

ACADEMIC REQUIREMENT HANDBOOK

ORD JUNIOR-SENIOR HIGH SCHOOL

1800 K Street
Ord, Nebraska 68862
308-728-3241

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GRADUATION REQUIREMENTS

A. Required Hours for Graduation

1. A student must have passing grades in classes totaling 240 credit hours in grades 9-12.
2. In the 240 credit hours requirement for graduation, a student must have completed and receive a passing grade in the following course requirements totaling a minimum of 175 credits:
 - a) English - 40 credit hours
English 9, English 10, English 11, English 12
 - b) Social Studies - 30 credit hours minimum
World Geography 9, American History 11, American Government 12
 - c) Mathematics - 30 credit hours minimum
Three courses from: Algebra Concepts, Geometry Concepts, Algebra 1, Algebra 2 or Geometry
 - d) Science - 30 credit hours minimum
Science 9, Biology, Science Elective
 - e) Health & Physical Education - 10 credit hours
 - f) Computer Application – 5 credit hours minimum
 - g) Fine Arts - 10 credit hours minimum
 - h) Career & Vocational Area - 30 credit hours minimum
 - i) Speech - 5 credit hours
 - j) Personal Finance – 5 credit hours The requirement of Personal Finance may be waived for students who successfully pass the following sequence of classes: Algebra I, Algebra II, Geometry, and either Advanced Math or Accounting I
3. The following applies to courses taken for graduation:
 - a) An additional speech course (beyond the required 5 hour Speech 10 (2i above) may be chosen and applied in the areas of English or Fine/Performing Arts but the same course cannot be used in both areas to meet the requirement.
 - b) Strength Training courses can only be counted as an elective for graduation and cannot be substituted for health & physical education requirements.
 - c) Students receiving credit for Independent Study courses must meet the State Department of Education minimum of 112 1/2 clock hours with teacher and student - preferably 150 hours - for 10 units of credit.

B. Waivers of Courses

1. Waivers of courses in required areas shall not be allowed generally except for seriously handicapped students and only with the approval of the principal.
2. A student shall not be allowed to waive more than 5 hours of credit in required areas in grades 9-12 and can only be done with the approval of the principal and the teacher of the course being waived if there is a definite schedule conflict.
3. If 5 hours of credit is waived because of a schedule conflict, the following shall apply:
 - a) Waiver can only be used if there is a definite conflict in the schedule that causes a great hardship.
 - b) Waiver can only be granted to a student once, only when necessary, and can be for only a maximum of 5 hours credit during grades 9-12.

C. Required Academic Load

1. 9th, 10th, 11th, and 12th grade students shall be required to be enrolled in a minimum of four periods of classes on a four period block schedule.

D. Early Out Consideration for Graduation

1. A student can only be considered for early-out graduation at the end of the first two terms of the senior year (December).
2. Students wishing to be considered for early-out for graduation shall be required as follows:
 - a) Student shall request in writing an application for early graduation with the high school principal by September 1st of his/her senior year.
 - b) Student and both parents and guardians must be present to discuss with the principal the reasons for the early out request. The principal must grant approval after considering the reasons for the request. The request is not automatically granted.
 - c) Student must have earned a minimum of 240 credit hours to qualify.
 - d) Any exception to this section of policy shall be approved by the Faculty Academic Committee and the Board of Education.

E. Residence Requirements

1. Two semesters of attendance under normal circumstances shall be completed in residence at Ord High School to qualify for graduation and receipt of a diploma from Ord High School.
2. If a student cannot meet this graduation requirement and wishes to be considered for graduation, the student must make application to the Superintendent, stating in writing the reason for being unable to fulfill the residence requirement.

F. Honoring Transcripts and Credits from Other Schools

1. Transcripts and credits of transfer students shall be accepted only from schools which are accredited or approved by the State Department of Education of their respective states. Credits from schools not accredited or approved by their respective state departments shall not be honored by Ord High School.

G. Course Selection to Meet Requirements (Next Page)

Course:	Grade	Course:	Grade
<u>Foreign Language</u>		<u>Business</u>	
Spanish I	11-12	General Business	10-12
Spanish II*	11-12	Accounting I	10-12
<u>Family Consumer Science</u>		Accounting II*	11-12
Exploring L.I.F.E. 7	7	Computer Application	9
Exploring FCS 8	8	Business Law*	10-12
Child Care	9-12	Entrepreneurship	10-12
Culinary Arts	9-12	Personal Finance	11
Independent Living	9-12	Electronic Media/Web Design	9-12
Interior Design	9-12	<u>Language Arts</u>	
Medical Terminology	11-12	English 7	7
School to Work	12	English 8	8
Textile Design	9-12	English 9	9
<u>Math</u>		English 10	10
Math 7	7	English 11	11
Math 8	8	English 12	12
Algebra Concepts	9-12	Speech	9
Geometry Concepts	10-12	Journalism	9-12
Algebra 1	9-12	Debate - Access	9-12
Algebra 2*	10-12	Reading Skills Enrich	9-12
Geometry*	11-12	Writing Skills Enrich	9-12
Advanced Math*	12	<u>Music</u>	
Calculus*	12	Junior High Chorus 7-8	7-8
<u>Vocational Ag</u>		Junior High Band 7-8	7-8
Exploring Agriculture 8	8	Ord Singers	9-12
Intro to Ag	9-12	Varsity Band	9-12
Agriscience	10-12	<u>Science</u>	
Range & Soil Manage	11-12	Science 7	7
Natural Resources & Wild	10-12	Science 8	8
Intro to Welding	10-12	Science 9	9
Advanced Welding	10-12	Biology	10
Electricity/CAD	10-12	Advanced Biology	10-12
Intro to Power Mechanics	10-12	Anatomy & Physiology*	11-12
Advanced Power Mech	11-12	Chemistry*	11-12
Woods & Construction	10-12	Advanced Chemistry*	11-12
Ag Project Const	11-12	Physics*	12
FFA - Access	10-12	<u>Physical Education</u>	
<u>Social Studies</u>		Health & PE 7	7
Social Studies 7	7	Health & PE 8	8
Social Studies 8	8	Health & PE 9	9
World Geography	9	Strength Training	10-12
American History	11	<u>Art</u>	
Psychology	11-12	Art 1	9-12
Current Events	11-12	Advanced Art	10-12
American Government	12		
Economics*	12		

* Weighted Classes

COURSE DESCRIPTIONS

ART

The goal of the art teacher in art education is the development of four major aspects of Disciplined Based Art Education. Art production: producing an expressive work of art. Art history: knowing about the Master Artist's in art history and understanding how their work relates to today's art and design. Art criticism: evaluating works of art and design. Art aesthetics: seeing and feeling a personal and visual response to students art and art within their environment.

