuable first-contact support component we need to screen issues, and help resolve them quickly.

Art

Faculty: Allison Behrens

Course #	Class Title	Course Length	Credits	Open To
029930	Advanced Art	Semester	1	10-12
020200	Drawing	Semester	1	9-12
020100	Foundations of Art	Semester	1	9-12
020300	Painting	Semester	1	9-12
020600	Photography	Semester	1	9-12
020400	Pottery	Semester	1	9-12
029931	3D Art	Semester	1	9-12

Advanced Art	
Course # 029930	Prerequisite: Foundations of Art and two other Art Classes (Painting, Drawing, 3D Art, Pottery)
Class Fee: \$20.00 per semester	
<p>Course Description: Advanced Art is an opportunity for students to build a portfolio and work on more advanced projects. Students are expected to keep up with the pace of the class (more than one project at a time), and produce quality work. The class also provides an opportunity for artists to develop their personal style and designs by exploring a variety of mediums (drawing, painting, and pottery.) Projects will include a combination of assigned and elective projects. Students will be expected to keep a sketchbook to plan out ideas and draw from observation.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> • Have an awareness and sensitivity to natural and man-made environments • Examine a variety of objects and apply the elements and principles of design • Use inventive and imaginative expression through art materials and tools • Be able to design, develop and create artworks using a variety of art materials • Learn to appreciate art of the past and present • Continue on their growth and aesthetics through visual discrimination and judgement. 	

Drawing	
Course # 020200	Prerequisite: Foundations of Art
Class Fee: \$10.00 per semester	
<p>Course Description: In this course students will utilize and expand on the elements of art and principles of design and use them to create two-dimensional drawings. Drawing materials may include, but are not limited to, pencils, pen and ink, oil pastels, chalk and charcoal. Students will also</p>	

study various artists and artworks.

Course Outcomes: The student will...

- Draw from life with correct proportions and shading
- Create a composition utilizing a variety of drawing materials (pencil, charcoal, ink, colored pencil, etc)
- Be able to create projects with specific guidelines
- Understand art terms relating to art projects and art history
- Be able to critique a work of art

Foundations of Art

Course # 020100

Prerequisite: N/A

Class Fee: \$15 per semester

Course Description: Foundations of Art is an introductory studio course in which students gain exposure to the arts through a variety of 2D and 3D media. Students will learn how to create utilizing the elements of art and design. In this course, students will see, feel and think about the world within a contemporary and historical perspective. Foundations of Art is a prerequisite to take all other Art classes.

Course Outcomes: The student will...

- Understand and utilize the elements and principles of art
- Create art using various art mediums.
- Review works of art from various periods of history, differing styles and various cultural groups to develop a broad base of understanding that celebrates cultural diversity and gain an understanding of global views.
- Be able to talk about works of art, learn basic skills and gain knowledge necessary to communicate each art form.
- Explore, theorize and apply principles of aesthetics and art criticism to their own artwork and the artwork of classmates.
- Develop an awareness of an appreciation for the presence of art both within the classroom and everyday experiences.
- Provide a detailed, in depth critique of another classmate's artwork.
- Utilize critiques from fellow students to finish works of art.

Painting

Course # 020300

Prerequisite: Foundations of Art

Class Fee: \$15 per semester

Course Description: In this course students will be introduced to classical and contemporary painting styles and artists. Students will explore a variety of painting techniques and compositions. Students will learn color theory and mixing techniques while creating still lifes, portraits, landscapes and abstract paintings. Students will be able to mix colors to match life/reference.

Course Outcomes: The student will...

- Develop confidence in using painting as a primary medium for artistic expression
- Explore the fundamental processes of visual perception and artist expression
- Be able to verbalize ideas and processes in art making
- Develop an understanding of history styles and contemporary issues in painting.

Photography

Course # 020600

Prerequisite: Student should have access to a 35mm digital single lens reflex camera and must have their own SD card

Class Fee: N/A

Course Description: Photography will introduce the basics of taking pictures with a 35mm digital single lens reflex camera. Top students will be given the opportunity to become a yearbook or newspaper photographer.

Course Outcomes: The student will...

- Understand the parts of a 35mm camera and their function.
- Understand the role of lighting and shutter speed in taking pictures.
- Understand the principles behind mixing ISO, shutter speeds, and aperture to produce commercial photographs.
- Understand the basic fundamentals of photography

Pottery

Course # 020400

Prerequisite: Foundations of Art

Class Fee: \$20 per semester

Course Description: In this course students will create 3D artwork using clay and glaze. Students utilize different hand building techniques as well as focus on composition. Students will create a piece using the coil method, slab method, pinch method, and also will be expected to combine techniques. Students will also learn different ways to decorate pottery by carving, glazing, and painting.

Course Outcomes: The student will...

- Demonstrate the ability to perceive and describe qualities and expressive content in ceramic products
- Demonstrate the technical skills needed to produce products with aesthetic qualities
- Demonstrate techniques of forming pottery
- Use vocabulary related to ceramics/pottery
- Demonstrate an awareness of the history of pottery.

3D Art

Course # 029931

Prerequisite: Foundations of Art

Class Fee: \$20 per semester

Course Description: In this course students will be introduced to the basics of ceramics and techniques of rendering in a 3D space

Course Outcomes: The student will...

- Develop confidence in using painting as a primary medium for artistic expression.
- Explore the fundamental processes of visual perception and artistic expression.
- Be able to verbalize ideas and processes in art making.
- Develop an understanding of history styles and contemporary issues in painting.

Business

Faculty: Patti Layher, Teresa Starks

Course #	Class Title	Course Length	Credits	Open To
030501	Accounting	Semester	1	10-12
030502	Accounting 2	Semester	1	10-12
320101	College and Career Readiness	Semester	1	11
270602	Digital Media	Semester	1	10-12
151000	Economics	Semester	1	11-12
032370	Entrepreneurship	Semester	1	10-12
270501	Computer Applications	Semester	1	9-12
270502	Spreadsheet Applications	Semester	1	9-12
032300	Introduction to Business, Marketing & Management	Semester	1	9-12
270611	Introduction to Digital Design	Semester	1	9-12
032802	Management & Leadership	Semester	1	10-12
038100	Marketing 1	Semester	1	10-12
038200	Marketing Management	Semester	1	10-12
033000	Personal Finance	Semester	1	11-12
039930	Trojan Internships	Semester	1	11-12

Accounting 1	
Course # 030501	Prerequisite: 10-12 grade, Accounting 1
Class Fee: N/A	Pathway(s): Finance, Financial Management & Law
<p>Course Description: This 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. The computer will be used for accounting applications. Real life applications of the accounting concepts will be used in the school-based business the Trojan Zone.</p>	

Course Outcomes: The student will...

- Complete and explain the purpose of the steps of the accounting cycle
- Apply generally accepted accounting principles (GAAP) to determine the value of assets, liabilities, and equity
- prepare , interpret, and analyze financial statements for various types of business. Apply appropriate accounting principles to payroll, income taxation, and various forms of ownership
- Investigate accounting-related career opportunities, workplace skills and ethics related to the field of accounting.

Accounting 2

Course # 030502

Prerequisite: 10-12 grade, Accounting 1

Class Fee: N/A

Independent study only

Course Description: This one semester course covers corporations and payroll. Along with 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.

Course Outcomes: The student will...

- Prepare, interpret, and analyze financial statements for corporations.
- Apply appropriate accounting principles to payroll, income taxation, and various forms of ownership.
- Investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting.

College & Career Readiness

Course # 320101

Prerequisite: 11th grade

Class Fee: N/A

Required of all Juniors

Course Description: The course is designed to assist in the overarching goal at Platteview High School to prepare all students to be college and career ready. Students will be exposed to college and career skills through a variety of experiences aimed at preparing each student for life beyond PHS.

Course Outcomes: The student will...

- Update their PHS credit check form to assure that they are on track for graduation.
- Meet individually with a counselor to review a 4-year plan that student has in place to determine potential offerings that interest the student or that the student needs to complete their graduation requirements.
- Review career paths and areas of distinction to see if they may qualify.
- Identify strengths and areas of interest with various assessments
- Learn various interview techniques and gain experience with different interview types.
- Gain experience in preparing cover letters, resumes, and other hiring correspondence.
- Learn effective transition skills for the workplace and college level,
- Participate in job shadowing in area of interest,
- Gain experience with the college application process including FAFSA.
- Compose a research paper on a career area of interest.
- Learn appropriate social behaviors and skills needed for the workplace and college.
- Develop a formal presentation using PowerPoint, Prezi, google slides.
- Learn how to use and gain experience using microsoft excel or other spreadsheet programs.

Intro to Digital Design

Course # 270611

Prerequisite: N/A

Class Fee: N/A

Pathways: Business Technology, Data Science and Web Development

Course Description: Students will develop skills in a variety of software applications to produce and edit publications and projects including but not limited to, business documents brochures and programs, editing photos and pictures. Proper use of copyrighted materials and career exploration will also be explored.

Course Outcomes: The student will...

- Identify the project's message and mission.
- Design graphics, text, and/or presentations to clearly express one's views for the intended audience.
- Examine careers in graphic arts or digital communications industries.
- Evaluate digital media projects for voice,message, visual appeal, or content.
- Demonstrate design principles and concepts.
- Demonstrate photography principles of design and composition rules.
- Analyze and comply with copyright laws.

Digital Media

Course # 270611

Prerequisite: N/A

Class Fee: N/A

Pathways: Business Technology, Data Science and Web Development

Course Description: Students will develop skills in a variety of software applications to produce and edit publications and projects including but not limited to, business documents brochures and programs, editing photos and pictures. Proper use of copyrighted materials and career exploration will also be explored.

Course Outcomes: The student will...

- Examine emerging trends within the communication arts industry.
- Create and edit images and graphics.
- Know and differentiate between different digital media file formats.
- Plan, produce, edit, and publish digital audio.
- Plan, produce, edit and publish digital video.
- Plan, produce, edit and publish animations.
- Explore the use of industry specific hardware and software.
- Identify the necessary skills to succeed in the visual design field and examine their programs of study.
- Evaluate digital media projects for voice, message, visual appeal, or content.
- Analyze and comply with copyright laws.

Economics

Course # 151000

Prerequisite: N/A

Class Fee: N/A

Pathways: Financial Management

Course Description: explores economic principles in order to make wise decisions relating to personal financial affairs, the successful operation of organizations, and the economic activities of our country. Students will develop an understanding of our economic system and other systems existing in the world today.

Course Outcomes: The student will...

- Assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.
- Explain why societies develop systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.
- Analyze the role of core economic institutions and incentives in the U.S. economy.
- Analyze the role of markets and prices in the U.S. economy.
- Explain the importance of productivity and analyze how specialization, investment in physical and human capital, and technological change affect productivity and global trade.
- Analyze the role of government in economic systems, especially the role of government in the U.S. economy.
- Analyze how the U.S. economy functions as a whole as measured by economic indicators.

Entrepreneurship

Course # 032370

Prerequisite: N/A

Class Fee: N/A

Pathways: Entrepreneurship, Management and Marketing Entrepreneurship

Course Description: 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 will include the development of a business plan, with concepts relating to the operation of our school-based business (The Trojan Zone).

Course Outcomes: The student will...

- Explore the characteristics of an entrepreneur.
- Explain the forms of business ownership as related to entrepreneurship.
- Recognize the management, financial, marketing, and legal skills necessary to successfully operate and grow an entrepreneurial venture.
- Develop the elements, design, and rationale of a business plan.
- Investigate the role of entrepreneurship in the global economy.
- Analyze opportunities in entrepreneurship.

Computer Applications

Course # 27501

Prerequisite: N/A

Class Fee: N/A

Pathways: Business Technology

Course Description: This course will prepare students to use word processing, spreadsheet applications, introduction to database, electronic presentations, manage computer operations and electronic file storage. Career and ethical issues are discussed through the development of job applications, cover letters, resources and application forms. Students will demonstrate professional communication skills and practices while learning the software and digital citizenship. The student will also continue to work and update their personal learning plan.

Course Outcomes: The student will...

- Model positive digital citizenship by applying industry accepted ethical practices and behaviors
- Use document processing applications to prepare business communications.
- Develop and demonstrate effective professional communication skills and practices.
- Organize and manipulate data using spreadsheet applications.
- Identify database management concepts to manage, evaluate, and organize information.
- Identify and understand career paths in the Communication and Information Systems and Business, Marketing and Management career field.
- Describe emerging and evolving trends in information technology.

Spreadsheet Applications

Course # 270502

Prerequisite: Computer Applications

Class Fee: N/A

Pathways: Business Technology

Course Description: This course will develop skills in advanced word processing and spreadsheet applications, database and electronic presentation software. Students will also develop skills in desktop publishing, including page layout formatting, and web development by creating and editing web pages.

Course Outcomes: The student will...

- Organize, aggregate, and manipulate data using advanced spreadsheet features.
- Synthesize relational database concepts to design, manage, evaluate, and organize information.
- Understanding the importance of ethical data collection and applicable conclusions.
- Critical thinking skills will be used to integrate information technology tools to access, manage, and create new information.
- Examine resources to develop understanding of data science in careers.

Introduction to Business	
Course # 032300	Prerequisite: N/A
Class Fee: N/A	Pathways: Entrepreneurship, Hospitality & Tourism, Law and Management
<p>Course Description: Introduction to Business is designed to provide an understanding of the role of the consumer and business person in today's high technological society. The course provides a basis for further study in business, as well as, offering useful and practical aspects of living for all students. It is designed to help students become wiser consumers, good citizens, and efficient employees while contributing to the development of their total economic understanding.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> • Understand the basic concepts of Economics in relation to the individual and society. • Analyze the organization of a business. • Recognize management's contribution to business success • Identify fundamental marketing concepts. • Acquire a foundational knowledge of accounting to understand its nature and scope. 	

Management and Leadership	
Course # 032802	Prerequisite: N/A
Class Fee: N/A	Pathways: Financial Management and Management
<p>Course Description: This course emphasized the basic concepts of management and leadership within a business or organization. The course addresses characteristics, organization, and operation of business as major sectors of the economy. Students will also acquire essential skills in the area of emotional intelligence: time management, stress management, professional growth and development communication, and relationship skills.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> • Recognize the importance of business management and the role of managers as it relates to the success of business. • Understand the tools, techniques and systems that businesses use to plan, staff, lead, and organize resources. • Analyze management functions and their implementation and integration within a business environment • Employ leadership skills to achieve workplace objectives. • Develop personal management skills (emotional intelligence) to function effectively and efficiently in a business environment. 	

Marketing 1	
Course # 0507	Prerequisite: N/A
Class Fee: N/A	Pathways: Hospitality & tourism, Marketing and Marketing Entrepreneurship

Course Description: Students will explore the basic functions of marketing: pricing, promotion, product planning, and place/distribution: the marketing mix. The curriculum provides the foundational skills and knowledge in economics, communications skills/interpersonal skills, professional career development, business management, and entrepreneurship. Application of academic concepts and technology are integrated throughout the curriculum. Real life applications of the marketing concepts will be used in the school-based business (The Trojan Zone)

Course Outcomes: The student will...

- Understand the customer-oriented nature of marketing and will analyze the impact of marketing activities which create, communicate, and deliver value to the individual business, society, and marketing concept.
- Understand economic systems to be able to recognize the environments in which businesses function.
- Explain the concept of market and market identification.
- Explain the nature and scope of the selling function,
- Explore and identify career opportunities for future professional development decisions in marketing and other career clusters.

Marketing Management

Course # 038200

Prerequisite: Marketing 1

Class Fee: N/A

Pathways: Marketing

Course Description: Marketing Management furthers the students understanding and skill in various marketing functions, including channel management, marketing-information management, market planning, pricing, product/service management and promotion. Marketing plans, branding, the product life cycle, project management principles and professional and ethical standards are also emphasized.

Course Outcomes: The student will...

- Understand the concepts and strategies needed to communicate information about products and services.
- Explore concepts and strategies for pricing to get maximum return and customer satisfaction.
- Explore the product life cycle and branding.
- Explore further the project management concepts, professional and ethical standards.

Personal Finance

Course # 033000

Prerequisite: N/A

Class Fee: N/A

Pathways: Finance, Financial Management

Course Description: This one semester course will guide students to discover new ways to maximize their earning potential, develop strategies for managing their resources, gain knowledge on how to become a wise consumer, gain experience in using banking services, explore skills for the wise use of credit, and gain insight into the different ways of investing money. The course will discuss the costs of living away from home for the first time. The students will learn how to compute and complete federal and state income tax forms.

Course Outcomes: The student will...

- Develop and evaluate a plan to manage their money to achieve personal goals..
- Evaluate financial institutions and the services provided.
- Evaluate savings and investment strategies to achieve financial goals.
- Understand strategies used to establish, build, maintain, monitor, and control credit.
- Apply decision making skills and models to maximize consumer satisfaction when buying goods and services.
- Understand perils and risks in life and how to protect against the consequences of risk.

Trojan Internship

Course # 039930

Prerequisite:

1. Student is classified as a junior or senior
2. Student has completed (or will complete during the semester of enrollment in the Capstone Internship) an approved Career Pathway Program of Study offered at Platteview High School (in order to qualify for the Capstone Designation).
3. Student is an active, dues paying member in the appropriate Career Student Organization (CSO) at Platteview High School.
4. Student has maintained a **2.5 cumulative GPA or 3.0 GPA during the during the previous semester of classes.**
5. Student has not been suspended out of school for any behavior issues or received multiple in-school suspensions.
6. Student has not exceeded 9 countable absences during the previous 2 semesters
7. Student is on track to graduate.
8. Student must complete the **COLLEGE AND CAREER READINESS** course prior to participating in the Trojan Internship Capstone program.
9. **Student must complete an application process (including a completed application form, a recommendation from a staff member, and a screening interview with administrative team and work-based learning coordinator) and other applicable documentation prior to acceptance in the program.**
10. Student must have signed permission (training agreement) from business partner, parent/guardian, administrator, and work-based learning coordinator.

Class Fee: N/A

Course Description: This course is designed to provide students a work-based learning experience for

junior/senior students who have completed a Career/Technical Education (CTE) Program of Study. Once accepted into the course, students will apply directly to a school or business partner who has agreed to provide training, mentoring and learning experiences related to the student's preparation throughout their program of study. Each student will be required to complete a minimum of 5 class periods (or equivalent hours) of verified work experience and meet with the work-based learning coordinator on a weekly basis.

Students will be required to complete appropriate formative and summative assessments related to their internship experience.

Available Capstone Internship Opportunities Available

1. **ARCH & CONST WORK-BASED LEARNING EXPERIENCE (APPENDIX D COURSE CODE 320170)**
 2. **ARTS, AV & COM WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320704)**
 3. **BUSINESS MGMT WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320705)**
 4. **MARKETING WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320716)**
 5. **HUMAN SERVICES/FACS WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320712)**
 6. **INFORMATION TECHNOLOGY WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320713)**
- FINANCE WORK-BASED LEARNING EXPERIENCE (COURSE CODE: 320708)**

Course Outcomes:

- To be able to understand the transition between school and job
- Be able to apply for and properly conduct themselves in the interview process
- Demonstrate the ability to understand the principles of good employee/employer relations and work environment
- Develop skills in becoming a wise consumer
- Learn how to establish and use credit and how various laws enter daily life
- Understand how to use personal banking systems, tax systems and retirement plans
- Develop an understanding of various types of insurance programs and purpose each is designed to serve
- Develop an understanding of the costs and responsibilities of moving away from home.

Computer Science

Faculty: Julie Lodes

Course #	Class Title	Course Length	Credits	Open To
270702	Advanced Placement Computer Science Principles (PLTW)	Full Year	2	10-12
270700	Advanced Placement Computer Science A	Full Year	2	10-12
270711	Cybersecurity (PLTW)	Full Year	2	10-12
270210	Computer Science Essentials	Semester	1	9-12

Green indicates course can be taken for dual enrollment

Advanced Placement Computer Science Principles (PLTW)	
Course # 270702	Prerequisite: PLTW AP Computer Science Principles or Instructor Approval
Class Fee: dual credit option fees apply	Pathway(s): Computer Science
<p>Course Description: This is a dual credit course through University of Nebraska – Omaha. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object – oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple, problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.</p>	
<p>Course Outcomes: The student will...</p> <ul style="list-style-type: none"> ● Design, implement, and analyze solutions to problems, ● Use and implement commonly used algorithms. ● Use standard data structures. ● Develop and select appropriate algorithms and data structures to solve new problems. ● Write solutions fluently in an object-oriented paradigm. ● Write, run, test, and debug solutions in the Java programming language, utilizing standard Java Library classes and interfaces from the AP Java subset. ● Read and understand programs consisting of several classes and interacting objects ● Read and understand a description of the design and development process leading to such a program. ● Understand the ethical and social implications of computer use. 	

