Benson Fast Facts

Mascot
Bunny

Enrollment
1,400

Founded
1904

Number of Staff
108

Average Class Size
25

# of Student Led Clubs
35

# of AP Classes
20

# of Sports
20

# of Dual Enrollment Credits
30+

# of Industry Certifications
14

Benson High Magnet School
5120 Maple St.
Omaha, NE 68104
531.299.2520
benson.ops.org

Follow the Bunnies on Twitter @OPS_BensonHigh and on Facebook at @BensonHighSchool
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### Nondiscrimination Policy

Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to accept allegations regarding non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE  68131 (402-557-2001).  
The following persons have been designated to handle inquiries regarding the non-discrimination policies: Director for the Office of Equity and Diversity, 3215 Cuming St, Omaha, NE  68131 (402-557-2790).
Welcome to Benson High Magnet School, the home of the Mighty Bunnies. Founded in 1904, BHS prides itself in its tradition, academic excellence, school spirit, and family-like atmosphere. Located in the historic Benson neighborhood, BHS enjoys an enrollment of approximately 1350 students who come from all over the city. Our student population closely matches that of Omaha in that it is extremely diverse socioeconomically, racially, and culturally. We believe that students who go to school with students who do not necessarily look like them gives them an advantage as they move onto either post-secondary education or the work force. Our students learn to work with everyone.

Benson High is a comprehensive magnet school, whose theme is Career Academies. We are proud to be the only school in Omaha Metro Area that is “Wall-to-Wall” Career Academies. Every student is in an academy. This means that while teaching the standard curriculum (English, Math, Social Studies, Science, etc.), there is a focus on skills and perspective learning defined by each academy. All freshmen are a part of the nationally recognized Freshman Academy. Freshmen then choose from one of the following academies of which they will be a part for the next three years:

- Design Academy
- Business & Entrepreneurship Academy
- Health Professions Academy (model)

Proud home of two nationally recognized model status academies. Each academy allows our students exposure to content specific curriculum real world application, allowing them to be both college and career ready when they graduate. Each academy partners with various business across the city to enrich your students’ high school experience. While our focus is on the career academies, Benson High will always offer traditional honors, advanced placement (AP), and dual enrollment (DE) classes for those students wishing to take advantage.

Contact Information

**Administrative Team**
- Tom Wagner - 531.299.8035
  Principal
- Todd Martin - 531.299.7906
  Assistant Principal - Data Director
  12th Grade (A, C, D, F, G, I, J, K, L, N, Q, T, Y, Z)
- Melinda Bailey - 531.299.7224
  Assistant Principal - Athletic Director
  12th Grade (B, E H, M, P, R, S, U, V, W, X)
- Casey Campin - 531.299.8022
  Assistant Principal - Activities Director
  11th Grade
- Jason Rhine - 531.299.7986
  Dean of Students
  9th Grade
- Michael Buckner - 531.299.7941
  Dean of Students
  10th Grade

**Curriculum Specialists**
- Jane Laughlin - 531.299.7990
  English, Reading, Journalism, GPS, Drama, & Music
- Angela Johanek - 531.299.7945
  Career Academies
- JoAnna Hale - 531.299.7980
  Math, Art, Industrial Technology, & Science
- Mary Reece - 531.299.7947
  AP, Social Studies, World Languages, Business, JROTC, PE, & Family and Consumer Sciences

**Department Heads**
- Mike Duggan - 531.299.7942
  Special Education
- Kristen Hughes - 531.299.2520
  ESL

**Counseling Team**
- Andrea Brown - 531.299.8043
  Director of Counseling
- Katie Cameron - 531.299.8012
- Amanda Campbell - 531.299.9060
- Shauntae Starks - 531.299.7916
- Bev Johnson - 531.299.8028
- Robert Koneck-Wilcox - 531.299.9436
### Benson High Business and Entrepreneurship Academy

**Possible Career Fields:** Marketing, Finance, Banking, Accounting, Entrepreneur, Management, Real Estate, Public Relations, Insurance, Actuary, Small Business Owner, Travel Agent, Photographer, Journalist, Social Media, and Restaurateur

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Academy Classes</th>
<th>Suggested Academy Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Freshmen Seminar</td>
<td>Pre-Calc/Calc</td>
</tr>
<tr>
<td></td>
<td>H. HSB Principles of Business and Economics*</td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td>Culinary Skills 1-2*</td>
<td>Digital Design 1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavioral Health 1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism (H)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors Yearbook 1-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors Newspaper 1-8</td>
</tr>
<tr>
<td>10</td>
<td>HSB Principles of Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSB Principles of Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship Pathway</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles of Business, Marketing, &amp; Management 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culinary Pathway</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culinary Skills 1-2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>HSB Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSB Principles of Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship 1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship 1-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culinary Skills 3-4</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>HSB Principles of Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HSB Business Strategies (includes Capstone/Internship)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship 3-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culinary Skills 5-6 (includes Capstone/Internship)</td>
<td></td>
</tr>
</tbody>
</table>

*Students may enroll in the first academy class of a pathway beginning their freshman year with parent and counselor approval.

### Experiences Beyond the Classroom

- Career fairs
- Field trips with industry partners
- 10th grade job shadow
- 11th grade internship prep day
- 12th grade internship or Senior Capstone

### Dual Enrollment and Certification Opportunities

- MCC: Honors Personal Finance
- UNO Dual Enrolled Core Courses
- SafeServ

### 2021-22 Academy Advisory Board Industry Partners

- First National Bank
- TSYS
- UNO College of Business
- Centris Federal Credit Union
- Nebraska Medicine Talent Acquisition
- Lincoln Financial Group
- LinkedIn
- Federal Reserve Bank

### Career Student Organizations

- FBLA
- DECA
***Career Academies***

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### Benson High Design Academy

**Possible Career Fields:** Architect, Architectural Engineer, Mechanical Engineer, Interior Designer, Construction Management, Construction Trades, Web Design, Photo Editor, Digital Developer, 2D and 3D Animation Designer, Website User Experience Designer

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#### High School Curriculum

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Academy Classes</th>
<th>Suggested Academy Classes</th>
</tr>
</thead>
</table>
| 9     | Freshmen Seminar  
Intro to Digital Design*  
Intro to Construction 1-2* | Art 1-2  
Art 3-4  
Art 5-6  
Honors Art 7-8  
AP Studio Art 3D  
AP Studio Art 2D |
| 10    | **Digital Design Pathway**  
Intro to Digital Design  
**Architecture Pathway**  
CAD/Design Engineering 1-2  
**Construction Pathway**  
Intro to Construction 1-2 | Pottery 1-2  
Pottery 3-4  
Pottery 5-6  
Pottery 7-8 |
| 11    | Intermediate Digital Design  
CAD/Design Engineering 3-4  
Construction 3-4 | |
| 12    | Advanced Digital Design  
CAD/Design Engineering 5-6  
Construction 5-6 | |

*Students may enroll in the first academy class of a pathway beginning their freshman year with parent and counselor approval.

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### Experiences Beyond the Classroom

- Career fairs
- Field trips with industry partners
- 10th grade job shadow
- 11th grade internship prep day
- 12th grade internship or Senior Capstone

### Dual Enrollment and Certification Opportunities

- **MCC: CAD Courses**

### 2021-22 Academy Advisory Board Industry Partners

- Leo A. Daly
- Millard Lumber
- Aviture
- Grain and Mortar
- UNO
- Kenneth Hahn Architects
- Publication Printing
- White Lotus Group

### Career Student Organizations

- SkillsUSA
## Career Academies

### Benson High Health Professions Academy

**Possible Career Fields:** Athletic Trainer, Fitness Industry, Sports Medicine, Education, Psychologist, Psychiatrist, Social Work, and Criminal Justice

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Academy Classes</th>
<th>Suggested Academy Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Freshmen Seminar</td>
<td>Emergency Medical Technician (EMT)</td>
</tr>
<tr>
<td></td>
<td>Foundations of Healthcare*</td>
<td>AP Psychology</td>
</tr>
<tr>
<td>10</td>
<td>Human Performance Pathway</td>
<td>Weight Training</td>
</tr>
<tr>
<td></td>
<td>Foundations of Healthcare</td>
<td>Advanced Weight Training</td>
</tr>
<tr>
<td></td>
<td>H. Medical Terms and Ethics</td>
<td>Aerobics</td>
</tr>
<tr>
<td>11</td>
<td>Sports Medicine of Athletic Training</td>
<td>P.E. Mentors</td>
</tr>
<tr>
<td></td>
<td>Behavioral Health 1-2</td>
<td>P.E. Leadership</td>
</tr>
<tr>
<td>12</td>
<td>H. Health Science Internship</td>
<td>Behavioral Health 1-2</td>
</tr>
<tr>
<td></td>
<td>Exercise Science</td>
<td>Human Growth and Development</td>
</tr>
</tbody>
</table>

*Students may enroll in the first academy class of a pathway beginning their freshman year with parent and counselor approval.

### Experiences Beyond the Classroom

- Career fairs
- Field trips with industry partners
- 10th grade job shadow
- 11th grade internship prep day
- 12th grade internship or Senior Capstone

### Dual Enrollment and Certification Opportunities

- CPR/AED
- EMT
- CNA
- Personal Training
- Fitness Training
- Pharmacy Technician
- UNO Dual Enrollment
- MCC Dual Enrollment

### 2021-22 Academy Advisory Board Industry Partners

- UNMC
- Nebraska Medicine
- Methodist College
- CHI Health
- Creighton University
- UNO College of Nursing
- UNO College of Athletic Performance
- YMCA of Greater Omaha

### Career Student Organizations

- HOSA (Health Occupations Students of America)
- Educators Rising
### Benson High Health Professions Academy

**Possible Career Fields:** CNA, Medical Nurse, Medical Doctor, EMT, Pharmacist, Phlebotomist, Occupational Therapist, Rehabilitation Therapist.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Academy Classes</th>
<th>Suggested Academy Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Freshmen Seminar</td>
<td>Certified Nursing Assistant (CNA)</td>
</tr>
<tr>
<td></td>
<td>Foundations of Healthcare and Medical Ethics*</td>
<td>Emergency Medical Technician (EMT)</td>
</tr>
<tr>
<td>10</td>
<td>Medical and Therapeutic Services</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td></td>
<td>Foundations of Healthcare</td>
<td>Pharmacy Technician</td>
</tr>
<tr>
<td></td>
<td>H. Medical Terminology and Medical Ethics</td>
<td>Zoo Academy (CC)</td>
</tr>
<tr>
<td>11</td>
<td>Certified Nursing Assistant (CNA)</td>
<td>AP Psychology</td>
</tr>
<tr>
<td></td>
<td>Emergency Medical Technician (EMT)</td>
<td>JROTC 1-8</td>
</tr>
<tr>
<td></td>
<td>High School Alliance at UNMC</td>
<td>Behavioral Health 1-2</td>
</tr>
<tr>
<td>12</td>
<td>H. Health Science Internship</td>
<td>Forensics</td>
</tr>
<tr>
<td></td>
<td>High School Alliance at UNMC</td>
<td>PE Mentors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE Leadership</td>
</tr>
</tbody>
</table>

*Students may enroll in the first academy class of a pathway beginning their freshman year with parent and counselor approval.

### Experiences Beyond the Classroom
- Career fairs
- Field trips with industry partners
- 10th grade job shadow
- 11th grade internship prep day
- 12th grade internship or Senior Capstone

### Dual Enrollment and Certification Opportunities
- CPR/AED
- EMT
- CNA
- Personal Training
- Fitness Training
- Pharmacy Technician
- UNO Dual Enrollment
- MCC Dual Enrollment

### 2021-22 Academy Advisory Board Industry Partners
- UNMC
- Nebraska Medicine
- Methodist College
- CHI Health
- Creighton University
- UNO College of Nursing
- UNO College of Athletic Performance
- YMCA of Greater Omaha

### Career Student Organizations
- HOSA (Health Occupations Students of America)
# Career Academies

## Benson High Freshman Academy

A team approach that develops a sense of community, demonstrates a strong commitment to student achievement, and creates future leaders for Benson and beyond. The Freshman Academy fosters exploration for post secondary pursuits by focusing on skills such as technology, career exploration, self reflection, and accountability.

<table>
<thead>
<tr>
<th>High School Curriculum</th>
<th>Classes</th>
<th>Suggested Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Academy Class</strong></td>
<td>Freshmen Seminar</td>
<td>Plays</td>
</tr>
<tr>
<td><strong>Required Core Classes</strong></td>
<td>English 1-2 (H)</td>
<td>Musicals</td>
</tr>
<tr>
<td></td>
<td>U.S. History 1-2 (H) (AP)</td>
<td>Student Led Clubs &amp; Activities</td>
</tr>
<tr>
<td></td>
<td>Physical Science 1-2 (H) or H. Medical Biology</td>
<td>Partnership4Kids</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Upward Bound</td>
</tr>
<tr>
<td><strong>Suggested Elective Classes</strong></td>
<td>Band</td>
<td>Thrive</td>
</tr>
<tr>
<td></td>
<td>Orchestra</td>
<td>MTJava</td>
</tr>
<tr>
<td></td>
<td>Chorus</td>
<td>Baseball</td>
</tr>
<tr>
<td></td>
<td>Drama 1-2</td>
<td>Basketball</td>
</tr>
<tr>
<td></td>
<td>French (H)</td>
<td>Cheerleading</td>
</tr>
<tr>
<td></td>
<td>Spanish (H)</td>
<td>Cross-Country</td>
</tr>
<tr>
<td></td>
<td>Spanish for Spanish Speakers</td>
<td>Dance Team</td>
</tr>
<tr>
<td></td>
<td>Culinary 1-2*</td>
<td>Football</td>
</tr>
<tr>
<td></td>
<td>Digital Design 1-2*</td>
<td>Golf</td>
</tr>
<tr>
<td></td>
<td>Foundations of Healthcare*</td>
<td>Soccer</td>
</tr>
<tr>
<td></td>
<td>Honors High School of Business*</td>
<td>Softball</td>
</tr>
<tr>
<td></td>
<td>Intro to Construction 1-2*</td>
<td>Swimming</td>
</tr>
<tr>
<td></td>
<td>PE 1-2</td>
<td>Tennis</td>
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<tr>
<td></td>
<td>Journalism 1-2 (H)</td>
<td>Track</td>
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<tr>
<td></td>
<td>Digital Journalism 1</td>
<td>Volleyball</td>
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<tr>
<td></td>
<td>Photo Journalism 1</td>
<td>Wrestling</td>
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<tr>
<td></td>
<td>Art 1-2</td>
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<tr>
<td></td>
<td>Pottery 1-2</td>
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</tr>
<tr>
<td></td>
<td>Tech Exploration</td>
<td></td>
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<tr>
<td></td>
<td>JROTC/LET 1</td>
<td></td>
</tr>
</tbody>
</table>

*Students may enroll in the first academy class of a pathway beginning their freshman year with parent and counselor approval.

### Experiences Beyond the Classroom

- Career fairs
- Field trips with industry partners
- Guest speakers
- Respect Retreat

### Honors and Advance Placement Opportunities

- Honors Geometry 1-2
- Honors Algebra 1-2
- Honors Medical Biology
- Honors Physical Science
- Honors Journalism
- Honors U.S. History
- AP U.S. History
- Honors and AP Music Theory
- Honors Spanish
- Honors French

### 2021-22 Academy Advisory Board Industry Partners

- University of Nebraska-Lincoln
- Youth Frontiers
- Urban League
- Gallup
**Benson High Elective Progressions**

Although each student will join an academy and take required academy courses as well as participate in academy activities, they may have the option to select an elective progression. Elective progressions are optional and are open to students from all academies. Some classes do have prerequisites and may require additional classes to be taken at the same time.