ART I: This class is open to grades 9-12. This class allows students to explore two or three dimensional works of Art. Different approaches to drawing, painting, printmaking, ceramics, sculpture, graphic design, and computer graphics, will be taught to develop a personal power of expression in each student. Structured lessons in art elements, art principles, art compositions, and design mistakes will be stressed so the students learn how to produce quality works of art, and verbally communicate and express their views on art. All students will take an active part in art criticism through open class critiques on their works of art as well as the Master Artists. Fee - \$5.00/semester.

ADVANCED ART II - III - IV: Prerequisite to Advanced Art is both semesters of Art I. This class is open to grades 10-12 and can be repeated. Advanced Art offers a variety of activities that help students develop and practice their skills learned from Art I. Advanced approaches in the use of clay, sculpture, printmaking, painting, approaches to drawing and sketching, graphic design, and computer graphic will be explored and individually developed. Structured lessons in art elements, art principles, art compositions, will continue to be stressed. All students will take an active part in art criticism through open class critiques on their works of art and critiques of Master Artists. Art history will include the study of art periods and the discussion of Master Artist. Mural designs may be introduced as students develop their own creative designs or use the art work of the Masters.

BUSINESS

7th KEYBOARDING: Students will learn data entry skills in a word processor and a spreadsheet. They will work on keyboarding skills using the correct techniques, increase typing speed and typing accuracy. Students will also interact with several multimedia projects such as brochures, posters, web sites, movies, photo editing, newsletters, and other technology tools. Topics that are covered throughout the course are: Internet Safety, Using the Internet, Firefox and other browsers, GoogleImages/Maps, Copyright, and Peer 2 Peer File Sharing

8th COMPUTERS: In this course students will use their data entry skills learned in 7th grade to edit and format business documents, create tables and charts, and edit a spreadsheet for a variety of needs. Students will also be introduced to key business concepts such as finance, management, marketing, entrepreneurship, and law.

ACCOUNTING I: This class is built around the concept of double-entry accounting and the accounting cycle. In this course students will learn to apply accounting concepts and practices for proprietorships, partnerships, and corporations. Students will also use an automated accounting program to apply the concepts and practices taught in various forms of business organization. This course covers recording business transactions, posting these transactions to ledgers, and completing accounting reports and papers. The students will be expected to be able to identify assets, liabilities, capital, expense and income accounts, and how the transactions affect them. Upon completion of the course, the students will have a general overall view of how to keep accurate financial records for personal as well as for business use. This is a 10 hour class.

ACCOUNTING II: The goal of this class is to expand the abilities of the Accounting I student who might be considering a career in this field. The areas of study include: departmental accounting, bad debts, depreciation, prepaid and accrued expenses and income, notes receivable and payable, corporate accounting, management accounting, cost accounting, partnership accounting, and not-for-profit accounting. Also, the students will work with automated accounting software to apply these skills in those areas using a computer. The course offers an overall view of the accounting procedures used by businesses today. This class is offered for 10 hours.

- Note: Successful completion of Accounting I is required for registration.

COMPUTER APPLICATION: Students taking this course will apply advanced computer application concepts and

correct computer terminology to word processing, spreadsheet, and presentation software. During this course, students will apply basic knowledge gained to create independent projects. Most of the exercises relate directly to business. Consequently, while students are completing the exercises, they are learning about proper business practices.

BUSINESS LAW: This course is designed to familiarize students with the law as it pertains to their personal as well as business life. In this course students will learn about the nature and kinds of law in the U.S. as well as ethical implications of the law. The class will also explore laws affecting special groups, contract law, credit and bankruptcy laws, and insurance law. Students will learn how the law protects them in both their personal and professional lives. Also students will know and understand their rights in various contractual situations. This is a 5 hour course. Entrepreneurship is taught in the second half of this class.

PERSONAL FINANCE: This course covers the individual's roles and financial responsibilities as a student, citizen, family member, consumer, and employee. In this class students will explore current research, laws, and technology related to investment strategies. They will also study how to invest in savings, stocks, bonds, mutual funds, real estate, and other alternatives. Students will also learn how to manage their credit, resources, and how to protect against possible risks. This is a 5 hour course.

ENTREPRENEURSHIP: Entrepreneurship is a semester long course in which students will investigate and study the process involved with planning and starting their own business. The class is designed to help the student understand the importance of planning a new business venture before operation begins. In this course we will try to work with hands on experience in the planning process. Students will investigate business opportunities that are available right here in our community and then determine the feasibility of starting and operating that business. They will then work on assembling a business plan for their venture so it can be presented to potential investors. If all goes well for the student they may want to consider starting these businesses for themselves using the ideas they developed in this course.

ELECTRONIC MEDIA/WEB DESIGN/INTERNET APPLICATIONS: In this class, students will interact with different computer applications regarding new technology, designing web pages, and new popular internet applications. Topics may include, but not limited to, are HTML, electronic portfolios, video productions, podcasts, animation, basic web design, downloading software, e-commerce, business web sites, school news articles, school news videos, dvd production. Software learned may include, but not limited to, Dreamweaver, Fireworks, Flash, SOCS, Firefox, SeaMonkey, uStream, Windows Vista, Windows XP, Movie Maker, iTunes, Audacity, Word, Webs.com, eBay.