PLTW ADVANCED PLACEMENT COMPUTER SCIENCE A	
Course #: 270702	Prerequisite: Exploring Computer Science or

	Instructor Approval
<u>Class Fee:</u> dual credit option fees apply	<u>Pathway(s):</u> Computer Science, Software Development
<p><u>Course Description:</u> This is a dual credit course through University of Nebraska – Omaha. Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. Students will be creating pixel art, digital scenes, and mobile apps. There are two main projects for the course. Students interested in exploring Computer Science as a career option would benefit from this course.</p>	
<p><u>Course Outcomes:</u> The student will...</p> <ul style="list-style-type: none"> • Know how the Internet works and its impacts on society. • Program and rapidly prototype small JavaScript applications both to solve problems and to satisfy personal curiosity. • Collect, analyze, and visualize data to gain insight and knowledge. • Evaluate the beneficial and harmful effects to people and society brought on by computer innovations. 	

<u>PLTW COMPUTER SCIENCE ESSENTIALS</u>	
<u>Course #:</u> 270711	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	<u>Pathway(s):</u> PLTW Computer Science
<p><u>Course Description:</u> Computer Science Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will create usable apps. Students will sharpen their computational thinking skills by transitioning to programming environments that reinforce coding fundamentals by displaying block programming and text-based programming side-by-side. If time allows, students will learn the power of text-based programming as they are introduced to the Python® programming language. The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals' work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.</p>	
<p><u>Course Outcomes:</u> The student will...</p> <ul style="list-style-type: none"> • Implement the problem-solving process. • Learn how humans use computers to solve problems • Use tools to build interactive animations and games. • Create Android Apps. • Create and use algorithms to solve problems. • Learn the basics of abstraction and how it is used in computing. 	

<u>PLTW CYBERSECURITY</u>	
<u>Course #:</u> 270710	<u>Prerequisite:</u> Algebra 1 with a "C" or better
<u>Class Fee:</u> dual credit option fees apply	<u>Pathway(s):</u> Software Development

Course Description: This is a dual credit course through University of Nebraska-Omaha. Students learn about cybersecurity through problem-based learning, where students role-play as cybersecurity experts and train as cybersecurity experts do. Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.

Course Outcomes: The students will....

- learn to be safe consumers of digital information in a variety of context
- be able to secure firewalls and browsers
- learn how computer networks evolve and implement security measures
- learn about different malware and how to prevent malware attacks
- protect a server from exploits
- learn how an operating system works and keeps a machine safe
- analyze network traffic
- secure a network from an attack
- learn basic cryptography techniques
- learn the process of gathering digital evidence, analyzing it, and tracing a person through their footprint

Family and Consumer Science

Faculty: Laura Lovercheck

Course #	Class Title	Course Length	Credits	Open To
090119	Child Development	Semester	1	11-12
090103	Clothing and Textiles	Semester	1	9-12
090117	Family Relationships	Semester	1	11-12
090107	Foods 1	Semester	1	9-12
090129	Foods 2	Semester	1	10-12
090130	Foods 3	Semester	1	10-12
090109	Housing and Home Furnishing	Semester	1	9-12
090126	Intro to Design	Semester	1	9-12
090124	Nutrition	Semester	1	9-12

Child Development	
Course #: 090119	Prerequisite: 11th or 12th grade
Class Fee: N/A	
<p>Course Description: This course focuses on child development from infancy to age 6. The class topics uncovered in this course are child social development, emotional development, intellectual development, physical development, health and safety of a child, guiding children's behavior, supporting children's developmental milestones, planning learning activities for children, childcare settings, and exploration of careers in early childhood/family life education. Parenting skills will be integrated throughout each level of development. Influences on parenting, decisions parents face, family planning, conception, prenatal development, healthy pregnancy, birth, care of the newborn are topics that will also be covered.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> ● Define family, children, and parenting ● Identify methods of family planning ● Analyze contraception. ● Simplify prenatal development and pregnancy ● Analyze childbirth ● Describe and demonstrate basic infant care ● Summarize infant social, emotional, physical and intellectual development ● Summarize toddler social, emotional, physical, and intellectual development ● Summarize preschool social, emotional, physical, and intellectual development ● Summarize school age social, emotional, physical, and intellectual development 	

Clothing and Textiles	
Course #: 090103	Prerequisite: Intro to Design
Class Fee: Varies depending on the project choice	
Course Description: Clothing and textiles allows students to understand the knowledge and skills needed for clothing care, construction, and the clothing/fashion/textiles industry. Topics covered in this course include trends in clothing, understanding color and design, fabric construction and finishes, construction techniques, and garment construction.	
Course Outcomes: The students will.... <ul style="list-style-type: none"> ● Understand the role apparel plays in our lives. ● Examine how to make good decisions regarding clothing, apparel and textile selection. ● Demonstrate construction techniques 	

Family Relationships	
Course #: 090117	Prerequisite: 11th or 12th grade
Class Fee: N/A	
Course Description: This course included the study of interpersonal relationships and the effect of these relationships on the well-being of individuals, families, workplace and society. The course includes concepts such as effective communication, establishing and maintaining relationships, diverse family systems, characteristics of personal development and the impact of relationships on personal and career success. Other topics may include the impact of children in the families, parenting responsibilities, conception and birth, growing older and death. Students will apply these concepts through service toward the school, family, community and world.	
Course Outcomes: The students will.... <ul style="list-style-type: none"> ● Describe your personality and how personalities work together. ● Define family ● Identify the roles and responsibilities of family members ● Analyze combinations within singles, friends, and families ● Interpret couple relationships ● Explain the impact of children on families ● Describe basic parenting responsibilities ● Analyze conception, prenatal development and birth ● Justify death and dying (growing older) ● Inter-family management techniques. 	

Foods 1	
Course #: 090107	Prerequisite: Nutrition
Class Fee: \$10	
Course Description: Foods 1 allows students to understand the knowledge skills for	

foundational food preparation and food science. This course covers food and kitchen safety, kitchen equipment, preparation techniques, cooking methods and food preparation of foundational foods such as fruits and vegetables, meat and poultry, breads, desserts, cheeses, and eggs.

Course Outcomes: The students will....

- Demonstrate nutrition and wellness practices that enhance individual and family well-being in regards to food choices, food safety and food preparation.
- Integrate knowledge, skills and practices required for careers in food sciences, food technology, dietetics, and nutrition
- Demonstrate cookery, cooking methods, and preparation techniques of various food items.
- Demonstrate food and kitchen safety practices.
- Identify kitchen equipment and correctly demonstrate usage.

Foods 2

Course #: 090129

Prerequisite: Nutrition and Foods 1

Class Fee:\$10

Course Description: This course allows students to further their understanding of the knowledge and skills for food preparation and food Science. The course offers food preparation techniques, cooking methods, meal planning, and careers within the food industry. Topics covered in Foods 2 are more complex and require students to use knowledge gained in Foods 1 to prepare various food productions including, but not limited to , desserts, casseroles, salads, soups, pizzas, and sandwiches. Food entrepreneurship and innovation are additional possibilities to explore if time permits.

Course Outcomes: The students will....

- Demonstrate nutrition and wellness practices that enhance individual and family well-being in regards to food choices, food safety and food preparation
- Integrate knowledge, skills and practices required for careers in food sciences, food technology, dietetics and nutrition
- Demonstrate cookery, cooking methods, and preparation techniques of various food items.
- Demonstrate food and kitchen safety practices
- Identify kitchen equipment and correlate demonstrated usage.

Foods 3

Course #: 090107

Prerequisite: Nutrition, Foods 1, and Foods 2

Class Fee:\$10

Course Description: Students will have real life experiences working within the food industry. Students will have a variety of experiences arranging, planning, pricing, formatting and engineering various menus. Cost control principles in purchasing, receiving, storage and inventory management principles will be explored and applied to a local food establishment managed by the class. Students will explore the cost of labor, staffing and training individuals to work in various establishments. Students will gain experience working with a point of sale system and operating budgets.

Course Outcomes: The students will....

- Analyze criteria that customers use in the decision making process
- Interpret the basic principles of sanitation and safe food handling
- Interpret the basic principles related to changes in food and food product
- Utilize understanding of the backs principles of research and development, food analysis, and sensory evaluation in the field of food
- Explore technological advances that affect the global food supply
- Produce and serve flavorful, aesthetically pleasing, nutritious food
- Demonstrate proper measurement procedures for food service
- Explain scientific principles related to food prep
- Evaluate critical control points and analyze hazards
- Summarize best practices in food service
- Demonstrate safe and efficient practices in the preparation of foods
- Explain how custom demand drives products
- Examine the relationship between convenience and nutrition
- Assess career options and employment skills required in the food industry.

Housing and Home Furnishing

Course #: 090107

Prerequisite: Intro to Design

Class Fee:N/A

Course Description: Housing and Home Furnishing equips students with the knowledge and skills necessary in selecting/planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, environmental, maintenance, and aesthetic factors are examined through the course. Housing styles, ownership options, housing issues, elements and principles of design, trend in housing interiors, furniture and appliances, landscaping, remodeling/renovating, and exploration of housing-related careers are all topics covered during the course.

Course Outcomes: The students will....

- Integrate knowledge, skills and practices required for (careers) designing housing, interiors and furnishings
- Identify housing trends
- Demonstrate elements and principles of design concepts (including color)
- Create sample boards
- Analyze traffic patterns and floor plans
- Define housing and homes
- Understand basic home construction and landscaping practices
- Identify needs of an individual or family and apply housing applications.

Intro to Design

Course #: 090126

Prerequisite: N/A

Class Fee:N/A

Course Description: Foundational design course, covering theories, processes, vocabulary and techniques common to design disciplines focusing on interior design and fashion design. Students will develop and apply their knowledge through analysis, critique individual and collaborative exercises and projects. Real life experiences will be integrated with this course.

Course Outcomes: The students will....

- Analyze effects of textile characteristics on design, construction, care, use and maintenance of products.
- Critique use of appropriate textiles for a design project
- Evaluate the use of elements and principles of design
- Analyze the interactions between color and design
- Analyze components of design for their effect on various products
- Utilize technology to design
- Apply design knowledge, skills, processes, the oral, written, and visual presentation skills to communicate design ideas
- Analyze career paths within the design industry

Nutrition

Course #: 090124

Prerequisite: N/A

Class Fee: N/A

Course Description: Nutrition focuses on you and the ever changing world of food. The course will prepare individuals for living on their own in terms of eating, purchasing, and keeping food safe. The course provides students with a good foundation of knowledge for working in the kitchen in foods 1, 2, and 3. This course covers a wide variety of food topics including the importance of food in our lives, the food supply, nutrition, MyPlate, the current USDA dietary guidelines, serving sizes, food labels and product information, eating pattern, meal planning, shopping for food and wise food consumerism, and food safety.

Course Outcomes: The students will....

- Identify the importance of food in our lives
- Analyze the food supply
- Assess nutrition of foods
- Evaluate the current USDA food guidance system and Dietary Guidelines
- Discuss present and past food serving sizes
- Summarize the food nutrition label and other product information
- Analyze eating patterns
- Build and meal plan
- Justify food consumerism and shopping for food
- Outline and practice proper food safety measures in the kitchen

Industrial Tech

Faculty: Michael Bos, Dustin Foutch

Course #	Class Title	Course Length	Credits	Open To
100110	Construction Tech	Semester (2 Period Block)	2	11-12
100120	Construction Tech 2	Semester (2 Period Block)	2	11-12
100140	Design and Fabrications	Semester	1	11-12
100100	Introduction to Skilled and Technical Science	Semester	1	9-12
103194	Robotics	Semester	1	11-12
101620	Small Engines	Semester	1	11-12
101930	Welding 1	Semester	1	9-12
101940	Welding 2	Semester	1	10-12
101920	Woods 1	Semester	1	9-12
101921	Woods 2	Semester	1	10-12

Construction Technology/Construction Tech 2	
Course #: 100140	Prerequisite: Introduction to Skilled and Technical Sciences, Woods 1, Classified as a 11th or 12 grade student and must possess a valid drivers license.
Class Fee:	
Course Description: This 2 class period course is intended to teach students trade as it relates to residential construction including residential framing , roofing, plumbing, electrical, concrete, masonry, and drywall. The course will plan and build a project from start to finish for a member of the Springfield Community. A typical project will include a storage shed.	
Course Outcomes: The students will....	
<ul style="list-style-type: none"> ● Have an awareness and sensitivity to natural and man-made environments ● Examine a variety of objects and apply the elements and principles of design ● Use inventive and imaginative expression through art materials and tools ● Be able to design develop and create artworks using a variety of art materials ● Learn to appreciate art of the past the present ● Continue on tehigrowth of aesthetics through visual discrimination and judgement. 	

Design and Fabrication	
Course #: 100140	Prerequisite: Student must have completed one of the pathways to be enrolled in the course.
Class Fee: Students must purchase the materials for their project and must provide their own safety glasses	
Course Description: This course will provide students the opportunity to work time sensitive projects, design and fabricate their own project, college and career planning, and job shadowing experiences	
Course Outcomes: The students will... <ul style="list-style-type: none"> ● Demonstrate proper safety procedures and considerations in the woods laboratory ● Complete written and practical safety tests to a 100% on all power tools used ● Demonstrate an ability to complete projects on time. ● Effectively plan out project with oversight from instructor ● Complete exploratory activities towards planning for their future 	

Introduction to Skilled and Technical Science	
Course #: 100100	Prerequisite: N/A
Class Fee: N/A	
Course Description: The purpose of this class is to prepare students for all pathways in the STS department as well as the prerequisite for every class in the STS Pathways. Students will create #D models, create and read blueprints, use blueprints to manufacture multiple projects and be introduced to al ISYS career pathways offered at PHS.	
Course Outcomes: The students will... <ul style="list-style-type: none"> ● Accurately use appropriate measurement methods ● Use proper drafting terminology, symbols, codes and standards ● Neatly sketch objects in 2D and 3D ● Create technical drawings ● Apply industry standards to basic dimensioning and notation practices ● Use basic math skills to calculate scale factors. ● Use CAD to create 2D and 3D drawings ● Explore potential interests in Industrial Technology opportunities ● Safely use hand tools to create a project from a set of blueprints. 	

Robotics	
Course #: 103194	Prerequisite: Introduction to Skilled and Technical Science
Class Fee:	
Course Description: Robotics is intended to teach students the engineering design process and how it correlates to the robotics industry. Students will learn the basic robotics components through various hand-on design projects. Each project will be completed in a design team of 2-3 students. This course will also prepare students to compete in multiple SkillsUSA robotics	

competitions. First semester will be spent reviewing 3D modeling, introducing the engineering design process, and building a basic level robot. Second semester will consist of designing and building a competition caliber robot, and their own 3lb "battle robot"

Course Outcomes: The students will....

- Apply safety principles, practices and guidelines to the work environment
- Employ engineering design process principles to solve an engineering problem
- Describe the functions of a basic robot
- Design and assemble robots that are functionally and structurally sound
- Investigate careers in robotics to gain knowledge for informed career decisions
- Demonstrate use of engineering communication.

Small Engines

Course #: 101620

Prerequisite: Introduction to Skilled and Technical Science, 11th or 12 grade standing

Class Fee:

Course Description: The purpose of this course is to cover the operation, maintenance and repair of small gasoline engines.

Course Outcomes: The students will....

- Demonstrate proper safety procedures in the small engines laboratory
- Learn proper use of tools and measuring instruments
- Demonstrate proper use of fasteners, sealants, and gaskets
- Know basic engine construction and principles of operation
- Learn the differences between four and two stroke engines
- Understand basic theory of carburetor
- Know Basic theory of ignition systems
- Understand basic theory of cooling systems
- Know basic theory of the lubrication system.

Welding 1

Course #: 101930

Prerequisite: Introduction to Skilled & Technical Science

Class Fee: \$45

Course Description: The Purpose of this course is to introduce you to oxy-fuel welding and cutting, arc welding, basic sheet metal projects, and a basic Metal CNC project to create a hitch cover.

Course Outcomes: The students will....

- Demonstrate proper safety procedures and demonstrations in the woods laboratory
- Complete written and practical safety test on all power tools used
- Know selection and identifying materials
- Identify quality welds that are the products of various welding techniques
- Set up configurations of various welding equipment
- Develop the skills needed to weld.

Welding 2	
Course #: 101940	Prerequisite: Introduction to Skilled and Technical Sciences, Welding 1
Class Fee: \$45	
Course Description: The purpose of this course is to continue advancing your welding techniques while introducing Metal Inert Gas welding, plasma, cutting and metal CNC work.	
Course Outcomes: The students will... <ul style="list-style-type: none"> ● Demonstrate proper safety procedures and demonstrations in the woods laboratory. ● Complete written and practical safety test on all power tools used. ● Know selection and identifying materials ● Identify quality welds that are the products of various welding techniques ● Set up configurations or various welding equipment ● Develop the skills needed to weld at an advanced level ● Identity different types of metal ● Be able to weld different types of metal 	

Woods 1	
Course #: 101920	Prerequisite: Introduction to Skilled & Technical Science
Class Fee: \$80	
Course Description: The purpose of this class is to introduce you to woodshop safety and the basics of woodworking. We will review reading a ruler and blueprint, cover in-depth safety of all tools and machines in the woodshop, and build four different projects that will increase in difficulty each time.	
Course Outcomes: The students will... <ul style="list-style-type: none"> ● Understand proper safety procedures and demonstrations in the woods laboratory ● Complete written and practical safety tests on all power tools used. ● Demonstrate correct selection and identification of materials ● Understand measurement, layout and rough out materials ● Demonstrate planning ability ● Understand adhesives, fastening, gluing and clamping ● Demonstrate knowledge of finishes ● Complete project evaluation and rubrics. 	

Woods 2	
Course #: 101921	Prerequisite: Introduction to Skilled & Technical Science, Woods 2
Class Fee: \$80	
Course Description: The Purpose of this course is to continue to build your woodworking knowledge by introducing you to advanced woodworking tools, jointer, project skills, and CNC wood router work. We will make an entryway mirror frame with a shelf, crown molding and CNC work, as well as building a nightstand that will teach you cabinet making skills. With the remaining time in the semester you will have an opportunity to design and build a project of	

your own.

Course Outcomes: The students will....

- Demonstrate proper safety procedures and demonstrations in the woods laboratory.
- Complete written and practical safety tests on all power tools used
- Demonstrate correct selection and identification of materials
- Understand measurement, layout and rough out materials
- Complete planning, designing, and materials list
- Understand adhesives, fastening, gluing and clamping
- Demonstrate finishing with a sprayer
- Understand CNC operation
- Complete project evaluation and rubrics.

Language Arts

Faculty: Kelly Falch, Anna Hartwig, Aaron Boyle, Michael Kersulov

Course #	Class Title	Course Length	Credits	Open To
050151	AP Literature and Composition +	Year	2	11-12
059930	Contemporary Literature	Semester	1	12
050021	English 9	Year	2	9
09930	English 9 lab*	Year	2	9*
050022	English 10	Year	2	10
050023	English 11	Year	2	11
059931	Honors English 9+	Year	2	9
059932	Honors English 10+	Year	2	10
050301	Introduction to American Literature +	Semester	1	12
050304	Introduction to British Literature +	Semester	1	12
050310	Multicultural Literature	Semester	1	12
050401/ 050402	Publications/Publications 2	Semester	1	9-12
050600	Theater 1*	Semester	1	9-12
059933	Literature and Communication	Semester	1	12
050650	Theater 2*	Semester	1	9-12
059934	World Literature	Semester	1	12

+Indicates a weighted course

*Indicates an elective course (does not count as an English credit for graduation)

Green print indicates a dual credit course

AP Literature and Composition +	
Course #: 050051	Prerequisite: Completion of summer reading project, English 10 or Honors English 10
Class Fee: Dual Enrollment fees through Nebraska Wesleyan as applies	
Course Description: AP Literature and Composition is designed to help students develop higher literacy skills in an advanced classroom setting, using a full year to complete two dual credit courses: English language and Writing (fall semester) and Composition, Language, and	

Literature (spring semester). The course goal is to prepare students for college level reading, writing and communication skills, and to complete 6 hours of college level credit.

The following are the courses descriptions for each semester of the year long course

Fall Semester: English 1010: English Language and Writing (3) NWU: A course designed to help students write with clarity, confidence, and conviction through regular practice in writing (including argument and exposition, writing as discovery, and personal exploration). Particular attention will be given to the role of revision in the writing process. This course also includes a study of language and its social roles, with special attention to the origin, development, and current nature of the English language.

