



HASTINGS  
PUBLIC SCHOOLS

Assuring the essential.  
Expanding the possible.

## Work Session

Thursday, February 15, 2024 @ 6:00 PM Central  
Board Room at HPS District Offices, 1515 W 8th St, Hastings, NE 68901

1. Roll Call -
2. Announcement - Becky Sullivan -
3. Welcome to HEA reps and guests - Becky Sullivan -
4. Senior High Madrigals performance -
5. Review Board Norms/Goal - Becky Sullivan -
6. Board Report - Becky Sullivan -
7. Information on "Spotlight on Learning" - Jeff Schneider -
8. Legislative update - Jeff Schneider -
9. Approve appointment of Assistant Board Treasurer - Jeff Schneider  
-
10. Approve Annual Review of Policies - Jeff Schneider -

11. 2024-2025 Negotiated Agreement - Jeff Schneider -

12. Approve addition of 1.0 FTE Certificated Position for 2024-25 - Dr. Tom Szlanda -

13. Approve increase of classified Para position to Administrative Assistant position - Tom Szlanda -

14. Approve 2024-2025 District Calendars - Lawrence Tunks -

15. Approve 2024-25 Senior High Registration Handbook - Lawrence Tunks -

16. Approve OT Contract Renewal - Dr. Kandace Garwood -

17. Approve Paper Bid - Tom Szlanda -

18. Approve Dishwasher Bid - Dr. Thomas Szlanda -

19. \*Consent Agenda - Dr. Thomas Szlanda -

20. Reminders - Becky Sullivan -

21. Adjournment - Becky Sullivan -

**\*Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

**\*\*Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

**\*\*\*Action Item:** The board reserves the right to take action on an item listed on the board agenda.

Students, staff, families and community will collaborate to maximize readiness for our student's college/career and citizenship. We will increase the rigor and relevance of each student's learning experience while meeting their academic and well-being needs.

# Hastings Public Schools

## Board of Education Norms

We will work to achieve consensus while valuing differences of opinion both within our Board and when considering the input of others.

We will conduct meetings and business in a manner that is fair and professional.

We will strive to ensure our decisions are congruent with the mission, vision, and strategic plan for the District.

Each member will be committed to the School Board process by attending meetings, being on time, coming prepared, adhering to the agenda (the President of the Board may adjust the order of the agenda to allow the fullest participation of the available members of the Board upon the request of a Board Member), *referencing Robert's Rules of Order*, and participating to their full potential.

We will gather the necessary data; seek expertise from within and outside of our District; and attempt to hear from any parent, student, or other community member in order to make wise decisions that reflect all stakeholders.

We will regularly and intentionally communicate with one another, the administration, faculty, staff, students, community, and the press to ensure information is shared openly and in a relevant, timely and appropriate manner.

We will also maintain confidentiality when necessary.

We will serve as advocates for K-12 public education within our community, as well as within the state of Nebraska.

We will recognize that, as community leaders, we will adhere to the character standards that are the core of our school: respect, responsibility, compassion, and honesty.

***Our collective and fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens.***

**HASTINGS PUBLIC SCHOOLS**

**BOARD OF EDUCATION**

**ANNUAL REVIEW OF POLICY**

According to Board of Education Policy 205.03, "The Board will review, update, and approve the policy manual annually." The practice of approving the policy manual, on an annual basis, is also supported by legal counsel. Given both, it is the recommendation of the Superintendent that the Board approves the policy manual as it exists of February 19, 2024 and as it may be modified from time to time by the Board of Education.

**POLICY REVIEW AND REVISION**

The Board will review, update, and approve the policy manual annually.

It shall be the responsibility of the Superintendent to keep the Board informed as to legal changes at both the federal and state levels. The Superintendent shall also be responsible for bringing proposed policy statement revisions to the Board's attention.

If a policy is revised because of a legal change over which the Board has no control or a change that is minor, the policy may be approved at one meeting at the discretion of the Board.

Legal Reference:                   Neb. Statute 79- 520 (Class I)  
  79-521 (Class IV)  
  79-522 (Class V)  
  79-523 (Class VI)  
  79-526 (Class I, II, III, and IV)  
  79-532  
  79-539  
  NDE Rule 10.004.01A1

Cross Reference:                102     Philosophy, Mission Statement, and District  
  Performance Priorities  
  201.01 Powers and Responsibilities of the Board