DRIVER EDUCATION

DRIVER EDUCATION: Driver Education is taught only during the summer. This class is designed to provide drivers with the knowledge they will need to make decisions that will enable them to move safely and effectively within traffic. Units relating to vehicle law and performance, roadway environment, alcohol and drugs, buying and insuring a car, maneuvering the car, and reviewing the state driver manual will be included in classroom learning experiences. (Successful completion of this course and good grades in other classes reduces insurance rates with many companies.) Due to withdrawal of State Funds, there will be a charge of \$120.

FOREIGN LANGUAGE (SPANISH)

SPANISH I: The purpose of Spanish I is to enable the student to acquire a useful and lively Spanish vocabulary in restricted situations. The course will also involve the study of fundamentals of Spanish grammar and will introduce the student to Spanish speaking peoples, their lands, their history, and their culture. It will increase their interest in foreign affairs, especially those events that involve our Spanish speaking neighbors. With the ever-growing number of Spanish speaking people in our own country, knowledge of Spanish is a requirement in obtaining many jobs.

- Note: Anyone enrolled in Spanish I is eligible for membership in Spanish Club.

SPANISH II: This class begins with a review of basic language patterns begun in Spanish I, thus giving the student a "second look" before leading on to new material. Further fundamentals of grammar are studied and a more exciting and comprehensive examination of the culture and history of the Spanish speaking peoples is continued. By this time,

conversation is encouraged as much as possible in the classroom. Student's comprehension increases and he/she feels successful in reading short articles, stories, plays, etc. A Spanish newspaper is used and incorporated into the class as often as possible.

- Note: Anyone enrolled in Spanish II is eligible for membership in Spanish Club.

SPANISH III: This class begins with a review of the basics covered in Spanish I and II. Conversation in the target language is encouraged striving for total immersion. The student's comprehension increases with use of readers and newspapers in Spanish.

- Note: Anyone enrolled in Spanish III is eligible for membership in Spanish Club.

SPANISH IV : Same as Spanish III but with a continuation of the speaking process in the target language striving for total immersion. Will use reading books and newspapers at a higher level to achieve comprehension.

- Note: Anyone enrolled in Spanish IV is eligible for membership in Spanish Club.

FAMILY & CONSUMER SCIENCE

EXPLORING LIFE 7: This 4 1/2 week class is designed for 7th Grade students as an introduction to the area of Family and Consumer Science. Students obtain hands-on experience with the responsibilities of a checking account – writing checks, making deposits, record keeping, and reconciliation with the monthly bank statement. In addition to the Family Finance Unit, students study the basics of microwave cooking and practice using the microwave for a variety of foods.

EXPLORING FCS 8: This 4 1/2 week class is designed for 8th Grade students as a continuation of their introduction to the area of Family and Consumer Science. Students gain experience in kitchen safety, measuring ingredients, and general cooking techniques. They are also introduced to the operation of the sewing machine and practice common hand-sewing techniques.

INTERIOR DESIGN/HOUSING: In this class students will review the elements and principles of design as they relate to interior design. The history of housing, housing styles, floor plans and furniture arranging are a few of the topics covered. A required part of the class is a group or individual project which involves the development and implementation of a design plan on a miniature scale.

PARENTING I/INFANTS & TODDLERS: The focus of this class is on the growth of children from conception through the toddler years and the decisions related to parenthood. The student will receive actual experience in childcare through personal experience with an infant simulator.

PARENTING II/PRESCHOOL & EARLY CHILDHOOD: This semester class explores the growth and development of children from the preschool age to early childhood. Techniques adults can use to be a positive influence on children during these years are discussed. Job shadowing and child observations are scheduled with local child care centers when possible.

MEDICAL TERMINOLOGY: In this class the student will learn the meaning, spelling, and pronunciation of medical terminology. In order to develop the medical vocabulary needed to work in a medical setting or understand personal communication with health care providers. Medical abbreviations and symbols will also be covered. Students earning a B or better in this class will receive college credit from Central Community College.

CULINARY ARTS: Students will study nutrition basics and practice cooking techniques as they apply to a variety of food categories. Foods prepared will vary from year to year, but generally include quick breads, eggs, cheese, and simple main dishes.

TEXTILE DESIGN: This is a project-based class combining minimal sewing skills with art and technology. The major project is a memory quilt using personal photos. Topics covered are: Elements & Principles of Design, Fabric selection, Sewing Tools, Using the Sewing Machine, Machine Embroidery, and Computer Applications in Home Sewing. Previous sewing experience is not required for this class.

LANGUAGE ARTS

ENGLISH 7: Grammar, literature, vocabulary development, and composition will be studied. **The Writer's Choice** text will be used to teach grammar. In addition, it will be woven into the literature, vocabulary, and composition. Novel selections include **The Hobbit, Where the Red Fern Grows, The Red Pony, and Shane**. Students will also read drama, short story, nonfiction, and poetry. Vocabulary will be examined in connection with literature and through the series text by Sadlier-Oxford. Composition will include the structured paragraph, technical writing, poetry, and narratives.

ENGLISH 8: Literature, grammar, vocabulary, and composition will be studied. In composition, the students will learn to write a 5 paragraph essay. Literature is selected from anthologies and possibly from the following novels: **Shane, Tex, The Old Man and The Sea, The Red Badge of Courage**. A unit of speech will be included in the course.

ENGLISH 9: Literature, grammar, vocabulary, and composition will also be studied. In addition to literature from the anthologies, students may read the following novels: **Animal Farm, The Adventures of Huckleberry Finn, To Kill a Mockingbird, and The Pigman**.