Spring Semester English 1020: Composition, Language, and Literature (3) NWU: This is a course in which students develop their composition skills through reading and writing about literature. The course included a discussion of multiple forms and will learn the skills and terminology appropriate to discussing literary works in different genres. Students will receive instruction in writing skills such as structuring an argument, using evidence from multiple sources, using conventions appropriately, and refining an essay through revision.

Course Outcomes: The students will....

Fall English 1010 taken from NWU Handbook

- Focus their writing on specific purposes
- Respond to the needs of different audiences
- Respond appropriately to a variety of rhetorical situations
- Use conventions of format, structure and tone appropriate to particular writing tasks
- Consider how genres shape reading and writing
- Use writing and reading for inquiry, learning, thinking, and communicating
- Consider how what they bring to a text guides their interpretation of that text
- Understand a writing assignment as a series of recursive tasks, including finding, evaluation, and analyzing, and synthesizing appropriate primary and secondary resources
- Integrate their own ideas with those of others (“enter conversations” about various issues)
- Consider the relationships among language, knowledge and power
- Recognize that it usually takes multiple drafts to create a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- Understand the collaborative and social aspects of writing processes, learning to critique their own and others work
- Learn to balance the advantages of relying on others with the responsibilities of contribution their input and working on their own
- Use appropriate technologies to do research and to communicate ideas
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documents their work
- Think strategically about such surface features as syntax, usage, punctuation, and spelling in the context of their own and others work
- Understand the holistic nature of “good” writing (i.e. that surface correctness alone does not make writing “good”)

Spring Semester English 1020

- Focus their writing on specific purposes
- Respond to the needs of different audiences
- Respond appropriately to a variety of rhetorical situations
- Use conventions of format, structure and tone appropriate to particular writing tasks
- Understand how literary genres shape both reading and writing

- Distinguish literary features of works from different historical periods and/or regions
- Distinguish among literary genres (fiction, poetry, drama, non-fiction) and be able to use the appropriate terminology for discussing each form
- Recognize that there are multiple purposes for literary writing (i.e., beyond autobiographical self expression)
- Understand that different critical approaches to a literary text will product different analyses rather than a single “right interpretation”
- Use writing and reading for inquiry, learning, thinking, and communicating
- Recognize that what they bring to a text guides their interpretation of that text.
- Understand that writing assignment as a series of recursive tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- Integrate their own ideas with those of other(“enter into conversations” about various issues)
- Recognize that it takes multiple drafts to create a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading their own writing
- Know how to use quotations from a literary work as evidence in a written argument or oral discussion
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- Be able to critique their own and others work
- Combine the advantages of relying on others with the responsibilities of contributing their input and working on their own
- Know how to use appropriate reference sources in analyzing literary texts
- Know how to use a variety of technologies to do research and to communicate ideas
- Master conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documenting their work
- Strategically address such surface features as syntax, usage, punctuation, and spelling in the context of their own and others' work.

Contemporary Literature

Course #: 059930

Prerequisite: English 11 or Honors English 11

Class Fee: N/A

Course Description: Contemporary Literature is a senior level English course that focuses on literature within the past 100 years. While drawing on a variety of genres within modern novels, nonfiction, poetry, short stories, drama and personal essays, the course aims to frame social and cultural views of the contemporary world and related issues and concerns through literature. Additionally, the course will address various literary critique strategies and philosophies, including; modern, postmodern, structuralism, new criticism, historical, and reader-response. Reading, writing, oral presentations, and discussions in the course will be oriented in ways to foster critical thinking skills and clarity of communication. Multimodal materials/writing will be central to exploring contemporary communication, including but not limited to digital media image and print, speeches, film and social media. Contemporary Literature awards a core English credit for 12th grade students.

Course Outcomes: The students will...

- Practice and expand reading, speaking, writing, spelling, and vocabulary skill sat teh English 12 level
- Identify and analyze different types of text related to social and cultural views of the contemporary world and related issues and concerns
- Identify and analyze different themes in literature and provide evidence from the text to support identification and analyses

- Identify and analyze elements of nonfiction or informational material and provide proof of understanding the text
- Analyze the aesthetic qualities of various forms of literature within social and cultural views of the contemporary world and related issues and concerns
- Analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays, and poems
- Analyze and express authors' political, social, and cultural ideologies as portrayed in selected works
- Understand and apply the writing process for various formal and informal purposes, including journaling essays, digital compositions, and speeches
- Develop listening skills used as a communicator in the communication process

English 9	
<u>Course #:</u> 050021	<u>Prerequisite:</u> N/A
<u>Class Fee:</u>	
<u>Course Description:</u> The curriculum in this course is designed to broaden your literary knowledge, deepen your thinking about important topics, develop your communication skills, connect your learning to other classes, and give you multiple opportunities to work with a variety of people on different tasks.	
<u>Course Outcomes:</u> The students will.... <ul style="list-style-type: none"> ● Write expository and argumentative essays ● Improve spelling and vocabulary skills ● Improve composition skills- including grammar, punctuation, and capitalization ● Know and apply the six traits of writing ● Study various genres in literature, including non-fiction, fiction, poetry, plays, short stories, and novels ● Identify the basic elements of literature ● Comprehend and analyze literature ● Practice and apply skills in oral communication use library resources for assignment research ● Use and apply listening skills 	

English 9 lab	
<u>Course #:</u> 059930	<u>Prerequisite:</u> Teacher recommendation based on support needed in ELA
<u>Class Fee:</u>	
<u>Course Description:</u> Students that have been identified as likely to struggle in English 9 will be recommended to enroll in the English 9 lab concurrently with English 9. Staff will use the following information to identify students that are likely to struggle with the rigor of English 9: MAP and NESA scores, teacher recommendation and family input. The English 9 Lab will provide students additional support in passing English 9 and preparing for subsequent courses in Language Arts * Course will be graded each semester on a pass/fail basis according to the rubric included on the last page of the ELA section of this guide. Students that pass this course will receive elective credit by semester.	
<u>Course Outcomes:</u> The students will.... <ul style="list-style-type: none"> ● Learn and apply reading skills and strategies to comprehend text. 	

- Learn and apply writing skills and strategies to communicate
- Develop and apply speaking and listening skills and strategies to communicate for a variety of purposes apply information fluency and practice digital citizenship
- Improve reading comprehension, closing reading gap, and reaching grade level reading
- Learn skills to acquire new vocabulary and use new vocabulary in formal and informal writing
- Create written compositions in response to literature

English 10

Course #: 050022

Prerequisite: English 9 or Honors
English 9

Class Fee: N/A

Course Description: In this course you will read short stories and novels, autobiographies and other types of nonfiction, poems, and plays. The works come from a broad range of time periods and cultures. As you read and analyze the literature, you will become more skilled interpreters of literature and the world in which we live. In addition to reading, you will be writing expository, narrative and persuasive essays, as well as stories and poems. In a journal, you will also have the opportunity to express yourself informally; your journals will serve as a record of your growth and development as writers and thinkers during your sophomore year. We will not, of course, neglect grammar study and vocabulary development.

Course Outcomes: The students will....

- Apply accepted grammatical rules to essays
- Apply rules of punctuation and capitalization
- Define and explain (through literature analyses) plots, characterization, setting, conflict, theme, and point of view
- Share (through discussions and writing) a personal response to literature
- Develop the ability to read a literature selection and then analyze it in a written essay
- Improve spelling and vocabulary skills
- Improve organization and note taking skills
- Write improve critical thinking and writing skills
- Apply the writing process in composition
- Know the six traits of writing.

English 11

Course #: 050023

Prerequisite: English 10 or Honors
English 10

Class Fee: N/A

Course Description: In English 11, we will read various forms of literature, including pieces which reflect America's unique cultural history. We will develop our understanding of the process of inquiry by investigating this literature, including novels, short stories, poems and essays. This material will supplement our exploration of various writing modes including the methods of argument and persuasive writing.

Course Outcomes: The students will....

- Identify historical and philosophical ideas in periods of American literature
- Improve reading strategies through an understanding of literary techniques
- Use the writing process (focus on persuasive language and appeals)
- Apply the six traits to writing

- Research influences on texts
- Think and write critically sometimes within a timed situation
- Think and write critically, sometimes within a timed situation
- Write from his/her own experience, as well as from research
- Improve the use of correct grammar, punctuation, and spelling.

Honors English 9+

Course #: 059931

Prerequisite: Completion of summer reading project

Class Fee: N/A

Course Description: Honors English 9 is designed to challenge students who possess high level English skills. The class will accelerate the objective stated for English 9. Creative and analytical writing will be stressed. The focus will be on enriching students' reading, writing, speaking, listening, and research skills. All units include elements of reading, writing, speaking, listening, research and critical thinking. Socratic Seminar-style discussions will also comprise key elements of the course.

Course Outcomes: The students will....

- Write expository and argumentative essays
- Improve spelling and vocabulary skills
- Improve composition skills, including grammar, punctuation, and capitalization.
- Know and apply the six traits of writing
- Study various genres in literature, including non-fiction, fiction, poetry, plays, short stories, and novels
- Identify the basic elements of literature
- Comprehend and analyze literature
- Practice and apply skills in oral communication
- Use digital resources for assignment research
- Use and apply listening skills.

Honors English 10+

Course #: 059932

Prerequisite: Completion of summer reading project

Class Fee: N/A

Course Description: Honors English 10 is designed to continue challenging students who possess high level English skills. The class will accelerate the objectives stated for English 10. In this course you will read short stories and novels, autobiographies and other types of nonfiction, poems and plays. The works come from a broad range of time periods and cultures. As you read and analyze the literature, you will become more skilled interpreters of literature and the world in which we live. This course will read more challenging texts and move at a more accelerated pace than English 10. In addition to reading, you will be writing expository, narrative and persuasive essays.

Course Outcomes: The students will....

- Write expository essays
- Improve spelling and vocabulary skills
- Improve composition skills, including grammar, punctuation, and capitalization.
- Know and apply the six traits of writing

- Study various genres in literature, including , non-fiction, fiction, poetry plays, short stories, and novels.
- Identify the basic elements of literature
- Comprehend and analyze literature
- Practice and apply skills in oral communication
- Use library resources for assignment research
- Use and apply listening skills.

Introduction to American Literature

Course #: 050301

Prerequisite: 12th grade

Class Fee: Dual Enrollment course through MCC

Course Description:

Early American Literature is an honors, senior level literature course that focuses on American literature from 1600-1865. The America we know today came into existence during the tumultuous years of 1600-1865. The literature written during that period brings to life the social, cultural, artistic, religious, and political climate of the time. By critically reading, discussing, and responding in writing to a variety of early American texts, students explore themes such as origins, community, freedom, and identity. Course objectives also include learning advanced skills in reading, writing, speaking, and listening. The course is also offered as dual credit (prerequisite of AP Literature & Composition / Engl 1010 as dual credit).

Course Outcomes: The students will....

- Understand the unique literature that came out of the time period of 1600-1865.
- Will be able to understand how these works affected future literature in America.

Introduction to British Literature

Course #: 050304

Prerequisite: 12th grade

Class Fee: Dual Enrollment course through MCC

Course Description:

Introduction to British Literature is an honors, senior level literature course that focuses on British literature from 600-1800. Students explore literature from the Seventh to the Eighteenth Century and study the ways in which Britain developed its literary identity over the course of this period. The literature written during this period brings to life the religious, social, and political climate of the time. By critically reading, discussing, and responding in writing to a variety of early British texts, students explore themes such as origins, faith, freedom, and identity. Course objectives also include learning advanced skills in reading, writing, speaking, and listening. The course is also offered as dual credit (prerequisite of AP Literature & Composition / Engl 1010 as dual credit).

Course Outcomes: The students will....

- Learn advanced reading skills

Multicultural American Literature

Course #: 050310	Prerequisite: English 11 or AP Literature and Composition
Class Fee: N/A	

Course Description: Multicultural American Literature is a senior level English course that features works written by African American, Asian American, Native American, and Latino American authors as they intersect with issues of race, gender, class, ethnicity, religion, gender, and nationality. Students will re, discuss, and analyze multicultural American literature to expand and deepen their experiences with diverse voices, perspectives, traditions, and value of varied cultures within American communities. The aim of the course is also to prepare students for reading, writing, and formal oral presentations in which they define and apply literary terms in culturally relevant reading selections, interpret cultural similarities and distinctions through literature, and examine culturally relevant literary themes and issues rooted in social structures and values. By drawing on various novels, short stories, plays, poetry, speeches, nonfiction, and essays, students will analyze cultural issues in literature as expressions of individual and human values within periods of American history. Multicultural American Literature awards a core English credit for 12th grade students.

- Course Outcomes:** The students will....
- Practice and expand reading, speaking ,writing, spelling and vocabulary skills at the English 12 level.
 - Identify and analyze different types of text written by African American, Asian American, Native American, and Latino American authors
 - Identify and analyze different themes in literature and provide evidence from the text to support identification and analyses
 - Identify and analyze elements of nonfiction or informational material and provide proof of underding the text
 - Analyze the aesthetic qualities of various forms of literature written by African American, Asian American, Native American and Latino American authors.
 - Analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays, and poems
 - Analyze and express authors political, social, and cultural ideologies as portrayed in selected works
 - Understand and apply the writing process for various formal and informal purposes, including journaling, essays, digital compositions, and speeches
 - Develop listening skills used as a communication in the communication process.

Publications 1 & 2	
Course #: 050401 and 050402	Prerequisite: N/A
Class Fee: N/A	

Course Description: Publications 1 and 2 are semester long ELA orientated elective courses for students in the 9-12 grade. It is designed to teach the basics of journalism, yearbook, and media art through critical media literacy practices, reading, writing, and publishing “news”, analyzing and interpreting print and digital media; and communication strategies that integrate personal and global connections.

- Course Outcomes:** The students will....
- Analyze and synthesize processes, techniques, and applications in media arts (journalism and yearbook) through creation of print and digital publications
 - Communicate and idea/message by presenting work in print and digital media arts

- Analyze and integrate the personal and global connections through print and digital media arts
- Analyze, interpret, evaluate and create products of digital rhetoric, including written text, image, photojournalism, infographics, timelines, and charts
- Develop strategies regarding note taking, organizing, and using various forms of information and formulate ideas
- Recognize legal and ethical principles of publication (law, ethics, freedom of the press, etc)
- Develop reading, writing, and analysis strategies regarding media art, genres, such as interview, investigation, research, editorials, features, sports, grammar, and editing
- Develop and understand the impact and utility of social media and publishing.

Theater 1 and 2

Course #: 050401 and 050402

Prerequisite: N/A

Class Fee: N/A

Course Description:

Theater 1 (semester 1) This interactive literature-based elective leads students to engage literature from the page to the stage. Students will gain an introduction to components of theater including, but not limited to, acting, costuming, lighting and sound, set design. As students read, analyze, perform, and critique monologs, duets and full length plays, they will learn the history of theater, including directors, set designers, playwrights, and actors. A requirement of this course will be participation in the Fall One Act case and/or crew.

Theater 2 (semester 2) This interactive literature-based elective guides students to focus on bringing life to theater through in-depth language, physicality, style, characterization, and text analysis. Students will gain a deeper understanding of the components of theater including, but not limited to, acting, costuming, and public speaking. Students will read, analyze, perform, and critique monologs, duets, and full length plays. Furthermore, the course addresses the use of various technologies in theater related to lighting, sound, audio, and set design. A requirement of this course will be participation in the Spring play cast and/or crew.

Course Outcomes: The students will....

- View play productions, and knowledgeably discuss and critique its elements, including acting, directing, playwrighting, and design.
- Analyze a play script, and identify major elements such as theme, plot, character, and setting.
- Acquire historical background of theater and its social, cultural, and political significance.
- Develop public speaking skills related to oral and body language in relation to acting and stage performance.
- Use analog and digital tools for stage design, lighting, and production
- Discuss create and professionally about stage performances and related literature.

Literature and Communication

Course #: 059933

Prerequisite: 12th grade

Class Fee:

Course Description:

a senior level English course that features works of drama, spoken word, film, and oral performance. Students will read, discuss, and analyze literature that focuses on elements of

speech, dialogue, presentation, body language, and performance in order to expand and deepen their experiences with literature, various perspectives, and elements of communication. The aim of the course is to prepare students for reading, writing, and formal oral presentations in which they define and apply literary terms related to speaking in small and large groups, speaking as a leader, and impromptu speaking. Types of speeches and performance that will be addressed include: personal experience speech, storytelling, informative speech, radio and telecommunications, impromptu and extemporaneous speaking, persuasive speeches, and debate. By drawing on various short stories, plays, poetry, speeches, nonfiction, and essays, students will analyze elements of speech and literature. Speech and Literature awards a core English credit.

Course Outcomes: The students will....

- Practice and expand reading, speaking, writing, spelling, and vocabulary skills at the English 12 level.
- Identify and analyze different elements and strategies of public speaking and performance.
- Identify and analyze different themes in literature and provide evidence from the text to support identification and analyses.
- Identify and analyze elements of drama and speeches and provide evidence from the text to support identification and analyses.
- Identify and analyze elements of nonfiction or informational material and provide proof of understanding the text.
- Analyze the aesthetic qualities of various forms of literature for spoken performance.
- Analyze and discuss philosophical arguments presented in drama, films, essays, and poems.
- Understand and apply the writing process for various formal and informal purposes, including journaling, essays, digital compositions, and speeches.
- Develop listening skills used as a communicator in the communication process.

World Literature

Course #: 059934

Prerequisite: English 11 or Honors English 11

Class Fee: N/A

Course Description: World Literature is a senior level English course. The focus will be reading and analysis of literature from various cultures, countries, eras, and peoples of diverse ethnic backgrounds. Beginning with the Medieval Period 449-1485 AD, the course aims to prepare students for cross-Cultural themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and cross-cultural themes. Readings will draw on novels, personal narratives, drama, poetry, nonfiction, and essays. Course work will include, but not be limited to oral presentations, in-class and independent reading, literature-based writing and composition, advanced note taking practice, personal reflections, and advanced vocabulary building.

Course Outcomes: The students will....

- Practice and expand reading, speaking, writing, spelling and vocabulary skills at the English 12 level
- Identify and analyze different types of text related to various cultures, countries, eras, and peoples of diverse ethnic backgrounds
- Identify and analyze different themes in literature and perceived evidence from text to support identification and analyses
- Identify and analyze elements of fiction and provide evidence from text to support identification and analysis
- Identify and analyze a nonfiction of informational material and provide proof of undertaking the

text

- Analyze the aesthetic qualities of forms of literature from various cultures, countries, eras and peoples of diverse ethnic backgrounds
- Analyze and discuss philosophical arguments presented in novels, poetry, films, plays, essays and poems
- Analyze and express authors political, social, and cultural ideologies as portrayed in selected works
- Understand and apply the writing process for various formal and informal purposes, including journaling, essays and digital compositions and speeches
- Develop listening skills used as a communicator in the communication process.

Math

Faculty: Alex Dostal, Andrew Hopp, Elizabeth Johnson, Jennifer Kreifels

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
110620	AP Calculus +	Full Year	2	11-12
111300	Pre-Calculus +	Full Year	2	10-12
110300	Algebra 1	Full Year	2	9-12
110299	Algebra 1 lab	Full Year	2	9-10
110306	Algebra 2	Full Year	2	9-12
1103060	Algebra 2 Concepts & Skills	Full Year	2	11-12
110306	College Algebra	Full Year	2	11-12
111200	Geometry	Full Year	2	9-12
111200	Integrated Geometry	Full Year	2	10-12
111700	Intro to Statistics	Semester	1	11-12
110622	Mathematical Modeling	Full Year	2	10-12

+ *Indicates a weighted course*

Green print indicates a dual credit course

Blue print indicates a specialized course offering-see course description for more details.

Students who take Algebra 1 or higher math courses before 9th grade will earn high school credit for the course and will have the course(s) calculated into their cumulative high school GPA, and placed on their transcript.

Regardless of pursuit following high school, PHS recommends a strong background in mathematics. There are several options for students based on their potential path and mathematics aptitude. Parents should note that staff will make recommendations for students; however, the final decisions rest with the student and parent(s).

AP Calculus +	
Course #: 110620	Prerequisite: Advanced Math and Recommendation of Math Department.
Class Fee: \$99 for AP test (if taken in May), Calculus 1 (Math 2410) Dual Credit through MCC	
Course Description: This course is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and	

analytic geometry (rectangular and polar coordinates, equations, and graphs, lines, and conics). It is assumed that they have acquired a sound understanding of the theory of elementary functions. A graphing calculator is strongly recommended for this class (TI 84+).

Course Outcomes: The students will....

- Understand the concept of limits.
- Demonstrate a working knowledge of derivatives
- Possess the skills necessary to integrate polynomial and transcendental equations
- Solve applications using the techniques of integration and differentiation.