<table>
<thead>
<tr>
<th>Elective</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
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<tbody>
<tr>
<td><strong>Art</strong></td>
<td>Art 1-2</td>
<td>Art 3-4</td>
<td>Art 5-6</td>
<td>H. Art 7-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Studio Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP Studio Art 2D</td>
</tr>
<tr>
<td><strong>Instrumental Music</strong></td>
<td>Prep Band</td>
<td>Concert Band 1-2 (H)</td>
<td>Concert Band 1-2 (H)</td>
<td>Concert Band 1-2 (H)</td>
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<td></td>
<td>Concert Band 1-2 (H)</td>
<td>Orchestra 1-2 (H)</td>
<td>Orchestra 1-2 (H)</td>
<td>Orchestra 1-2 (H)</td>
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<tr>
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<td>Orchestra 1-2 (H)</td>
<td>Jazz Band</td>
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<td><strong>Drama</strong></td>
<td>Drama 1-2</td>
<td>H. Drama 3-4</td>
<td>H. Drama 5-6</td>
<td>H. Drama 7-8</td>
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<tr>
<td><strong>French</strong></td>
<td>French 1-2</td>
<td>French 3-4</td>
<td>French 5-6</td>
<td>AP French Language 1-2</td>
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<tr>
<td><strong>Journalism</strong></td>
<td>Journalism 1-2 (H.)</td>
<td>H. Yearbook 1-2</td>
<td>H. Yearbook 3-4</td>
<td>H. Yearbook 3-4</td>
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<td></td>
<td>Digital &amp; Photo Journalism</td>
<td>H. Newspaper 1-2</td>
<td>H. Newspaper 3-4</td>
<td>H. Newspaper 5-6</td>
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<tr>
<td></td>
<td>H. Digital Journalism 3-4</td>
<td>H. Digital Journalism 5-6</td>
<td>H. Digital Journalism 7-8</td>
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<tr>
<td><strong>JROTC</strong></td>
<td>JROTC 1-2 Let 1</td>
<td>JROTC 3-4 Let 2</td>
<td>JROTC 5-6 Let 3</td>
<td>JROTC 7-8 Let 4</td>
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<td></td>
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<td>JROTC Color Guard</td>
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<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education 1-2</td>
<td>Aerobics 1-2</td>
<td>Adv. Weight Training 1-2</td>
<td>P.E. Leadership</td>
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<td></td>
<td></td>
<td>Team Sports 1-2</td>
<td>P.E. Leadership 1-2</td>
<td>P.E. Mentors</td>
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<td></td>
<td></td>
<td>Lifetime Sports 1-2</td>
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<td>Weight Training 1-2</td>
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</tr>
<tr>
<td><strong>Pottery</strong></td>
<td>Pottery 1-2</td>
<td>Pottery 3-4</td>
<td>Pottery 5-6</td>
<td>Pottery 7-8</td>
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<td></td>
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<td></td>
<td>AP Studio Art 3D</td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td>Spanish 1-2</td>
<td>Spanish 3-4</td>
<td>Spanish 5-6</td>
<td>Spanish 7-8</td>
</tr>
<tr>
<td></td>
<td>Spanish for Spanish Speakers 1-2</td>
<td>H. Spanish for Spanish Speakers 3-4</td>
<td>AP Spanish Language 1-2</td>
<td>AP Spanish Language 1-2</td>
</tr>
<tr>
<td><strong>Vocal Music</strong></td>
<td>Treble Ensemble (9th Grade Females)</td>
<td>Men’s Voices</td>
<td>Men’s Voices</td>
<td>Men’s Voices</td>
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<td></td>
<td>Men’s Voices</td>
<td>Concert Choir (H)</td>
<td>Concert Choir (H)</td>
<td>Concert Choir (H)</td>
</tr>
<tr>
<td></td>
<td>Concert Choir (H)</td>
<td>Swing Choir (H)</td>
<td>Swing Choir (H)</td>
<td>Swing Choir (H)</td>
</tr>
</tbody>
</table>
Career Academies

NEBRASKA CAREER & TECHNICAL EDUCATION MODEL

www.CESStandards.education.ne.gov ADAPTED FROM NASDCTEc/NCTEF CAREER CLUSTERS: PATHWAYS TO COLLEGE AND CAREER READINESS. DEVELOPED BY THE NEBRASKA DEPARTMENT OF EDUCATION
**APPLICATION TO CHANGE ACADEMY**

Directions: Student is to complete this form including all signatures and turn into assigned counselor by the time of your individual registration meeting in order to be considered for a change in academy for the following school year. Completed forms will be turned into the counseling office so each student can register with the appropriate counselor and will then be attached to registration forms and kept on file for two academic years. A completed application does not guarantee an academy change.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
</tr>
</thead>
</table>

**CURRENT ACADEMY**
- Business and Entrepreneurship
- Design
- Health Professions

**ACADEMY REQUESTED**
- Business and Entrepreneurship
- Design
- Health Professions

*Attach letter stating reason for request to change academy*

Student Signature: ______________________ Parent/Guardian Signature: ______________________ Date: __________

---

**Current Counselor Recommendation**
- Remain in Current Academy (Write a brief explanation)
- Move to Requested Academy

Signature: ___________________________ Date: __________

**Requested Counselor Recommendation**
- Remain in Current Academy (Write a brief explanation)
- Move to Requested Academy

Signature: ___________________________ Date: __________

**Requested Academy Specialist Recommendation**
- Remain in Current Academy (Write a brief explanation)
- Move to Requested Academy

Signature: ___________________________ Date: __________

**Current Administrator Recommendation**
- Remain in Current Academy (Write a brief explanation)
- Move to Requested Academy

Signature: ___________________________ Date: __________

**Principal Recommendation** (only if registration with counselor has already occurred)
- Remain in Current Academy (Write a brief explanation)
- Move to Requested Academy

Signature: ___________________________ Date: __________
It is time for Benson High School students to continue to develop their educational plans. Students will complete course selection for next school year over the next few weeks. Students' abilities, interests, and goals are essential factors to consider when making course selections. Students should discuss course choices with families, teachers, and counselors to prepare for course selection.

**Students should complete the following steps:**
1. Use the Benson High Magnet School Course Guide. The course guide includes a course planner to outline required and elective courses along with course descriptions with grade levels and prerequisites.
2. Students should discuss course selections with family, teachers, and counselor to carefully select what will be taken next year.
3. Enter course selections electronically and submit for approval. Families and students will receive electronic communication in January from Benson on how to complete this process.
4. Students will consult with the assigned counselor during the dates specified below. All required courses and selected electives will be approved if graduation requirements, grade level requirements, and prerequisites are met. Once approved, the assigned counselor must be contacted to make adjustments.

**Individual Course Selection Meeting:**
- Jan. 19-22 - Students should discuss course choices with family, teachers, and counselor. Use iPad to electronically enter courses. Further instructions will be communicated electronically. Each student should submit the plan for approval by Jan. 24.
- Jan. 25-Feb. 1 - Current juniors will consult with assigned counselor to approve courses for senior year.
- Feb. 2-9 - Current sophomores will consult with assigned counselor to approve courses for junior year.
- Feb. 16-19 - Current freshmen will consult with assigned counselor for sophomore year to approve courses for sophomore year.

**Counselor Contact Information:**

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Brown</td>
<td>531.299.8043</td>
<td><a href="mailto:Andrea.Brown@ops.org">Andrea.Brown@ops.org</a></td>
</tr>
<tr>
<td>Mrs. Campbell</td>
<td>531.299.9060</td>
<td><a href="mailto:Amanda.Campbell@ops.org">Amanda.Campbell@ops.org</a></td>
</tr>
<tr>
<td>Mrs. Cameron</td>
<td>531.299.8012</td>
<td><a href="mailto:Katie.Cameron@ops.org">Katie.Cameron@ops.org</a></td>
</tr>
<tr>
<td>Ms. Starks</td>
<td>531.299.7916</td>
<td><a href="mailto:Shauntae.Starks@ops.org">Shauntae.Starks@ops.org</a></td>
</tr>
<tr>
<td>Mrs. Johnson</td>
<td>531.299.8028</td>
<td><a href="mailto:Beverly.Johnson@ops.org">Beverly.Johnson@ops.org</a></td>
</tr>
<tr>
<td>Mr. Koneck-Wilcox</td>
<td>531.299.9436</td>
<td><a href="mailto:Robert.Koneck-Wilcox@ops.org">Robert.Koneck-Wilcox@ops.org</a></td>
</tr>
</tbody>
</table>
**Course Planner**

### 9th Grade

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 1 or H Eng 1</td>
<td>Eng 2 or H Eng 2</td>
</tr>
<tr>
<td>US Hist 1 or H US Hist 1</td>
<td>US Hist 2 or H US Hist 2</td>
</tr>
<tr>
<td>Math:</td>
<td>Math:</td>
</tr>
<tr>
<td>Science:</td>
<td>Science:</td>
</tr>
<tr>
<td>GPS</td>
<td>GPS</td>
</tr>
</tbody>
</table>

Alternate:
Alternate:

### 10th Grade

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 3 or H Eng 3</td>
<td>Eng 3 or H Eng 3</td>
</tr>
<tr>
<td>Hum. Geo or AP Hum. Geo</td>
<td>AP Hum. Geo or Elective</td>
</tr>
<tr>
<td>Math:</td>
<td>Math:</td>
</tr>
<tr>
<td>Science:</td>
<td>Science:</td>
</tr>
<tr>
<td>Academy Class:</td>
<td>Academy Class:</td>
</tr>
<tr>
<td>Human Growth or Elective</td>
<td>Econ or H Econ</td>
</tr>
</tbody>
</table>

Alternate:
Alternate:

### 11th Grade

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 5 or AP Eng Lang</td>
<td>Eng 6 or AP Eng Lang</td>
</tr>
<tr>
<td>Mod World Hist 1 or AP World History</td>
<td>Mod World Hist 2 or AP World History</td>
</tr>
<tr>
<td>Math:</td>
<td>Math:</td>
</tr>
<tr>
<td>Science:</td>
<td>Science:</td>
</tr>
<tr>
<td>Academy Class:</td>
<td>Academy Class:</td>
</tr>
</tbody>
</table>

Alternate:
Alternate:

### 12th Grade

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 7 or AP Eng Lit</td>
<td>Eng 8 or AP Eng Lit</td>
</tr>
<tr>
<td>American Gov’t or AP American Gov’t</td>
<td>Personal Finance:</td>
</tr>
<tr>
<td>Academy Class:</td>
<td>Academy Class:</td>
</tr>
</tbody>
</table>

Alternate:
Alternate:

---

*If recommended by middle school, 9th graders will be required to take reading as an elective.

**4 Semesters of P.E./ROTC/H. Swing Choir are required for graduation. First semester of concert band satisfies 1 P.E. credit

***Many colleges require 2 years of the same world language.

****Many colleges require 4 years of math (Algebra 1-2 and higher).
## Omaha Public Schools
### Graduation & College Entrance Requirements

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>OPS GRADUATION REQUIREMENTS</th>
<th>COLLEGE ENTRANCE REQUIREMENTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CREDITS</td>
<td>YEARS</td>
</tr>
<tr>
<td>English</td>
<td>8 CREDITS</td>
<td>4 years</td>
</tr>
<tr>
<td></td>
<td>Grade 9 – English 1 &amp; 2</td>
<td>Fulfilled by OPS requirements</td>
</tr>
<tr>
<td></td>
<td>Grade 10 – English 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 11 – English 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 12 – English 7 &amp; 8</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>7 CREDITS</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Grade 9 – U.S. History 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 10 – Human Geography &amp; Intro to Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 11 – World History 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 12 – American Government</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 CREDITS</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Grade 9 – Math as Recommended</td>
<td>Algebra 1-2, Geometry 1-2, Algebra 3-4,</td>
</tr>
<tr>
<td></td>
<td>Grade 10 – Math as Recommended</td>
<td>UNL – One additional year of math beyond</td>
</tr>
<tr>
<td></td>
<td>Grade 11 – Math as Recommended</td>
<td>Algebra 3-4</td>
</tr>
<tr>
<td>Science</td>
<td>6 CREDITS</td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td>Grade 9 – Physical Science 1 &amp; 2</td>
<td>Fulfilled by OPS requirements</td>
</tr>
<tr>
<td></td>
<td>Grade 10 – Biology 1 &amp; 2</td>
<td>UNL, UNO, UNK – 2 years must be selected</td>
</tr>
<tr>
<td></td>
<td>Grade 11 – Science Elective</td>
<td>from Biology, Chemistry, Physics, or Earth Science</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4 CREDITS</td>
<td></td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>1 CREDIT</td>
<td>N/A</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>1 CREDIT</td>
<td>Grade 12 – Personal Finance</td>
</tr>
<tr>
<td>Electives</td>
<td>16 CREDITS</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>N/A</td>
<td>2–3 years of the same language</td>
</tr>
<tr>
<td>TOTAL</td>
<td>49 CREDITS REQUIRED</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For all OPS High Schools</td>
<td></td>
</tr>
</tbody>
</table>

### RECOMMENDED ON TRACK INDICATORS

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>9 - Freshman</th>
<th>10 - Sophomore</th>
<th>11 - Junior</th>
<th>12 - Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Earned</td>
<td>13 credits</td>
<td>25 total credits</td>
<td>37 total credits</td>
<td>49 total credits</td>
</tr>
</tbody>
</table>

**Note:** 49 Credits are required to graduate.

*NEBRASKA COLLEGE ENTRANCE REQUIREMENTS:

Metro Community College and other Nebraska Community Colleges – Proof of graduation from an accredited high school.

Nebraska State College System – Chadron, Peru, Wayne – Proof of graduation from an accredited high school.

University of Nebraska System – UNO, UNL, UNK (in line with NCAA requirements) – See your OPS District Student Handbook

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

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

* * For students who have successfully completed Physical Science in 8th grade, their sequence will begin with Biology.
Demonstrates the ability to work interdependently with diverse perspectives to promote learning and achieve common goals.

Communicates with purpose and intent in a variety of modes and formats through effective reading, writing, listening and speaking skills.

Exhibits the ability to reason through and weigh evidence to make complex decisions.

Generates, invests in and shares ideas and solutions.

Understands, embraces and participates in open dialogue regarding diverse issues that impact their community and an inclusive world.

Overcomes obstacles and recognizes the need to continue growth through perseverance.
Selection Process

Selecting courses for the school year is a process, which involves the student, parent, assigned counselor, IEP coordinator when appropriate, and teachers. Course selection should be based on future career goals and post-secondary educational plans. Students are encouraged to familiarize themselves with available courses and graduation requirements.

It is recommended that students that plan to attend a four-year college after high school plan to take 4 years of math and 2 years of world language in addition to the minimum graduation requirements. Academy and course selections are a yearlong commitment and cannot be changed once school begins.

Students not registering in the spring must contact the School Registrar at (402) 299-7251 for an appointment with a school counselor.

Course Appeals Process

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

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

Level Two: Assistant Superintendent of Curriculum, Instruction and Assessment. If the course placement appeal is not resolved at Level One and the individual still wishes to pursue the appeal, he/she may formalize the appeal in writing addressed to the Assistant Superintendent of Curriculum, Instruction and Assessment at 3215 Cuming Street, Omaha, NE 68131.

Level Three: Superintendent. If the appeal is not resolved at Level Two and the individual still wishes to pursue the appeal, he/she may formalize the appeal to the superintendent of schools after receiving a written response from the Assistant Superintendent of Curriculum, Instruction and Assessment.

These steps shall be taken in a timely manner so as to accommodate the registration of courses for the school year in question.

Credit Recovery Guidelines

The purpose of Credit Recovery is to provide opportunities for students to earn credits to meet graduation requirements for courses they have failed. Credit Recovery involves the student retaking the failed course(s) and focusing on the course content standards to demonstrate proficiency on district assessments. The focus is on proficiency related to course

- Credit Recovery may be delivered in a variety of methods and during a variety of times.
- Credit Recovery may be delivered in a traditional classroom or through a blended learning experience (in class with an endorsed teacher using online learning modules).
- Teachers who are providing credit recovery through online virtual or blended learning must be certified educators endorsed for the course they are teaching.
- Although students may complete online courses prior to the end of the term, final grades will need to be posted during the normal grading windows.
- Student should follow the appropriate course sequencing.
- Students should not be enrolled in consecutive courses simultaneously (English 1 & English 2). Any exception to the three course limit must be identified in an individual learning plan, in an alternative program and/or approved by the Assistant Superintendent of Curriculum and Learning.
- Students should be enrolled in no more than three online courses at a time.
- Timely teacher content and feedback is essential for student learning.

Scheduling Changes/Requests for Dropping or Adding a Class

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

1. At the time of registration.
2. Following the original registration when the student receives a copy of courses selected.

Course registration change for the following year will be made only:

3. If the course was completed during summer school. If the student must repeat a course that was failed during the previous school year.
4. If a conflict in the schedule cannot be adjusted to meet graduation requirements.

Dropping a course after the first 15 days of the semester will result in a grade of “F” which is included in grade point average calculations. Requests to drop a course will be initiated by the student or parent to the school counselor.
BENSON HIGH SCHOOL- PERMISSION TO REQUEST CLASS RELEASE

Student Name ___________________________ I.D. # __________________

Students' course choices drive decisions about a school year that are made prior to the conclusion of the previous school year, such as course offerings, teacher assignments, and the allocation of books and resources. Therefore, it is important to understand that class release is a privilege and the following guidelines must be followed. These guidelines support the building decisions made on behalf of the entire student body as well as Nebraska state guidelines for public school funding.

An attempt will be made to schedule a class release for the next school year based on the following guidelines:

1. Student must be designated a senior for the next school year.

2. Student must have conference with assigned counselor in which it is determined that the student is able to graduate winter or spring of the next school year based on a credit check and course requests.

3. Class release will be scheduled for the beginning or end of the school day, not in the middle.

4. Students must be enrolled in a minimum of 12 credits for the school year. Any exceptions will require documentation of an agreement between student, parent, administrator, and counselor.

5. Class release must fit with the courses chosen by a student during spring registration. Neither late starts nor early outs can be guaranteed. Students will not be allowed to choose new courses at a later date to accommodate class release.

6. Students not requesting class release during spring registration will only be granted class release at a later date if all above requirements are met. Schedules will not be rearranged to accommodate this. This request will only be granted if an elective course not needed for graduation is on the student's schedule for the beginning or end of the day.

7. Students approved for early outs must have their own dependable transportation and leave the building and the parking lot within 10 minutes of the time he or she is excused to leave. Likewise, students with a late start arrive no earlier than 10 minutes before their start time.

8. Failure to adhere to these guidelines may result in the removal of class release privileges and/or disciplinary action at the discretion of the student's assigned administrator.

My signature indicates that I have read and agree to abide by the guidelines above.

I prefer _____ Late Start  I prefer _____ Early Out

Student Signature: ___________________________ Date: __________________

I give my son/daughter permission to apply for a late start or early out.

Parent/guardian Signature: ___________________________ Date: __________________

Student must conference with current administrator and obtain signature.

Administrator Signature: ___________________________ Date: __________________

Forms turned in to the counselor without all signatures completed will be discarded.
**Dual Enrollment**

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

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

**Classes**
- AP Music Theory
- AP Biology
- AP Human Geography
- AP English Language and Composition
- AP English Literature and Composition
- AP Statistics
- AP Spanish Language
- Honors Personal Finance
- Beginning Algebra Part 1
- Beginning Algebra Part 2
- Intermediate Algebra
- Developmental Mathematics
- CAD/Design Engineering 1-2
- CAD/Design Engineering 3-4
- Medical Terms and Ethics

**Advance Placement**

**What is Advance Placement (AP)?**
- The opportunity for students to take college-level courses in a high school setting and test for college credit.
- Instructors who are trained, dedicated, and successful in the instruction of AP curriculum.
- Students who...
  - develop the study habits necessary for rigorous coursework.
  - stand out in the college admissions process
  - are willing to work hard and demonstrate their commitment to academic excellence.

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

**Classes**
- AP Studio Art
- AP Studio Art 2-D
- AP Studio Art: 3-D
- AP Music Theory
- AP Biology
- AP Chemistry
- AP Physics
- AP Environmental Science
- AP Spanish Language
- AP French Language
- AP Psychology
- AP U.S. History
- AP Human Geography
- AP World History
- AP US Government & Politics
- AP Comparative Government & Politics
- AP English Language and Composition
- AP English Literature and Composition
- AP Statistics
- AP Calculus A/B

**Industry Certifications**

Students have the opportunity to earn industry certifications in all three of our College and Career Academies. Earning an industry certification helps students gain essential, employability skills such as critical thinking, problem solving, and prioritizing information.