ENGLISH 10: This class involves reading materials which will develop interpretive and comprehensive skills as well as grammar, literature, vocabulary, and spelling development. **The Writer's Choice** text will be used to teach grammar. Writing assignments are done to improve composition skills and will culminate with a three to five page research paper. The research paper will include the English and American History departments. **My Antonia** and **A Separate Peace** and selected short stories, plays, and poems will be studied.

ENGLISH 11: Grammar, literature, vocabulary development, and composition will be studied. **The Writer's Choice** text will be used to teach grammar. In addition, it will be woven into the literature, vocabulary, and composition. British literature is the focus and selections include drama, short story, nonfiction, and poetry from the Anglo-Saxon, Medieval, and Renaissance Periods. Vocabulary will be examined in connection with the literature and through the series text by Sadlier-Oxford. Composition will include the structured paragraph, technical writing, poetry, and an interdisciplinary research paper project through the English and American History Departments.

ENGLISH 12: Grammar, literature, vocabulary development, and composition will be studied. **The Writer's Choice** text will be used to teach the grammar. ACT test preparation is tied into this study in early fall. In addition, grammar will be woven into the literature, vocabulary, and composition. British literature is the focus and selections include drama, short story, nonfiction, and poetry from the Anglo-Saxon, Medieval, and Renaissance Periods. Vocabulary will be examined in connection with the literature and through the series text by Sadlier-Oxford. Composition will include the structured paragraph, technical writing, poetry, and the research paper. The paper is a major project that uses MLA style documentation.

JOURNALISM: Students enrolled in this class are responsible for the production of the school newspaper and yearbook. Students will be taught the methods of writing, newspaper and yearbook layout and will be graded largely on their effort in producing the two publications and meeting their deadlines. This class may require some outside work. Registration is by written application to the teacher and then the staff will be selected by the teacher from these applications. Sophomores, juniors and seniors have priority in taking this class.

DEBATE: The debate class is intended to help students have chances to learn and apply the principles of logic, argumentation, and reasoning. The class is 9-12 and is a performance class, meaning the students will be required to debate issues of all kinds. Students may, but are not required to, compete in NSAA High School tournaments. Skills taught include college level note taking, composition, organization, logic, persuasion, and a variety of social and political issues. The course would be recommended to anyone considering careers in communications, which would include law, business, education, politics, etc.

SPEECH: The goal in this class is to enrich the students speaking and listening skills. Students will research, write, and deliver orally their own original speeches. These might include informative, persuasive, entertainment, extemporaneous, or impromptu. In addition, they will participate in oral interpretation activities. This class provides the background material that gives students the basic communication skills and listening skills necessary for functioning well in other classrooms as well as for society in general. Speech is offered to sophomore students but it is open to students 9-12.

WRITING SKILLS ENRICHMENT: The Writing Enrichment course is designed to enable students to improve writing skills in a variety of formats, including, essay, creative writing, fiction, etc. The course is intended to be targeting college preparation.

READING SKILLS ENRICHMENT: The Reading Enrichment course is offered to grade levels 9-12 and is open to all reading levels. This class does not focus on decoding words but on strategies that will generate meaning from varied text. The course emphasizes that reading is an active process. The reader is involved and thinking before, during, and after reading. The reader is aware of background he/she brings to the reading, his connection to the reading, and how to monitor his reading process. Through reading strategies, the reader will be able to visualize what he reads, predict outcomes, and check for understanding.

MATH

MATH 7 AND 8: The seventh and eighth grade programs employ a spiral development of concepts. Concepts and skills are introduced at an elementary level and develop more completely as students move into the eighth grade and a pre-algebra sequence. These skills are sets, numbers, numeration, sentences, problem solving, reasoning, geometry, measurements, and graphs. We expect the students to gain a reasonable level of competency as they move through the spiral of concepts.

ALGEBRA I: This class is the study of variable expressions, upon completion of which the student will be able to solve equations containing one or two variables. Given a written description of a problem situation, students will learn to express and solve these as algebraic equations.

ALGEBRA II: In this class students will first review the basic concepts from Algebra I. In addition, students will study systems of equations, graphs in space, determinants, sequences and series, irrational numbers, complex numbers, polynomial functions, and logarithms. Students will have daily assignments consisting of practice exercises and practical applications of the above topics.

GEOMETRY: In this class students will study geometric properties of the physical world and the process of logic, reasoning, and proof. Students will have daily assignments consisting of application and reasoning problems. Upon completion of geometry, students will be able to use logical thinking and apply geometric properties to real situations in life.

ADVANCED MATH/MATH IV: In this class students will study trigonometry, functions, vectors, pre-calculus, and an introduction to various topics students will be confronted with in a college math program. Students enrolling in this class should have successfully completed Algebra I, Algebra II, and Geometry.

CALCULUS: In this course students will study the concept of function and apply it to algebraic, exponential, logarithmic, and trigonometric concepts. The ideas of limits and continuity are developed and lead to a study of the basic techniques of differential and integral calculus. Students will also study the principles of combinatorics including set theory, permutations, combinations, binomial expansion and general probability, and counting principles. They will also study descriptive and inferential statistics including measures of central tendency, normal distribution, population sampling, and curve fitting. Previous to taking calculus students must have completed Algebra II, Geometry, and Math IV.

ALGEBRA CONCEPTS:

BUSINESS MATH: Business Math is an effective way to teach students the practical math skills they need. This class will illustrate real-world examples to show students the relevance of math in their daily lives and prepare them for the work force. The standard math curriculum is covered in a business-oriented setting that motivates students. The critical math skills taught are: whole numbers, fractions, decimals, averages, estimating, measurements, and ratios. Some examples of the skills students will need on the job are: understanding wages and benefits, calculating interest, insurance, banking, management issues, using credit cards, and balancing business costs and profits.