Pre-Calculus +

Course #: 111600

Prerequisite: Algebra 2 and Recommendation of the Math Department.

Class Fee: first semester (College Algebra) MATH 1425 second semester (Trigonometry) 1430 through MCC if taken for dual credit

Course Description: An introduction into higher mathematics including Trigonometry. The student will be introduced to analytical geometry, number theory, abstract algebra, probability, statistics, and calculus. A graphing calculator is strongly recommended for this call (TI-84+)

Course Outcomes: The students will....

- Solve and graph polynomial equations
- Know the trigonometric functions and identities.
- Solve triangles and equations using trigonometry.
- Identify, graph, compare and contrast conic sections.
- Work with exponential and logarithmic functions to perform mathematical operations and solve equations.
- Understand arithmetic and geometric series and sequences.
- Use sophisticated techniques to solve simple probability problems.
- Linear algebra including cryptography.

Algebra 1

Course #: 110300

Prerequisite: N/A

Class Fee: N/A

Course Description: This course is designed to help the student understand the basic structure of algebra and the real number system, recognize the techniques of algebra as reflections of this structure, acquire skill in applying algebraic concepts, perceive the role of deductive reasoning in algebra and appreciate the need for precision in language. A scientific calculator is recommended for this class. Note: Students who take Algebra 1 in the 8th grade will receive high school credit for the course as well as have it be calculated in their cumulative GPA.

Course Outcomes: The students will....

- Develop understanding of a proficiency with signed numbers.
- Understand the basic properties and definitions of Algebra.
- Be able to simplify algebraic expressions.

- Recognize, develop, solve, and graph linear equations and inequalities with one or two variables.
- Be able to simplify, factor, and solve equations with polynomials.

Algebra 1 Block

Course #: 110299

Prerequisite: N/A

Class Fee: N/A

Course Description: This course is designed to help the student understand the basic structure of algebra and the real number system, recognize the techniques of algebra as reflections of this structure, acquire skill in applying algebraic concepts, perceive the role of deductive reasoning in algebra and appreciate the need for precision in language. A scientific calculator is recommended for this class. Note: The difference between Algebra 1 and Algebra 2 blocks is that two periods are built into the students schedule to allow additional time to re-learn critical concepts. Students will be recommended to the offer based on MAP scores and collaboration of 7-12 math instructors.

Course Outcomes: The students will...

- Develop understanding of a proficiency with signed numbers.
- Understand the basic properties and definitions of Algebra.
- Be able to simplify algebraic expressions.
- Recognize, develop, solve, and graph linear equations and inequalities with one or two variables.
- Be able to simplify, factor, and solve equations with polynomials.

Algebra 2

Course #: 110306

Prerequisite: Geometry

Class Fee: Math 1315 (through MCC)

Course Description: A modern, integrated course dealing with intermediate algebra. The student will work with various number systems. The student will study polynomial functions, logarithms, absolute values, and exponential functions. A scientific calculator is recommended for this class.

Course Outcomes: The students will...

- Recognize, develop, solve, and graph linear equations and inequalities, with one, two, or three variables.
- Simplify, factor, and solve equations with polynomials
- Solve equations involving radicals or rational exponents.
- Understand and use the complex number system.
- Solve equations in the quadratic
- Factor higher degree polynomials
- Solve problems using logarithms.
- Introduce probability.

Algebra 2 Concepts & Skills

Course #: 1103060	Prerequisite: Recommendation from Math department.
Class Fee: N/A	
Course Description: The student will review Algebra 1 skills while exploring the basic Algebra 2 concepts. The student will work with various number systems. The student will study polynomial functions, logarithms, absolute values, and exponential functions. A scientific calculator is recommended for this class.	
Course Outcomes: The students will... <ul style="list-style-type: none"> • Recognize, develop, solve, and graph linear equations and inequalities, with one, two, or three variables. • Simplify, factor, and solve equations with polynomials • Solve equations involving radicals or rational exponents. • Understand and use the complex number system. • Solve equations in the quadratic • Factor higher degree polynomials • Solve problems using logarithms. • Introduce probability. 	

College Algebra

Course #: 1103060	Prerequisite: Algebra 2/ Recommendation from Math department.
Class Fee: Math 1425 through MCC	
Course Description: And introduction to higher mathematics through algebraic topics. The student will be introduced to analytical geometry, abstract algebra, and probability. A graphing calculator is strongly recommended for this class (TI-84+)	
Course Outcomes: The students will... <ul style="list-style-type: none"> • Solve and graph polynomial equations. • Identify, graph, compare, and contrast conic sections. • Work with exponential and logarithmic functions to perform mathematical operations and solve equations. • Understand arithmetic and geometric series and sequences. • Use sophisticated techniques to solve simple probability problems. • Linear algebra including cryptography. 	

Geometry

Course #: 111200	Prerequisite: N/A
Class Fee: N/A	

Course Description: The student will develop some knowledge of deductive and inductive reasoning. He/She will use this knowledge in the discovery and comparison of common properties as well as differing properties of various geometric figures. Formal proofs will be emphasized during the first semester. A scientific calculator is recommended for this class.

Course Outcomes: The students will....

- Understand the fundamental defined and undefined terms.
- Apply inductive and deductive reasoning in geometric situations.
- Write a formal geometric proof.
- Recognize and work with various geometric figures, including parallel lines, polygons, and circles.
- Find the measurements associated with one, two, and three dimensional geometric figures.

Integrated Geometry

Course #: 111200

Prerequisite: Recommendation from Math department.

Class Fee: N/A

Course Description: The student will be reviewing Algebra 1 skills while integrating basic geometry concepts and standards. These concepts will be introduced with the help of many hands-on activities and projects. A scientific calculator is recommended for this class.

Course Outcomes: The students will....

- Use algebra skills to solve geometric problems.
- Graph functions and geometric figures on a coordinate plane.
- Calculate area of 2-dimensional figures.
- Understand the relationship between similar polygons.
- Use if/then statement to formulate a conclusion.
- Calculate surface area and volume of 3-dimensional figures.

Introduction to Statistics

Course #: 111700

Prerequisite: Algebra 2 or taking Algebra 2 concurrently

Class Fee: CIST 2500 through UNO

Course Description: This course is designed for students to gain familiarity with basic concepts and analysis. Topics to be discussed include: review of central tendency, probability, normal distributions, estimates and sample sizes, hypothesis testing, and variance. Technological resources will be utilized throughout this course. Therefore, a graphing calculator is strongly encouraged (TI-84+)

Course Outcomes: The students will....

- Solidify understanding of central tendency measures.
- Understand the basics of probability; including normalizing the data.
- Choose the right size for a sample.
- Understand the 'p value' for hypothesis testing.

Mathematical Modeling

Course #: 110622	Prerequisite: Algebra 2
Class Fee: Dual Enrollment through UNO	
<p>Course Description: This course embraces the visual arts to introduce students to the foundational elements of mathematical and computational thinking. Visual patterns form the basis for explorations in arithmetic and geometric sequences, from which algebraic functions and corresponding functions in computer programs are reasoned. Access to a home desktop or laptop computer is strongly encouraged.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> • Understand arithmetic sequence/series • Understand geometric sequence/series • Understand algebraic functions • Develop introductory computer programming skills 	

Music

Faculty: Jerry Layher, Matt King, Paul Ketchen

Course #	Class Title	Course Length	Credits	Open To
120400	Concert Choir	Year	2	9-12
129931	Guitar 1	Semester	1	9-12
129930	Music Theory	Semester	1	9-12
120500	Varsity Band	Year	2	9-12

Concert Choir	
Course #: 120400	Prerequisite: N/A
Class Fee: \$15.00	
<p>Course Description: Concert Choir is an elective course for high school singers who have successfully completed the choir audition requirements. In addition to a variety of school and community concerts, the choir will compete at the district music contest and other appropriate events throughout the school year. The choir will initiate and sponsor a major musical production each year. Members of the concert are also eligible to audition for the show choir.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> • Develop an understanding of music history • Interpret and experience various styles of music • Develop proper vocal production with regard to tone, blend, enunciation, and breath control • Improve sight reading and ear training skills • Develop proficiency in part singing 	

- Develop self-confidence and poise through individual and group performance.

Guitar 1

Course #: 129931

Prerequisite: N/A

Class Fee: Student will provide guitar or pay rental fee from local vender

Course Description: This is an elective course offering beginning instruction on guitar. This class covers proper playing technique including open chords, power chords, and melodic playing in a variety of styles. The course also includes performing alone and in small ensembles, listening, improvising, and learning how to read standard music notation and tab.

Course Outcomes: The students will....

- Develop appropriate sitting posture and hand positions
- Learn to play chords, accompaniment and melodies
- Learn proper strumming, fingerstyle and flat-picking techniques
- Learn to read standard music notation, chord diagrams, chord symbols and tablature
- Learn to tune and care for the guitar
- Develop an understanding of basic music fundamentals and theory.

Music Theory

Course #: 1299330

Prerequisite: N/A

Class Fee:

Course Description: This course is intended for those high school students who are interested in more in depth study of the mechanical fundamentals of music. Students would use a guided text to move at a somewhat independent pace. Computer theory tools would be employed as well as the study of simple arranging practices using hand and computer notation.

Course Outcomes: The students will....

- Begin to develop the students' knowledge of the basics of music theory
- Gain understanding of musical terms through discussion, written work and demonstration
- Explore new opportunities though theory, notation and simple arranging techniques
- Be prepared for the next level of participation in the music program.

Varsity Band

Course #: 120500

Prerequisite: Private audition

Class Fee: \$25.00 for uniform rental; \$85 for instrumental rental for school instruments only

Course Description: Varsity band is available to those high school students who have successfully completed the band audition requirements. Members of the high school band perform at tall home football and basketball games and march in field competition. During the first quarter, the marching band meets at 7:00 am three days each week. Band members also

perform in concert competitions throughout the school year. Personnel from the varsity band are selected for the Jazz Ensemble to perform at various school activities and community functions, additional small groups and soloists are selected to perform at the district music contest. The band takes one major, out-of-state trip every four years.

Course Outcomes: The students will....

- Demonstrate involvement in and respond to personal aesthetic experiences in music
- Develop the ability to think, feel, and act creatively with music materials
- Develop manipulative and organizational skills in the performance of band literature.
- Develop an understanding of the evolution of music through performance of band literature
- Develop an understanding of the evolution of music through performance and conduction of music from different eras.
- Help promote school spirit at assemblies and sporting events
- Develop basic marching skills through participation in various marching drill designs.
- Demonstrate skills in tone production, breath control, and musical styling.

Metropolitan Community College

Online Academy

Online Academy is conducted through Metropolitan Community College's Kick Start online program. Please go to this [link](#) for more information.

Prerequisites include:

- Student should be Junior or Senior status
- No class that is offered at PHS may be taken through Online Academy
- Minimum Unweighted GPA of 3.0
- Student must earn a B- or higher in previous online classes to take another
- Students can not drop a previous online class and take another
- Student's Attendance and discipline history are reflective of a student that can succeed in an independent environment.
- Must be on track to graduate
- There must be a signed contract in place between the parents, students and school.
- Grade level counselor or administrator must approve the course
- Parents and students must attend a training session with MCC

Fees: PHS will pay for the tuition of the course, but the fees and books are up to the students.

Structure and Support: Students and parents must both agree that their child will be able to learn to work without daily direct instruction from the teacher. PHS does not have access to course materials, grades, or assignments as this course is run through Metropolitan Community College. Online learning requires self-discipline, daily progress and completion of required assignments, quizzes and exams on time with no reminder from anyone else.

Summary of courses:

Platteview High School will offer courses through Metropolitan Community College. Course summaries for these courses can be found at: <https://mycatalog.mccneb.edu/>

Form for signed agreement is found in the appendix of this document.

Career Academy

Please visit [this website](#) for information on MCC Career Academies. If you are interested in participating, students will need to set up an appointment with their grade level counselor.

[2022-2023 Paperwork](#) - due on March 7th

PE & Health

Faculty: Nick Crouse, Christina Elder, Scott Jenson, Adam Kuhl

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
080121	Competitive Sports	Semester	1	10-12
080100	Health	Semester	1	10-12
089930	Individual and Dual Activities	Semester	1	9-12
080120	Lifetime Fitness	Semester	1	9-12
089931	Lifetime Sports and Activities	Semester	1	9-12
080124	Sports Officiating	Semester	1	9-12
080111	Weight Training and Conditioning	Semester	1	9-12

Competitive Sports & Activities	
<u>Course #:</u> 080121	<u>Prerequisite:</u> Open to students 10-12. Students must have earned an A or B in lifetime Sports or Individual Sports to enroll. A or B to repeat the course.
<u>Class Fee:</u> N/A	
<u>Course Description:</u> An activity-based course designed to emphasize team and individual sports in a competitive environment that have carryover value for later life. Students will enhance already developed skills and further their appreciation of various team and individual sports as well as continue to display and develop positive social traits such as teamwork, leadership, and responsibility. Active and competitive participation as well as skill refinement are both daily and unit expectations.	
<u>Course Outcomes:</u> The students will... <ul style="list-style-type: none"> • Demonstrate and apply the knowledge of rules pertaining to team and individual sports, games and activities • Demonstrate a heightened competency in various skills necessary for different team and individual sports, games, and activities. • Demonstrate positive peer relationships in a physical activity setting • Participate actively on a daily basis with focus on skill refinement and competitiveness • Perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength. • Understand the importance of lifetime fitness, physical activity and healthy lifestyle • Choose a sport or activity and create a presentation that will be made to the class. 	

Health

Course #: 080100	Prerequisite: N/A
Class Fee: N/A	

Course Description: Health is designed to make students aware of various aspects of life relating to health. The course content will include the following topics: managing weights and body composition, achieving good mental health, fad diets, tobacco use, peer relationships, alcohol, sexually transmitted infections, non-communicable diseases and disabilities, and first aid emergencies.

- Course Outcomes:** The students will....
- Understand basic health concepts
 - Understand the social drugs and how they affect the body
 - Study major body systems and how they function
 - Learn basic rescue skills and test to certify for Red Cross 1st Aid and CPR certifications.

Individual & Dual Activities

Course #: 089930	Prerequisite: Open to students in the 10th-12th grade. Must receive an A or B to repeat the course.
Class Fee: N/A	

Course Description: An activity-based course focused on individual and dual participation in a variety of sports games and activities that have carryover value for later life. Students will continue to develop skills and further their appreciation of various individual and dual spots as well as display and develop positive social traits such as teamwork, leadership, and responsibility. Activities covered in this course will include badminton, pickleball, bowling, shuffleboard, archery, spike ball, golf, and table tennis.

- Course Outcomes:** The students will....
- Demonstrate and apply the knowledge of rules pertaining to various individual and dual participation sports and activities.
 - Demonstrate an elevated competency in various skills necessary for different individual and dual participation sports and activities.
 - Demonstrate positive peer relationships in a physical activity setting participate actively in a competitive atmosphere on a daily basis with focus on advancing an already developed skill level
 - Perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength
 - Understand the importance of lifetime fitness, physical activity and healthy lifestyle.

Lifetime Fitness

Course #: 080120	Prerequisite: Note this course is a rigorous fitness-focused class and not an activity class. Must receive a B or better to retake class.
Class Fee: N/A	

Course Description: The fitness class is designed to help students participate in low-impact fitness activities that develop cardiovascular fitness, muscle toning, and flexibility. Students will understand the importance of these elements of fitness and be able to structure their own workouts designed to improve their individual fitness levels. IN class, plan on getting a good workout for 30 minutes. Heart rate will be at a working level the entire class. Yoga, Pilates, cardio kickboxing, running workouts, aerobics, core workouts, and cardio strength training will make up the workouts. Stability balls, elastic bands, medicine balls, free weights, and cardiovascular machines are equipment used for this class. The focus for students will be on physical activity that provides opportunities for enjoyment, challenge, self-expressions and social interactions.

Course Outcomes: The students will...

- Be required to track their cardiovascular improvement based on heart rate monitoring and strength gains through journaling
- Practice proper goal setting and nutrition logging
- Learn all 5 elements of fitness and why they are important to overall fitness and health
- Learn basics of yoga, aerobic fitness, cardio kickboxing, pilates
- Be able to understand lifetime fitness is important to overall well being
- Understand different vocabulary associated with fitness
- Understand proper form, technique and safety measures for each fitness activity
- The difference between aerobic and anaerobic exercise
- Improve overall strength, cardiovascular endurance, and flexibility. vs

Lifetime Sports and Activities

Course #: 089931

Prerequisite: Grade of a B or higher to retake course

Class Fee: N/A

Course Description: The focus of the course is to provide students further opportunity to develop basic skills used in a variety of sports, games, and activities as well as gain an appreciation for the value of lifetime fitness and a healthy lifestyle. Active participation and skill improvement are both daily and unit expectations.

Course Outcomes: The students will...

- Demonstrate and apply the knowledge of rules pertaining to team and individual sports, games and activities
- Demonstrate a competency in various skills necessary for different team and individual sports, games, and activities.
- Demonstrate positive peer relationships in a physical activity setting
- Participate actively on a daily basis with focus on skill development and improvement
- Perform a series of physical fitness tests to include but not limited to flexibility, endurance, cardiovascular fitness and muscular strength
- Understand the importance of lifetime fitness, physical activity and healthy lifestyle
- Choose a sport or activity and create a presentation that will be made to the class.

Sports Officiating

Course #: 080124

Prerequisite: Open to students in 10-12 grade. Must purchase a whistle and lanyard

Class Fee: N/A

Course Description: This course is designed to introduce students to the basic playing rules and officiating practices in the sports of football, soccer, volleyball, and basketball. At the end of the course, students will be expected to demonstrate proficiency by taking the NSAA officiating exam in each of the four sports.

Course Outcomes: The students will....

- Demonstrate correct mechanics in each sport
- Demonstrate a mastery of the playing rules in each sport
- Complete NSAA officiating exam in each sport
- Demonstrate proficiency during practical officiating exams.

Weight Training and Conditioning

Course #: 080111

Class Fee: N/A

Prerequisite: Students may repeat if they earn a grade of “B” or better in the previous semester. **This is not an activity course. This is a rigorous strength and conditioning course.**

Course Description: This course is designed to provide students the opportunity to improve body structure through various weight training, stretching and cardiovascular exercises. A variety of weight lifting exercises will be used to explore the different muscle groups. Focus will be on proper weightlifting techniques and skills necessary to perform exercises in a safe and effective manner.

Course Outcomes: The students will....

- Understand and follow weight room safety policies and procedures
- Perform a variety of weight lifting exercise safely, properly, and effectively
- Increase muscular strength, power, and endurance through a variety of weight training methods and exercises through periodic testing.
- Develop speed, agility, flexibility, and coordination through stretching and conditioning
- Develop increased cardiovascular endurance
- Perform a series of physical fitness tests to include but not limited to: flexibility, endurance, cardiovascular fitness and muscular strength.
- Understand basic muscle groups, their function relative to weight training, and the affects various exercises have on each group.

Science

Faculty: Brian Dutcher, Alex Nielsen, Sarah Ortiz, Ellen Wulf

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
135000	AP Biology +	Full Year	2	11-12
135010	AP Chemistry +	Full Year	2	11-12
130210	Anatomy and Physiology	Semester	1	11-12
130201	Biology	Full Year	2	9-12
130301	Chemistry 1	Semester	1	10-12
139930	Chemistry 2+	Semester	1	10-12
130303	Earth and Space Science*	Semester	1	10-12
130203	(PLTW) Environmental Sustainability	Semester	1	11-12
130418	Material Science 1	Semester	1	11-12
130419	Material Science 2	Semester	1	11-12
130303	Physics 1	Semester	1	11-12
130307	Physics 2+	Semester	1	11-12

+Indicates a weighted course

College and Career Pathway	
<u>Semester 1</u> 9th Biology 10th Chemistry 11th Physics	<u>Semester 2</u> 9th Biology 10th Earth and Space Science 11th Science Elective
University Pathway	
<u>Semester 1</u> 9th Biology 10th Chemistry 11th Physics	<u>Semester 2</u> 9th Biology 10th Chemistry 2 11th Earth and Space Science
Distinguished Pathway	
<u>Semester 1</u> Biology (Freshman) Chemistry (Sophomore) Physics (Junior) Earth and Space (Junior) AP Bio (Senior)	<u>Semester 2 - physical science</u> Biology (Freshman) Chemistry (Sophomore) Physics (Junior) Science Elective (Junior) AP Bio (Senior)

Anatomy and Physiology	
<u>Course #:</u> 130210	<u>Prerequisite:</u> students must have completed Biology (with a minimum grade of a "C") and Chemistry (with a minimum grade of a "C").
<u>Class Fee:</u> N/A	
<u>Course Description:</u> This course is designed for students who plan on pursuing a health related area of study in college. The general area of study in this course is the structure and function of the human body. Topics include, but are not limited to: Anatomical Terminology, Cells and Tissues, the Skeletal System, the Muscular System, the Cardiovascular System, the Respiratory System, Nervous System and the Digestive system. Daily activities include classroom lecture, discussions, note taking and laboratory investigations including dissections.	
<u>Course Outcomes:</u> The students will.... <ul style="list-style-type: none"> ● Distinguish between anatomy and physiology and learn how they are related ● Study anatomical terminology and relative body positions/landmarks. ● Identify cell types and tissue types seen in the human body. ● Study the bones of the skeletal system, joints and types of movement produced in the human body. ● Identify the major muscles and muscle groups of the human body, muscle movements and the process of producing muscle movement. ● Study the structure and function of the organs of the digestive system and the process of digestion. ● Study the structure and function of the organs of the respiratory system and the process of respiration. ● Study the structure and function of the organs of the nervous system. ● Study the senses of sight and hearing including the structure and function of eyes, ears. 	