**Certifications**
- Certified Nursing Assistant (CNA)
- Pharm Technician
- CPR
- First Aid
- Adobe Illustrator
- Adobe Photoshop
- OSHA 10-hour Construction Safety
- ShopBot CNC Certification Level 1
- Entrepreneurship and Small Business (ESB) Certification
- ServSafe
- Med Tech
- Surgical Tech
- Verbal Defense for Healthcare Providers
- EMT (Emergency Medical Technician)
Advanced Placement Course Completion Agreement
Benson High School

Student Information:

□ 9  □10  □11  □12

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Student ID</th>
<th>Current Grade Level</th>
</tr>
</thead>
</table>

As a student enrolling in an AP course, you are choosing to participate in a rigorous curriculum that surpasses basic high school graduation requirements. Advanced Placement (AP) courses are approved by the College Board* and are college level courses taught using college level methodology, textbooks, assignments, and exams. While participation in these courses provides an excellent transition into advanced education, students and parents must be aware of the high expectations regarding work ethic, class participation, and increased time devoted to learning.

Student: By signing this agreement, I verify that I have completed the necessary course registration steps, acknowledge and accept the following conditions and requirements, and will abide by its stipulations:

- I have met the course prerequisites or obtained current teacher recommendation.
- I recognize the type of academic rigor associated with an AP course and acknowledge the challenge.
- I will complete all summer assignments prior to the first day of class.
- After signing this agreement, I am committed to participating fully in the entire yearlong course. This includes putting forth great effort on all assignments, projects, and assessments.
- I acknowledge the expectation to prepare for and recommendation to take the AP Course Exam(s) in May.

Parent: By signing this agreement, I verify I have reviewed the information and understand the expectations set forth. I agree to support the following:

- I expect my son/daughter to put forth effort to be successful in AP courses, i.e. quality assignment completion, consistent regular attendance, asking for help when needed.
- I understand AP students will be challenged and may experience some anxiety as they are asked to progress academically to newer and higher levels. I support that these challenges provide the opportunity for positive personal growth.
- I understand my child is enrolling in a yearlong AP course(s) and I expect him/her to complete the entire year.

Additional Important information:
- As a support for seniors and juniors who are enrolled in three or more AP courses, an AP advisement will be offered to provide time for homework completion as well as additional support resources to prepare for AP Exams.

This agreement shall apply to the following courses:

<table>
<thead>
<tr>
<th>AP Course Name</th>
<th>Course Number</th>
<th>Current Teacher Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For more information regarding the College Board, please visit: www.collegeboard.org

Student Signature, Date

Parent Signature, Date
Academic Recognition

Class Rank
A student's class rank is determined by the use of the cumulative grade point average. The GPA takes into account the credit earned, the points awarded with the grade, and the weight of the course. Courses are weighted according to the following chart:

<table>
<thead>
<tr>
<th>Grade Earned</th>
<th>Grade Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>A..................</td>
<td>4 (or 5 for Honors/AP)</td>
</tr>
<tr>
<td>B..................</td>
<td>3 (or 4 for Honors/AP)</td>
</tr>
<tr>
<td>C..................</td>
<td>2 (or 3 for Honors/AP)</td>
</tr>
<tr>
<td>D..................</td>
<td>1 (or 2 for Honors/AP)</td>
</tr>
<tr>
<td>F..................</td>
<td>0</td>
</tr>
</tbody>
</table>

Honor Roll
Students who earn a 3.50 GPA or higher during a semester are named to the Principal's Honor Roll. Students who earn a 3.00 or 3.49 GPA during a semester are named to the Academic Honor Roll.

Academic Letter
Students earning a 3.50 GPA for three (3) semesters at Benson will be awarded an academic letter, at five (5) semesters a bar will be awarded, and at seven (7) semesters an additional bar will be awarded.

Valedictorian and Salutatorian
The top two students who have earned the highest cumulative grade point averages after their seventh (7th) semester, will be recognized as senior class valedictorian and salutatorian at Commencement.

National Honors Society
Membership in National Honor Society is gained through the selection by a Faculty Council. In order to be considered, a student must be eligible. A student's eligibility is based on the following criteria:

1. SCHOLARSHIP: Each sophomore or junior to be considered must have a Grade Point Average of 3.5 or better on a 4.0 scale.
2. CHARACTER AND LEADERSHIP: Each student will be rated for the qualities of character and leadership only by those members of the teaching staff who have had that student in class.
3. SERVICE: Each student will have the opportunity to complete a Student Activity Information Form on the services he/she
4. Eligibility is determined after the third semester of high school career. (2nd semester of sophomore year.)

Utilizing the four sources of data, the Faculty Council will select is members for NHS. Membership is open to all eligible students. Every year each student in NHS is re-evaluated for re-election. Members in NHS is both an honor and a responsibility. Students selected for membership are expected to maintain a standard of excellence in the four areas of selection or they will be dismissed.

Wall of Distinction
Benson High Magnet School students who complete a Wall of Distinction Application by the last Friday in March and have achieved an exceptional level of excellence, as outlined below, will be recognized on the Wall of Distinction and at Honors’ Night

<table>
<thead>
<tr>
<th>LOCAL ACADEMIC</th>
<th>NATIONAL ACADEMIC</th>
<th>EXTRA-CURRICULAR</th>
<th>LEADERSHIP/CHARACTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Top 1-2% of Graduating Class</td>
<td>ACT &gt;90th percentile OR SAT &gt; 95th percentile OR National Merit Finalist/Semifinalist OR 5 AP Exams Score 4 or Higher</td>
<td>Involvement in 4 or more activities (athletics, music, drama, journalism, JROTC, robotics, academic decathlon, student council, other clubs) or National Recognition</td>
<td>Holds officer/captain position in any school activity/organization and no behavior incidences.</td>
</tr>
<tr>
<td>4 Top 3-5% of Graduating Class</td>
<td>ACT &gt;80th percentile OR SAT &gt; 80th percentile OR National Merit Recommended OR 4 AP Exams Score 4 or Higher</td>
<td>State Place Winner and involvement in 2 additional activities</td>
<td>More than just a passive member of any school activity/organization and no behavior incidences.</td>
</tr>
<tr>
<td>3 Top 6-10% of Graduating Class</td>
<td>ACT &gt;70th percentile OR SAT &gt; 70th percentile OR 3 AP Exams Score 4 or Higher</td>
<td>Involvement in 3 or more activities</td>
<td>Holds officer/captain position in any school activity/organization and fewer than 3 behavior incidences.</td>
</tr>
<tr>
<td>2 Top 11-20% of Graduating Class</td>
<td>ACT &gt;60th percentile OR SAT &gt; 60th percentile OR 2 AP Exams Score 4 or Higher</td>
<td>State Qualifier/Competitor and involvement in 1 additional activity</td>
<td>More than just a passive member of any school activity/organization and fewer than 3 behavior incidences.</td>
</tr>
<tr>
<td>1 Top 21-25% of Graduating Class</td>
<td>ACT &gt;50th percentile OR SAT &gt; 50th percentile OR 1 AP Exams Score 4 or Higher</td>
<td>Involvement in 2 or more activities</td>
<td>More than just a passive member of any school activity/organization and fewer than 4 behavior incidences.</td>
</tr>
</tbody>
</table>

- Any member of the senior class with a score of 16 or higher and at least one 5 will be recognized on the Wall of Distinction.
- Student must have attended Benson High Magnet School for the last 4 semester or score an 18 or higher.
- If more than one score in a column applies, the higher of the two scores will be applied to the overall score.
ACTIVITIES

Co-curricular activities at Benson are considered an important part of a student’s total educational experience. Students are urged to participate in a variety of activities. Participation in co-curricular activities can help students succeed in their classes and benefit fully from their high school years. Most organizations are open to anyone who is interested in participating.

• Academic Decathlon (AcaDeca)
• Acapella
• Academic Coaching
• African-American History Challenge
• Allies (GSA)
• Anime Club
• Art Club
• Band
• B. Green (Environmental Club)
• Book Club
• Cheerleading
• Chelo
• Choir
• Color Guard (JROTC and Band)
• Culinary Club
• Dance Team
• DECA
• Drama Club
• Dungeons and Dragons
• Educators Rising
• Extreme Gaming
• Fashion Club
• Future Business Leaders of America (FBLA)
• Global Cultural Dance Club
• Health Occupation Students of America (HOSA)
• Hula Club
• JROTC
• Key Club
• International Thespian Society
• National Honor Society
• Newspaper
• Native Indigenous Centered Education (NICE)
• Pistol Team
• Play Productions
• Poetry Club
• Pottermore
• Powerlifting
• Rifle Team
• Robotics
• Science Club
• Skills U.S.A.
• Star Wars
• Spanish Club
• Student Council
• Thrive Club
• Trading Card Game Club
• Yearbook
• Yoga

SPORTS

The athletic program at Benson is designed to provide opportunities for athletes who desire competitive activity in sports. In order to participate in interscholastic athletic competition, a student must abide by eligibility rules of the Nebraska School Activities association and Benson High School as well as have a current physical examination on file with the athletic director.

FALL
• Girls’ Golf
• Boys’ Tennis
• Boys’ Cross-Country
• Girls’ Cross-Country
• Football
• Softball
• Volleyball
• Unified Bowling

WINTER
• Boys’ Basketball
• Girls’ Basketball
• Boys’ Swimming
• Girls’ Swimming
• Boys’ Wrestling
• Girls’ Wrestling

SPRING
• Baseball
• Boys’ Track and Field
• Girls’ Track and Field
• Boys’ Golf
• Girls’ Tennis
• Boys’ Soccer
• Girls’ Soccer
ART FACT:
Last year alone, art students earned 54 gold awards including four national ones.

**Art 1-2**
This course offers beginning art students a foundation in basic drawing skills, design elements and principles, and color theory as they create original art works in a variety of media. Students will also be involved in examining important works of art from a variety of cultures and time periods, participating in critiques of art works, and discussing aesthetic issues.

Prerequisites: None
Course ID: 110211/110212

**Art 3-4**
This course offers an expansion of skills and knowledge of drawing and design concepts, and further exploration of techniques and media, including watercolor and/or acrylic painting. Students will explore aesthetic issues, examine and discuss historically important art works from a variety of cultures, using the language of art criticism. In addition to art production, students will use a variety of learning strategies including reading, analyzing and responding to develop a deeper understanding of art. This is the first semester of a year long course.

Prerequisites: Successful completion of Art 1-2 with a C or better or teacher permission.
Course ID: 110251/110252

**Art 5-6**
This course offers serious art students the opportunity to apply the elements and principles of design to advanced projects in a variety of media (ie: various techniques of print making, painting, &/or sculpture). Students will engage in art criticism & aesthetic discussion as they explore various time periods & cultures from an historical perspective.

Prerequisites: Successful completion of Art 3-4
Course ID: 110291/110292

**Honors Art 7-8**
This course is a culmination of a sequential art experience for twelfth grade students. It provides selected students the opportunity to individualize projects to enhance their own styles in one or more media, while further exploring the philosophical and historical aspects of art. Honors requirements are: attend formal exhibits and submit exhibit reviews/critiques; write an in-depth research papers; complete written abstracts about artists and their work; refine individual work for exhibition and/or competition each semester; complete a comprehensive portfolio of their work; and keep a drawing and reflection sketchbook.

Prerequisites: Successful completion with a B or better in Art 5-6 or instructor approval based on portfolio review
Course ID: 110341/110342

**AP Studio Art**
(College Level)
The AP Drawing course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Drawing students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication and reflection. Students will focus on the use of mark-making, line, surface, light and shade, and composition. Students can work with any materials, processes, and ideas. Drawing (analog or digital), painting, printmaking, and mixed media work are among the possibilities.

The AP Drawing Portfolio exams contain two sections. The Selected Works section requires students to demonstrate skillful synthesis of materials, processes and ideas. The Sustained Investigation section requires students to conduct a sustained investigation bases on questions, through practice, experimentation and revision. Both sections of the portfolio require students to articulate information about their work.

Prerequisites: Successful completion with a B or better in two years of upper level art courses or instructor approval. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.
Course ID: 110391/110392
AP Studio Art 3-D (Pottery) 12
(College Level)
The AP 3D Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP 3D Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication and reflection. Students can work with any materials, processes and ideas that involve space and form. Figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts are among the possibilities.

The AP 3D Art and Design Portfolio exams contain two sections. The Selected Works section requires students to demonstrate skillful synthesis of materials, processes and ideas. The Sustained Investigation section requires students to conduct a sustained investigation bases on questions, through practice, experimentation and revision. Both sections of the portfolio require students to articulate information about their work.

Prerequisites: Successful completion with a B or better in two years of upper level art courses or instructor approval. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.
Course ID: 110851/110852

Pottery 1-2 9-12
This course explores hand built pottery techniques in terms of form, function and cultural expression. A background in drawing, design and color is recommended. Students will learn about pottery produced by artisans from various cultures and times, and use the critical process to evaluate their own work, as well as examples taken from art history.

Prerequisites: None
Course ID: 110461/110462

Pottery 3-4 10-12
This course will enable students to further develop hand building and wheel throwing skills, while they continue to study the development of pottery styles and techniques through history and in various cultures. Aesthetic issues related to form and function, the inherent expressive qualities of clay, and identifying good craftsmanship will be an ongoing part of the study. In addition to art production, students will use a variety of learning strategies including reading, analyzing and responding to develop a deeper understanding of ceramic art. This is a year long course.

Prerequisites: Successful completion of Pottery 1-2 with a C or better or teacher permission.
Course ID: 1110471/110472

Pottery 5-6 11-12
This course is designed for the third year pottery student. It focuses on the refinement and combination of hand built and wheel thrown work. Students will also be engaged in aesthetics, art criticism, and art history.

Prerequisites: Successful completion of Advanced Pottery 3-4
Course ID: 110691/110692

Pottery 7-8 12
This course is designed for the fourth year pottery student. It focuses on the refinement and combination of hand built and wheel thrown work. Students will also be engaged in aesthetics, art criticism, art history assignments with a focus on personal style and portfolios.

Prerequisites: Successful completion of Honors Pottery 5-6
Course ID: 110791/110792

Art Fact:
Pottery Teacher Sharon Carr won a national award for her commitment to her program and students.
**AP Studio Art 2-D**
*(College Level)*

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

The AP 2D Art and Design Portfolio exams contain two sections. The Selected Works section (40% of total score) requires students to demonstrate skillful synthesis of materials, processes and ideas. The Sustained Investigation section (60% of total score) requires students to conduct a sustained investigation based on questions, through practice, experimentation and revision. Both sections of the portfolio require students to articulate information about their work.

Prerequisites: Successful completion with a B or better in two years of upper level art courses or instructor approval. Students who select NOT to participate in the AP exam are expected to take a cumulative, AP comparable, teacher-graded end of course exam.

**Intro to Digital Design**

This course will introduce students to the technical tools and processes used in digital design. Students will be introduced to the design process model which includes typography, color, and imagery. In addition, design software will be utilized to create graphic, animation, 3D Models, and video. Students will demonstrate proper use of fair use guidelines and will explore career opportunities. Students will be given a foundation in the business and commercial applications of computer graphics. Priority registration is given to Design Academy-Digital Design Students. Priority seating is given students in the Digital Design Pathway.

Prerequisites: None
Course ID: 130601/130602

**Intermediate Digital Design**

Intermediate Digital Design is part of the Digital Design Pathway where students will focus on developing advanced skills to plan, design, and create interactive projects using the elements of text, graphics, animation, sound, video, digital imaging, in interactive projects. These skills can prepare students for entry-level positions and other occupational or educational goals. This course is a continuation of student preparation in the field of commercial art and graphic design. Students explore hardware and software used by the industry, building a portfolio of their work. Priority seating is given students in the Digital Design Pathway.

Prerequisites: Intro to Digital Design
Course ID: 131611/131612

**Advanced Digital Design**

Advanced Digital Design is part of the Digital Design Pathway. Student focus on integrating computer skills and promoting individual design concepts and approaches in digital design. Studio problems are used to continue study in a variety of visual disciplines. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the real world of digital design: composition, color theory, illustrations, displays, promotional materials, packaging, logos, motion graphics, and the manipulation of photographic images. Priority seating is given students in the Digital Design Pathway.

Prerequisites: Intermediate Digital Design
Course ID: 131621/131622

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**ART FACT:**

Art teacher Astra Patterson is a legend at Benson and in the community. Her and her students have won numerous awards across the state and nation.
**Economics**

This course examines the key concepts of economics through study of various sectors of market systems. Fundamentals, micro, macro and international economic concepts will be presented and studied. Emphasis is given the role of the citizen in America’s market structure. (One Semester)

Prerequisites: None  
Course ID: 030461

**Principles of Business, Marketing, and Management 1**

This course is designed as an introductory overview of the Business, Marketing, and Management Career Field. Units of study include economic systems, forms of business ownership, management, marketing, and accounting. Career opportunities will also be explored. (One Semester)

Prerequisites: None  
Course ID: 120021

**Marketing 1**

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. (One Semester)

Prerequisites: None  
Course ID: 120471

**Entrepreneurship 1-2**

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

Prerequisites: Principles of Business, Marketing, and Management 1 along with Marketing 1.  
Course ID: 120401/120402

**Entrepreneurship 3-4**

This course is the advanced-level course for the NFTE program as part of the Benson High Business Academy structure. Students use their entrepreneurial skills and mindset to develop and test business concepts and design validated business model canvases. Students conduct customer interviews and work with industry mentors to iterate on their business models until they have demonstrated customer acquisition. Students also develop marketing campaigns and financial and operational plans in preparation for launching their businesses. Towards the end of the school year, students have opportunities to pitch their business concepts to potential investors locally, regionally, and nationally.