MUSIC

VARSITY BAND: This class consists of students who have participated in the elementary and junior high program. However, it is open to all interested students in grades 9-12 with permission. The class requires that all students participate in both concert and marching activities. For interested students, a jazz band is started at the end of marching season. Solo and ensemble material is available to the exceptional student to be performed at District Music Contest in the Spring. A variety of music is presented to acquaint students with all forms of literature.

NOTE: Attendance is expected in the evening at concerts and athletic events.

JUNIOR HIGH BAND: This class is open to students in grades 7 & 8. This is the last prep band before varsity band and activities are designed to acquaint students with the skills necessary to enjoy the next four years of band. Students are exposed to both marching and concert band experiences. Although the band does not perform on the field, they do march in community parades. Concerts are presented at Christmas and again in midwinter and spring.

ORD SINGERS: This class is the largest performing vocal group. Students prepare and memorize music for the Fall, Spring, and Christmas Concerts. They also participate in the District Music Contest and sing for the graduation exercises in May. Students are required to attend all performances.

SWING SINGERS: This class offers exposure to pop/jazz/swing music and choreography. Students will sing at all concerts, present a concert of their own, compete at District Music Contest, and perform for local clubs and organizations. Attendance is expected at all performances. Students are selected by auditions in the spring for the following year. They should be enrolled in Ord Singers, and must be in grades 9-12. Freshmen are considered for accompanists. All students are expected to purchase an outfit in the \$100-\$200 range.

JUNIOR HIGH VOCAL MUSIC: This class is for all 7th and 8th graders interested in singing. It is designed for those students wanting to perform. Junior High Chorus performs at the Fall Concert, Musicalia, and give a concert of their own at the end of the year. Students are prepared to advance into vocal music at the senior high level. Each year students present a variety show, along with learning some basic choreography.

STAGE & PROPS: This class is designed for students grades 9-12 who are interested in all aspects of musical productions except performing. Students will build flats, paint and design stages, set up lights, etc. and prepare the stages for all vocal concerts. This involves two concerts first semester (Fall Concert and Christmas Cantata) and two productions second semester (Musicalia and 18th Street Singers Concert). The class is required to run spotlights, stage lights, curtain, etc. when practicing on stage and also the night of the concert. Fine Arts credit is given for the class.

PHYSICAL EDUCATION

P.E. - HEALTH 7-8: This class will focus on physical fitness, health, and team sports. Team sports covered will include soccer, flag football, volleyball, basketball, badminton, table tennis, and softball. Emphasis will be placed on fitness and sportsmanship. Classroom health units will take place one per quarter.

P.E. - HEALTH 9: This class will focus on physical fitness, health, and individual sports. Individual sports covered will include archery, tennis, bowling, badminton, table tennis, and tennis with the possibility of golf. Some team sports will also be covered. Emphasis will be placed on fitness and sportsmanship. Classroom health units will take place once per quarter.

STRENGTH TRAINING: The objectives of this class are to improve each student's strength abilities, to create in each student the ability to sustain intense muscular activity for a period of time, and improve the ability of the body to recover quickly from hard work. Also, students will work on improving body quickness and acceleration, improving reaction time, flexibility, mobility, and coordination. Students will be expected to learn which exercises benefit which muscle groups in the body and how to devise programs to meet their needs. Students will be evaluated on class routines (showering, equipment care); conduct (following policies, courtesy); attendance and tardiness; sportsmanship and participation (showing a positive attitude, helping classmates); achievement (practical and written tests). Strength training does not count toward P.E. requirements .

- Note: Students will need some form of gym shorts, t-shirt, and sneakers that could be used for a gym floor.

SCIENCE

SCIENCE 7: Students in this class will study Earth Science which is a study of earth itself and its existence in the solar system. Major topics studied will be Geology, Meteorology, Ecology, Energy, and Astronomy. Students will be involved in many hands-on activities that will help them see connections between earth science and other classes as well as daily life experiences.

SCIENCE 8: Students in this class will study Life Science which is the study of all living things. Students will gain an understanding of life science principles and recognize how they affect themselves and the life around them every day. Students will be exposed to the make-up of cells and their processes, genetics, classification and study of bacteria, viruses, fungi, plants, and animals. The system of the human body will also be covered. Through many hands-on activities students will learn what it means to be "alive".

SCIENCE 9 : Students in this class will study Physical Science which is a study of matter and energy. Students will be exposed to every day applications of physical laws. It is hoped the students will realize that many things we encounter in our daily lives are applications of basic physical science principles. Students will be involved in many hands-on activities related to the study of Physical Science.

BIOLOGY: Biology is the study of all living things, life processes, and the unifying principles and concepts applicable to life at all levels. In the class students will look at energy in living systems, reproduction of living things, microevolution, taxonomy and classification systems. Observations of living specimens, as well as dissection of preserved specimens, and other laboratory work will enhance topics being studied in class. The student will learn organizational skills, and be expected to keep an organized 3-ring binder of class materials.

ANATOMY/PHYSIOLOGY: Anatomy/Physiology will involve **a more detailed and in-depth approach** to the study of the human body. Students will study structure and function of the human body, as well as pertinent health-related issues. Major systems of the human body to be studied will include skeletal, muscular, digestive, respiratory, circulatory, excretory, endocrine, and reproductive. Dissection of a small mammal and/or computer technology, and **detailed** coloring plates will be used to enhance the students' knowledge of anatomy. The student will learn organizational skills, and be expected to keep an organized 3-ring binder of class materials. Average or above average (C or higher) grades in Biology I are required for this class.

ECOLOGY: Ecology is the study of interaction between organisms and the living and nonliving components of their environment; it involves collecting information about organisms and their environments, looking for pattern, and seeking to explain these patterns. Students will be expected to keep a journal of ecological observations made. The student will learn organizational skills, and be expected to keep an organized 3-ring binder of class materials.