Biology	
<u>Course #:</u> 130201	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	
<u>Course Description:</u> This course is designed to give students an introduction to various biology fields of study including scientific method, ecology, molecular biology, bioenergetics, cell biology, genetics, zoology, microbiology, evolution and behavior. Lab investigations will be used to help understand and interpret concepts and theories. Recent development and bioethical issues will be used to stimulate student interest and involvement in life science.	
<u>Course Outcomes:</u> The students will.... <ul style="list-style-type: none"> ● Recognize the scientific method as a logical problem solving strategy that applies to science, as well as to everyday situations. ● Understand the ecological relationship among living organisms and between living organisms and their environment. ● Study energy, energy transformations, matter and recycling of matter as they relate to living organisms, ecosystems and the biosphere. ● Study cells, cell structure, cell function, and cell reproduction. ● Study the chemistry of biological molecules as they relate to photosynthesis, cellular respiration 	

- and other metabolic processes.
- Understand patterns of inheritance, DNA, RNA, protein synthesis, human genetics, genetic engineering recombinant DNA and genetic disorders.
 - Study viruses, bacteria, protozoan's, and their importance in ecological relationships as well as disease-producing mechanisms.
 - Understand the theory of evolution as it relates to heredity and population genetics.
 - Study theories and patterns of plant and animal behavior.

Chemistry 1

Course #: 130301

Prerequisite: Biology

Class Fee: N/A

Course Description: This course is designed to meet the graduation requirement for PHS students in Science and prepare students who plan on entering college. It emphasizes chemical theories and an understanding of the periodic table. The course covers matter, measurements, atomic structure, waves, chemical & nuclear reactions and bonding.

Course Outcomes: The students will....

- Learn about lab safety, lab techniques and lab equipment used in typical chemistry settings.
- Investigate what matter is and how to recognize a chemical reaction.
- Know how to take scientific measurements and apply problem solving techniques.
- Learn the process on how to name and write chemical formulas.
- Identify types of chemical reactions and write their balance formulas.
- Explain how energy released in a fission reaction affects an atom's nucleus.
- Predict properties of elements based on outer elections
- Use mathematical equations to understand the laws that govern gas behaviors.
- Investigate the structures of both atoms and ions as well as how they form.
- Learn how the periodic table is a vital resource for a chemist.

Chemistry 2+

Course #: 139930

Prerequisite: Chemistry 1 with a B or higher or teacher recommendation.

Class Fee: N/A

Course Description: This second semester course moves at a faster pace and is designed to prepare students who plan on entering college to pursue STEM careers. It covers solutions, gas laws, calculations for moles & stoichiometry, and acid bases.

Course Outcomes: The students will....

- Apply the use of dimensional analysis to investigate mole-mass, mole-volumes, and mole-particle relationships
- Use mathematical equations to understand the laws that govern gas behavior
- Predict limiting reactants to determine the percent yield of product made
- Identify strong acids and bases
- Prepare solution and dilute concentrated mixtures to a specific molarity
- Use critical thinking to prepare an airbag out of chemicals for an egg drop.

Earth and Space Science	
Course #: 100161	Prerequisite: Biology
Class Fee: N/A	
<p>Course Description: This course is designed to give students an introduction to various earth and space science topics and help students gather, analyze, and communicate evidence. Topics covered include the universe, Earth's planetary history, Earth's movement in the solar system, properties and movements of water on Earth's surface, weather and climate regulation, use of Earth's resources, and the effects of human activities on our planet.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> ● Explain how the universe changes over time. ● Demonstrate that Earth's climate and weather are influenced by energy flow through Earth systems. ● Demonstrate that Earth's systems are interconnected and impact one another. ● Interpret Earth's history through geological evidence ● Describe the interactions between society, environment and economy. 	

Environmental Sustainability	
Course #: 130203	Prerequisite: 11th or 12th grade
Class Fee: N/A	
<p>Course Description: Environmental Sustainability (ES) is a high school-level specialization course in PLTW Engineering. In ES, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Utilizing the activity-, project-, problem-based (APB) teaching and learning pedagogy, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> ● Students problem solve as they practice common design and scientific protocols such as project management, lab techniques, and peer review. ● Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions. ● Building enthusiasm for and a real understanding of the role, impact, and practice of environmental sustainability is a primary goal of the course. 	

Material Science 1 & 2	
Course #: 130310 (1) & 130311 (2)	Prerequisite: Chemistry 1
Class Fee: \$20 per semester	
<p>Course Description: Material Science is a study of solid matter where students will explore the nature of different materials. Four major units form the basis of the course: solids, metals, ceramics/glass, and polymers (plastics). We will study the properties, design, and manufacturing of each major solid category. This course allows students to see chemistry in the real world as well as gives students a better understanding of different fields of engineering & technical careers.</p> <p>A heavy hands-on, lab based approach is used in this class. Learning will involve working in small groups, writing as a means of learning, participating in demonstrations and activities, using community experts in materials, showing videos, and using a large variety of written resources including current event articles.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> ● Learn to make crystals using different methods (from solution, from precipitates of chemical reactions, and from freezing of a metal) ● Be able to create glass from raw ingredients and understand the bonding processes. ● Be able to use a variety of equipment to work with metals (rolling mills, draw plates, and digital calipers) ● Be able to explain the desirable properties that alloys have over their metallic components. ● Be able to identify and perform various heat treatments of metal (quench, annela, and temper). ● Be able to define corrosion, recognize examples of corrosion, and identify factors that cause corrosion. ● Be able to understand the science behind the art of raku. ● Be able to understand the process of electroplating. 	

Physics 1	
Course #: 130303	Prerequisite: Student must have successfully completed Algebra 2 or be concurrently enrolled
Class Fee: N/A	
<p>Course Description: This course is designed to meet graduation requirements at PHS in science to prepare students who plan on entering college. It emphasizes the physical world and the laws governing it. The course will cover basic kinematics, momentum, force, and energy.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> ● Study the relationship between displacement, time, velocity, acceleration, and forces in straight line motion. ● Study the concepts and relationship between work, energy, and power. ● Study and understand the laws of physics. ● Study the laws that govern the transfer of electrical charge and the fields around them. 	

Physics 2+	
Course #: 130307	Prerequisite: Physics 1 with a B or higher, or teacher recommendation.
Class Fee: N/A	
<p>Course Description: This course is designed to extend the knowledge that was used in the first semester of physics that will benefit students who are planning on entering into a university in a math or science field. The class will focus on the mathematical relationships of physics principles and problem solving. Students will also engineer and create solutions to real world problems using their knowledge of physics.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> • Develop strong mathematical skills to use when problem solving. • Master more complex kinematic equations that can solve a larger array of problems and give a deeper understanding of motion. • Study motion in both one and two dimensions • Use vectors to study collisions and motion. 	

PLTW Environmental Sustainability	
Course #: 0315	Prerequisite: Algebra 1
Class Fee: N/A	Pathway(s): PLTW Engineering
<p>Course Description: Students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges. This is a semester-long course.</p>	
<p>Course Outcomes: The students will....</p> <ul style="list-style-type: none"> • Explore the overarching themes of conservation, alternative energy sources, ethics, and resource accessibility. • Analyze environmental sustainability from the global perspective, threats to environmental sustainability, and ethics. • Investigate global water issues such as global water distribution, clean water disparity, water purification methods, water bioremediation, and water filter design. • Explore genetic engineering in terms of global food security, genetically modified organisms DNA recombinant technology, restriction enzyme analysis, and the design of genetically modified food. • Investigate and apply renewable fuel concepts such as predicting, modeling, and monitoring energy use, photosynthesis-derived energy systems, algae-derived biofuel production, ethanol biofuel production, product purification and quantification, enzyme analysis, and bio-manufacturing plant designs. 	

Social Studies

Faculty: Jon Comine, Steve Lundeen, Brad Schlieman, Andrew Soneson, Shae Speth

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
151103	21st Century Studies	Semester	1	11-12
151113	AP Government	Semester	1	12
150805	Honors World History +	Year	2	10
159930	Military History	Semester	1	11-12
151200	Intro to Psychology	Semester	1	11-12
151300	Intro to Sociology	Semester	1	11-12
1512000	AP Psychology	Semester	1	11-12
151110	US Government	Semester	1	12
159931	US History 1 +	Semester	1	11
159932	US History 2 +	Semester	1	11
150820	US History 11	Year	2	11
150700	US History 9	Semester	1	9
150800	World History	Year	2	10

Green Print indicates a Dual Enrollment Course

+Indicates a Weighted course

21st Century Studies	
<u>Course #:</u> 0453	<u>Prerequisite:</u> 11th or 12th grade
<u>Class Fee:</u> N/A	
<p><u>Course Description:</u> course offers an in-depth study of current/contemporary issues from the 21st Century. Issues are selected according to their impact on both domestic and international affairs. Each unit includes a central activity that challenges students to consider multiple viewpoints on a contested issue. The class will utilize the "Choices" curriculum developed by the Watson Institute of Brown University.</p>	

AP Government

Course #: 151113

Prerequisite: 12th grade

Class Fee: Dual Enrollment class through UNO

Course Description: AP Government and Politics is available to seniors desiring a more intensive college preparatory experience. The course will give students an analytical perspective on government and politics in the United States. Topics include: Constitutional Underpinnings, Political Beliefs and Behaviors, Political parties, Interest Groups, Mass Media, Institutions of National Government, Public Policy, and Civil Rights and Civil Liberties.

Course Outcomes:

- Know the important facts, concepts, and theories pertaining to US Government and politics
- Understand typical processes and behavior and their consequences.
- Be able to analyze and interpret basic data relevant to US Government and Politics

AP Psychology

Course #: 151200

Prerequisite: 11th or 12th grade,
Introduction to Psychology

Class Fee: Dual Enrollment course through UNO

Course Description: This course is an introduction to the science of psychology. The course material will include a study of the application of critical thinking, learning theory, memory, growth and development, biological and neurological, abnormal behavior. This course also fulfills a University of Nebraska Omaha general seduction requirement and is aligned with the following General Education Student Learning Outcomes.

Course Outcomes:

- Demonstrate an understanding of the diversity of interactions between human motivations, institutional forces, and/or social behavior
- Use critical thinking and reasoning skills to analyze theories, perspectives, and/or concepts relative to the discipline(s) studied
- Identify multiple methods and modes of inquiry and their appropriate application
- Communicate ideas and explain concepts and analyses using the language of the discipline(s)

Honors World History

Course #:

Prerequisite: 10th grade

Class Fee: Dual Enrollment class through MCC

Course Description: This course surveys the history of selected civilizations from the Renaissance to the present. It focuses on the political, economic, social, cultural, and technological contributions of these civilizations, individually and collectively, to the modern world.

Intro to Psychology	
Course #:	Prerequisite: 11th or 12th grade
Class Fee:	
<p>Course Description: Psychology I will provide an introduction of general principles and terminology involved in the field of psychology. Students will identify not only what psychology is, but how it is studied and some of the specific areas that psychologists explore. Psychology I will give students the opportunity to work and learn like a social scientist using the variety of materials the psychological field provides.</p>	
<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Study the core concepts and theories of psychology. They will be able to define key terms and use these terms in their everyday vocabulary. • Understand the basic skills of psychology research. They will be able to recognize psychological principles when they encounter them • Develop an awareness of human similarities and accept the differences • Acquire critical thinking skills which will allow them to be consumers of information • Learn about psychology as a profession and become aware of the educational requirements that must be met to pursue a career. 	

Intro to Sociology	
Course #: 151300	Prerequisite: 11th or 12th grade
Class Fee: N/A	
<p>Course Description: This course is an introduction to the scientific study of society and human social behavior. It focuses on the concepts of research methods and findings, sociological theories, society, institutions, groups, social structure, culture, interaction, socialization, social problems, inequality, and change.</p>	

Military History	
Course #: 159930	Prerequisite: 11th or 12th grade
Class Fee: Dual Enrollment course through MCC	
<p>Course Description: This course is a survey of American military history in a global context which situates war strategies and tactics starting from Colonial America to the present. This course's primary purpose is to provide students with a better understanding of the political, social, cultural, and economic aspects of American military history on the global stage. This course is a dual credit course through Metro Community College.</p>	
<p>Course Outcomes:</p> <ul style="list-style-type: none"> • Be able to describe the evolution of US/Global military policies, tactics, and strategies from colonial times to the present. • Be able to describe the relationship between military affairs and society, especially as they pertain to social, political, economic, national security, and diplomatic traditions • Be able to analyze the ramifications of European and American military policies and practices 	

- upon current global military actions
- Be able to analyze primary sources and describe how they help us better understand military history.

US Government

Course #: 151110

Prerequisite: 11th or 12th grade

Class Fee: N/A

Course Description: American Government is a survey study on the development and operation of our national government. The intent is to educate the student in the workings of our government and to foster a sense of civic pride and responsibility.

Course Outcomes:

- Understand some of the basic problems faced by the authors of our constitution
- Acquire a better understanding of our rights as guaranteed by the constitution
- Associate current literature involving the government with our studies.

US History 11

Course #: 150820

Prerequisite: N/A

Class Fee: N/A

Course Description: two semesters of US History is required of all Juniors at Platteview. This course is a survey style course covering the time period of 1920-to the present. Course will extensively focus on the 20th Century where the United States became both a Military and Economic superpower. Students will be exposed to historical events in which many Americans contributed to the freedoms we still have and enjoy in today's ever changing world.

Course Outcomes:

- Gain an understanding of the facts that led to the United States emerging as a world power.
- Understand the problems the United States faced while solidifying its status as a world power.
- Understand the impact of the Cold War on the lives of Americans and the World
- Gain a greater appreciation for the US economic and political systems, along with a sensitivity toward the various ethnic groups that make up our United States.

US History 1 (to 1877)

Course #: 159931

Prerequisite: 11th grade

Class Fee: Dual Credit course through MCC

Course Description: In order to function effectively in society, students need to have an understanding of the way in which the past is a part of their lives today. A firm intellectual grasp of the historical forces underlying present-day issues will result in mature, informed judgment and effective participation in community affairs. Moreover, students should come to regard history as the interdisciplinary interpretation of political, economic, geographic, social, cultural and intellectual forces, all in a time dimension. Additionally, they should also regard differing

historical interpretations as a healthy opportunity to exercise their own critical judgment. This course is a survey of American history from discovery through and including the Civil War and Reconstruction.

Course Outcomes:

- The fundamental themes of American history from the Age of Discovery to 1877.
- The major aspects of North American and global geography demonstrate how geography influenced the course of American history.
- The major time periods of American history.
- The interaction of various forces in American history and how the interactions influence the future.

US History 2 (From 1865)

Course #: 159932

Prerequisite: 11th grade

Class Fee: Dual Credit course through MCC

Course Description: Looks like the same as US history 1 needs to be corrected right?

Course Outcomes:

- The fundamental themes of American History from 1865 to the present
- The major aspects of North American and global geography and demonstrate how geography influenced the course of American History.
- The major time periods of American History since 1865.
- The interaction of various forces in American history and how the interactions influenced the future.

US History 9

Course #:

Prerequisite:

Class Fee: N/A

Course Description: course is a one semester requirement for all freshmen. It is a survey style course that covers the time period of 1865-1920. Topics included are: Aftermath of Civil War/Reconstruction, Westward Expansion, Industrialization, Immigration/Urbanization, Progressivism, U.S Imperialism, and World War I

World History

Course #: 150800

Prerequisite: N/A

Class Fee: N/A

Course Description: This course is a survey style course, designed to familiarize the student, primarily through European studies, with the concepts of how mankind has advanced through the contemporary stages of societal development

Course Outcomes:

- Understand the changing needs of civilization that leads to the development of nation states.
- Gain an understanding of the reasons behind revolutions and unification movements in Europe
- Understanding that through changing technologies and ideologies the world becomes an international arena in the 20th century
- Become familiar with the key personalities of the different historical eras.

Spanish

Faculty: Kirsten Ehrke and Kim Zeleny

<u>Course #</u>	<u>Class Title</u>	<u>Course Length</u>	<u>Credits</u>	<u>Open To</u>
060241	Spanish 1	Full Year	2	9-12
060242	Spanish 2	Full Year	2	10-12
060243	Spanish 3+	Full Year	2	11-12
060244	Spanish 4+	Full Year	2	12

Green indicates dual enrollment course

+Indicates course is weighted

Is my student ready for Spanish 1?

What is expected of the students in Spanish 1?

- Students in Spanish 1 are expected to have established study skills and a study routine. They know how to learn vocabulary, including spelling, of around 5-6 words a day in addition to their regular homework for class.
- Students need to be competent in reading, writing and speaking in their own language. A lot of what we do will require them to speak out loud in class and be willing participants in many activities. They should have a good grasp of common grammar terms.

My student struggles in English or Math.

- Students that tend to struggle in either or both of these subject areas tend to struggle with Spanish. It may be wise to give them another year of maturity and mastery of these two subject areas before throwing another difficult class at them.

My student rarely does his/her homework on time.

- Practice assigned in a level one class must be completed for the following day. Failure to practice makes it next to impossible to understand what is happening in class.
- Students are expected to study Spanish almost daily- close to 20 minutes a day- learning vocabulary, practicing verb conjugations, etc. Those with a low completion rate of homework may want to wait a year to mature into better homework completion habits.

My student is planning on only taking 2 years of this course.

- Since most 4 year universities require students to prove their mastery of 2 years of Spanish with a placement test, why not wait a year before starting Spanish? If their goal is to take the "2 years" and be done, it may be a better idea to wait a year to take it.

I heard Spanish is easy!- ALL they do is eat and sing.

- Many 4 year universities require a minimum of 2 years of a world language before they are admitted to their institution. This is due to the amount of higher level thinking skills required, plus the ability to show grit when faced with difficult concepts. This is not just a memorization class- however this skill is utilized frequently.

- If students do not master the basic skills in level 1, they will struggle in level 2. This class is such a concept building class- you can not learn something and forget what you have learned after the test.

My student needs to be challenged academically.

- Great! This class will challenge them to think in ways they have never had to think and study before. They should have a passion for learning to start Spanish 1 as a Freshman and continue through Spanish 4 as a Senior.

Spanish 1	
<u>Course #:</u> 060241	<u>Prerequisite:</u> N/A
<u>Class Fee:</u> N/A	
<u>Course Description:</u> Spanish 1 is an introduction to the Spanish language. In this class students will be introduced to Spanish vocabulary and basic grammar concepts. Students will learn about Spanish-speaking countries and some of their cultural celebrations. An emphasis is placed on vocabulary acquisition, sentence structure, and proper pronunciation.	
<u>Course Outcomes:</u> <ul style="list-style-type: none"> • Be able to use basic grammatical components. • Develop a limited, but workable vocabulary. • Discuss aspects of Spanish culture. • Combine grammar and vocabulary to develop oral and written skills. 	

Spanish 2	
<u>Course #:</u> 060242	<u>Prerequisite:</u> Successful Completion of Spanish 1 with a C or better
<u>Class Fee:</u> N/A	
<u>Course Description:</u> Spanish 2 is a continuation of the language skills acquired in Spanish I. New grammatical concepts and vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through guided oral conversation and in-class activities. Writing skills are improved through written exercises and directed compositions. Reading practice and culture are included.	
<u>Course Outcomes:</u> <ul style="list-style-type: none"> • Review and apply aspects of level one. • Expand upon grammatical aspects of the language • Demonstrate the ability to compose writing samples. • Recognize and understand many of the differences/similarities between the cultures. 	