Prerequisites: Entrepreneurship 1-2  
Course ID: 120651/120652

**Personal Finance**

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

Prerequisites: None  
Course ID: 120981

**Honors Personal Finance**

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

Prerequisites: None  
Course ID: 120971

**Business Fact:**

DECA and FBLA are two of the largest clubs at Benson with students competing statewide.
H. HSB Principles of Business 10
Principles of Business develops student understanding and skills in such areas as business law, economics, financial analysis, human resources management, information management, marketing, operations, and strategic management. Through the use of projects, students acquire an understanding and appreciation of the business world. They develop a business analysis report, conduct an environmental scan of the local business community, and investigate business activities. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an ongoing component of the course. (One Semester)

Prerequisites: Must be enrolled in the Academy of Business
Course ID: 121171

H. HSB Business Economics 10
In Business Economics, a project-based business course, students expand their understanding that businesses are influenced by external factors that are often beyond their control. Consumer spending, government policies, economic conditions, legal issues, and global competition are addressed through practical, current applications to everyday societal and business life. Decision matrices are introduced, and the importance and costs of quality are stressed. Students develop their knowledge and skills in such areas as economics, entrepreneurship, operations, and professional development. Throughout the course, students will be presented with current economic problems for which they are asked to determine solutions, often through the application of decision matrices. (One Semester)

Prerequisites: Must be enrolled in the Academy of Business
Course ID: 121181

H. HSB Principles of Marketing 11
Principles of Marketing is a project-based business course that develops student understanding and skills in the functional areas of marketing: channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students acquire an understanding and appreciation of each of the marketing functions and their ethical and legal issues. Decision matrices are employed to aid in market planning. (One Semester)

Prerequisites: Principles of Business and Business Economics
Course ID: 121191

H. HSB Principles of Finance 11
Principles of Finance furthers student understanding of two specific business activities—accounting and finance—that were introduced in an earlier High School of Business™ course, Principles of Business. Through multiple projects, students make connections between accounting, with an emphasis on cash flow, and finance, with an emphasis on decision-making. Students acquire an understanding of financial statements, calculate financial ratios, and make business decisions based on their interpretation of those financial statements and ratios. In addition, students determine business-financing options, as well as develop an appreciation for types of financial service providers and financial markets. Decision matrices are employed to aid in financial planning. (One Semester)

Prerequisites: Principles of Business and Business Economics
Course ID: 121201

H. HSB Principles of Management 12
Principles of Management is a project-based business course that expands student understanding of management. Students acquire an appreciation for aspects of management, such as project management, human resources management, knowledge management, quality management, and risk management. In addition, ethical and legal considerations affecting business activities are stressed, and students develop managerial and supervisory skills through interaction with lower grade-level High School of Business™ students. Decision matrices are employed to aid in management planning.

Prerequisites: Principles of Business and Business Economics
Course ID: 121211
**H. HSB Business Strategies**  
Business Strategies serves as the capstone course for the High School of Business™ program. Students employ their decision matrices to finalize marketing, financial, and management plans developed previously, incorporating them into a business plan for a non-profit organization. The non-profit venture is actualized during the course, requiring students to engage in risk assessment, strategic planning, and performance assessment.

Course ID: 121221

**Freshman Seminar**  
As the introductory magnet course for all Benson freshmen, this course, formerly known as GPS, will introduce students to the Career Academies available at Benson. Students will apply 21st Century learning strategies in the academic setting; explore career options using the Nebraska Career Education Model of Career Clusters, and gain knowledge and skills for effective citizenship. This course includes planning and application of the career development process for successful, seamless transition to post secondary options. Students will implement their own ten year plan focusing on their personal and career goals.

Prerequisites: None  
Course ID: 130811/130812

**Business Fact:**  
In Fall of 2019, our student run school store was featured on the news.
Omaha Public Schools

CAREER CENTER

Hands-on Learning
Likable & Knowledgeable Teachers
Critical Employability Skills
Internships / Apprenticeships
Industry Certifications
Early College Credit Options
Busing/Transportation provided
Core Academic Classes offered
Counseling Services
VALUE

Ask your Counselor for an Application

Connecting Today’s Students
With Tomorrow’s Careers
Right now you may not know exactly what your next steps are. Will you choose college? Or will you choose a career? You can choose BOTH! No matter what you choose, coming to the Career Center gives you a competitive advantage. Each of our programs includes a blend of hands-on application and theory. This means you'll know what you need to do and actually how to do it! Wherever you're headed in life, your CONNECTION begins here!

11 Pathways in High Demand, High Wage, and High Skill careers

**Automotive Technology**
(10,11,12) 2 Credits/Semester
- Work on domestic and foreign cars and trucks in a high-tech precision industry
- Use the same advanced diagnostic and hand tool equipment as industry professionals to troubleshoot complex automotive systems.
- Maintain, repair, and fine-tune a wide range of vehicle engine performance alongside ASE technicians.

**Automotive Collision Repair**
(10,11,12) 2 Credits/Semester
- Develop skills and techniques used by professional in assembly, disassembly and non-structural repair.
- Repair, remove and replace auto body parts.
- Professionally apply undercoat, paint and topcoat to create a professional finish.

**Construction**
(10,11,12) 2 Credits/Semester
- Operate a wide range of hand and power tools for residential and commercial projects.
- Develop important hands-on skills in the areas of estimating, framing, interior and exterior work.
- Work alongside professional mentors from architecture, construction and engineering fields.

**Electrical Systems Technology**
(10,11,12) 2 Credits/Semester
- Advance with industry recognized skills through the Omaha Joint Electrical Apprenticeship and Training Committee program.
- Install electrical fixtures according to blueprints and schematics.
- Gain industry recognized skills from residential and commercial wiring projects and internship.

**Welding**
(10,11,12) 2 Credits/Semester
- Apply multiple welding techniques to join, cut or manipulate metal.
- Develop a wide variety of techniques for high wage, high demand careers.
- Experience hands-on instruction to enhance critical thinking and problem solving skills.

**Certified Nursing Assistant**
(Must be 16 by course completion)
(11,12) 2 Credits/Semester
- Prepare for a high demand career field by completing the requirements for the State of Nebraska Certified Nursing Assistant Certification.
- Obtain skills though immersion in multiple aspects of the art and science of healthcare.
- Work alongside experienced registered nurses in a career.

**Emergency Medical Technician**
(Must be 18 by course completion)
(12) 2 Credits/Semester
- Attain essential life saving techniques critical for a career in emergency medicine.
- Complete the requirements for the national registry EMT license.
- Assess, stabilize, and transport patients during clinical experiences with certified professionals.

**Information Support & Networking**
(10,11,12) 2 Credits/Semester
- Prepare for a career in the diverse field of information technology.
- Earn CompTIA A+, Network+ & Security + Certifications
- Troubleshoot, diagnose and repair personal computers, networks and security apparatus.

**Digital Video Production**
(10,11,12) 2 Credits/Semester
- Operate specialized equipment to create professional video and film productions.
- Showcase skills in multiple video, film, and broadcast news competitions.

**UNMC High School Alliance**
(11,12) 2 Credits/Semester
- Experience unique and innovative science classes that are taught in partnership by UNMC faculty and certified high school teacher on the UNMC campus.
- Access UNMC High School Alliance Application at https://www.unmc.edu/alliance/

**Zoo Academy**
(11,12) 2 Credits/Semester
- Experience unique and innovative science classes that are taught in partnership by certified high school teachers on the Henry Doorly Zoo campus. (Nov. 2020 due date)
- Access Zoo Academy Application at https://www.omahazoo.com/zoacademy

**Core/Academic Courses**
(10,11,12) 1 Credit/Semester
- Experience contextualized core academic courses in English, Math, and others!
Drama

**Drama 1-2**
9-12
This course involves students in a study of the theatre and the role that the actor or actress plays. The fundamentals of acting, stage terminology, stage equipment and its uses, as well as techniques of make-up and theatrical design are taught. Students are encouraged to perform in school productions, work on the technical crew, and/or specialize in lighting, costume, and scene design.

Prerequisites: None
Course ID: 020631/020632

**Honors Drama 3-4**
10-12
This course is a continued in-depth study and application of acting principles, terminology, and theater history. Students also learn and apply the fundamentals of directing, stage, lighting, and costume design. Students are required to attend and critique two live stage productions per semester.

Prerequisites: Successful completion of Drama 1-2.
Course ID: 021731/021732

**Honors Drama 5-6**
11-12
Course description is similar to Honors Drama 3-4. Students will assume additional responsibilities and assignments.

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

**Stagecraft 1-2**
10-12
This course provides students with an understanding of technical theater, including set design and construction, the safe use of tools, riggings, and other equipment, and the role of lights and sound in productions.

(One Semester)

Prerequisites: Strong interest in building and design, lighting and sound. Previous theatre class or industrial tech class with a B or better.
Course ID: 020681/020682

**Advanced Stagecraft 1-2**
10-12
Course description is similar Stagecraft 1-2. Students will assume additional responsibilities and assignments.

(One Semester)

Prerequisites: Strong interest in building and design, lighting and sound. Previous theatre class or industrial tech class with a B or better.

**Honors Advanced Stagecraft 3-4**
10-12
Course description is similar Stagecraft 1-2. Students will assume additional responsibilities and assignments.

(One Semester)

Prerequisites: “C” or higher in Stagecraft 1-2 and instructor permission.
Course ID: 21691/21692

**Drama Fact:**
Each season, the drama students perform at least five productions. They also partner with Omaha Performing Arts.
English 1-2
English 1-2 focuses on the Nebraska State Standards for Language Arts which include reading, writing, speaking, listening, and multiple literacies. Students use a variety of unique conceptual lenses (choices and consequences, heroes, life experiences and relationships, and identity) to gain command of essential skills in written and oral communication and the reading of literary and informational texts. Students use the writing process to produce written works each semester in a variety of modes (narrative, persuasive, argumentative, analytical, and technical).

Prerequisites: None
Course ID: 010341/010342

Honors English 1-2
Honors English 1-2 provides a more rigorous and intensive study of the language arts skills of reading, writing, speaking, listening, and multiple literacies as described in English 1-2. Students use the writing process to produce written works each semester in a variety of modes (narrative, persuasive, argumentative, analytical, and technical). Additional course work is required above and beyond the regular English 1-2 course.

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

English 3-4
This course focuses on the English Language Arts skills of reading, writing, speaking and listening. Students will use a variety of unique conceptual lenses (relationships, culture, responsibility, integrity and honor) to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

Prerequisites: None
Course ID: 010411/010412

Honors English 3-4
This course provides a more rigorous and intensive study of the English Language Arts skills of reading, writing, speaking and listening as described in English 3-4. Students will read a variety of narrative and informational texts and produce writing pieces in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical. Additional course work is required above and beyond the regular English 3-4 course.

Prerequisites: None
Course ID: 010421/010422

English 5-6
This course focuses on the English Language Arts skills of reading, writing, speaking and listening through a study of American literature. Students will use a variety of conceptual lenses to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

Prerequisites: None
Course ID: 010471/010472

English 7-8
This course focuses on the English Language Arts skills of reading, writing, speaking and listening through a study of British and global literature. Students will use a variety of conceptual lenses to gain command of essential skills in written and oral communication and the reading of narrative and informational text. Students will produce a variety of writing samples in the following modes: descriptive, narrative, analytical, expository, persuasive, argumentative, and technical.

Prerequisites: None
Course ID: 010531/010532

Creative Writing 1
Creative Writing introduces students will be introduced to the multiple genres of creative writing including but not limited to poetry, fiction, nonfiction, screenplay, and graphic writing. Students will also be introduced to the elements that make up each genre by close reading texts by various authors. This class is designed to introduce students to writing beyond a formal paper and will help them find a genre they may want to pursue in the future.

Prerequisites: Motivated writer
Course ID: 020351

ENGLISH FACT:
Over 80% of Benson’s English teachers hold at least one Master’s Degree.
**English Review**

10-12

English Review allows a student the one-time opportunity to remove an English credit deficiency. The course addresses all reading, writing, speaking and listening standards. Multiple formal compositions are required. (One Semester)

Prerequisites: Must have failed one semester of English 1-8
Course ID: 011171

**Literacy Skills**

9-10

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

Prerequisites: 3 or more years below grade level in reading ability
Course ID: 011071/011072

**H. Academic Decathlon**

10-12

(Academic Decathlon = Acadeca)

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

Prerequisites: Must be able to attend this Zero Hour class all year; 7:00-7:40 am
Course ID: 031201/031202

**Writing Skills**

11-12

Writing Skills English 1, one semester in length (presented both semesters), allows a student the one-time opportunity to remove an English credit deficiency for English 1-8. This course has a specific composition improvement purpose. The writing process, emphasizing student responsibility for completing a quality writing product, is the focus of this class. (One Semester)

Prerequisites: None
Course ID: 010771

**AP English Literature**

(IGP Level-Dual Enrollment Available)

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

Prerequisites: None
Course ID: 011901/011902

**AP Language and Composition**

(IGP Level-Dual Enrollment Available)

AP Language and Composition, an AP course designed to engage students in the careful reading and critical analysis of, primarily, non-fiction works. The focus is American literature, poetry, and non-fiction. Through the close reading and use of other AP learning strategies, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. This course follows the College Board curriculum and involves extensive reading and writing. Course participants will be prepared and expected to take the Advanced Placement exam to earn college credit.

Prerequisites: None
Course ID: 011911/011912

**Academic Literacy**

9-10

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

Prerequisites: 1–3 years below in reading ability. Selection and permission required.
Course ID: 011811/011812

**ACT Test Prep**

11

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

Prerequisites: None
Course ID: 020751

ENGLISH FACT:

Several students wrote and performed their original poetry in a “Louder Than a Bomb” Competition
ESL 1-2  
This course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences). It is worth 2 credits due to double seat time. It focuses on increasing ELs' academic English skills in the areas of speaking, listening, reading, and writing to an early-intermediate level as measured by the ELP Achievement Level Descriptors. The language and literacy integrated curriculum provides students with a balanced approach to learning English through applying comprehension skills to study authentic literature, informational texts, foundational literacy skills, academic vocabulary development, and academic writing with contextualized grammar. Special attention will be given to develop ELs' oral language through integration of academic conversations. The curriculum for ESL classes is aligned to the English Language Proficiency standards and is in support of academic language development required for the core content-area standards' mastery.

Prerequisites: None  
Course ID: 155111/155112

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

Prerequisites: None  
Course ID: 063141/063142

ESL Reading 3-4  
This course is designed for intermediate ESL students to improve reading skills. Emphasis is on developing comprehension skill through fluency, summarizing and sequencing events in a reading passage, recognizing text structures, and using systematic strategies to locate information from textbooks, using text features.

Prerequisites: None  
Course ID: 155231/155232

Math Essentials  
This course is designed for identified special education students and ESL students who are not prepared to enter the regular sequence of math courses (beginning with pre-algebra). Topics include operations with whole numbers, fractions, decimals and percents, data analysis, geometry, measurement and problem solving. This is the first semester of a year-long course.

Prerequisites: None  
Course ID: 040581/040582

ESL Social Studies Foundations 1-2  
This ESL course is intended for beginning proficiency level English learners (typically a first-year English learners with formal educational experiences) and supports literacy and English language acquisition. This course explores the life of our country during the time period between Independence to 1900. Instruction is organized around the themes of geography, history, economics, and civics. Students investigate the key people, events, and ideas of the United States through primary and secondary sources, multiple perspectives, and the inquiry process. The curriculum for ESL classes is aligned to the English Language Proficiency standards and is in support of academic language development required for mastery of HS US History course standards and curriculum.

Prerequisites: None  
Course ID: 159411/159412

E.L. FACT:  
Thrive Club, a predominantly EL Club, is the largest and most active club at Benson. Each week they focus on different leadership activities.
**E.S.L.**

**ESL 3-4** 9-12
This course is intended for intermediate proficiency level English learners (typically a second-year English learners with formal educational experiences). It is worth 2 credits due to double seat time. The focus of the course will be to increase ELs' academic English skills in the areas of speaking, listening, reading, and writing to an intermediate level as measured by the ELP Achievement Level Descriptors. The language and literacy integrated curriculum will focus on strengthening comprehension and interaction with complex text through utilization of high-yield comprehension strategies, academic conversations, academic vocabulary and writing and grammar skills required to produce academic writing. The curriculum for ESL classes is aligned to the English Language Proficiency standards and is in support of academic language development required for the core content-area standards’ mastery.

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

**US History 1-2 ELL** 9-12
This course is restricted for ESL students who are concurrently enrolled in ESL 3-4 or ESL 5-6. A special focus on language development is provided, but content and standards are the U.S. History standards. This course continues the study of United States history from 1900 to present. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, and civics. Students investigate the key people, events, and ideas of the United States through primary and secondary sources, multiple perspectives, and the inquiry process.

Prerequisites: None
Course ID: 031331/031332

**English 1-2 ELL** 9-12
This course offers the English 1-2 curriculum with enhanced vocabulary focus and cultural orientation for ELL students.

Prerequisites: ESL 3-4
Course ID: 010371/010372

**ESL 5-6** 9-12
This co-requisite course is intended for intermediate proficiency level English learners, who are also enrolled in English 1-2 ELL course. The focus of the course will be to increase ELs’ academic English skills in the areas of speaking, listening, reading, and writing to an advanced level as measured by the ELP Achievement Level Descriptors. The language and literacy integrated curriculum will focus on strengthening comprehension and interaction with complex text through utilization of high-yield comprehension strategies, academic conversations, academic vocabulary and writing and grammar skills required to produce academic writing. The curriculum for this course is aligned to the English Language Proficiency standards and is in support of academic language development required for English 1-2 course.

Prerequisites: Successful completion of learning goals from ESL Reading 3-4 or demonstration of equivalent skills is required for registration in this course.
Course ID: 155151/155152

**Academic Language Study EL** 9-12
This year-long course is designed to boost academic language development of Long Term English Learners (LTELS). This course will focus on teaching high-leverage academic language, including vocabulary, syntax, and complex grammatical structures. Through the coursework, LTELS will engage in academic conversations and peer collaboration while reading authentic, increasingly complex information and literacy texts that are relevant to students’ lives. The course curriculum will also aim to develop LTELS’ academic writing skills to successfully write summaries, opinions, informative texts, and research papers. The course will provide LTELS with opportunities to make regular connections between coursework and the demands of college and the workplace.