Approved   6/17/02   Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

**BASE \$39,100**

**\$2,250 BASE INCREASE**

| <b>24-'25 Hastings Salary Schedule (.04 x .04)</b> |                   |                   |                   | <b>(Added Level 3 Entry Step)</b> |                    |                   |                   |                    |                    |                    |                    |
|--|-------------------|-------------------|-------------------|-----------------------------------|--------------------|-------------------|-------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Steps</b>                                       | <b>BA<br/>8</b>   | <b>BA9<br/>8</b>  | <b>BA18<br/>9</b> | <b>BA27<br/>10</b>                | <b>BA36<br/>13</b> | <b>MA<br/>15</b>  | <b>MA9<br/>15</b> | <b>MA18<br/>15</b> | <b>MA27<br/>15</b> | <b>MA36<br/>16</b> | <b>MA45<br/>17</b> |
| 1  | \$42,228<br>1.080 | \$43,792<br>1.120 | \$45,356<br>1.160 | \$46,920<br>1.200                 | \$48,484<br>1.240  | \$48,484<br>1.240 | \$50,048<br>1.280 | \$51,612<br>1.320  | \$53,176<br>1.360  | \$54,740<br>1.400  | \$56,304<br>1.440  |
| 2  | \$42,228<br>1.080 | \$43,792<br>1.120 | \$45,356<br>1.160 | \$46,920<br>1.200                 | \$48,484<br>1.240  | \$48,484<br>1.240 | \$50,048<br>1.280 | \$51,612<br>1.320  | \$53,176<br>1.360  | \$54,740<br>1.400  | \$56,304<br>1.440  |
| 3  | \$42,228<br>1.080 | \$43,792<br>1.120 | \$45,356<br>1.160 | \$46,920<br>1.200                 | \$48,484<br>1.240  | \$48,484<br>1.240 | \$50,048<br>1.280 | \$51,612<br>1.320  | \$53,176<br>1.360  | \$54,740<br>1.400  | \$56,304<br>1.440  |
| 4  | \$43,792<br>1.120 | \$45,356<br>1.160 | \$46,920<br>1.200 | \$48,484<br>1.240                 | \$50,048<br>1.280  | \$50,048<br>1.280 | \$51,612<br>1.320 | \$53,176<br>1.360  | \$54,740<br>1.400  | \$56,304<br>1.440  | \$57,868<br>1.480  |
| 5  | \$45,356<br>1.160 | \$46,920<br>1.200 | \$48,484<br>1.240 | \$50,048<br>1.280                 | \$51,612<br>1.320  | \$51,612<br>1.320 | \$53,176<br>1.360 | \$54,740<br>1.400  | \$56,304<br>1.440  | \$57,868<br>1.480  | \$59,432<br>1.520  |
| 6  | \$46,920<br>1.200 | \$48,484<br>1.240 | \$50,048<br>1.280 | \$51,612<br>1.320                 | \$53,176<br>1.360  | \$53,176<br>1.360 | \$54,740<br>1.400 | \$56,304<br>1.440  | \$57,868<br>1.480  | \$59,432<br>1.520  | \$60,996<br>1.560  |
| 7  | \$48,484<br>1.240 | \$50,048<br>1.280 | \$51,612<br>1.320 | \$53,176<br>1.360                 | \$54,740<br>1.400  | \$54,740<br>1.400 | \$56,304<br>1.440 | \$57,868<br>1.480  | \$59,432<br>1.520  | \$60,996<br>1.560  | \$62,560<br>1.600  |
| 8  | \$50,048<br>1.280 | \$51,612<br>1.320 | \$53,176<br>1.360 | \$54,740<br>1.400                 | \$56,304<br>1.440  | \$56,304<br>1.440 | \$57,868<br>1.480 | \$59,432<br>1.520  | \$60,996<br>1.560  | \$62,560<br>1.600  | \$64,124<br>1.640  |
| 9  | -----             | -----             | \$54,740<br>1.400 | \$56,304<br>1.440                 | \$57,868<br>1.480  | \$57,868<br>1.480 | \$59,432<br>1.520 | \$60,996<br>1.560  | \$62,560<br>1.600  | \$64,124<br>1.640  | \$65,688<br>1.680  |
| 10   | -----             | -----             | -----             | \$57,868<br>1.480                 | \$59,432<br>1.520  | \$59,432<br>1.520 | \$60,996<br>1.560 | \$62,560<br>1.600  | \$64,124<br>1.640  | \$65,688<br>1.680  | \$67,252<br>1.720  |
| 11   | -----             | -----             | -----             | -----                             | \$60,996<br>1.560  | \$60,996<br>1.560 | \$62,560<br>1.600 | \$64,124<br>1.640  | \$65,688<br>1.680  | \$67,252<br>1.720  | \$68,816<br>1.760  |
| 12   | -----             | -----             | -----             | -----                             | \$62,560<br>1.600  | \$62,560<br>1.600 | \$64,124<br>1.640 | \$65,688<br>1.680  | \$67,252<br>1.720  | \$68,816<br>1.760  | \$70,380<br>1.800  |
| 13   | -----             | -----             | -----             | -----                             | \$64,124<br>1.640  | \$64,124<br>1.640 | \$65,688<br>1.680 | \$67,252<br>1.720  | \$68,816<br>1.760  | \$70,380<br>1.800  | \$71,944<br>1.840  |
| 14   | -----             | -----             | -----             | -----                             | -----              | \$65,688<br>1.680 | \$67,252<br>1.720 | \$68,816<br>1.760  | \$70,380<br>1.800  | \$71,944<br>1.840  | \$73,508<br>1.880  |
| 15   | -----             | -----             | -----             | -----                             | -----              | \$67,252<br>1.720 | \$68,816<br>1.760 | \$70,380<br>1.800  | \$71,944<br>1.840  | \$73,508<br>1.880  | \$75,072<br>1.920  |
| 16   | -----             | -----             | -----             | -----                             | -----              | -----             | -----             | -----              | -----              | \$75,072<br>1.920  | \$76,636<br>1.96   |
| <b>(Added 1 Extra Step to BA36 through MA45)</b>   |                   |                   |                   |                                   |                    |                   |                   |                    |                    |                    |                    |
| 17   | -----             | -----             | -----             | -----                             | -----              | -----             | -----             | -----              | -----              | -----              | \$78,200<br>2.00   |