Spanish 3 (Weighted if taken for dual enrollment)	
<u>Course #:</u> 060243	<u>Prerequisite:</u> Successful Completion of Spanish 2 with a C or better
<u>Class Fee:</u> N/A	
<u>Course Description:</u> Spanish 3 is a continuation of the language skills acquired in Spanish 1 & 2.	

New grammatical costs and vocabulary are introduced to broaden the student’s ability to communicate especially in written and spoken forms. Listening and speaking skills are developed through guided oral conversation, presentations and in-class activities. Writing has advanced to encompass multiple verb tenses and a variety of vocabulary topics from Spanish 1 & 2 in addition to the new topics presented in Spanish 3. Reading becomes more of a focus through short stories and books. Hispanic culture is included where appropriate.

Course Outcomes:

- Review and apply concepts from first and second year.
- Expand upon conversing in the present, past and future tenses.
- Compare cultural values.
- Develop advanced writing skills in Spanish.
- Communicate in all aspects of the language at an advanced level.

Spanish 4 (Weighted if taken for dual enrollment)

Course #: 060244

Prerequisite: Successful Completion of Spanish 3 with a C or better

Class Fee: N/A

Course Description: Spanish 4 is the culmination of all 3 previous levels of Spanish offered at Platteview. The purpose of this class is to develop the speaking skills of students to communicate with people who speak Spanish and to help them develop a deeper understanding and appreciation of the Hispanic culture. This course prepares students for college placement exams and/or the workforce. Reading and speaking skills are emphasized. Review of grammatical concepts and introduction of vocabulary occurs in thematic units.

Course Outcomes:

- Review and apply concepts from first, second, and third year.
- Students will converse daily using a variety of grammatical structures and vocabulary.
- Compare cultural values in an in-depth manner.
- Develop advanced listening, reading and writing skills in Spanish.
- Read cultural and authentic pieces at an advanced proficiency.

Appendix

Online Academy Agreement/ Consent Form

The Platteview High school Online Academy will allow students to enroll in online courses throughout the academic day. The intent of the PHS Online Academy is to provide students with the opportunity to pursue curricular interests in areas that are not offered on site. This program will allow students to design and pursue their individual pathways and interests as they work towards graduation and preparing themselves for college and the workplace.

This class is taken through Metropolitan Community College or another Post-Secondary institution. Platteview staff will not have the ability to see the students grades or progress throughout the semester.

Springfield Platteview Community Schools will pay for the course tuition to take this class while parents are responsible for the books and fees.

Qualifications to take an online academy course are:

- Written justification for the purpose of taking the online course.
- Students that have declared the University Bound Pathway will have priority.
- Demonstration of ability of student to handle the rigor of an online class.
- Attendance History
- Discipline History
- Documentation that the student is on-track to graduate.

For all requirements and guidelines regarding the Online Academy, please refer to the Platteview High School Parent-Student Handbook.

Agreement and Consent Section

I understand that qualify for a seat in the Online Academy is a highly selective process and that if my student is selected I agree to the following conditions:

- My son/daughter is prepared for and understands the rigor and independent nature of online courses.
- My son/daughter will complete the course in full even if the material/course is difficult.
- I agree that the Springfield Platteview Community Schools will pay for the course if taken for high school credit. If the course is taken for college credit, I will be responsible for the payment.
- I agree to abide by the terms and conditions of the syllabus for the online course.

Parent Signature: _____ Date _____



Open Period Request

Date: _____

Student Name: _____

Grade: _____ Graduation Year: _____ Period Request _____

In order to be eligible for an open period, a senior must meet (and maintain) all the following qualifications.

- A minimum of a 2.5 cumulative GPA during the preceding semester.
- No unexcused Absences the preceding semester.
- Less than 9 countable absences in all class periods during the preceding semester.
- Less than 6 tardies to any single period the preceding semester.
- Counselor Verification that the student is on track for graduation.
- No discipline resulting in an out-of-school suspension during the preceding semester.
- No more than 5 days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods.

- The only periods eligible for an open period are 1st or 8th
- A student may apply each semester for eligibility for an open period.
- A student may request to have a maximum of one open period per day.
- Students with an open period may not be on campus during the open period unless the student has scheduled time with a staff member.
- Students violating any of the criteria listed above may have their open period revoked immediately.
- The high school administration may assign alternate schedules to a student when extenuating circumstances arise.
- The application for approval of a student to have an open period must be completed and submitted prior to school ending the preceding semester.

This application must receive approval from.

Administrator: _____

Counselor: _____

Student: _____

Parent: _____



Application for Early Graduation

Date: _____

Student Name: _____

Grade: _____

Credit History (To be filled out by office staff)

9th Grade Credits: _____

10th Grade Credits: _____

11th grade Credits: _____

Check the statement that applies

_____ I am requesting to graduate after the first semester of my senior year.

_____ I am requesting to graduate at the end of my junior year.

Dear Parent,

Your child has requested to graduate early. When a student completes all graduation requirements and withdraws for school, the student automatically becomes ineligible to participate in any school activities regulated by the Nebraska School Activities Association.

The only formal commencement exercise held at Platteview High School is in May of each school year. We encourage all students to participate. This form is due no later than June 1 of the summer preceding the date of intent to graduate.

As a parent, I understand the nature of this request and I am executing the authorization for my child to graduate early.

Parent Signature: _____ Date: _____

Principal Signature: _____ Date: _____



Independent Study Proposal

Date: _____

Student Name: _____

Grade: _____ Graduation Year: _____

1. Area of Independent Study.

2. Activities to be carried out during Independent Study.

3. Evidence the student will produce indicating the progress being made throughout the Independent Study.

4. Procedure used in evaluating the Independent Study.

5. Amount of credit to be received for Independent Study.

We understand that the undersigned agree to the above outlined proposal.

Student: _____ Date: _____

Teacher: _____ Date: _____

Administrator: _____ Date: _____



Teacher Aide Request

Student Name: _____

Grade: _____ Class Period: _____

Sponsoring Staff Member: _____

Staff Signature: _____

Description of what tasks the Teacher Aide will be doing for the Sponsoring Teacher if approved:

Guidelines:

1. The agreement is good for one semester.
2. A teacher may have only one teacher aide per period.
3. Teacher aides must be kept busy and may not use cell phones or the teacher's computer during the period serving as an aide.
4. Teacher aids must maintain good grades, attendance and discipline history while serving as an aide.
5. Teacher aides who are listed on D-F list will be removed from assignment
6. Teacher aides must report on time and remain under the supervision of sponsoring teacher during period
7. Teacher aids must have a pass to be outside of the classroom for any reason during the class period.
8. Teacher aides are not permitted to grade papers or view academic records of other students.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Administrator Signature: _____ Date: _____



Request for a Schedule Change

Student Name:

Grade: _____

This request form must be submitted within the first five days of the semester to be considered. One form must be completed for each class that the student wishes to drop.

Class to Drop: _____

Class to Add: _____

Reason for change:

Parent Signature: _____ Date: _____

If dropping a year long course at the semester, approval of the teacher is required below.

Teacher Signature: _____ Date: _____

Submit this form to the counselor for your grade. Form must be received by no later than the 5th day of the semester.

Counselor Signature: _____ Date: _____



Board of Education
Summary of Major Changes
January 24, 2022

- US History 9- rename from World Geography, allows the Social Studies dept to go more in depth on content
- Construction Tech- Splitting to Construction Tech 1 and Construction Tech 2 this will allow for a pathway completion.
- Adding English 12 Elective - Literature & Communication so that we will offer 2 electives first semester and a different 2 second semester.

AGREEMENT

Between
The SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS
SARPY COUNTY, NEBRASKA
BOARD OF EDUCATION
And

The SPRINGFIELD PLATTEVIEW
EDUCATION ASSOCIATION

School Years

2022-2023

2023-2024

PREAMBLE

THIS AGREEMENT IS MADE AND ENTERED INTO this **th day of , 2022** by and between the Board of Education of the Springfield Platteview Community Schools in the county of Sarpy, in the State of Nebraska (hereinafter referred to as the "Board" or "District" as the context may require) and the Springfield Platteview Education Association (hereinafter referred to as the "Association"). ADOPTED 1996. Modified for 2022-23 and 2023-24.

GENERAL PURPOSE

The Board and the Association recognize that the development of a quality educational program for the children attending the public schools of Springfield Platteview Community Schools is a joint responsibility which can best be achieved by agreement that all parties work toward common goals. The Board and the Association enter into this Agreement with mutual dedication, recognizing that the experience, creativity and judgment of all parties are necessary to reach the educational needs of the community. ADOPTED 1996.

NEGOTIATIONS PROCEDURES

The two parties to this Agreement believe the following procedures are necessary for good faith bargaining to occur:

Each party will name a negotiations team and indicate a spokesperson, such information to be given to the other party prior to the first session.

Either party may request bargaining to be opened by contacting the President or spokesperson of the other party.

Meeting dates and times will be scheduled by mutual consent of the two parties.

Facts, opinions, proposals and counterproposals will be freely discussed in good faith during the meetings.

All parties shall treat each other professionally and respectfully during discussions and shall give due consideration to all proposals.

Negotiations between the Board and Association teams shall begin on or before November 1 of the year preceding the contract year in question. Modified for 2012-13.

Final agreements shall be reduced to writing and signed by both parties. ADOPTED 1997.

ARTICLE I

Negotiating Agent

The Board of Education agrees that the Springfield Platteview Education Association is the sole and exclusive negotiating agent for the district's certified staff. Modified for 2016-17.

ARTICLE II

Teachers Rights

- A. Nothing contained in this Agreement shall be construed to deny any teacher those rights provided under Nebraska Law or other applicable laws and regulations. Rights granted to teachers herein shall be deemed to be in addition to those provided elsewhere.
- B. The Board will not discriminate against any teacher with respects to terms and conditions of employment by reason of membership in the Association and its affiliates, participation in collective negotiations with the Board, or institution of a grievance under the terms of this agreement. ADOPTED 1997.

ARTICLE III

Associations Rights

The Springfield Platteview Education Association shall have the right to use the interschool mail system, so long as such use does not interfere with the normal operation of the system.

The Springfield Platteview Education Association shall have the right to use the District's computers, printers, network, e-mail, etc. for Association activities, so long as such use does not interfere with the District's use of the above mentioned. Should, in the opinion of the District Administration, the Association use become excessive, the Association will enter into a discussion with the Superintendent to determine a more suitable level of usage. ADOPTED 2005

ARTICLE IV

Salaries

A. Salary Schedule

The salary schedule is shown in Appendix A and B for the 2022-23 and 2023-24 school years.

- 1. Initial Placement
- 2. Teachers beginning service to the district on or after August 1, 2018 will receive credit for up to 10 years maximum of professional service they have completed prior to joining Springfield Platteview Community Schools. If a suitable applicant is not available in a high need, low application area of teaching, the Board of Education in their sole discretion, may approve up to 15 years maximum of professional service.

For a historical record of placement procedures, it is agreed to furnish the following details:

Prior to August 1 1992: Teachers were allowed one year experience for every year taught up to the seventh step. Teachers with experience, but without professional educational experience within the last five years were allowed one year of experience for every two years taught up to the seventh step.

From August 1 1992 to July 31. 2002: Teachers were allowed one year of experience for each year taught. Teachers with experience, but without professional educational experience within the last five years were allowed one year of experience for every two years taught.

From August 1, 2002 to July 31 2008: Teachers had 2 years of experience deducted on their placement on the salary schedule. Adopted for 2006-07.

The changed schedule is reflected in Appendix A and B. Adopted for 2003-04. Modified for 2006-07.

From August 1, 2008 to July 31, 2018: Teachers were allowed all years of professional service they have completed prior to joining Springfield Platteview Community Schools.

No teacher will receive credit for the 1991-92 school year. Adopted 1992. Modified 2008-09.

Each step will represent 1 year of experience. Each column will represent 9 hours of additional, acceptable education (see Article IV, Section D. Horizontal Movement). No person covered by this negotiated agreement will advance beyond the BA+36/MA column until they receive their Master's degree, except as provided in Article IV, Section D.

Each column will be 3% greater than the preceding column. Each step will be 5% greater than the preceding step.

The columns in the salary schedule will include the columns listed below and the number of steps in each column as shown. Columns H (MA27) and I (MA+36) shall continue beyond the fifteenth step as per Article IV, E. (Longevity Increment) of this contract. Modified for 2020-21 and 2021-22.

Column Name	Number of Steps
A (BA)	5
B (BA+9)	7
C (BA+18)	9
D (BA+27)	10
E (BA_36/MA)	13
F (MA+9)	14
G (MA+18)	15
H (MA+27)	15
I (MA+36)	15

The salary schedule is shown in Appendix A and B. Modified for 2020-21 and 2021-22.

Teachers Returning to Springfield Platteview Community Schools, AFTER accepting the Early Separation Agreement provisions. Adopted for 2005-06.

Teachers returning to the District after accepting the provisions of the Early Separation Plan, shall be placed as any other teacher in the District EXCEPT:

- a. Any monies owed to the returning teacher under the Early Separation Agreement shall cease **UNTIL** they leave the District's employment. The payment(s) will then resume, unchanged, until the District's obligations are met under the provisions of the Early Separation Agreement. (Example: If a teacher rejoins the District for the 2004-05 school year, the payment they would have received on September 20, 2004 will be withheld, until they leave the District

employment. See Voluntary Separation Plan policy. Adopted for 2004-05.

- b. The returning teacher, having previously accepted the terms of the Early Separation Agreement, shall not be placed beyond Step 15 in the MA+36 column (if eligible) and they shall not be able to move beyond Step 15 in the MA+36 column at any time in the future. Adopted for 2004-05.

C. Base Salary

For teachers holding a baccalaureate degree, the beginning base salary will be \$36,825 for the 2022-23 school year and \$37,325 for the 2023-24 school year. Modified for 2022-23 and 2023-24.

D. Horizontal Movement

Hours earned to advance on the salary schedule must be graduate hours leading toward an advanced degree in education, or graduate hours relating to the teaching processes, or graduate hours relating to the teaching field, or any graduate hours that have prior approval of the Superintendent. To advance on the salary schedule, the teacher must

(1) provide notice to the superintendent no later than July 1st prior to the year of advancement of his or her intention to obtain hours that will lead to horizontal advancement on the salary schedule, and (2) have official transcripts on file in the superintendent's office no later than October 1st of that school year.

Graduate hours taken before a teacher completes an undergraduate degree program will not be counted beyond that degree, UNLESS the graduate hours are part of a program for an advanced degree accepted by an accredited institution granting an advanced degree. Adopted 2003-04. Modified 2012-13.

E. Longevity Increment

A longevity increment of 3% will be added to the index of employees who have exhausted all means of horizontal and vertical movement on the salary schedule and have remained on this last step of the MA+27 or MA+36 column for five years. This increment will be given every five years of non movement (Explanation: 6th, 11th, 16th, 21st years of non movement in MA+27 or MA+36.). Modified 2020-21 2021-22.

F. Extra Duty

Those who are assigned to extracurricular duties identified on the Extra Duty Schedule shall be compensated pursuant to Appendix C and D, and entitled Extra Duty Schedule. Modified for 2012-13.

Splitting or sharing an extra duty assignment is allowed only if it is (1) reduced to a written agreement with the duties and responsibilities of each person clearly enumerated, (2) signed by both parties (3) approved by the Athletic Director and (4) approved by the Association Extra Duty committee. The agreement and approval is valid for only one (1) year. Added for 2001-02.

The board retains the right to assign teachers to positions and create or add additional positions to the Extra Duty Schedule, provided that the parties must negotiate and agree to the amount of compensation that will be paid for such positions. Added for 2012-13.

G. Extended Contract Days

The Board retains the right to assign extended contract days to teachers. Teachers will be paid at their daily rate of pay (teacher's salary/number of days in contract) for any assignment not

covered by the Extra Duty Schedule (Appendix C and D) or their regular teaching contract. Added for 2012-13.

H. Work Outside a Teacher's Normal Duties

With prior administrative approval, those teachers agreeing to teach classes, to work on curriculum, to serve on assessment teams, to participate in professional development classes, or to work on school improvement tasks outside their normal duties will be compensated at the rate of \$28.00 per hour. The teachers will be required to submit a time sheet indicating the hours worked and the number of hours worked. The payment will be included in the teacher's monthly paycheck as soon as is practical. Added for 2003-04. Modified 2020-21 2021-22.

ARTICLE V

Terms of Employment

A. Normal Work Day

The board has determined the number of hours in a typical work day in Policy No. 4004 which, as of the date of this Agreement, reads as follows: "While the typical work day is at least 15 minutes prior to the start of the school day and concluded 15 minutes after the end of the school day, there will be times when professional responsibilities (i.e. meetings, planning, and student tutoring) require work beyond that time period." This policy shall remain unchanged and in full force and effect for the 2020-21 and 2021-22 school years. At the conclusion of the 2021-22 school year, the Board shall retain the right to change the number of hours in a typical work day in its sole discretion. Teachers shall receive an uninterrupted lunch period of not less than thirty minutes each school day, and no teacher shall be assigned teaching, supervisory, or other duties during such lunch period except as otherwise allowed by law. Modified 2020-21

B. Length of the Contract Year

The board has determined the number of days in a contract year in 2022-23 and 2023-24 will be 184 days. In the event that the board of education decides to amend or to consider the number of days for the 2024-25 and following school years, the board of education will notify the Association no later than August 1st, 2024. Modified 2018-19.

The Board will determine the actual number of pupil/teacher contact days. Modified for 2007-08.

The Friday following the conference days will be a "comp day" for the teachers; i.e., they will be paid but not report to work to compensate for the extra hours during the two conference days. Modified for 2005-06

When a student/teacher contact day is cancelled resulting in less than 176 student/ teacher contact days for the year, the Board may reschedule the student/teacher contact day or teacher work day, or assign up to six (6) hours of professional online training or other curriculum work approved by the Director of Learning within a time period of one week. The rescheduled day will not be a Saturday or Sunday.

Vacation periods, in-service and workshop days will be arranged annually, prior to June 1, by the Superintendent. Prior to May 15 of each school year the Superintendent will provide the Association president with a copy of the proposed calendar for the following school year. The President will have fourteen (14) days to present the Association's comments or suggestions back to the Superintendent. This process is to improve communications only. The authority to determine the school calendar remains solely with the Board of Education.

C. Payment of Salary

The contract salary of a teacher is divided into twelve equal payments. Payments are made on the 20th of each month beginning in September and continuing through August. When the 20th falls on a Saturday, Sunday or holiday, and school is not in session, payment will be made on the last working day before the 20th.

D. Substitute Pay

In the secondary schools (Grades 7-12) the District will provide a payment of 25 percent of the full daily rate of substitute teacher pay to faculty members who are requested to supervise during their assigned planning period(s). In the elementary schools (Grades K-6), teachers will be paid 25 percent of the full daily rate of substitute pay for faculty members who are requested to supervise during their assigned planning time or to take another teacher's students while supervising/teaching the students previously assigned to them. Modified for 2012-13.

ARTICLE VI

Teacher Assignment

A teacher accepts the role of a professional which implies a more complete responsibility than the parameters established by specific assignments. Teachers are on duty for the entire period of the school day, except as provided by State and/or Federal law. Modified 2012-13.

The school district will provide certificated staff with adequate planning time as required by the district's accreditation through AdvancEd. Planning time will generally, but not necessarily, consist of a minimum of 45 minutes per student contact day unless a teacher has agreed to an additional assignment contract. The 15 minutes prior to the start of the school day and the 15 minutes after the end of the school day shall not be counted as part of the 45 minutes of planning time. Modified 2012-13

ARTICLE VII

Leaves

A. Sick Leave

Each teacher will be credited with ten (10) days sick leave per year without loss of pay. Teachers may accumulate up to 70 days of sick leave during the 2012-13 school year. Beginning with the 2013-14 school year, teachers may accumulate up to 60 days of sick leave. Teachers who have accumulated more than 60 days of sick leave prior to the 2013-14 school year and the number of days in excess of 60 that have been accumulated for each teacher are listed on Appendix E. Any teacher listed in Exhibit E who terminates employment with the school district for any reason and who has twenty (20) years of continuous service will receive a payment equal to one-half (1/2) the number of days listed in Appendix E times the then current rate of substitute pay. This payment will be made in the September 20 pay check following the conclusion of their teaching for the district. In this clause, "continuous" shall mean employment by the district for consecutive years. ~~A first year teacher will be credited with five (5) days of sick leave during their first semester and an additional five (5) days during their second semester of service.~~ The time granted under this leave may be used for personal illness or because of a serious health condition in the teacher's immediate family. "Serious health condition" is defined in Appendix F.