Prerequisites: Permission only
Course ID: 338843/338844

**E.L. FACT:**
Over 14 different languages are spoken at Benson. This makes it one of the most diverse schools in OPS.
**Family & Consumer Science**

**Culinary Skills 1-2**  
9-10  
This course introduces nutrition, wellness and food preparation skills to students. The course involves the study of cultural and social aspects of nutrition and food time management.  

Prerequisites: None  
Course ID: 140621/140622

**Culinary Skills 3-4**  
10-11  
This course introduces professional skills related to the culinary industry including basic cooking procedures, kitchen safety and sanitation, tool and equipment usage, and preparation of stocks and sauces. Students will apply these skills through catering projects and experiences.  

Prerequisites: C or better in Foods 1-2  
Course ID: 140631/140632

**Culinary Skills 5-6**  
11-12  
This course explores creative methods of food preparation. Students will cater while learning quantity food preparation, food service etiquette, table setting and service, special occasion entertaining, invitations, time management strategies, purchasing and cost management in food production, and career exploration.  

Prerequisites: C or better in Culinary Skills 1-2  
Course ID: 140371/140372

**Human Growth & Development**  
10-12  
This course helps senior high students acquire responsible decision making skills related to wellness, communication skills, healthy relationships, preventing abuse, chemical usage, sexuality, prenatal care, etc. All senior high school students are required to enroll in one of the Human Growth and Development courses, but a parent/guardian may choose to opt out his/her student.  
(One Semester)

Prerequisites: None  
Course ID: 070931

**Teen Parenting 1-2**  
9-12  
Analyzes roles and responsibilities of parents, families, and other caregivers related to the development of healthy infants and teen parents.  

Prerequisites: Department or counselor permission. For student parents or students who are about to become parents.  
Course ID: 140771/140772
Foundations of Health Care 9-10
Introduction to Health Science is designed to give an overview of the therapeutic, diagnostic, support services, biotechnology & research and health informatics pathways. The course focuses on health careers, exploration, leadership development, medical terminology, ethical and legal responsibilities, the history of health care and the economics of health care.

Prerequisites: Enrollment in Health Professions Academy
Course ID: 074061/074062

Intro to Medical Terminology /Med Ethics (College Level-Dual Enrollment Available)
This course is designed to help students learn medical language by analyzing their components. The primary focus is on developing both oral and written skills in the language used to communicate within health care professions.

Prerequisites: Enrollment in Health Professions Academy and Successful completion of Foundations of Health Care
Course ID: 074061

Advance Placement Psychology 1-2 10-12
The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Prerequisites: None
Course ID: 030641/030642

Honors Medical Chemistry 10-12
The Medical Chemistry curriculum is designed to engage students in both practical and theoretical problem-solving strategies as they investigate chemical issues. Specific chemical issues include medical applications and connections relevant to student's daily lives. The course studies the general patterns of substances (elements and compounds) and an explanation of their chemical bonding and quantities, properties of matter and gases, and chemical reactions (including specific medical reactions). This course is designed for students who have strong mathematical skills and are interested in understanding basic medical connections to chemistry for daily use or future careers in medicine.

Prerequisites: Physical Science 1-2 and Biology 1-2
Course ID: 060461/060462

Honors Medical Biology 9-12
This course enables students to understand the workings of the human body. Through the use of both traditional methods (lecture and laboratory) and up-to-date technology, the students develop an understanding of the structure and function of human organ systems. The basic principles and concepts of medical biology are used in making decisions about future medical related careers and in making appropriate choices toward a healthy lifestyle. Students enrolled in honors courses have additional experiences that require a more rigorous program of study.

Prerequisites: Physical Science 1-2
Course ID: 060481/060482

UNMC High School Alliance 11-12
UNMC High School Alliance is a health sciences enrichment program that partners with the University of Nebraska Medical Center (UNMC) and Benson to offer unique and innovative science classes to high school juniors and seniors. Through the UNMC High School Alliance program, you can discover exactly what it is like. You'll observe, shadow, and take college-level classes from UNMC's doctors, nurses, pharmacists, physical therapists, public health advocates, researchers and other health care professionals.

Courses cover a range of health care topics, such as human anatomy, biomedical research, and medical decision-making. Course offerings and program opportunities are subject to change from year to year.

Prerequisites: Must apply and be accepted to the program.
Course ID: Depends on UNMC Course
**Sports Medicine of Athletic Training** 10-12

This course is designed for students who may be interested in a career in Sports Medicine. This course should feature the prevention, recognition, treatment, and rehabilitation of activities caused by physical activity or athletics. Topics may include taping and bandaging, proper use of protective padding, treatment modalities, anatomy and physiology, medical terminology. Students may learn to measure cardio respiratory endurance, flexibility, body composition, and blood pressure. CPR/AED certification is a prerequisite for this course or a required outcome of the course.

Prerequisites: Enrollment in Health Professions Academy
Course ID: 074071/074072

**Life Span Development/Principles of Education and Training** 10

This course will expose students to the education profession through an introduction to preservice preparation, societal influences on education, classroom practices, and the governance structures which impact teachers and schools. This course is aligned with a dual enrollment opportunity for eligible students. A field experience is encouraged.

Prerequisites: Must be enrolled in the Health Professions Academy
Course ID: 141031/141032

**Behavioral Health 1-2** 11-12

This course establishes a foundation that is necessary to understand Behavioral Health and investigate the careers in the field of Health Sciences associated with this focus. Course emphasis is placed on teaching students to successfully investigate Behavioral Health; mental health awareness and diagnosis, educate themselves on community resources and careers in this field. Classroom and laboratory experiences, activities and leadership programs are supplemented through HOSA Future Health Professionals.

Prerequisites: Students must complete Behavioral Health 1 in order to take Behavioral Health 2 and have successfully completed Foundations of Healthcare.
Course ID: 074321/074322

**Anatomy and Physiology** 11-12

In Anatomy & Physiology, we explore the human body as a whole organism and as individual systems. We begin with the smallest components of the body and move toward the structures that make humans a complex and diverse system. In class, we focus on how the structures of the different parts of the body lead to their specialized function, providing us with the ability to adapt and change to our surroundings and over time. Body systems included are the Integumentary system, Skeletal System, Muscular System, Digestive System, Cardiovascular System, and Nervous System.

Prerequisites: Health Professions Academy 11-12 grader having successfully completed or concurrently enrolled in Medical Terminology.
Course ID: 060931/060932

**Honors Anatomy & Physiology** 11-12

Students explore the structure and function of the human organ systems through inquiry-based laboratory experiences using up-to-date technology. Students examine the representative diseases related to each of the human systems by recognizing the symptoms, suggested treatments and effects on individuals and communities. Students enrolled in honors courses have additional experiences that require a more rigorous program of study.

Prerequisites: Successful completion (grade of A, B or C) of Physical Science 1-2, Biology 1-2, and teacher recommendation.
Course ID: 060911/06092

**Honors Health Science Internship** 12

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

(Semester and Year Long Options Available)

Prerequisites: 1. Students approved by teacher-coordinator.
2. Successful completion/concurrent enrollment in corresponding courses.
Course ID: 187121/187122

**Health Sciences Fact:**
The 2019-2020 State HOSA president was Benson senior Winnie Ladu.
Health S. Certifications

**Certified Nursing Assistant/Cert (CNA) Options**

**Certified Nursing Assistant/Cert (CNA) 11-12**
(Offered at Career Center)
This is a basic nursing knowledge and skills course for the nurse assistant in a health care setting. It meets the requirements of Public Law 100-203 OBRA and is approved by the Nebraska Department of Health.

Prerequisites: Enrollment in the Health Professions Academy and successful completion of Foundations of Health Care.
Course ID: 074121/074122

**OR**

**Certified Nursing Assistant/Cert 11-12**
Health Professions
(College Level-Dual Enrollment Available)
This is a basic nursing knowledge and skills course for the nurse assistant in a health care setting. It meets the requirements of Public Law 100-203 OBRA and is approved by the Nebraska Department of Health.
(One Semester and offered only at Benson)

Prerequisites: Enrollment in the Health Professions Academy and successful completion of Foundations of Health Care and required science courses for graduation.
Course ID: 074141

**Emergency Medical (EMT) Technician/ Cert 11-12**
(Offered at Benson)
This course is designed based upon the Department of Transportation’s National Highway Traffic Safety Administration Emergency Medical Technician-Basic National Standard Curriculum. This course is designed to instruct the student to the level of Emergency Medical Technician-Basic who serves as a vital link in the chain of the health care team. It is recognized that the majority of pre hospital emergency medical care will be provided by the EMT-B. This includes all skills necessary for the individual to provide emergency medical care at a basic life level with an ambulance service or other specialized service. This course is designed to prepare the student to take and pass the National Registry certification examination.

Prerequisites: Enrollment in the Health Professions Academy and successful completion of Foundations of Health Care.
Course ID: 074101/074102

**Pharm Tech 12**
This UNMC course is offered at Benson High School only. It will prepare the student to take and pass the national Pharmacy Technician Certification Exam and explore other pharmacy careers. Students must be 18 by end of year and on track to graduate before exam can be completed.
(One Semester)

Prerequisites: None
Course ID: 074221

**HEALTH SCIENCES FACT:**
Benson is the largest OPS high school chapter of the national HOSA student organization.
Industrial Technology

**Intro to Construction 1-2** 9-10
Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills and technical knowledge essential to the construction field. This understanding is gained by exploring safety procedures, accurately apply measurements, select appropriate fasteners/adhesives, material types and properties, process materials, select tools for the correct operation, and produce a product.

Prerequisites: Must be a member of the Design Academy-Construction Pathway
Course ID: 170811/170812

**Construction 3-4** 11-12
This course offers hands-on activities and real-world experiences to prepare for a career in the construction industry. Students learn blueprint reading, applied math, basic tool use, equipment, basic welding, and safety. Students will explore building construction techniques, including layout, footings, stairs, walls, and roofs. Students have the opportunity to visit construction sites, take field trips, and participate in job shadowing experiences.

Prerequisites: Successful completion of Intro to Construction 1-2 and OSHA 10 Certification.
Course ID: 170831/170832

**Construction 5-6**
This course is an extension of Construction 3-4 that offers hands-on activities and real-world experiences to prepare for a career in the construction industry. Including concrete and masonry, framing, electrical plumbing, drywall installation, welding, Shopbot CNC machinery, HVAC and painting. Students have the opportunity to visit construction sites, take field trips, and participate in job shadowing experiences.

Prerequisites: Successful completion of Intro to Construction 1-2 and OSHA 10 Certification.
Course ID: 170841/170842

**Tech Exploration 1-2** 9-12
This course includes activities and practical experiences in the use of tools, materials, power equipment, drafting, and computer aided design. Applications of designing, constructing, and participating in activities will enable students to select advanced technology courses.

Prerequisites: None
Course ID: 170181/170182

**CAD/Design Engineering 1-2** 9-10
This course will introduce the student to basic drafting skills, technology, and introductory applications of graphic communications. The development of visualization skills, sketching, and the use of software programs used in computer aided drafting (CAD).

Prerequisites: None
Course ID: 170211/170212

**CAD/Design Engineering 3-4** 10-11
This course will further develop skills introduced in CAD/Design Engineering 1-2 to produce complete, accurate drawings. Applications to architecture and machine tool drawing will be emphasized. Continued development CAD skills will be stressed.

Prerequisites: CAD/Design 1-2
Course ID: 170221/170222

**CAD/Design Engineering 5-6**
(College Level-Dual Enrollment Available)
This course will further refine skills developed in CAD/Design Engineering 3-4 to produce drawings in either architectural or machine tool drafting. Continued development of CAD skills will be stressed.

Prerequisites: CAD/Design 3-4
Course ID: 170231/170232

**CAD/Design Engineering 7-8**
(College Level-Dual Enrollment Available)
This course will further refine skills developed in CAD/Design Engineering 5-6 to produce drawings in either architectural or machine tool drafting. Continued development of CAD skills will be stressed.

Prerequisites: CAD/Design 5-6
Course ID: 170231/170232

**INDUSTRIAL TECH FACT:**
Laborers and equipment operators who enter management through schooling and industry experience can look forward to very high wages.
Journalism

**Journalism 1-2**
9-12
This course introduces students to the entire field of journalism. Students will learn law and ethics; various modes of journalistic writing, reporting, and interviewing; and newspaper/yearbook layout and design. They will also learn basics of photography, digital citizenship, and online media. Students are expected to work individually and collaboratively. It prepares students for any of the honors publication classes such as yearbook, newspaper, and digital journalism.

Prerequisites: Grades 9-11 only. Students must have earn a “C” or higher in previous English/Language Arts.
Course ID: 020411/020412

**Honors Journalism 1-2**
9-11
This course introduces students to the entire field of journalism. Students will learn law and ethics; various modes of journalistic writing, reporting, and interviewing; and newspaper/yearbook layout and design. They will also learn basics of photography, digital citizenship, and online media. Students are expected to work individually and collaboratively. It prepares students for any of the honors publication classes such as yearbook, newspaper, and digital journalism.

In addition, students will work on an ongoing portfolio project that they will be expected to work on outside of the class.

Prerequisites: Grades 9-11 only. Students must have earn a “C” or higher in previous English/Language Arts.
Course ID: 020531/020532

**Photojournalism**
9-11
In addition to learning to create written pieces through the development of photographs, this course includes DSLR camera operation, lighting, composition, photo editing techniques for print or computer-mediated publication applications. Emphasis is placed on using the camera as a reporting tool in conjunction with design to publish their work. Legal and ethical issues involving photojournalism will also be addressed.

(One Semester)

Prerequisites: Grades 9-11 only. Must also take Digital Journalism.
Course ID: 020841

**Digital Journalism**
9-11
Digital Journalism focuses on a variety of media platforms for the 21st century, placing emphasis on the laws and ethics of both online and video journalism which include the development of skills in online newspaper and web design, podcasts, news broadcasting and social media. Students will understand digital citizenship is in addition to acquiring skills that help to prepare them for advanced journalism courses.

(One Semester)

Prerequisites: Grades 9-11 only. Must also take Photojournalism.
Course ID: 020451

**Honors Digital Journalism 3-4**
10-12
Students enrolled in this course are responsible for the production of the online school newspaper website and student journalism social media. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and video skills are required.

Prerequisites: Successful completion of a “C” or higher in either Journalism 1-2, Honors Journalism 1-2, or both photojournalism and digital journalism. It also requires Journalism Adviser permission.
Course ID: 022451/022452

**Honors Digital Journalism 5-6**
11-12
Course description is similar to H. Digital Journalism 3-4. Students will assume additional responsibilities and assignments. This course is for third year digital journalism students.

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

**Honors Digital Journalism 7-8**
12
Course description is similar to H. Digital Journalism 3-4 and 5-6. Students will assume additional responsibilities and assignments. This course is for fourth year digital journalism students.

Prerequisites: Successful completion of a “C” or higher in Honors Digital Journalism 3-4 AND requires Journalism Adviser Permission.
Course ID: 022651/022652
Journalism

**Honors Yearbook 1-2** 10-12
Students enrolled in this course are responsible for the production of the school yearbook. Students work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are required.

Prerequisites: Successful completion of a “C” or higher in either Journalism 1-2, Honors Journalism 1-2, or both photojournalism and digital journalism. It also requires Journalism Adviser permission.
Course ID: 021231/021232

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

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

**Honors Yearbook 5-6** 12
Course description is similar to H. Yearbook 1-2 and H. Yearbook 3-4. Students will assume additional responsibilities and assignments. This course is for third year yearbook students.

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

**Editorial Leadership** 11-12
Students enrolled in this class must also be enrolled concurrently in H. Yearbook 3-4, H. Newspaper 3-4, or Digital Journalism 5-6 or higher. The purpose of this class is to build the leadership skills of journalists who are promoted into editorial management positions. It will also establish ongoing training, coaching, and support as well as create mutually supportive cohorts for the leaders.

Prerequisites: Successful completion of a “C” or higher in previous Honors Yearbook, Honors Newspaper, or H. Digital Journalism AND requires Journalism Adviser Permission. Exceptions may be made for H. Yearbook 1-2, H. Newspaper 1-2, and H. Digital Journalism 3-4 students who have been moved to an editorial leadership position.
Course ID: 022751/022752

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**Honors Newspaper Production 1-2** 10-12
Students enrolled in this course will be responsible for the print and/or online production of the school newspaper. Students will work individually and collaboratively on their assignments. Quality writing, editing, advertising, photography, and layout design skills are emphasized.

Prerequisites: Successful completion of a “C” or higher in either Journalism 1-2, Honors Journalism 1-2, or both photojournalism and digital journalism. It also requires Journalism Adviser permission.
Course ID: 021171/021172

**Honors Newspaper Production 3-4** 11-12
Course description is similar to H. Newspaper 1-2. Students will assume additional responsibilities and assignments. This course is for second year newspaper students.

Prerequisites: Successful completion of a “C” or higher in Honors Newspaper 1-2 AND requires Journalism Adviser Permission.
Course ID: 021181/021182

**Honors Newspaper Production 5-6** 12
Course description is similar to H. Newspaper 1-2 and H. Newspaper 3-4. Students will assume additional responsibilities and assignments. This course is for third year newspaper students.

Prerequisites: Successful completion of a “C” or higher in Honors Newspaper 3-4 AND requires Journalism Adviser Permission.
Course ID: 021191/021192

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**Journalism Fact:**
The journalism students compete twice a year at the national level. Next year, they are going to Orlando and Seattle.
**Mathematics**

**Math Fact:**
Students who take algebra and geometry go on to college at much higher rates than those who do not (83% vs. 36%).

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**Pre-Algebra 1-2**
9-12

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

Prerequisites: None
Course ID: 040161/04016

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**Algebra 1-2**
9-12

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

Prerequisites: None
Course ID: 040271/040272

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**Honors Algebra 1-2**
9

This course is the honors section of Algebra 1-2. It covers traditional algebra topics including operations with signed numbers and polynomials, solving first-and second-degree equations, verbal problems, systems of linear equations, graphing and writing linear equations and inequalities, and simplifying exponential expressions. As an honors class, these topics will be covered in greater depth and with enrichment.