CHEMISTRY: In this class students will study the atom and its relationship with other atoms. The basic parts of an atom will be studied so that the student will understand why the structure and composition of substances change. A variety of mathematical relationships will be introduced, including gas laws. Students will learn how to name chemical compounds and write their formulas. Students will do experiments in the laboratory that are related to units of study being covered in the class. It is recommended that students have received a grade of B or better in Biology and have completed Algebra I before registering for Chemistry.

ADVANCED CHEMISTRY: Introductory Chemistry is a prerequisite. Designed to further develop ideas that were covered in first year Chemistry and to cover new topics such as organic, nuclear, and acid-base chemistry that would be useful to those interested in taking Chemistry in college. Special emphasis is placed on laboratory exercises.

PHYSICS: In this class students will study several topics in the field of physical sciences. The principal topics covered are motion, collisions and momentum, wave properties, and electricity. Laboratory activities will be provided that relate to the topics being studied in the class. Students should have taken all math classes up to Math IV. It will be useful if they are presently enrolled in Math IV while taking Physics.

SOCIAL STUDIES

SOCIAL STUDIES 7: This class has been divided into four units of study which include map study, people and cultures,

history of Australia, and Nebraska History. Students will develop an understanding of and an appreciation for cultural diversity in an interdependent world. It is designed to help students gain insights into their own lives and those of others. At the end of the units, summaries and work activities are designed to strengthen the student's understanding and appreciation of the materials presented.

SOCIAL STUDIES 8: The students will study American civics at the eighth grade level. This class is designed to give students a background of the American government. The students will study the foundations of government, the United States Constitution, rights and responsibilities of Americans, and foreign policy. Students will also develop an understanding of the three branches of government at the national level. State and local government will also be introduced. In addition, the students will study the United States political system and how revenue is generated to fund government. Citizenship and economics will also be included at the eighth grade level. The civics class will also cover state standards that will meet criteria for the Nebraska Department of Education.

AMERICAN HISTORY 10: The aims and objectives of this class are to give the student a basic understanding of our American Heritage from our country's birth up through the twentieth century. The instructor will present all subject matter with an emphasis on the reasons for events and the significance of those events. Students will write several papers on issues concerning American history.

WORLD HISTORY 9: The aims and objectives of this class are to give the student a basic understanding of the world's history beginning with Western Civilization to the present. The instructor will present all subject matter with an emphasis on the reasons for events and the significance of those events. Students will write several papers on issues concerning the world's history.

AMERICAN GOVERNMENT: This class is a required one semester course taken by most students during their senior year. The purpose of the class is to make students aware of their responsibilities as active citizens and to become involved in watching and reading the daily news. Students will be kept up-to-date on what is happening currently in government. Students will be expected to write a couple of papers on government issues.

ECONOMICS: This course is open to students in grades 11 and 12. This course is designed to help students develop an understanding of the 22 basic concepts of economics. Students will develop an understanding of how our economic system works from both a micro and macro economic approach. This class will explore different aspects of the United States economy as well as the role of the U. S. in the global economy.

PSYCHOLOGY: The purpose of this class is to give the students the ability to appreciate the marvelous network of social relationships in their lives. In addition, it will enable students to see the interdependence of things; to see the social order as a system. Students will see that social patterns often have unexpected outcomes. This class also helps students to realize that our identities are in large part a product of the groups to which we belong--groups for work, worship, and play. The second half of the course involves class activities such as reading the textbook Human Psychology, doing library research in Psychology Today, and a short research project relating to Psychology. The class will center on the need to understand ourselves and other human beings. Specific areas of concentration will be the study of human development, how people learn, and an examination of the influence you have on others and their effect on you. Educational television, films, and filmstrips will be used in conjunction with the class. Outside resource people will be invited to be guest speakers as they become available. Grading in the class will consist of being evaluated on classroom discussion and the research project. The class is an elective for juniors and seniors.

CURRENT EVENTS SEMINAR: This course will examine both local and world events and issues as they happen. Students will use maps and globes to study locations, geography, and migration of peoples. The course will also focus on analyzing both sides of issues, and students will be required to present oral and written work demonstrating knowledge of the changing world around them. This is a 5 hour (half-block) class, lasting two terms and may be repeated more than once for credit, since the topics continue to change. Materials and resources used are newspapers, news magazines, television news, and the internet.

VOCATIONAL

EXPLORING STUDY SKILLS: Grade 7 - Study Skills is a quarter class designed for seventh grade students to help

them be more productive. It includes components to help students manage a busy schedule so they can make the most of their academics. Time management, organizational techniques, listening techniques, and test-taking strategies are some of the items covered in class.

EXPLORING CAREER CHOICES: Grade 8 - A nine week course designed to provide 8th grade students with information essential to effective career planning, making personal decisions, developing sound attitudes about study habits and peer relations, and to have a good understanding of self worth.

AG 8 - EXPLORATORY AG: The purpose of this exploratory curriculum is to introduce new subject areas related to agriculture that are relevant to nontraditional, as well as, traditional students. The key subject areas are the environment, processing of ag products, animal and plant products, public speaking, interpersonal skills and parliamentary procedure.

AG 1-INTRO TO AGRICULTURE AND ANIMAL SCIENCE: This class will consist of orientation to careers in agriculture, FFA, supervised agriculture experience (SAE) plant and soil science. The second semester will consist of the livestock industry, feeding and nutrition, selection and judging of livestock.

AG 2-AGRICULTURAL SCIENCE: This course is designed for sophomores who are interested in agriculture. The areas to be studied are agri-science in the information age, careers options in agri-science, natural resources, plant science, ornamental use of plants, food science and technology and communications and management in agri-science. Also Supervised Agriculture Experience.

AG 3-4-RANGE AND SOIL MANAGEMENT: This course is designed for juniors and seniors. The instruction will cover plant and soil science, advanced animal sciences, analysis, and evaluation of the Supervised Agricultural Experience Program, and project construction. Note: Students registering should have successfully completed Intro to Agriculture and Animal Science, and Agricultural Science.