"Immediate family" is defined as: spouse, child, dependent, sibling, domestic partner, and parent. "Domestic partner" shall mean a person of the same or opposite sex who: has shared the same regular and permanent residence with you for at least 3 months and has the current

intent of doing so indefinitely; is at least 19 years of age; is not married to another person; is not related by blood closer than would bar marriage in Nebraska; and is financially interdependent or jointly responsible for basic living expenses. The ten days will be granted to the teacher at the beginning of each school year, even if the teacher begins the year on sick leave. Modified for 2012-13.

On the sixth consecutive contract day of absence, a doctor's statement may be required verifying illness or disability, and may also be required following each additional five consecutive contract days of absence. The teacher's doctor's statement is only required to indicate that in his/her professional opinion the teacher was unable to perform their duties, or the immediate family member needed care for a serious health condition.

For the care of a newly born child, a parent may use available sick leave or donated sick leave for up to six calendar weeks. A doctor's note will be required after that time to continue sick leave. A parent of a newly born child may use unpaid FMLA leave for up to 12 calendar weeks, however. Adopted 2010-2011.

Any teacher leaving the Springfield Platteview Community School District with twenty (20) years of continuous service will receive a payment equal to one half (1/2) the accumulated, unused sick leave days times (X) the current rate of substitute pay. This payment will be made in the September 20 pay check following the conclusion of their teaching for the district. In this clause, "continuous" shall mean employment by the district for consecutive years.

An approved leave of absence will not constitute a break in service. However, a leave of absence will not be counted for the required twenty years. A teacher exercising the Voluntary Separation option will be governed by Board policies. Modified for 2009-10.

A teacher may donate sick leave days from their accumulated sick leave to another teacher who has exhausted their accumulated sick leave and personal leave. A teacher may use no more than fifty (50) donated sick leave days per school year. Donated sick leave days may only be used for a serious health condition as that term is defined in Appendix F. The donation will be on a form provided by the administration, and delivered to the Superintendent's office. Modified for 2012-13.

B. Personal

Personal leave can be used for any reason. Each teacher has two (2) personal days per year. Teachers may accumulate up to three (3) personal days. Modified for 2020-21 and 2021-22

Teachers must request a personal day in writing to the Principal. Requests must be given at least three (3) working days in advance of the leave day. Modified 2016-17 2017-18

Personal leave shall not exceed more than 2 teachers (3 at the high school) in any one building on any given day, unless there is an emergency situation approved by the building principal. Principals may decline request of personal day if a substitute is not available. Added 2016-17

Additionally, personal leave may not be used for any scheduled in-service day, during parent/teacher conferences, the last week of the first semester or the last two weeks of the school year, except in cases of significant, unavoidable situations which will be determined on an individual basis by the building principal. Modified 2020-21 and 2021-22.

If the teacher does not use all of their personal leave, and is under contract for the entire school year, they will receive current per diem pay for each of the days not used. Personal days will be paid down to 1 day at the end of each school year, additional payout can be requested through the district office. The payment for unused personal leave will be made in the June 20th pay check. ADOPTED 1996. Modified for 2020-21 2021-22.

After using their personal days, a teacher is docked a day's pay. The dock will be prorated and deducted in equal installments from the remaining pay periods in the contract year. This paragraph does not provide the right to any unpaid leave. Adopted **2006-07**; **amended 2012-13**.

C. Bereavement

Funeral or emergency leave will be granted a teacher as necessary. Such request will be addressed to the Principal and granted upon the discretionary judgment of the administration.

D. Professional Leave

Each teacher is eligible to receive unlimited paid professional leave with administrative approval. This leave does not accumulate. Decisions for such leave are to be approved by the school administrator.

E. Association Leave

The Board will allow three days that can be used by (an) Association member(s) throughout the school year. Leave will be at the request of the President of the Association. The President will provide at least two school contract days' notice to the building Principal and Superintendent.

Association leave days do not accumulate and are used only if needed for Association business. Modified 1998.

F. Adoption Leave

A teacher who adopts a child is entitled to the same leave upon the same terms as a teacher who takes leave upon the birth of the teacher's child. The teacher's leave begins following the commencement of the parent-child relationship after the child is adopted. Modified 2012-13.

G. Extended Leave

Before February 15, any teacher upon application in writing to the Superintendent of Schools may be granted an extended leave of absence of a reasonable period not to exceed one year. A teacher on extended leave must notify the district before February 15 of his/her intent to return for the next year or not. Failure of the teacher to notify will be deemed to be a full resignation from the district. If a teacher wishes to continue insurance programs under such extended leave, arrangements for insurance coverage must be made with the Superintendent. Modified 2012-13.

ARTICLE VIII

Insurance Benefits

A. Health Insurance

Springfield Platteview Community Schools will provide each full-time teacher with the full premium for the applicable Educators Health Alliance Group Blue Preferred, \$1,050 deductible (PPO) Health Insurance Plan as provided in Appendix G OR \$3,800 Deductible Health Savings Account (HSA) Eligible Plan. Employees will receive the difference in the cost of the two plans in a health savings account set up by the employee when choosing the \$3,800 Deductible HSA Plan, OR the EHA successor level of coverage. In 2023-24, Springfield Platteview Community Schools will provide the same health insurance coverage plus any rate increase applied by the insurer. Modified for 2022-23 and 2023-24.

Springfield Platteview Community Schools will provide each full-time teacher with a premium for employee dental coverage for the EHA Dental Plan, PPO - 100% A, 75% B and 50% C coverage as provided in Appendix G. Teachers will be allowed to purchase additional dental coverage if desired. If a husband and wife both teach for the district, the district will pay for employee and children; employee and spouse; or employee, spouse and children dental coverage, whichever is applicable as provided in Appendix G. In 2023-24, Springfield Platteview Community Schools will provide the same dental insurance coverage plus any rate increase applied by the insurer. Adopted 2008-09; amended 2014-15. Modified for 2022-23 and 2023-24.

If the Board desires to consider another health insurance provider, the Association will support and help the Board obtain staff medical history. Adopted 2010-11

B. Term Life Insurance

Springfield Platteview Community Schools will pay for each full time teacher the premium of a \$20,000 term life insurance policy. Teachers may purchase additional life insurance in increments of \$10,000 up to a maximum of \$200,000, and such payments may be deducted through payroll deduction. The Superintendent will consult the Association officers before awarding a contract to a company for this coverage.

C. Long Term Disability Insurance

Each teacher shall purchase his or her own long term disability insurance through a carrier chosen by the school district. Springfield Platteview Community Schools will increase each teacher's compensation by an amount equal to the premium for the disability insurance. The long term disability insurance coverage shall begin on the 46th calendar day of continuous absence from work because of illness or accident. The LTD insurance will provide an income at the rate of 66 percent of the teacher's salary. Benefits of such coverage will be payable to age 70. The Superintendent will consult the Association officers before awarding a contract to a company for this coverage.

Modified for 2012-13.

ARTICLE IX

Grievance Procedure PROCEDURE

TO RESOLVE GRIEVANCES

Problems should be resolved, whenever possible, before the filing of a grievance. The Board further encourages open communications between administrators and teachers so that resorting to the formal grievance procedure will not normally be necessary. The Board also encourages the informal resolution of disputes or complaints whenever possible. At each step in the grievance process, participants are encouraged to pursue appropriate methods of contract resolution. The purpose of this procedure is to promote a prompt and efficient procedure for the investigation and resolution of grievances. Modified 2003-04.

EFFECT OF RESORT TO OTHER PROCEDURES

If prior to seeking resolution of a dispute by filing a grievance hereunder, or while the grievance procedure is in progress, the grievant seeks resolution of the dispute in the judicial form, the Board or its designee shall be freed from the obligation to entertain or proceed further with resolution of the dispute pursuant to this grievance procedure. Further, since the parties do not intend that this grievance procedure be a device for appellate review, the Administration's response and recommendation shall not be an act or omission giving rise to a grievance under this procedure.

I. Definition of Terms as used herein:

- A. Grievance: Any claim(s) by a teacher, group of teachers, or the Association that there has been a violation, misinterpretation, or misapplication of this agreement and any written reprimand issued to a teacher by the superintendent or his or her designee pursuant to state law.
- B. Grievant: The term "grievant" shall mean a teacher or the Association who files a grievance in accordance with all terms of this procedure. Modified 1998.
- C. Time Limits: All time limits shall refer to calendar days. The number of days indicated at each level should be considered a maximum and reasonable efforts shall be made at all levels to expedite the process. Failure by any grievant to comply with the time limits contained herein shall constitute a waiver of right to appeal to the next step. Failure of the Board or its representatives to comply with the time limits at any level shall permit the grievant to appeal the grievance to the next level.
- D. Grievance Meetings or Hearings: All meetings and hearings under this procedure up to and including Step 2 shall be conducted in private and shall include only the administration's representatives (up to 2), the grievant, and the grievant's designated representatives (up to 2). If the grievant chooses not to have an Association representative assist him/her, the Association (up to 2) shall have the right to be present and heard. All parties shall have the right to record the proceedings of any hearing or meeting at all formal levels of the grievance procedure. Hearings before the Board shall be governed by the Open Meetings Act (Neb. Rev. Stat. § 84-1407 et seq.).. Modified 1998.

II. Representation of Unit Member

The teacher association shall have the right to represent any Unit Member in grievances filed hereunder, provided Unit Members may represent themselves or be represented by legal counsel at their own expense.

III. Resolution of grievances can not violate the Negotiated Agreement

No resolution of a grievance shall be in any way inconsistent with the terms of the Agreement between the Board and the Education Association.

IV. Appearances of a Teacher in the Grievance Procedure

When a teacher participates in a grievance conference, meeting, or hearing, that teacher's salary and fringe benefits shall neither be reduced nor increased for time spent in those activities.

Time spent in such activities outside normal working hours shall not be considered to be time worked.

V. Grievance - Forms - Procedures

All grievances and requests for review must be submitted within the time limits specified, and shall be signed by the grievant. The Principal, Superintendent, Board, or their respective designees may refuse consideration of any grievance not filed in accordance with this procedure.

Step 1: All grievances shall be filed with the Superintendent and the appropriate principal within thirty (30) calendar days following the act or omission giving rise thereto, or the date on which the grievant knew or reasonably should have known of the grievance, or an informal attempt to

resolve the grievance has failed.

The Principal or his/her designee shall conduct a Step 1 meeting with the grievant and the grievant's designated representative(s), if any, no sooner than seven (7) calendar days and no later than fourteen (14) calendar days following the receipt of the written grievance.

At the Step 1 meeting, the grievant shall have the right to present any evidence in support of the grievance. The Principal or his/her designee shall issue a written decision, stating the reasons therefore, within ten (10) calendar days following the conclusion of the meeting. In the event that the decision at Step 1 refers to documents, copies of such documents shall be attached to the decision.

Step 2: If the grievance is not resolved at Step 1, the grievant may appeal the grievance to the Superintendent or his/her official designee within ten (10) days of receipt of the answer in Step 1. The Superintendent shall arrange for a hearing with the grievant, to take place within five (5) days of his receipt of the letter. Each party shall have the right to include in his representation such witnesses deemed necessary to develop the facts pertinent to the grievance. The Superintendent will have ten (10) days from the date of the hearing to provide the grievant and the president of the local Association his/her written decision.

VI. Board of Education Review

If the grievance is not satisfactorily resolved at Step 2, the grievant may file a written request for review, with the Board or its designee, within seven (7) calendar days following receipt of the Step 2 decision. The Board or its designee and the grievant and/ or his/her representative(s) shall schedule a conference within thirty (30) calendar days, following receipt of the request for review. The Board or its designee shall issue, to the grievant and the Association, a written decision stating the reasons therefore within twenty-one (21) calendar days following the conclusion of the review conference. If the grievant or the Board of Education is not satisfied after the Board of Education Review, either party may carry the grievance to District Court. Modified 2003-04

VII. Miscellaneous Provisions of the Grievance Procedure

The following miscellaneous provisions apply to the Grievance Procedure:

- A. Extensions of the Time Limits: All time limits contained in this article may be extended by mutual written agreement of the Parties; except that the time limits for the initial filing of the grievance may be extended only by written agreement between the Principal, Superintendent, Board, or their respective designees and the grievant. Modified 2012-13.
- B. Notification: All grievances, requests for review, notices, and decisions shall be transmitted in person or by certified or registered mail, restricted delivery, returns receipt requested. In the event of a question as to the timeliness of any grievance, request for review, notice, or decision, the date of receipt shall be determinative. In the event that an action falls due on a Saturday, Sunday, or holiday, or any other day that the school is not open for business, the action will be considered timely if it is accomplished by 5:00 p.m. on the following business day.
- C. Informal Grievance Resolution Does Not Constitute Precedent: No complaint informally resolved, or grievance resolved at Step 1, shall constitute a precedent for any purpose.
- D. Pending Grievance Shall Not Inhibit Board Action: The filing, processing or potential filing of any grievance under this article shall not operate to impede, preclude or delay the Board or its designees from taking the action complained of in the grievance. Modified 2012-13.

- E. Withdrawal of a Grievance: An employee may withdraw their grievance at any level of the procedure, without fear of reprisal from any party. Where the Association feels that the issues involved should be resolved, the Association may assume the grievance at the point discontinued by the individual and proceed through the remainder of the procedure.

ARTICLE X

SECTION 125 FLEXIBLE BENEFITS PLAN

- A. The district shall provide the opportunity for a Section 125 Plan. This plan will let participants (employees) choose some or all of their benefits or let them pay for benefits with pretax dollars. The plan should include, but not be limited to: group insurance premiums not covered by the district, medical costs not paid by insurance and dependent care costs.
- B. This plan should be open to all employees of Springfield Platteview Community Schools.
- C. The district shall cover all administrative costs for this program.
- D. The program year will be from September 1 to August 31.
- E. An independent carrier should administer this program to insure the privacy of all employees who elect to participate.

ARTICLE XI

Separability Clause

If any of this Agreement or an application of the Agreement to any employee or group of employees shall be found contrary to law, then such provisions or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

ADOPTED 1996.

ARTICLE XII

Nondiscrimination

The Board and Association shall not discriminate against any employee or applicant who is to be employed for performance of this Agreement with respect to his or her hire, tenure, terms, Page 9 of 11 conditions, or privileges of employment, because of his or her race, color, religion, sex, disability, or national origin.

ARTICLE XIII

Duration of Agreement

This document represents the generally understood and accepted items of agreement which have resulted from the negotiations between the Springfield Platteview Education Association and the Board of Education of Springfield Platteview Community Schools, Sarpy County, Nebraska, and is in effect for the 2022-23 and 2023-24 school years. Modified 2022-23 and 2023-24.

If a new and substitute contract has not been duly entered into prior to the end of the current

school year, the terms of this contract shall remain in full force and effect, except any insurance coverage adjustments shall be effective as per the effective date of the new insurance contract. The terms of the new contract shall be retroactive to the beginning of the new school year. ADOPTED 1996.

ARTICLE XIV

Entire Agreement

The parties mutually agree that this contract constitutes the entire agreement and understanding concerning all proper subjects of bargaining for the duration of the contract between the parties and supersedes all previous agreements. There are no oral agreements nor is the Agreement based upon any oral representation covering the subject matter of this Agreement. This contract shall not be modified, altered, changed, or amended in any respect unless in writing and signed by both parties.

ARTICLE XV

Document Authorization

In witness whereof the parties hereto have hereunder caused this instrument to be executed on this day and year, _____, 2022.

Springfield Platteview
Education Association

Springfield Platteview Community Schools
Board of Education

By _____
Megan Moore
Association President

By _____
Cori Swanson
Board of Education President

By _____
Andrew Hopp
Association Chief Negotiator

By _____
Kyle Fisher
Board of Education Chief Negotiator

Appendix "F"

1. "Serious health condition" shall mean an illness, injury, impairment, or physical or mental condition that involves (a) inpatient care in a hospital, hospice, or residential medical care facility; or (b) continuing treatment by a health care provider.

2. "Inpatient care" means an overnight stay in a hospital, hospice, or residential medical care facility or any subsequent treatment in connection with such inpatient care.

3. A serious health condition involving "continuing treatment by a health care provider" includes any one or more of the following:

(a) Incapacity and treatment A period of incapacity of more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves:

(1) Treatment two or more times, within 30 days of the first day of incapacity, unless extenuating circumstances exist, by a health care provider, by a nurse under direct supervision of a health care provider, or by a provider of health care services (e.g. , physical therapist) under orders of, or on referral by, a health care provider; or

(2) Treatment by a health care provider on at least one occasion, which results in a regimen of continuing treatment under the supervision of the health care provider.

(3) The requirement in paragraphs (a)(1) and (2) of this section for treatment by a health care provider means an in-person visit to a health care provider. The first (or only) in-person treatment visit must take place within seven days of the first day of incapacity.

(4) Whether additional treatment visits or a regimen of continuing treatment is necessary within the 30-day period shall be determined by the health care provider.

(5) The term "extenuating circumstances" in paragraph (a)(1) of this section means circumstances beyond the employee's control that prevent the follow-up visit from occurring as planned by the health care provider. Whether a given set of circumstances are extenuating depends on the facts. For example, extenuating circumstances exist if a health care provider determines that a second in-person visit is needed within the 30-day period, but the health care provider does not have any available appointments during that time period.

(b) Pregnancy or prenatal care. Any period of incapacity due to pregnancy, or for prenatal care. See also §825. 120.

(c) Chronic conditions. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition. A chronic serious health condition is one which:

(1) Requires periodic visits (defined as at least twice a year) for treatment by a health care provider, or by a nurse under direct supervision of

healthcare provider;

(2) Continues over an extended period of time (including recurring episodes of a single underlying condition); and

(3) May cause episodic rather than a continuing period of incapacity (e.g. , asthma, diabetes, epilepsy, etc.).

(d) Permanent or long-term conditions. A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

(e) Conditions requiring multiple treatments. Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, for:

(1) Restorative surgery after an accident or other injury; or

(2) A condition that would likely result in a period of incapacity of more than three consecutive, full calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).

(f) Absences attributable to incapacity under paragraph (b) or (c) of this section qualify for FMLA leave even though the employee or the covered family member does not receive treatment from a health care provider during the absence, and even if the absence does not last more than three consecutive, full calendar days. For example, an employee with asthma may be unable to report for work due to the onset of an asthma attack or because the employee's health care provider has advised the employee to stay home when the pollen count exceeds a certain level. An employee who is pregnant may be unable to report to work because of severe morning sickness.

Appendix "G"

Springfield Platteview Community Schools will provide each full-time teacher with a premium for the EHA Group Preferred, \$1,050 deductible (PPO) Health Insurance Plan OR the \$3,800 Deductible Health Savings Account (HSA) Eligible Plan as follows in 2022-23 and any additional costs in 2023-24:

\$1,050 DEDUCTIBLE (PPO)	
\$8,531.04	Employee
\$15,782.76	Employee and Child(ren)
\$17,915.28	Employee and Spouse
\$24,055.68	Employee, Spouse, and Child(ren)

\$3,800 DEDUCTIBLE HEALTH SAVINGS ACCOUNT ELIGIBLE

\$7,197.72	Employee
\$13,316.40	Employee and Child(ren)
\$15,115.56	Employee and Spouse
\$20,296.32	Employee, Spouse, and Child(ren)

If an individual selects the Deductible HSA Eligible Option the district will contribute the following amounts annually (PPO costs minus HSA costs) to a Health Savings Account set up for that employee as follows in 2022-23 and any additional costs in 2023-24:

\$1,333.32	Employee
\$2,466.36	Employee and Child(ren)
\$2,799.72	Employee and Spouse
\$3,759.36	Employee, Spouse, and Child(ren)

Springfield Platteview will provide each full-time teacher with a premium for employee dental coverage for the EHA Dental Plan, PPO - 100% A, 75% B with 50% C coverage as follows in 2022-23 and any additional costs in 2023-24:

\$354.48	Employee
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Teachers will be allowed to purchase additional dental coverage for the difference between the employee only coverage and the level of coverage they choose if desired.