Prerequisites: Any one of the following*: · Grade of “A” in Pre-Algebra 1 and 2 · MAP Math score at or above a score determined by District Math Supervisor. Orleans-Hanna Algebra Prognosis Test Score at or above 75. *Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.
Course ID: 040281/040282

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**Bridge to Algebra 3-4**
11

This course is designed to prepare struggling students for Algebra 3-4. It is an intensive review of geometry topics including 2 and 3 dimensional measurement, Pythagorean Theorem, congruence, similarity, and coordinate geometry and an intensive review of basic algebra topics including solving and writing linear, quadratic, and systems of equations, graphing, exponent rules. Through the coursework, struggling students will be better prepared and more mature mathematically to meet the challenge of Algebra 3-4 content.

Prerequisites: MAP math score at or above a score determined by District Math Supervision.
Course ID: 040341

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**Algebra 3-4**
9-12

This course covers the topics of a traditional second-year algebra course. Content includes solving polynomial equations as well as linear, absolute value, and quadratic equations and inequalities, and working with exponents and logarithms, complex numbers, systems of equations and inequalities, and simple probability. Appropriate technology will be used to assist in instruction and learning. This course is the first semester of Algebra 3-4. Students enrolling in this course will have successfully completed both semesters of Algebra 1-2 with passing grades.

Prerequisites: None. Not recommended for 9th graders.
Course ID: 040291/040292

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**Honors Algebra 3-4**
10-11

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

Prerequisites: Any one of the following*: · Grade of “A” in Algebra 1 and 2 or Geometry 1 and 2 · Grade of “B” or higher in Honors Algebra 1 and 2 or Honors Geometry 1 and 2 · MAP Math score at or above a score determined by District Math Supervisor.
Course ID: 040301/040302
GEOMETRY 1-2  
This course is a complete study of geometry. Topics include congruence and similarity of figures, parallelism and perpendicularity, right triangle relationships, formal and informal proof, coordinate geometry, properties of polygons and circles, and perimeter, area, and volume of two- and three-dimensional figures.

Prerequisites: None  
Course ID: 040361/040362

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

Prerequisites: Any one of the following*: 1. Grade of “A” in Algebra 1 and 2. 2. Grade of “B” or higher in Honors Algebra 1 and 2. MAP Math score at or above a score determined by District Math Supervisor.  
Course ID: 040361/040362

PRE-CALCULUS & TRIGONOMETRY  
This course deals with those topics in mathematics necessary for the successful study of calculus. Topics include sequences and series, polar coordinates, right triangle trigonometry, circular functions, logarithms, and graphs of polynomial and rational relations and functions.

Prerequisites: Successful completion of both semesters of Algebra 3-4. Not recommended for 9th graders  
Course ID: 040401/040402

HONORS PRE-CALCULUS & TRIGONOMETRY  
This course is the honors section of Pre-calculus/trigonometry. This course includes topics of mathematics that are necessary for the successful study of calculus. Topics include polar coordinates, right triangle trigonometry, circular functions, logarithms, and graphs of rational and polynomial relations and functions. Students enrolling in this course should have successfully completed both semesters of Honors Algebra 3-4 with proficient or advanced grades.

Prerequisites: Successful completion of both semesters of Honors Algebra 3-4. 9th grade students should follow other grade level prerequisites. Note, 9th graders in Honors Pre-CalTrig 1-2 as 9th graders have been on a unique accelerated path since 6th grade or earlier.  
Course ID: 040411/040412

AP CALCULUS 1-2 AB  
This course follows the College Board’s Advanced Placement Calculus AB syllabus, which stresses the concept of limit and introduces the student to differential and integral calculus including techniques and theorems. Course participants will be prepared and expected to take the Advanced Placement test to earn college credit.

Prerequisites: Successful completion (grade of A or B) of BOTH semesters of Honors PreCal/Trig  
Course ID: 040451/040452

H ADVANCED CALCULUS 1-2  
This course is a continuation of AP Calculus AB and would be the equivalent of a second semester college calculus course.

Prerequisites: Calculus AB  
Course ID: 040191/040192

PROBABILITY AND STATISTICS  
This course offers a study of statistical methods and would be helpful to any student planning to pursue professional study in medicine, biology, physics, sociology, psychology, economics or business. Content coverage includes work in permutations, combinations, axiomatic probability for successful events, organizing and reporting data, binomial and normal distributions, sampling distributions, hypoth- eses testing and an introduction to game theory.

Prerequisites: Successful completion of BOTH semesters of Algebra 3-4  
Course ID: 040501

AP STATISTICS 1-2  
This is a course in statistics that covers the topics in the syllabus published by the College Board. College credit and placement depend on the individual college. This statistics class will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. It is for students who wish to complete studies equivalent to a one-semester, introductory, non-calculus based college course in statistics. It is for any senior who possesses sufficient mathematical maturity and quantitative reasoning ability, and is an alternative to AP Calculus or may be taken concurrently. Course participants will be prepared and expected to take the Advanced Placement test to earn college credit.

Prerequisites: None  
Course ID: 040841/2
2020-21 Nebraska Math Readiness Project offered through Metropolitan Community College

The Nebraska Math Readiness Project is offered for Dual-Credit through Metropolitan Community College (MCC). The program is designed for seniors who desire to improve their math skills to the level needed to enroll and be successful in a college-level math class. Students will have the opportunity to complete the math class that will satisfy their requirement for many associate/bachelor degree programs. Students can pursue one of two options: 1) The academic option is for students intending to earn a four year bachelor degree, and 2) the Trades/Business track is for students pursuing a two-year associate’s degree/certification. The courses are organized into online modules. Students must master the competencies in each module in order to progress. Students attend class at their high school as part of their regular schedule. All coursework completed will appear on the student transcript.

Students eligible for this program fit the following profile:

- Senior student
- Desire to pursue a two- or four-year degree
- ACT Math scores between 13 and 20 inclusive
- GPA of 2.0 and above
- Good attendance record
- Self-motivated and able to work independently

Cost: The cost of class materials and tuition is funded by a grant. There is NO COST for participating students who meet the requirements through the duration of the grant.

Registration: Space is LIMITED. For more information, please see your school counselor.

Academic Track Sequence - MCC course listings

MATH 0910-Pre-algebra
MATH 0930-Intermediate Algebra Part 1
MATH 0931-Intermediate Algebra Part 2
MATH 1315-College Algebra, 4.5 MCC credits – available at some locations. Check with your school counselor

MCC Trades/Business Track Sequence(s) – MCC Course listings

MATH 0910-Pre-algebra  Followed by either:
MATH 1240-Technical Mathematics, 4.5 MCC credits  OR  MATH 1220 - Business Mathematics, 4.5 MCC credits

Scholarship Opportunities

MCC offers many scholarships to new, incoming students. Applying is easy. Complete your registration to MCC, and answer a couple essay questions, and you will be considered for a wide-array of merit, and need-based scholarships, including the:

Take it Further Scholarship – Eligibility Requirements

- Nebraska Resident
- Successfully completed at least two MCC courses with a grade of C or higher while in high school
- $250/quarter - Can be used in fall, winter, and spring quarters at MCC

For more information, go to: www.mccneb.edu/scholarships
<table>
<thead>
<tr>
<th>Course</th>
<th>Course Description</th>
<th>Purpose of the Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 0910</td>
<td>Students solve problems that include fractions, decimals, ratio, proportion, percent, and operations with integers, basic algebraic concepts, and geometry concepts. Students develop basic study skills for mathematics problem-solving and estimation. See Note 1</td>
<td>This course strengthens basic math skills. Students will have the opportunity to move directly into Math 0930 or Math 1220 or Math 1240. This will be based on the student’s ACT math score, or their Accuplacer Math Placement score, or by passing the Math 0910 Up-placement Exam on the first day of class. Check with your teacher/school counselor.</td>
</tr>
<tr>
<td>MATH 0930</td>
<td>Students learn basic algebra skills. Topics included are: expressions using all operations, absolute values, and exponents; positive and negative real-numbers, linear equations and inequalities and their applications. See Note 1</td>
<td>This is the first part of the intermediate algebra for the academic track for students who will attend or transfer to a four year college. The course will strengthen basic algebra skills and prepare the student to complete the minimum general education math class required for a bachelor degree.</td>
</tr>
<tr>
<td>MATH 0931</td>
<td>Students continue to learn basic algebra skills. This course is a continuation of Math 0930. Topics included are: operations with polynomials; factor polynomials; equations of lines and absolute value equations and inequalities; graphs of linear equations and inequalities and systems of linear equations including applications. See Note 1</td>
<td>This is the second part of the intermediate algebra for the academic track for students who will attend or transfer to a four year college. The course will strengthen basic algebra skills and prepare the student to complete the minimum general education math class required for a bachelor degree. Completion of Math 0931 will qualify a student to enroll into a college level math class such as MCC’s Math 1315.</td>
</tr>
<tr>
<td>MATH 1220</td>
<td>Students learn the math skills required to solve problems related to business occupations. Topics include percentages, checking accounts and services, payroll, payroll taxes, cash and trade discounts, property and sales taxes, simple and compound interest, installment purchases, loan payment plans, and annuities. See Note 2</td>
<td>This course will serve as the math requirements for many Metropolitan Community College programs. Check with your teacher/school counselor to determine if this course is required for your chosen MCC program.</td>
</tr>
<tr>
<td>MATH 1240</td>
<td>Students learn the math skills required in career/technical fields. Students review arithmetic operations. Students apply ratios and proportions, measurement concepts, algebraic operations, geometrical relationships and right triangle trigonometry to problem solving of technical applications. See Note 2</td>
<td>This course will serve as the math requirements for many Metropolitan Community College programs within the technical areas. Check with your teacher/school counselor to determine if this course is required for your chosen MCC program.</td>
</tr>
<tr>
<td>MATH 1315</td>
<td>Students learn the math skills required for further mathematics courses. Topics included are: functions and their inverses; polynomial, radical, exponential, and rational expressions; polynomial, rational, exponential and logarithmic equations; graphing functions using transformations (absolute value, polynomial, radical, exponential and logarithmic); and an introduction to statistics. See Note 2</td>
<td>This course is not offered at all sites. Please check with your teacher/school counselor. Math 1315 will serve as the required course for many of the MCC programs as well as transfer to other four colleges. It transfers to UNO and satisfies the general education requirement for math for students desiring to earn a bachelor’s degree.</td>
</tr>
</tbody>
</table>

NOTES:
1 MATH 09XX courses carry credit for MCC only; the credit does not transfer nor does it apply toward graduation.

2 MATH 1220 and MATH 1240 do not require MATH 0930, 0931, or 0960 as a prerequisite; however, MATH 0910 skills are necessary. MATH 12 and MATH 1240 satisfy the math requirements in many two year programs. Check the catalog for your specific program.
Military Science

**JROTC 1-2 - LET 1**
Intro to Leadership Development Cadets receive instruction in citizenship, communication, leadership, leadership lab (inspections/drill), physical training, first aid, and American history.

Prerequisites: None
Course ID: 070811/070812

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**BEGINNING MARKSMANSHIP 1-2**
Detailed instruction in the art of precision rifle marksmanship and safety under the supervision of instructors certified in the Civilian Marksmanship Program and Safety Certified by U.S. Army Cadet Command. This is instruction in Olympic style marksmanship techniques and competition. Small caliber Air Rifles are used in this instruction. Students must be mature, highly motivated, dedicated, and self-disciplined. Students in this course will be expected to participate as members of the Varsity or Junior Varsity Marksmanship Teams.

Prerequisites: Must be enrolled in a JROTC LET Course
Course ID: 070781/070782

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

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

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**JROTC FACT:**
Benson’s JROTC program has earned Honor Guard with Distinction for the 27 consecutive years. They have the top OPS JPA score in the district.

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**JROTC 3-4 - LET 2**
Intermediate Leadership Development Cadets receive instruction in techniques of communication, leadership, leadership lab (inspections/drill), physical training, first aid, map reading, American military history, American citizenship, career opportunities, roles of the U.S. Army, and technology awareness.

Prerequisites: JROTC 1-2 (LET 1)
Course ID: 070821/070822

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**JROTC 5-6 - LET 3**
Advanced Leadership Development Cadets receive instruction in techniques of communication, leadership, leadership lab (inspections/drill), physical training, first aid and drug prevention, geography, American military history, American citizenship, career opportunities, role of the U.S. Armed Forces, and technology awareness.

Prerequisites: JROTC 3-4 (LET 2)
Course ID: 070831/070832

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**JROTC 7-8 - LET 4**
Applied Leadership Development Cadets receive instruction in Command and staff procedures, techniques of communication, leadership, leadership lab (inspections/drill), physical training, drug abuse prevention, map reading, geography, American government, American military history, American citizenship, career opportunities, and technology awareness.

Prerequisites: JROTC 5-6 (LET 3)
Course ID: 070841/070842

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

Prerequisites: Must be enrolled in a JROTC LET Course.
Course ID: 070631/070632

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*Individuals who complete three or more years of junior ROTC, may be able to enter the Army as an E-3 private first class. Those completing two or more years of post-secondary vocational-technical training, with a certificate of completion, also qualify for Army enlistment at E-3. New 2020.*
**Concert Choir / Honors Concert Choir**

The principal performing choral organization of Benson High School. Rehearses and performs music of all musical periods of history. Performances usually include, fall, winter, and spring concerts as well as the All-City Music Festival.

Prerequisites: Membership is selected by audition.
Course ID: 190281/190282, 190351/190352

**Honors Swing Choir**

This course is the principal swing choir of each high school. These advanced choral ensembles, which usually consist of three to five mixed, equally balanced quartets, are available by audition to students who are simultaneously enrolled in one of the school’s principal choral organizations. One of the primary functions of these groups is to serve as "ambassadors" for the school. Choreographed routines and frequent performance, often requiring time outside of school, must be a student consideration for enrollment. Students are required to participate in all scheduled performances.

Prerequisites: Membership is selected by audition
Course ID: 190331/ 190332

**Men’s Voices**

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

Prerequisites: None
Course ID: 191061/191062

**Treble Ensemble** 9 (Females Only)

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

Prerequisites: None
Course ID: 190311/190312

**Junior Chorus**

This chorus is intended for 9th and 10th grade singers with advanced vocal ability. Basic choral literature that includes sacred and secular music from various musical periods is studied. Regular performance opportunities are included as an extension of the classroom experience.

Prerequisites: Audition or teacher recommendation is required
Course ID: 190261/190262

**Concert Band 1-2/ Honors Concert Band**

Principal instrumental group at Benson High. Performs at all home football games, numerous marching band festivals and parades. The concert season consists of rehearsing and performing music from all periods of history. Performances include, winter and spring concerts, as well as the All-City Music Festivals. The band also performs at home basketball games.

Prerequisites: One year of instrumental music study
Course ID: 190621/190622, 190681/190682

**Orchestra 1-2/ Honors Orchestra**

This course is for all string players as well as instrumentalists. Students will participate in concerts throughout the year.

Prerequisites: One year of instrumental music study.
Course ID: 190851/190852, 190791/190792

**Prep Band**

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

Prerequisites: None
Course ID: 190581/190582

**MUSIC FACT:**

Students in Swing Choir are eligible to earn a physical education credit towards graduation.
Jazz Band

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

Prerequisites: Membership is selected by audition
Course ID: 190591/190592

Music Theory

This course includes the study of fundamental notation, intervals, triads, basic chord structure and principles of voice leading. Students electing this course should have some basic music reading knowledge and advanced interest in the formal study of music. The course is considered to be a pre-college course, which may result in advanced placement in a college music theory program.
(One Semester)

Prerequisites: One year of instrumental or vocal music study
Course ID: 190901

AP Music Theory

(College level)

This AP Music Theory course is designed to develop aural, performance, composition and theoretical knowledge skills of students to levels beyond the high school level. Students are encouraged to progress to be able to take the AP exam during fourth quarter.

Prerequisites: None
Course ID: 191521/191522

Music Fact:

From 2016-2020, Benson quadrupled the number of students who were selected for the All-City Festival.
Physical Education

Aerobics 1-2  10-12
An introduction to aerobic fitness. Consists of low to moderate impact activity. Activities include floor box aerobics, toning, weight training, and activities on the track. A basic understanding of nutrition and fitness training will be covered. There will be written assignments, tests and quizzes.

Prerequisites: None
Course ID: 070451/070452

Lifet ime Sport Activities 1-2  10-12
Individual or partner sports such as bowling, archery, badminton, tennis, deck tennis, golf, frisbee, track and field, self-defense, aerobics, and fitness. Focuses on regulations, strategy, and skill development.

Prerequisites: None
Course ID: 070391/070392

Physical Education 1-2  9
This class focuses on fundamentals and rules of flag football, soccer, volleyball, basketball, frisbee, whiffle ball, tennis, badminton, archery, softball, bowling, golf, ping-pong, and physical fitness.

Prerequisites: None
Course ID: 070181/070182

Team Sports 1-2  10-12
Team sports such as basketball, cage ball, flag or touch football, soccer, softball, wiffle ball, and volleyball. Focuses on skill development and improvement, strategy and rule knowledge, physical fitness, sportsmanship, and developing a team concept.

Prerequisites: None
Course ID: 070471/070472

Weight Training & Conditioning 1-2  10-12
This course focuses on improving and conditioning the body by using exercises and various weights and/or machines on an individual, teacher-supervised basis. Students are required to keep a journal, notebook and develop a 3-week workout program.

Prerequisites: None
Course ID: 070261/070262

Advanced Weight Training & Conditioning  11-12
This course provides for continued improvement in strength, muscular endurance and flexibility development. Students will learn safe and effective techniques, design and walk a personal weight training program, and learn different weight programs, such as endurance and strength workouts. Students should feel comfortable assisting an individual who wants to see specific gains.