AG 3-4-AGRICULTURAL MARKETING: This course is designed for juniors and seniors. It will include the following topics. Decision making, goals and objectives, record keeping procedure, cash flow summary, investment analysis and plant and soil management, Supervised Agriculture Experience program, and project construction. Note: Students registering should have successfully completed Intro to Agriculture and Animal Science, or Agri-Science.

NATURAL RESOURCES-WILDLIFE MANAGEMENT: This is a one semester course for students in grades 10-12. The course content will include the following topics: Soil and water resources, fish and wildlife resources, water management, forests and their products, game management, marine fisheries, recreation on public lands and alternative energy sources.

FFA AGRICULTURE (SAE): This course is designed for juniors and seniors who are registered in FFA. Materials which will be covered are developing the FFA program of activities, career selection, leadership and parliamentary procedure.

WELDING: In this class students will learn to use three types of welders. These are provided in the school shop and include the arc welder, wire welder, and the gas welder. Students will work in each area doing skill types of exercises. Projects are not constructed in this class unless they take the class for more than one semester.

- Note: Students will need to furnish some types of protective clothing.

POWER MECHANICS: In this class students will learn about the internal combustion engine. Emphas is is placed on the normal operation of the engine as well as overhaul procedures. The first semester is spent in the classroom learning the necessary principles. During the second semester students will work in the shop with engines applying the knowledge learned in class. Students are required to take the first semester before enrolling in the power mechanics lab.

- Note: Students will be asked to furnish their own engines for work during the lab portion of the course. (The instructor will provide assistance in this respect for all students.)

ELECTRICITY/CAD: This class is designed for students who want to learn how to install electrical wiring so it will be practical and safe. Students will learn how to install common house and farm electric controls, fixtures and switches. Five to six weeks are spent on actual wiring experience and community construction projects. Along with electricity,

CAD (computer-aid design) will be incorporated into the schedule. We will use the computer technology to aid in the design (particularly the drafting) of parts or products. Five weeks will be spent on designing and producing actual CAD products.

WOODS: Woods Technology is a class in which students will learn the safe and efficient use of woodworking tools and power equipment. Students will learn to calculate costs of materials and will construct a woodworking learning project. Open to grades 10-12.

AG PROJECT CONSTRUCTION: Project Construction class will be a class for students who have taken either Ag 3-4 or one welding course. It will consist of building several small projects or one large project. The students will have access to both MIG and ARC welders. The projects will be primarily made of metal. The student will furnish his/her own eye protection, leather gloves, protective clothing, etc. The class will be limited to 10 students with projects and upperclassmen will have priority.

ACADEMIC PREPARATION FOR POSTSECONDARY INSTITUTIONS

COMMUNITY COLLEGES

Admissions Requirements – A high school diploma allows a student to be admitted.

Entrance Exam – The COMPASS or ASSET test.

Recommended High School Classes – High School course recommendations are contingent upon the major a student pursues. For example, an electronics major requires advanced math classes, a health occupations major requires a solid background in the sciences and math.

NEBRASKA STATE AND PRIVATE FOUR YEAR COLLEGES

Admissions Requirements – A high school diploma

Entrance Exam – The ACT

Recommended High School Classes –

- 4 years of English
- 3 years of Mathematics including such courses as Algebra, Geometry, Advanced Algebra, Trigonometry or Calculus
- 3 years of Social Studies
- 2 years of Sciences
- Other academic courses selected from areas such as Foreign Language, Visual or Performing Arts and Computer Literacy

UNIVERSITY OF NEBRASKA AT KEARNEY, OMAHA AND LINCOLN

Admissions Requirements – A high school diploma

Entrance Exam – The ACT

Required High School Classes –

- 4 years of English
- 3 years of Mathematics – Algebra I, Algebra II and Geometry – Lincoln requires one additional year of algebra based math
- 3 years of Social Studies – American History, World History or Geography, and American Government
- 3 years of Sciences
- 2 years of Foreign Language
- One additional year chosen from the above academic discipline

DIVISION I ATHLETICS ACADEMIC-ELIGIBILITY REQUIREMENTS

Complete the following 16 core courses:

- 4 years of English
- 3 years of math (algebra I or higher)
- 2 years of natural or physical science
- 1 extra year of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses (from any category above, or foreign language)
- earn a minimum required grade-point average in your core courses; and
- earn a combined ACT sum score that matches your core-course grade-point average and test score sliding scale

DIVISION II ATHLETICS ACADEMIC-ELIGIBILITY REQUIREMENTS

Complete the following 16 core courses:

- 3 years of English
- 2 years of math (Algebra I or higher)
- 2 years of natural or physical science
- 3 additional years of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses (from any category above, or foreign language)
- earn a 2.0 grade-point average or better in your core courses; and
- earn a combined ACT sum score of 68

EXTRACURRICULAR ACTIVITIES OUTSIDE THE SCHOOL DAY

DEBATE

Debate is a competitive NSAA event. Topics generally change every two months, and students are expected to prepare cases for both the Affirmative and the Negative side of a given resolution. Competition is generally dominated by the larger class A schools, so Ord does not have too many opportunities to compete. We hope to participate in 3-5 tournaments, and we are able to select two debaters for the state competition. Debate is a tremendous activity to enhance a student's abilities to reason, research, write, and speak publicly. It teaches the fundamentals of argumentation, organization, listening, and meta-cognition. Students who have participated often relate that the activity made a huge difference in their ability to succeed in college classes, for a variety of reasons.

FCCLA

FCCLA is the short way of saying Family, Career and Community Leaders of America. Our school has an FCCLA chapter that is part of this national student organization. It is the only in-school organization with the family as its central focus. FCCLA is open to all students through grade 12 who are taking or have taken a course in family and consumer science education. Our goal is to promote personal growth and leadership development. Through FCCLA members develop skills for life. Members pay \$5.00 for dues and are expected to help in the concession stand for volleyball, basketball, and wrestling events. We try to meet once a month in addition to the occasional district and state events. Benefits received from this organization depend upon the student's willingness to become involved.