If a husband and wife both teach for the district, the district will pay for employee and children; employee and spouse; or employee, spouse and children dental coverage, whichever is applicable. The district will pay the annual dental premiums as follows in 2022-23 and any additional costs in 2023-24:

\$655.32	Employee and Child(ren)
\$744.00	Employee and Spouse
\$999.48	Employee, Spouse, and Child(ren)

Appendix A
2022-2023 - Base Salary - \$36,825.00

Step	A (BA)	B (BA9)	C (BA18)	D (BA27)	E (BA36/MA)	F (MA9)	G (MA18)	H (MA27)	I (MA36)
1	1.00 \$36,825.00	1.03 \$37,929.75	1.06 \$39,034.50	1.09 \$40,139.25	1.12 \$41,244.00	1.15 \$42,348.75	1.18 \$43,453.50	1.21 \$44,558.25	1.24 \$45,663.00
2	1.05 \$38,666.25	1.08 \$39,771.00	1.11 \$40,875.75	1.14 \$41,980.50	1.17 \$43,085.25	1.20 \$44,190.00	1.23 \$45,294.75	1.26 \$46,399.50	1.29 \$47,504.25
3	1.10 \$40,507.50	1.13 \$41,612.25	1.16 \$42,717.00	1.19 \$43,821.75	1.22 \$44,926.50	1.25 \$46,031.25	1.28 \$47,136.00	1.31 \$48,240.75	1.34 \$49,345.50
4	1.15 \$42,348.75	1.18 \$43,453.50	1.21 \$44,558.25	1.24 \$45,663.00	1.27 \$46,767.75	1.30 \$47,872.50	1.33 \$48,977.25	1.36 \$50,082.00	1.39 \$51,186.75
5	1.20 \$44,190.00	1.23 \$45,294.75	1.26 \$46,399.50	1.29 \$47,504.25	1.32 \$48,609.00	1.35 \$49,713.75	1.38 \$50,818.50	1.41 \$51,923.25	1.44 \$53,028.00
6		1.28 \$47,136.00	1.31 \$48,240.75	1.34 \$49,345.50	1.37 \$50,450.25	1.40 \$51,555.00	1.43 \$52,659.75	1.46 \$53,764.50	1.49 \$54,869.25
7		1.33 \$48,977.25	1.36 \$50,082.00	1.39 \$51,186.75	1.42 \$52,291.50	1.45 \$53,396.25	1.48 \$54,501.00	1.51 \$55,605.75	1.54 \$56,710.50
8			1.41 \$51,923.25	1.44 \$53,028.00	1.47 \$54,132.75	1.50 \$55,237.50	1.53 \$56,342.25	1.56 \$57,447.00	1.59 \$58,551.75
9			1.46 \$53,764.50	1.49 \$54,869.25	1.52 \$55,974.00	1.55 \$57,078.75	1.58 \$58,183.50	1.61 \$59,288.25	1.64 \$60,393.00
10				1.54 \$56,710.50	1.57 \$57,815.25	1.60 \$58,920.00	1.63 \$60,024.75	1.66 \$61,129.50	1.69 \$62,234.25
11					1.62 \$59,656.50	1.65 \$60,761.25	1.68 \$61,866.00	1.71 \$62,970.75	1.74 \$64,075.50
12					1.67 \$61,497.75	1.70 \$62,602.50	1.73 \$63,707.25	1.76 \$64,812.00	1.79 \$65,916.75
13					1.72 \$63,339.00	1.75 \$64,443.75	1.78 \$65,548.50	1.81 \$66,653.25	1.84 \$67,758.00
14						1.80 \$66,285.00	1.83 \$67,389.75	1.86 \$68,494.50	1.89 \$69,599.25
15							1.88 \$69,231.00	1.91 \$70,335.75	1.94 \$71,440.50
20								1.94 \$71,440.50	1.97 \$72,545.25
25									2.00 \$73,650.00
30									2.03 \$74,754.75
35									2.06 \$75,859.50

Appendix B
2023-2024 - Base Salary - \$37,325

Step	A (BA)	B (BA9)	C (BA18)	D (BA27)	E (BA36/MA)	F (MA9)	G (MA18)	H (MA27)	I (MA36)
1	1.00 \$37,325.00	1.03 \$38,444.75	1.06 \$39,564.50	1.09 \$40,684.25	1.12 \$41,804.00	1.15 \$42,923.75	1.18 \$44,043.50	1.21 \$45,163.25	1.24 \$46,283.00
2	1.05 \$39,191.25	1.08 \$40,311.00	1.11 \$41,430.75	1.14 \$42,550.50	1.17 \$43,670.25	1.20 \$44,790.00	1.23 \$45,909.75	1.26 \$47,029.50	1.29 \$48,149.25
3	1.10 \$41,057.50	1.13 \$42,177.25	1.16 \$43,297.00	1.19 \$44,416.75	1.22 \$45,536.50	1.25 \$46,656.25	1.28 \$47,776.00	1.31 \$48,895.75	1.34 \$50,015.50
4	1.15 \$42,923.75	1.18 \$44,043.50	1.21 \$45,163.25	1.24 \$46,283.00	1.27 \$47,402.75	1.30 \$48,522.50	1.33 \$49,642.25	1.36 \$50,762.00	1.39 \$51,881.75
5	1.20 \$44,790.00	1.23 \$45,909.75	1.26 \$47,029.50	1.29 \$48,149.25	1.32 \$49,269.00	1.35 \$50,388.75	1.38 \$51,508.50	1.41 \$52,628.25	1.44 \$53,748.00
6		1.28 \$47,776.00	1.31 \$48,895.75	1.34 \$50,015.50	1.37 \$51,135.25	1.40 \$52,255.00	1.43 \$53,374.75	1.46 \$54,494.50	1.49 \$55,614.25
7		1.33 \$49,642.25	1.36 \$50,762.00	1.39 \$51,881.75	1.42 \$53,001.50	1.45 \$54,121.25	1.48 \$55,241.00	1.51 \$56,360.75	1.54 \$57,480.50
8			1.41 \$52,628.25	1.44 \$53,748.00	1.47 \$54,867.75	1.50 \$55,987.50	1.53 \$57,107.25	1.56 \$58,227.00	1.59 \$59,346.75
9			1.46 \$54,494.50	1.49 \$55,614.25	1.52 \$56,734.00	1.55 \$57,853.75	1.58 \$58,973.50	1.61 \$60,093.25	1.64 \$61,213.00
10				1.54 \$57,480.50	1.57 \$58,600.25	1.60 \$59,720.00	1.63 \$60,839.75	1.66 \$61,959.50	1.69 \$63,079.25
11					1.62 \$60,466.50	1.65 \$61,586.25	1.68 \$62,706.00	1.71 \$63,825.75	1.74 \$64,945.50
12					1.67 \$62,332.75	1.70 \$63,452.50	1.73 \$64,572.25	1.76 \$65,692.00	1.79 \$66,811.75
13					1.72 \$64,199.00	1.75 \$65,318.75	1.78 \$66,438.50	1.81 \$67,558.25	1.84 \$68,678.00
14						1.80 \$67,185.00	1.83 \$68,304.75	1.86 \$69,424.50	1.89 \$70,544.25
15							1.88 \$70,171.00	1.91 \$71,290.75	1.94 \$72,410.50
20								1.94 \$72,410.50	1.97 \$ 73,530.25
25									2.00 \$ 74,650.00
30									2.03 \$ 75,769.75
35									2.06 \$ 76,889.50

Appendix C
Extra Duty Schedule
2022-2023

\$36,825	% of Base Per Individual	Salary
Base Salary	Assignment	
FOOTBALL		
Head Football Coach	20%	\$ 7,365.00
Assistant Football Coach	13%	\$ 4,787.25
Junior High Coach	8%	\$ 2,946.00
HS Unified Coach	4%	\$ 1,473.00
BASKETBALL		
Head Basketball Coach	20%	\$ 7,365.00
Ass't Basketball Coach	13%	\$ 4,787.25
9th Grade Coach	13%	\$ 4,787.25
Junior High Coach	8%	\$ 2,946.00
VOLLEYBALL		
Head Volleyball Coach	20%	\$ 7,365.00
Ass't Volleyball Coach	13%	\$ 4,787.25
9th Grade Coach	13%	\$ 4,787.25
Junior High Coach	8%	\$ 2,946.00
WRESTLING		
Head Wrestling Coach	18%	\$ 6,628.50
Ass't Wrestling Coach	12%	\$ 4,419.00
Junior High Coach	8%	\$ 2,946.00
TRACK		
Head Track Coach*	18%	\$ 6,628.50
Ass't Track Coach	12%	\$ 4,419.00
Junior High Coach	8%	\$ 2,946.00
Head Junior High Track Coach	9%	\$ 3,314.25
HS Unified Coach	4%	\$ 1,473.00
BASEBALL		
Head Baseball Coach	18%	\$ 6,628.50
Ass't Baseball Coach	12%	\$ 4,419.00
SOFTBALL		

Head Softball Coach	18%	\$ 6,628.50
Assistant Softball Coach	12%	\$ 4,419.00

SOCCER

Head Soccer Coach	18%	\$ 6,628.50
Ass't Soccer Coach	12%	\$ 4,419.00
Unified Soccer JH	1.5%	\$ 552.38

OTHER ATHLETICS

Golf Coach, Girls	12%	\$ 4,419.00
Golf Coach, Boys	12%	\$ 4,419.00
Golf Coach Assistant	8%	\$ 2,946.00
Cross Country	12%	\$ 4,419.00
Cross Country Assistant	8%	\$ 2,946.00
Cross Country JH	5%	\$ 1,841.25

ACTIVITIES

Art Club	3%	\$ 1,104.75
Assistant Band Director	13%	\$ 4,787.25
Auditorium Technical Supervisor**	4%	\$ 1,473.00
Band Director	20%	\$ 7,365.00
Cheerleading Sponsor, High School	18%	\$ 6,628.50
Class Sponsor, 10th Grade	3%	\$ 1,104.75
Class Sponsor, 11th Grade	3%	\$ 1,104.75
Class Sponsor, 12th Grade	2%	\$ 736.50
Class Sponsor, 9th Grade	1%	\$ 368.25
Community Choir (SE/WE)	1.5%	\$ 552.38
Dance Team	18%	\$ 6,628.50
Debate Team	3%	\$ 1,104.75
Department /Grade Level Leader	4%	\$ 1,473.00
Destination Imagination Elem	3%	\$ 1,104.75
Destination Imagination JH	3%	\$ 1,104.75
Drama Club	3%	\$ 1,104.75
Dual Credit Teacher - per semester cr	0.5%	\$ 184.13
E-Sports	6%	\$ 2,209.50
FBLA	6%	\$ 2,209.50
FCCLA	6%	\$ 2,209.50
Flag Corps Sponsor	9%	\$ 3,314.25
Future Problem Solvers	6%	\$ 2,209.50
Gifted High Ability Teacher JH	6%	\$ 2,209.50
History Club JH	3%	\$ 1,104.75
Honor Society	3%	\$ 1,104.75
Letter Club	2%	\$ 736.50
Lunchroom Supervisor, High School	6%	\$ 2,209.50
Lunchroom Supervisor, Jr. High	6%	\$ 2,209.50

Math counts	3%	\$ 1,104.75
Mock Trial	6%	\$ 2,209.50
MSAP	6%	\$ 2,209.50
Musical Director	6%	\$ 2,209.50
One Act Play	6%	\$ 2,209.50
Outdoor Ed	3%	\$ 1,104.75
Perkins Grant Coordinator	1.7%	\$ 626.03
Play Director	6%	\$ 2,209.50
Quiz Bowl	4%	\$ 1,473.00
Safety Patrol Sponsor	6%	\$ 2,209.50
Skills USA	6%	\$ 2,209.50
Skills USA, Jr. High	3%	\$ 1,104.75
Spanish Club	3%	\$ 1,104.75
Speech Coach	6%	\$ 2,209.50
Student Council, Elementary	2%	\$ 736.50
Student Council, High School	5%	\$ 1,841.25
Student Council, Jr. High	3%	\$ 1,104.75
Student Paper	2%	\$ 736.50
Summer Weights - High School	12%	\$ 4,419.00
Summer Weights - Junior High	2%	\$ 736.50
Supervisory Duties (7th Assignment)	15%	\$ 5,523.75
Technology Club	6%	\$ 2,209.50
Timing Assistant - Assistant	5%	\$ 1,841.25
Timing System - Lead	6%	\$ 2,209.50
Tri-M Sponsor	3%	\$ 1,104.75
Vocal Music	6%	\$ 2,209.50
Weight Conditioning Coordinator	15%	\$ 5,523.75
Writer's Club	3%	\$ 1,104.75
Yearbook - Elementary	2%	\$ 736.50
Yearbook - High School	5%	\$ 1,841.25
Yearbook - Junior High	2%	\$ 736.50

Appendix D
Extra Duty Schedule
2023-2024

\$37,325	% of Base	
Base Salary	Per Individual	Salary
	Assignment	
FOOTBALL		
	20%	\$ 7,465.00
	13%	\$ 4,852.25
	8%	\$ 2,986.00
	4%	\$ 1,493.00
BASKETBALL		
	20%	\$ 7,465.00
	13%	\$ 4,852.25
	13%	\$ 4,852.25
	8%	\$ 2,986.00
VOLLEYBALL		
	20%	\$ 7,465.00
	13%	\$ 4,852.25
	13%	\$ 4,852.25
	8%	\$ 2,986.00
WRESTLING		
	18%	\$ 6,718.50
	12%	\$ 4,479.00
	8%	\$ 2,986.00
TRACK		
	18%	\$ 6,718.50
	12%	\$ 4,479.00
	8%	\$ 2,986.00
	9%	\$ 3,359.25
	4%	\$ 1,493.00
BASEBALL		
	18%	\$ 6,718.50
	12%	\$ 4,479.00

SOFTBALL

Head Softball Coach	18%	\$ 6,718.50
Assistant Softball Coach	12%	\$ 4,479.00

SOCCER

Head Soccer Coach	18%	\$ 6,718.50
Ass't Soccer Coach	12%	\$ 4,479.00
Unified Soccer JH	1.5%	\$ 559.88

OTHER ATHLETICS

Golf Coach, Girls	12%	\$ 4,479.00
Golf Coach, Boys	12%	\$ 4,479.00
Cross Country	12%	\$ 4,479.00
Cross Country Assistant	8%	\$ 2,986.00
Cross Country JH	5%	\$ 1,866.25

ACTIVITIES

Art Club	3%	\$ 1,119.75
Assistant Band Director	13%	\$ 4,852.25
Auditorium Technical Supervisor**	4%	\$ 1,493.00
Band Director	20%	\$ 7,465.00
Cheerleading Sponsor, High School	18%	\$ 6,718.50
Class Sponsor, 10th Grade	3%	\$ 1,119.75
Class Sponsor, 11th Grade	3%	\$ 1,119.75
Class Sponsor, 12th Grade	2%	\$ 746.50
Class Sponsor, 9th Grade	1%	\$ 373.25
Community Choir (SE/WE)	1.5%	\$ 559.88
Dance Team	18%	\$ 6,718.50
Debate Team	3%	\$ 1,119.75
Department /Grade Level Leader	4%	\$ 1,493.00
Destination Imagination Elem	3%	\$ 1,119.75
Destination Imagination JH	3%	\$ 1,119.75
Drama Club	3%	\$ 1,119.75
Dual Credit Teacher - per semester credit	0.5%	\$ 186.63
E-Sports	6%	\$ 2,239.50
FBLA	6%	\$ 2,239.50
FCCLA	6%	\$ 2,239.50
Flag Corps Sponsor	9%	\$ 3,359.25
Future Problem Solvers	6%	\$ 2,239.50
Gifted High Ability Teacher JH	6%	\$ 2,239.50
History Club JH	3%	\$ 1,119.75
Honor Society	3%	\$ 1,119.75
Letter Club	2%	\$ 746.50
Lunchroom Supervisor, High School	6%	\$ 2,239.50
Lunchroom Supervisor, Jr. High	6%	\$ 2,239.50
Math counts	3%	\$ 1,119.75

Mock Trial	6%	\$ 2,239.50
MSAP	6%	\$ 2,239.50
Musical Director	6%	\$ 2,239.50
One Act Play	6%	\$ 2,239.50
Outdoor Ed	3%	\$ 1,119.75
Perkins Grant Coordinator	1.7%	\$ 634.53
Play Director	6%	\$ 2,239.50
Quiz Bowl	4%	\$ 1,493.00
Safety Patrol Sponsor	6%	\$ 2,239.50
Skills USA	6%	\$ 2,239.50
Skills USA, Jr. High	3%	\$ 1,119.75
Spanish Club	3%	\$ 1,119.75
Speech Coach	6%	\$ 2,239.50
Student Council, Elementary	2%	\$ 746.50
Student Council, High School	5%	\$ 1,866.25
Student Council, Jr. High	3%	\$ 1,119.75
Student Paper	2%	\$ 746.50
Summer Weights - High School	12%	\$ 4,479.00
Summer Weights - Junior High	2%	\$ 746.50
Supervisory Duties (7th Assignment)	15%	\$ 5,598.75
Technology Club	6%	\$ 2,239.50
Timing Assistant - Assistant	5%	\$ 1,866.25
Timing System - Lead	6%	\$ 2,239.50
Tri-M Sponsor	3%	\$ 1,119.75
Vocal Music	6%	\$ 2,239.50
Weight Conditioning Coordinator	15%	\$ 5,598.75
Writer's Club	3%	\$ 1,119.75
Yearbook - Elementary	2%	\$ 746.50
Yearbook - High School	5%	\$ 1,866.25
Yearbook - Junior High	2%	\$ 746.50

**Springfield Platteview Community Schools
2021 - 2022**

11	New Teacher Workshop	August 2021							January 2022							3-5	Winter Break			
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa					
12	All Certified Staff Report 16-17	1	2	3	4	5	6	7							1	6	1st Day 2nd Semester			
		8	9	10	11	12	13	14	2	3	4	5	6	7	8					
17	All Classified Staff Report	15	16	17	18	19	20	21	9	10	11	12	13	14	15	17	Martin Luther King Day No School			
		22	23	24	25	26	27	28	16	17	18	19	20	21	22					
18	First Day of Classes	29	30	31					23	24	25	26	27	28	29					
									30	31										

		September 2021							February 2022							16-17	Early Dismissal 1:25 PM PT Conferences		
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa				
6	Labor Day - No School				1	2	3	4			1	2	3	4	5	18	Comp Day - No School		
		5	6	7	8	9	10	11	6	7	8	9	10	11	12				
27	Teacher In-Service No Classes	12	13	14	15	16	17	18	13	14	15	16	17	18	19	21	President's Day No School		
		19	20	21	22	23	24	25	20	21	22	23	24	25	26				
		26	27	28	29	30		27	28										

15	End of 1st Quarter	October 2021							March 2022							11	End of 3rd Quarter			
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa					
20-21	Early Dismissal - 1:25 PM PT Conferences						1	2			1	2	3	4	5	14-18	Spring Break No School			
		3	4	5	6	7	8	9	6	7	8	9	10	11	12					
22	Comp Day - No School	10	11	12	13	14	15	16	13	14	15	16	17	18	19	21	1st Day of 4th Quarter			
		17	18	19	20	21	22	23	20	21	22	23	24	25	26					
		24	25	26	27	28	29	30	27	28	29	30	31							
		31																		

		November 2021							April 2022							15-18	No School			
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa					
24	Early Dismissal - 11:25 AM .5 Teacher Contract Day		1	2	3	4	5	6						1	2	29	Teacher In-Service No Classes			
		7	8	9	10	11	12	13	3	4	5	6	7	8	9					
25-26	Thanksgiving Break No School	14	15	16	17	18	19	20	10	11	12	13	14	15	16					
		21	22	23	24	25	26	27	17	18	19	20	21	22	23					
		28	29	30				24	25	26	27	28	29	30						

20-22	Early Dismissal - 1:25 PM	December 2021							May 2022							18	Last Day for Seniors
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa		
22	Early Dismissal - 11:25 .5 Teacher Contract Day End of 1st Semester				1	2	3	4	1	2	3	4	5	6	7	23-24	Early Dismissal - 1:25
		5	6	7	8	9	10	11	8	9	10	11	12	13	14		
23-31	Winter Break- No School	12	13	14	15	16	17	18	15	16	17	18	19	20	21	25	Early Dismissal - 11:25 Last Day for Students
		19	20	21	22	23	24	25	22	23	24	25	26	27	28		
		26	27	28	29	30	31	29	30	31					26	Teacher Work Day	

Color Code	
	New Teacher Workshop
	No School
	Early Dismissal
	1 Hour Late Start
	Teacher Work Day/InService
	Regular School Day

1st Qtr.	41 Student Days 46 Teacher Days
2nd Qtr.	45 Student Days 45 Teacher Days
3rd Qtr.	44 Student Days 45 Teacher Days
4th Qtr.	46 Student Days 48 Teacher Days
TOTAL	176 Student Days 184 Contract Days



***Future Planning
January 24, 2022***

1/30/22-
1/31/22 NASB Legislative Issues Conference

2/14/22 Site Committee 5:45pm
Finance Committee 6:30pm
Regular Board Meeting 7pm

2/16 & 17/22 Parent Conferences

2/18/22 No School- Comp Day

2/21/22 No School-Presidents Day

2/28/22 Board Work Session 7pm

3/14/22 Policy Committee 6:00pm
Finance Committee 6:30pm
Regular Board Meeting 7:00pm

Week of
3/14/22 Spring Break