Prerequisites: None
Course ID: 070281/070282

P.E. Leadership  11-12
This course is ideal for the student athlete who wants to seriously train for high school sports and be a leader in their building. This course will teach student athletes the proper way to train and the leadership skills which are essential in becoming leaders in the school and out in the community. Physical activities will incorporate balance, neuromuscular coordination, improving basic running technique, various methods of strength training, and flexibility. The goal is to focus on an individual's strengths and weaknesses and to enhance their sport performance and overall athleticism through speed, strength, and movement training. Classroom activities will incorporate nutrition, sport psychology, lessons in leadership, and goal setting. The course will also include a minimum of 8 hours of community service as a component of the class.

Prerequisites: None
Course ID: 070381/070382

P.E. Mentors  11-12
This course is designated for exceptional learners to participate in physical education with ACP students. P.E. Mentors will be responsible for assisting ACP students with objectives individually and as a group. Emphasis is placed on sportsmanship and developing motor skills needed for independent living for the ACP population.

Prerequisites: Must be a member of the Health Academy and/or teacher and administrator approval.
Course ID: 070381/070382

P.E. Fact: In 2019, Benson remodeled its weight room including all new equipment and program software updates.
Science

**PHYSICAL SCIENCE 1-2**

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

Prerequisites: None
Course ID: 060501/060502

**HONORS PHYSICAL SCIENCE 1-2**

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

Prerequisites: Any one of the following*: · Grades of “B” or higher in Science 8 1 and 2 AND concurrent enrollment in Algebra 1-2 or higher math course. · MAP Math Score at or above a score determined by District Math Supervisor AND MAP Science Score at or above a score determined by District Science Supervisor. *Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.
Course ID: 060531/060532

**CHEMISTRY 1-2**

This course provides the student with a background in the science of chemistry through both theoretical and practical problem solving experiences. Through these experiences, a greater appreciation for the common daily activities which employ chemistry would be fostered. The desired results would be a chemistry literate population appreciative and capable of applying these learned skills in their everyday life, and if desired, to gain a deeper knowledge of more advanced chemistry applications.

Prerequisites: Successful completion of Physical Science 1-2, Biology 1-2, and successful completion of/concurrent enrollment in Algebra 1-2.
Course ID: 060551/060552

**HONORS MEDICAL CHEMISTRY**

The Medical Chemistry curriculum is designed to engage students in both practical and theoretical problem-solving strategies as they investigate chemical issues. Specific chemical issues include medical applications and connections relevant to student's daily lives. The course studies the general patterns of substances (elements and compounds) and an explanation of their chemical bonding and quantities, properties of matter and gases, and chemical reactions (including specific medical reactions). This course is designed for students who have strong mathematical skills and are interested in understanding basic medical connections to chemistry for daily use or future careers in medicine.

Prerequisites: Physical Science 1-2 and Biology 1-2
Course ID: 060461/060462

**AP CHEMISTRY 1-2**

Competency Based
This course expands and discusses in greater depth the physical concepts and skills begun in Chemistry 1-2 plus additional material such as molecular orbital theory, crystal structure, and ligand field theory. The students become familiar with college lab equipment, experimental procedures, and exacting lab reports. They should gain proficiency and confidence in numerical problem solving and essay explanation of the processes of physical, inorganic chemistry. It meets the district requirement for chemistry. It is designed to be equivalent to a first-year college introductory chemistry course and follows the College Board curriculum. Students will be prepared and expected to take the AP test to earn college credit.

Prerequisites: Successful completion (grade of A, B or C) in Physical Science 1-2, Biology 1-2 and Chemistry 1-2, Algebra 1-2, and completion of/concurrent enrollment in Algebra 3-4 recommended. Recommendation Required.
Course ID: 060581/060582

**EARTH SCIENCE**

This laboratory course builds upon the state Earth science standards that were introduced in the Physical Science and Biology 1-2 course sequence. Students use scientific inquiry to further explore concepts of geology, meteorology, oceanography and astronomy. (One Semester)

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

**SCIENCE FACT:**

Science is the study of our natural world. That knowledge is fundamental to everything we as humans do in life.
Honors Anatomy & Physiology 11-12
Students explore the structure and function of the human organ systems through inquiry-based laboratory experiences using up-to-date technology. Students examine the representative diseases related to each of the human systems by recognizing the symptoms, suggested treatments and effects on individuals and communities. Students enrolled in honors courses have additional experiences that require a more rigorous program of study.
Prerequisites: Successful completion (grade of A, B or C) of Physical Science 1-2, Biology 1-2, and teacher recommendation.
Course ID: 060911/06092

Biology 1-2 9-10
This course engages students in inquiry-based problem solving as they investigate biological issues that are relevant to their daily lives. Topics of study include: the cell; the molecular basis of heredity; biological evolution; the interdependence of organisms; and matter, energy, and organization in living systems. This course meets the district requirement for biology.
Prerequisites: None
Course ID: 060411/060412

Honors Biology 1-2 9-10
This course engages students in inquiry-based problem solving as they investigate biological issues that are relevant to their daily lives. Topics of study include: the cell; the molecular basis of heredity; biological evolution; the interdependence of organisms; and matter, energy, and organization in living systems. This course meets the district requirement for biology. Students enrolled in honor courses have additional experiences that require a more rigorous program of study.
Prerequisites: Any one of the following*: · Grade of “A” in Physical Science 1 and 2 (Current 9th Grade Only) · Grade of “B” or higher in Honors Physical Science 1 and 2 · MAP Science score at or above a score determined by District Science Supervisor
Course ID: 060411/060412

AP Biology 1-2 (College Level-Dual Enrollment Available) 11-12
This course provides the student with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with changing science of biology and the impact of biology on the individual society. Descriptive and experimental laboratory work is designed to encourage observation skills, accurate data recording, experimental manipulation and operation of technical equipment, data interpretation, and statistical analysis. This course meets the district requirement for biology. AP Biology is designed to be equivalent to a first-year college introductory biology course and follows the College Board curriculum. Course participants will be prepared and expected to take the Advanced Placement test to earn college credit.
Prerequisites: Successful completion (grade of A, B or C) in Physical Science 1-2 and Biology 1-2 and teacher recommendation.
Course ID: 060471/060472

Physics 1-2 11-12
This course will study the nature and effects of the fundamental forces in our world. The nature of matter and energy and how they are related is the basis of physics. Other topics include motion in one and two dimensions, forces, conservation of momentum, and conservation of energy. Physics uses an investigative and problem solving approach so the student gains a genuine understanding of the physical laws that are fundamental to all science.
Prerequisites: Physical Science 1-2, Biology 1-2, and Algebra 1-2
Course ID: 060601/060602

AP Physics 1 (College Level- year long course) 11-12
Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.
Prerequisites: successful completion of Physical Science 1-2 and Algebra 3-4. Concurrent enrollment in, or previous completion of, Biology is recommended as Biology is high school graduation requirement.
Course ID:061661/061662

Honors AnAnatomy & Physiology 11-12
Students explore the structure and function of the human organ systems through inquiry-based laboratory experiences using up-to-date technology. Students examine the representative diseases related to each of the human systems by recognizing the symptoms, suggested treatments and effects on individuals and communities. Students enrolled in honors courses have additional experiences that require a more rigorous program of study.
Prerequisites: Successful completion (grade of A, B or C) of Physical Science 1-2, Biology 1-2, and teacher recommendation.
Course ID: 060911/06092

Biology 1-2 9-10
This course engages students in inquiry-based problem solving as they investigate biological issues that are relevant to their daily lives. Topics of study include: the cell; the molecular basis of heredity; biological evolution; the interdependence of organisms; and matter, energy, and organization in living systems. This course meets the district requirement for biology.
Prerequisites: None
Course ID: 060411/060412

Honors Biology 1-2 9-10
This course engages students in inquiry-based problem solving as they investigate biological issues that are relevant to their daily lives. Topics of study include: the cell; the molecular basis of heredity; biological evolution; the interdependence of organisms; and matter, energy, and organization in living systems. This course meets the district requirement for biology. Students enrolled in honor courses have additional experiences that require a more rigorous program of study.
Prerequisites: Any one of the following*: · Grade of “A” in Physical Science 1 and 2 (Current 9th Grade Only) · Grade of “B” or higher in Honors Physical Science 1 and 2 · MAP Science score at or above a score determined by District Science Supervisor
Course ID: 060411/060412

AP Biology 1-2 (College Level-Dual Enrollment Available) 11-12
This course provides the student with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with changing science of biology and the impact of biology on the individual society. Descriptive and experimental laboratory work is designed to encourage observation skills, accurate data recording, experimental manipulation and operation of technical equipment, data interpretation, and statistical analysis. This course meets the district requirement for biology. AP Biology is designed to be equivalent to a first-year college introductory biology course and follows the College Board curriculum. Course participants will be prepared and expected to take the Advanced Placement test to earn college credit.
Prerequisites: Successful completion (grade of A, B or C) in Physical Science 1-2 and Biology 1-2 and teacher recommendation.
Course ID: 060471/060472

Physics 1-2 11-12
This course will study the nature and effects of the fundamental forces in our world. The nature of matter and energy and how they are related is the basis of physics. Other topics include motion in one and two dimensions, forces, conservation of momentum, and conservation of energy. Physics uses an investigative and problem solving approach so the student gains a genuine understanding of the physical laws that are fundamental to all science.
Prerequisites: Physical Science 1-2, Biology 1-2, and Algebra 1-2
Course ID: 060601/060602

AP Physics 1 (College Level- year long course) 11-12
Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.
Prerequisites: successful completion of Physical Science 1-2 and Algebra 3-4. Concurrent enrollment in, or previous completion of, Biology is recommended as Biology is high school graduation requirement.
Course ID:061661/061662

Honors AnAnatomy & Physiology 11-12
Students explore the structure and function of the human organ systems through inquiry-based laboratory experiences using up-to-date technology. Students examine the representative diseases related to each of the human systems by recognizing the symptoms, suggested treatments and effects on individuals and communities. Students enrolled in honors courses have additional experiences that require a more rigorous program of study.
Prerequisites: Successful completion (grade of A, B or C) of Physical Science 1-2, Biology 1-2, and teacher recommendation.
Course ID: 060911/06092

Biology 1-2 9-10
This course engages students in inquiry-based problem solving as they investigate biological issues that are relevant to their daily lives. Topics of study include: the cell; the molecular basis of heredity; biological evolution; the interdependence of organisms; and matter, energy, and organization in living systems. This course meets the district requirement for biology.
Prerequisites: None
Course ID: 060411/060412

Honors Biology 1-2 9-10
This course engages students in inquiry-based problem solving as they investigate biological issues that are relevant to their daily lives. Topics of study include: the cell; the molecular basis of heredity; biological evolution; the interdependence of organisms; and matter, energy, and organization in living systems. This course meets the district requirement for biology. Students enrolled in honor courses have additional experiences that require a more rigorous program of study.
Prerequisites: Any one of the following*: · Grade of “A” in Physical Science 1 and 2 (Current 9th Grade Only) · Grade of “B” or higher in Honors Physical Science 1 and 2 · MAP Science score at or above a score determined by District Science Supervisor
Course ID: 060411/060412

AP Biology 1-2 (College Level-Dual Enrollment Available) 11-12
This course provides the student with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with changing science of biology and the impact of biology on the individual society. Descriptive and experimental laboratory work is designed to encourage observation skills, accurate data recording, experimental manipulation and operation of technical equipment, data interpretation, and statistical analysis. This course meets the district requirement for biology. AP Biology is designed to be equivalent to a first-year college introductory biology course and follows the College Board curriculum. Course participants will be prepared and expected to take the Advanced Placement test to earn college credit.
Prerequisites: Successful completion (grade of A, B or C) in Physical Science 1-2 and Biology 1-2 and teacher recommendation.
Course ID: 060471/060472

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Prerequisites: successful completion of Physical Science 1-2 and Algebra 3-4. Concurrent enrollment in, or previous completion of, Biology is recommended as Biology is high school graduation requirement.
Course ID:061661/061662

Science FACT: The state of the art anatome table in our Biology classroom was featured in a textbook along with our students using it.
FORENSIC SCIENCE  11-12
Forensic Science promotes active learning and emphasizes the application and integration of math, chemistry, biology, physics, and earth science. Topics covered may include the collection, handling, and examination of trace evidence such as hair, fibers, soil, pollen, and glass, fingerprint, blood, and blood splatter examination, DNA, drug and toxicology testing, handwriting and tool mark analysis, voice examination, impressions, ballistics, and forensic anthropology.

(One Semester)

Prerequisites: Physical Science 1-2 and Biology 1-2.
Course ID: 061331

ENVIRONMENTAL SCIENCE  11-12
Environmental Science allows students to develop insights and skills needed to make decisions regarding the environment. The class provides basic knowledge on ecosystems and how they work. In addition, students learn how they affect the environment, what they can do to use the environment wisely, and how to preserve what is left. This course includes hands-on experiences, simulations, and outside activities. In the end, the students learn about the world in which they live.

(One Semester)

Prerequisites: Physical Science 1-2 and Biology 1-2.
Course ID: 060351

AP ENVIRONMENTAL SCIENCE  11-12
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

Prerequisites: Grade of A or B in 2 years of science/Honors Chemistry is highly recommended
Course ID: 060361/060362

SCIENCE FACT:
Benson is the only high school that offers an AP Biology and H. Med. Biology cohort for students interested in science or health professions.
Social Studies

**U.S. History 1-2**
This course continues the study of United States history from 1914 to present. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, culture, and the elements of citizenship. Students investigate these themes using textbooks, newspapers, novels, primary sources, and technology.

Prerequisites: None
Course ID: 030901/030902

**Honors U.S. History 1-2**
This course continues the study of United States history from 1914 to present. Students address the social, economic, and political development of the nation and relate it to both past and present. Instruction is organized around the themes of geography, history, economics, culture, and the elements of citizenship. Students investigate these themes using textbooks, newspapers, novels, primary sources, and technology. Students enrolled in honor courses have additional experiences that require a more rigorous program of study.

Prerequisites: Any one of the following*: · Grade of “B” or higher in Social Studies 8 1 and 2 · MAP Reading score at or above a score determined by District Social Studies Supervisor
Course ID: 030911/030912

**AP U.S. History 1-2**
(AP College Level)
AP US History 1-2 Advanced Placement United States History focuses on developing students’ understanding of American history from approximately 1491 to the present. Students investigate the content of United States history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. Concurrent enrollment in AP English is recommended.

Prerequisites: Any one of the following*: · Grade of “B” or higher in Social Studies 8 1 and 2 · MAP Reading score at or above a score determined by District Social Studies Supervisor
Course ID: 030191/030192

**Human Geography**
Provides an effective method for asking questions about places on earth and their relationships to the people who live in them. The geography, economics, history, culture, and human interaction with the environment will be studied and analyzed to provide an understanding of the world in which we live.

(One Semester)

Prerequisites: None
Course ID: 031011

**AP Human Geography 1-2**
(AP College Level)
AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Upon successful completion of the course, the student should be able to: use and think about maps and spatial data; understand and interpret the implications of association among phenomena in places; recognize and interpret at different scales the relationships among patterns and processes; define regions and evaluate the regionalization process and characterize and analyze changing interconnections among places. Students will be required to do research projects in this class. Course participants will be prepared and expected to take the Advanced Placement test to earn college credit. The class work is equivalent to a college level course and requires rigorous work. A summer project may be required for this class.

Prerequisites: None
Course ID: 031381/031382

**Modern World History 1-2**
Explores the culture and history of people from 1000 C.E. to the present. As students examine the choices and decisions of the past, they are better able to confront today’s problems and choices with a deeper awareness of the alternatives before them, and the likely consequences of each.

Prerequisites: None
Course ID: 031381/031382

Social Studies Fact:
Social Studies allows for students to connect subjects, ideas, concepts and content from multiple sources.
AP World History 1-2

Prerequisites: None
Course ID: 030421/030422

American Studies

Demonstrates the importance of America’s pluralistic society from 1865 to World War I (1914). Students address the social, economic, and political development of the nation and relate it to both past and present. Students investigate the key people, events and ideas of our country using textbooks, newspapers, novels, primary sources and technology. This course can serve as credit recovery for a deficiency in a U.S. History class.

Prerequisites: None
Course ID: 030311/030312

International Studies

This course provides students with the knowledge and skills to function effectively in an increasingly globalized society, while understanding the contemporary and historical significance of international issues, cultures, and systems of government, and the complex relationships between them. Current issues and events having both a global and future orientation will be highlighted. This one term recovery course may be taken to replace one failed SEMESTER of world history.

Prerequisites: None
Course ID: 030681

African American History

Examines the African American experience including history, culture, contributions, and contemporary issues. (One Semester)

Prerequisites: None
Course ID: 030521

Native American Culture and Identity

Developed from the Native Indian Centered Education program. This course will examine the development of Native American cultural identity through the evaluation of traditional and contemporary aspects of Northern Plains Indigenous life. This course is designed to provide a history and analyze issues facing Native American Nations with a focus on those residing in Nebraska.

(One Semester)

Prerequisites: None
Course ID: 031610

Law & Juvenile Justice

Focuses on the acquisition of a greater understanding of our society and its system of law. Effective participation within America’s legal structure will be highlighted.

(One Semester)

Prerequisites: None
Course ID: 030611

American Government

Theories and practices that are the basis of our nation’s form of government are addressed. Students will analyze the structure, operations and functions of local, state and national government to better prepare themselves to practice participatory citizenship as related to their responsibilities and rights as citizens.