FELLOWSHIP OF CHRISTIAN ATHLETES

The FCA Mission states "To present to athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationships and in the fellowship of the church". FCA is open to all athletes, student managers, cheerleaders, drill team members and other students who wish to investigate God's desire for our lives through His Word. We relate how God intends athletes to respond and seek to give each student a basic knowledge of the saving grace of Jesus Christ. The Fellowship of Christian Athletes is a broad-based Christian organization, which does not get into doctrinal differences in various churches. We use lessons, films and materials to help students learn Evangelism through fellowship with each other.

FFA

The Ord FFA is for students 7-12. The mission of the National FFA: FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The benefits of joining FFA include: making new friends, becoming a leader, traveling, earning money and awards, being part of a team, having fun, making positive choices, serving your community, and targeting career success.

IMPROV

Improv is a group of students interested in performing short plays with a message. The scenes are created to provide a lesson for their audience. Following the performance the group further emphasizes the message through questions from the audience about the scene and what it means. This might mean our students share their own experiences with the audience on the subject matter.

JOURNALISM

The Journalism staff is responsible for creating the Yearbook each year. Each student is in charge of organizations and groups to photograph and document. We also sell advertising for the yearbook. There is a lot of work creating each page on the computer and learning new computer software enhancements. If time permits the staff members contribute articles of interest about our school to the Ord Quiz and newsletter.

SPANISH CLUB

Spanish Club is for those who are either in Spanish class at the present time or those who have taken the class. We meet once a month and prepare dishes from Spanish speaking countries. At Christmas time we have a fiesta and break a piñata.

PLAY PRODUCTION

Play Production is an NSAA-sponsored competitive event. We produce a 30-minute play for both drama education and for competition. Participation in Play Production is done by try-outs. Often it is not a matter of talent, but rather if the director feels that the student "fits" the part in question; if the student seems to be believable as a partner to other parts; if the student seems cooperative and interested in growing; if the student reflects "coachability." Members of the support crew are generally selected based on reliability and cooperative nature. Each play is different, so the number of participants varies. To participate; students must be eligible according to NSAA regulations. We perform the show at several functions through the year. We do a dinner theater, the Chant festival, and two or three invitational competitions. We compete in the Lou-Platte Conference tournament, and the District tournament; if we win, then we compete in the state tournament. The general goals of Play Production are competitive, but we hope to enhance students' artistic and communicative abilities.

SPEECH

Participants on the Speech Team are students grades 9-12. 30-35 students usually participate throughout the season. We compete in nine events: Duet, Informative, Persuasive, Extemporaneous, Humorous Prose, Serious Prose, Oral Interpretation of Drama, Poetry and Entertainment at six tournaments: The Ord Speech Invitational, Burwell Invitational, Loup City Invitational, the Ansley Invitational, Lou-Platte Conference Meet, and the District Speech Meet. Beginning in January we practice every afternoon starting and Monday, Tuesday, and Thursday evenings by appointment. We are often asked to perform for community club organizations such as the Business and Professional Women's Organization (Professional Ladies Organization), Valley County Historical Society, Valley County Arts Association and the Senior Citizen groups.

YOUTH LEADERSHIP

The purpose of the Ord Youth Leadership Team is to live a drug, alcohol and tobacco free lifestyle; to teach drug, alcohol and tobacco awareness; to sponsor school activities that are drug, alcohol and tobacco free; to support club members and others who desire to lead a drug, alcohol and tobacco free; life; to be honest and respectful at all times; and to be positive role models and leaders in our school and community. Grades 7-12 have representatives on Youth Leadership. Students in grade 7 submit an application to be a Youth Leadership member. The faculty and staff who teach these individuals help select two boys and two girls to represent their class. These students remain a part of the Youth Leadership Team through 12th grade unless the student expresses a desire to no longer be a member. Students may be removed from Youth Leadership for poor leadership, not attending or being active in our meetings and not upholding their pledge.

18TH STREET SINGERS

High-energy, vocal dance group that performs at high school concerts and local events. Students in grades 9-12 are selected after auditions in the spring. This group requires a yearlong commitment and rehearsals begin at 7:45 every morning.

ORD JR-SR HIGH SCHOOL

PERSONAL LEARNING PLAN

Name: _____ Post Secondary Plans: _____ 2-Year College _____

Cluster: _____ Pathway: _____

	English/ Language Arts	Math	Science	Social Studies	Requirements	Electives	School/ Community Activities
9 th	English 9	<i>Algebra Concepts</i>	Science 9	World Geography	Health & PE 9 Speech Computer Applications		
10 th	English 10	<i>Geometry Concepts</i>	Biology	American History			
11 th	English 11	<i>Algebra I</i>		American History	Personal Finance Data Analysis		
12 th	English 12			American Government			

Blue: Required Classes

Pink: Electives

ORD JR-SR HIGH SCHOOL

PERSONAL LEARNING PLAN

Name: _____ Post Secondary Plans: _____ 4-Year College _____

Cluster: _____ Pathway: _____

	English/ Language Arts	Math	Science	Social Studies	Requirements	Electives	School/ Community Activities
9 th	English 9	<i>Algebra 1</i>	Science 9	World Geography	Health & PE 9 Speech Computer Applications		
10 th	English 10	<i>Algebra 2</i>	Biology <i>Advanced Biology</i>			<i>Spanish I</i> <i>Spanish II</i>	
11 th	English 11	<i>Geometry</i>	<i>Chemistry</i> <i>Adv. Chemistry</i>	American History <i>Psychology</i>			
12 th	English 12	<i>Adv. Math</i> <i>Calculus</i>	<i>Anatomy & Physiology</i>	American Government <i>Economics</i>			

Blue: Required Classes

Pink: Electives