(One Semester)

Prerequisites: None
Course ID: 030251

Social Studies Fact:
Students get a sense of how the land, the people and the culture have shaped them.
AP COMPARATIVE GOVERNMENT
(College Level-Dual Enrollment Available)
AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.
(One Semester)
Prerequisites: Instructor permission. Motivated, independent reader. A’s or B’s in past English and social studies classes. Prepared for rigor of college level expectations.
Course ID: 030262

AP GOVERNMENT 1-2
AP US Government and Politics
(College Level-Dual Enrollment Available)
AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.
(One Semester)
Prerequisites: None
Course ID: 030261

AP PSYCHOLOGY 1-2
(College Level-Dual Enrollment Available)
This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about ethics and methods psychologists use in their science and practice. Participants will be prepared and expected to take the A.P. test to earn college credit.
Prerequisites: Instructor permission. Motivated, independent reader. A’s or B’s in past English and social studies classes. Prepared for rigor of college level expectations. Taken Behavior Sciences.
Course ID: 030641/030642

INTRODUCTION TO ECONOMICS
10-12
This course examines the key concepts of economics through study of the various sectors of the free enterprise market system. Emphasis is given to the role of the citizen in America’s market structure.
(One Semester)
Prerequisites: None
Course ID: 030461

HONORS INTRODUCTION TO ECONOMICS
10-12
This course examines the key concepts of economics through study of the various sectors of market systems. Emphasis is given to the role of the citizen in America’s market structure. Students are required to research and analyze the structure and function of economics in the United States today. Reading, writing, and activity-based assignments are designed for students who are willing to take on extra academic challenges.
(One Semester)
Prerequisites: None
Course ID: 030481

SOCIAL STUDIES
FACT:
Students learn to be civically literate by understanding their rights.
**AFFECT SKILLS**  
9-12  
This course addresses social skills that can be incorporated into the student's daily living. A practical approach with group discussion and classroom participation is emphasized. Students are encouraged to explore problem solving skills, decision making skills, and skills for independence. Communication and positive self esteem is fostered.  
(One Semester)  
Prerequisites: IEP team recommendation  
Course ID: 090751/090752

**WORK EXPERIENCE**  
11-12  
This course involves training and evaluation experiences for which there is no pay. A second course component allows students to earn credit for competitive (paid) jobs held in the community. The work experience teacher assists students in gaining and maintaining community employment.  
Prerequisites: Must be 17 years old or in junior standing; IEP team recommendation. Application must be completed. Parental permission.  
Course ID: 100021/100022

**READING S**  
9-12  
This course emphasizes word recognition, comprehension, reading experience, and vocabulary development. This reading program is based on the identified individual needs of students. Teacher and counselor recommendation is required.  
Prerequisites: Teacher recommendation  
Course ID: 090321/090322

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

French 1-2/Spanish 1-2  9-12
This course in World Languages at the first-year level stresses interactive oral proficiency skills in order to develop survival skills in the target language. Students receive an introduction to the fundamentals of the language. Students become aware of the personal and economic opportunities that knowing a second language will bring them and how that knowledge will enable them to function better both in the United States and globally. They also begin to develop awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

Prerequisites: None
Course ID: 160301/160302, 160501/160502

French 3-4/Spanish 3-4  9-12
This course in World Languages at the second-year level is a continuation and expansion of the principles and concepts of the first year. During this time, students continue to work extensively with the interactive oral aspects of language learning while also delving more extensively into language structure, reading for information and general composition. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

Prerequisites: Grade of C or higher STRONGLY RECOMMENDED in French 1-2 or Spanish 1-2
Course ID: 160311/160312, 160511/160512

Honors French 7-8/Spanish 7-8  11-12
This course in World Languages at the fourth year level continues to address the skills of listening, speaking, reading and writing but at a higher level. However, at this level, communication will often center around discussions and reports. Reading will move to comparatively complex forms of authentic materials, readings, and literature. Grammar and composition become more advanced in order to develop the student’s ability to produce the language in more complicated forms. The study of cultures, art, music, poetry, and literature continues to be stressed.

Prerequisites: Grade of B or higher in French 5-6 or Spanish 5-6 and teacher recommendation
Course ID: 160361/160362, 160561/160562

Honors French 5-6/Spanish 5-6  9-12
This course in World Languages at the third year level continues to expand the principles and concepts learned in the first two years. Students will expand their development of proficiency in the language by participating in more complicated situations in the areas of speaking, listening comprehension, reading and writing. Authentic materials, short literary passages, poetry, and simple articles from newspapers and magazines will be read and discussed. Cultural understanding will continue to be emphasized but will focus more on the intellectual, artistic, and historical achievements associated with the language.

Prerequisites: Grade of C or higher in French 3-4 or Spanish 3-4 and teacher recommendation
Course ID: 160351/160352, 160551/160552

AP Spanish Language 1-2/ French Language 1-2 (College Level)  11-12
This course is designed for students who have successfully completed three or four years of language study and who exhibit the ability and willingness to do college-level work. The course content is determined by the National College Board and consist of the development of oral and auditory proficiency, improvement of reading comprehension, the study of advanced grammar and the further development of writing skills. Emphasis is placed on the use of authentic and contextual materials. Course participants will be prepared and expected to take the Advanced Placement test to earn college credit.

Prerequisites: Grade of “B” or higher in French 7-8 Honors/Spanish 7-8 Honors or permission of instructor.
Course ID: 160581/160582

WORLD LANGUAGES FACT:
Over the next two years, select French students will visit France and Quebec to learn more about the culture.
SPANISH FOR SPANISH SPEAKERS 1-2  9-12
This course is designed for students that have some Spanish speaking and listening abilities in their home setting. The student does not need to be able to read or write Spanish well, but must be willing to work diligently on these skills in addition to speaking skills. Emphasis will be placed on basic grammar, reading, and writing for the bilingual learner. After successful completion of this course, students are encouraged to take Spanish for Spanish Speakers 3-4.

Prerequisites: Must speak Spanish fluently
Course ID: 160851/160852

H. SPANISH FOR SPANISH SPEAKERS 3-4  9-12
Students will focus on reading, writing, grammar, and proper conversation skills. Hispanic contributions to American traditions and culture will also be emphasized. After successful completion of this course, students may then move into Honors Spanish 7-8, depending on their needs and abilities. This course is designed for fluent, native Spanish speakers

Prerequisites: Grade of C or higher in Spanish for Spanish Speakers 1-2 and/or teacher recommendation.
Course ID: 160861/160862

WORLD LANGUAGES FACT:
Two years of World Language are required for admittance into most colleges.
NCAA/NAIA Eligibility

Grade 8:
1. Student should attend high school orientation/registration sessions when a high school counselor visits your middle school.
2. Students should register for courses meeting NCAA Eligibility Center guidelines (English, Math, Science, Social Studies, and World Languages).
3. Student should request information regarding high school sport activities as you enter high school.

Grades 9 and 10:
1. Students should maintain the best grades possible because students with a low GPA in core classes may not be eligible to compete in NCAA or NAIA athletics.
2. Student should tell his/her high school coach that he/she is interested in participating in college athletics and set up an appointment with the assigned counselor/NCAA contact or discuss during high school registration for classes.

Grade 11
1. Student should set up an appointment with assigned counselor/NCAA contact to review the NCAA core curriculum or NAIA guidelines. Parent(s)/Guardian(s) are welcome to attend.
2. Go online to www.eligibilitycenter.org for NCAA, or www.playnaia.org for NAIA registration. Enter your email address and the Eligibility Center or Clearinghouse will send you a password. Once you have a password you can enter your personal information.
3. Student will be asked to pay a fee to NCAA and/or NAIA in order to complete the registration. The student will be asked to use a credit card to proceed. A NCAA/and or NAIA Eligibility Center fee waiver is available if you have used an ACT/SAT fee waiver. (Students who qualify for free/reduced lunch are eligible for an ACT/SAT fee waiver, which is available in the counseling center.) See assigned counselor about the ACT/SAT and NCAA/NAIA waivers.
4. Student should sign up for the ACT/SAT and be sure to request that your score report be sent to NCAA (use code 9999) or NAIA (use code 9876). You should plan to take the test in the spring or summer. If you do not do so, you will have to pay ACT to send it separately later. The NCAA will not accept unofficial ACT score reports from a high school.
5. Student should request a transcript to be sent to NCAA/NAIA during the summer (main office). The transcript needs to reflect your first 6 semesters of grades.

Grade 12
1. Work with high school coaches to determine possible college choices for athletic participation.
2. Retake the ACT if your scores need to improve. The NCAA uses the maximum sum of all the ACT test scores that students report to the NCAA. The sum of the highest sub score form each test (English, Math, Reading, Science) creates the combine highest composite score as part of determination of whether students meet the association’s initial-eligibility standards. Students can take the ACT as many times as they want during their senior year.
3. It is important to stress that the ACT score needed for NCAA qualification is rarely the same score for qualification to a college/university of a student-athlete. Please research your specific institution in determining the ACT score that you will need for college.
4. Request a final transcript to be sent to NCAA/NAIA after graduation (main office).
DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement
Complete 16 core courses in the following areas:

- **ENGLISH**: 4 years
- **MATH** (Algebra I or higher): 3 years
- **NATURAL/PHYSICAL SCIENCE** (including one year of lab, if offered): 2 years
- **ADDITIONAL** (English, math, or natural/physical science): 1 year
- **SOCIAL SCIENCE**: 2 years
- **ADDITIONAL COURSES** (Any area listed to the left, foreign language or comparative religion/philosophy): 4 years

**Full Qualifier**
- Complete 16 core courses.
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

**Academic Redshirt**
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

**Full Qualifier:**
College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

**Academic Redshirt:**
College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

**Nonqualifier:**
College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.
**Division I Requirements**

### Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of 9999 so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will NOT be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click here to visit the College Board’s website.

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### Division I Full Qualifier Sliding Scale

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<th>Core GPA</th>
<th>New SAT* (Prior to 3/2016)</th>
<th>ACT Sum</th>
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</table>

*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.
2018 DIVISION II NEW ACADEMIC REQUIREMENTS
College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement
Complete 16 core courses in the following areas:

- **ENGLISH**: 3 years
- **MATH** (Algebra I or higher): 2 years
- **NATURAL/PHYSICAL SCIENCE**: 2 years
- **ADDITIONAL** (English, math, or natural/physical science): 3 years
- **SOCIAL SCIENCE**: 2 years
- **ADDITIONAL COURSES**: (Any area listed to the left, foreign language or comparative religion/philosophy): 4 years

### Full Qualifier
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### Partial Qualifier
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

### Full Qualifier:
College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

### Partial Qualifier:
College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:
College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

*International Students:* Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.
### Division II Requirements

#### Test Scores

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, click here to visit the College Board’s website.

---

#### Division II Full Qualifier Sliding Scale

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>New SAT*</th>
<th>Old SAT (Prior to 3/2016)</th>
<th>ACT Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.20 &amp; above</td>
<td>600</td>
<td>700</td>
<td>70 &amp; above</td>
</tr>
<tr>
<td>3.25</td>
<td>600</td>
<td>690</td>
<td>69 &amp; above</td>
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</tbody>
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#### Division II Partial Qualifier Sliding Scale

<table>
<thead>
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<th>Core GPA</th>
<th>New SAT*</th>
<th>Old SAT (Prior to 3/2016)</th>
<th>ACT Sum</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

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NCAA is a trademark of the National Collegiates Athletic Association.
Learning Goals
Teachers will provide students clear learning goals that reflect the content standard indicator and how they will show their teacher mastery of the content. Teachers are asked to write learning goals using student-friendly language. This could be done by rephrasing the expectation as “I can...” The verb selection in a learning goal reflects the rigor of the learning.

Student Accommodations
Accommodations are provided to students with special needs without adjusting or reducing grades. Accommodations for students with Individual Education Plans (IEPs) or 504 plans may change requirements for quantity of work, time allotted, presentation format, type of evidence, etc.

Modifications
Modifications that affect course content or assessments are not used.

Transfers
Students who transfer from outside of OPS will have their grades from their previous schools averaged with their current scores to more accurately reflect the student’s level of learning. Teacher discretion, with the assistance of school administration, is used when students transfer from one OPS school to another to determine placement and acceptance of prior credits.

Late enrollments for Out of School Students
Determination of grades for late enrollees (who have been out of school) will depend upon the number of days and assignments missed in that grading period that cannot be made up. After school assistance will need to be considered.
Overview
Grades for students enrolled in the Omaha Public Schools (OPS) are based on achievement of district-wide state content standards, which specify what students should know and be able to do. Standards are the same across schools and classrooms for the same courses in the Omaha Public Schools. These common grading practices are intended to ensure students have the knowledge and skills necessary for the next level of a course, the next grade or readiness for college or the workforce.

Purpose and Intended Use
Common grading practices provide specific, clear learning goals for students, parents, teachers, and administrators of what a student must know and be able to do to master the content of a course. They allow teachers to be consistent with best practices from grading based on educational research. Most importantly, common grading practices provide clarity for students and families as to what the grading criteria and expectations are between and amongst teachers, courses, and schools in OPS.

Proficiency Scales
Proficiency scales are established levels of learning that are standardized at the district level for each course, and are broadly written to allow teachers to use the scale for multiple assignments/projects. Proficiency scales are available to students and parents by posting them in the classroom and publishing them in a course syllabus or on the teacher’s website.

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>4</td>
<td>The student consistently demonstrates a thorough understanding of the course content/grade level standard(s). It shows extended applications of the course content/grade level standard(s). Proficiency scales are available to students and parents by posting them in the classroom and publishing them in a course syllabus or on the teacher’s website.</td>
</tr>
<tr>
<td>Approaching Advanced</td>
<td>3.5</td>
<td>The student demonstrates a partial understanding of the expected course content/grade level standard(s). It meets expected course content/grade level standard(s) but requires additional knowledge and/or skill to achieve proficiency.</td>
</tr>
<tr>
<td>Proficient</td>
<td>3</td>
<td>The student demonstrates a proficient understanding of the expected course content/grade level standard(s). It meets expected course content/grade level standard(s) and shows partial synthesis and evaluation.</td>
</tr>
<tr>
<td>Approaching Proficient</td>
<td>2.5</td>
<td>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). It partially meets expected course content/grade level standard(s) and requires additional knowledge and/or skill.</td>
</tr>
<tr>
<td>Basic</td>
<td>2</td>
<td>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). It requires limited knowledge and/or skill.</td>
</tr>
<tr>
<td>Approaching Basic</td>
<td>1.5</td>
<td>The student demonstrates limited understanding of the information expected for the course content/grade level standard(s). It requires limited knowledge and/or skill.</td>
</tr>
<tr>
<td>Below Basic</td>
<td>1</td>
<td>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</td>
</tr>
<tr>
<td>Failing</td>
<td>0</td>
<td>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</td>
</tr>
</tbody>
</table>

Coursework Types
The three types of coursework include Practice, Formative, and Summative. Coursework may be expected to be completed during class time or outside of school.

- **Practice (0%)** assignments are brief. They are designed to learn a new skill or gain initial content knowledge, (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of grade. Practice work is at the student’s instructional level.
- **Formative (25%)** assessments/assignments are done for learning. They are minor assignments, (e.g., a three-paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison/contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Descriptive feedback provides the student with the necessary information to improve their learning. Formative work is at the student’s instructional level and for grade level standards. Summative assessments may be assigned to be completed at home or at school.
- **Summative (75%)** assessments/assignments are major end of learning unit tests or projects, (e.g., a research paper, oral report with multimedia, science fair project). Summative assignments are graded for accuracy. Summative assessment’s assignments assess the student’s progress on grade level standards. Summative assessments are assigned to be completed at home or at school.

Coursework Amounts
Coursework that is expected to be completed at home should average no more than ten minutes per day times the student’s grade level. These minutes reflect the total minutes of coursework per day for all subjects. This is a broad estimate that will vary drastically depending on the courses taken, the speed of completion of tasks, student ability to work independently outside of class, the number of subject hours, and the amount of time provided in class for coursework.

Re-doing/Revising Coursework
Redoing or revising coursework, including the next day, may be accepted for full credit until the end of the unit based on teacher’s professional judgment and evidence collected throughout the unit. Students for work after retaking, revising, or redoing work will not be averaged with the first attempt at coursework or assessment, but will replace the original student’s score.

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

Late Coursework
Students are expected to complete coursework on time. Late coursework may be accepted for full credit until the end of the unit based on teacher’s professional judgment and evidence collected throughout the unit. Accepted late work will not result in a reduction, and the (M) (missing) being replaced with the score earned by the student. The teacher or school may make exceptions depending upon student circumstances such as prolonged absences due to illness.

Rubrics
Rubrics are teacher-created scoring guides that are specific to an assignment, a skill, or a project and are based upon the levels in the proficiency for that course. Rubrics are available to students and parents by posting them in the classroom and publishing them in a course syllabus or on the teacher’s website.

Level of Assessments
All graded assignments, projects, and assessments will have opportunities for students to demonstrate advanced, proficient, and basic levels of learning to ensure rigor and that students can reach the highest possible level of proficiency.

- **Level IV (Advanced)** tasks allow students to apply their knowledge and skills to new or related situations or scenarios. Level four tasks start with application, analysis, and move into synthesis and evaluation.
- **Level III (Practiced)** tasks (the target of instruction) consist of complex knowledge and skills and include application and analysis.
- **Level II (Basic)** tasks are basic recall and simple skills which include knowledge and comprehension.

Weighting Assignments (Using a Multiplier)
When entering grades in the grade book, teachers may assign a multiplier to both formative and summative assignments to a maximum of four. If a weight of two or more is applied to an assignment, this information will be communicated to students prior to the day of the assessment.

Grade Calculations
Students will receive a proficiency level of: 4/Advanced; 3.5/Approaching Advanced; 3/Proficient; 2.5/Approaching Proficient; 2/Basic; 1.5/Approaching Basic; 1/Below Basic; and 0/Failing on scored as assignments and assessments.

Teachers will place scores for formative and summative coursework in folders within Infinite Campus (district grade book) that are weighted at 35% of the final grade for formative and 65% of the final grade for summative. The final score for each of these categories will then be averaged to obtain the student’s final grade.

At the end of a grading period, the final scores in the formative and summative categories will be used to determine a student’s overall grade for the course. The overall grade will be determined using the OPS Grading Scale.

### OPS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.26 – 4.00</td>
</tr>
<tr>
<td>B</td>
<td>2.51 – 3.25</td>
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<tr>
<td>C</td>
<td>1.76 – 2.50</td>
</tr>
<tr>
<td>D</td>
<td>1.01 – 1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00 – 1.00</td>
</tr>
</tbody>
</table>
MISSION:
Benson High Magnet School prepares students to excel in college, career, and civic-life through career academies, high performing educators, and community partners.

VISION:
To graduate students prepared to excel in college, career, and civic life.