# 2024 - 2025 Hastings Public Schools Calendar



| AUGUST 2024 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             |    |    |    | 1  | 2  | 3  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |

Days: 13 S/17 T

| SEPTEMBER 2024 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | Th | F  | S  |
| 1              | 2  | 3  | 4  | 5  | 6  | 7  |
| 8              | 9  | 10 | 11 | 12 | 13 | 14 |
| 15             | 16 | 17 | 18 | 19 | 20 | 21 |
| 22             | 23 | 24 | 25 | 26 | 27 | 28 |
| 29             | 30 |    |    |    |    |    |

Days: 19 S/20 T

| OCTOBER 2024 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    | 1  | 2  | 3  | 4  | 5  |
| 6            | 7  | 8  | 9  | 10 | 11 | 12 |
| 13           | 14 | 15 | 16 | 17 | 18 | 19 |
| 20           | 21 | 22 | 23 | 24 | 25 | 26 |
| 27           | 28 | 29 | 30 | 31 |    |    |

Days: 21 S/22 T

| NOVEMBER 2024 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 | 29 | 30 |

Days: 17 S/18 T

| DECEMBER 2024 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 | 31 |    |    |    |    |

Days: 15 S/15 T

### August 2024

August 6-7.....New Teachers Only  
 August 8.....Teacher Plan Day  
 August 9, 12-13.....Teacher Pre Service  
 August 13.....First Day of Classes for Grade 7 & 8  
 (Do not attend August 14)  
 August 14.....First Day of Classes All other Grades (K-6) (9-12)

### September 2024

September 2.....No School PK-12 - Labor Day  
 September 27.....No School PK-12 Professional Development Day

### October 2024

October 16.....End of 1<sup>st</sup> Quarter  
 October 17.....No School PK-12 Work Day  
 October 18.....No School PK-12 P/T Conf. Payback Day  
 October 21.....Beginning of 2<sup>nd</sup> Quarter

### November 2024

November 1.....No School PK-12 Work Day  
 November 27-29.....No School PK-12 Thanksgiving Break

### December 2024

December 20.....End of 2<sup>nd</sup> Quarter/1<sup>st</sup> Semester  
 (Early Dismissal - 1:15 pm)  
 December 23-31.....No School PK-12 Winter Break

### January 2025

January 1 & 2.....No School PK-12 Winter Break  
 January 3.....No School PK-12 Plan Day  
 January 6.....Beginning of 3<sup>rd</sup> Quarter/2<sup>nd</sup> Semester  
 January 20.....No School PK-12 Martin Luther King Jr. Day

### February 2025

February 7.....No School PK-12 P/T Conf. Payback Day  
 February 10.....No School PK-12 Professional Development Day

### March 2025

March 6.....End of 3<sup>rd</sup> Quarter  
 March 7.....No School PK-12 Work Day  
 March 10-14.....No School PK-12 Spring Break  
 March 17.....Beginning of 4<sup>th</sup> Quarter

### April 2025

April 18.....No School PK-12 Holiday Break  
 April 21.....No School PK-12 Holiday Break

### May 2025

May 2.....No School PK-12 Work Day  
 May 18.....Graduation  
 May 21.....End of 4<sup>th</sup> Quarter/Semester  
 (Early Dismissal - 1:15 pm)  
 May 22.....Work Day

### School Hours

**Elementary:** 8:10am – 3:20pm  
 Wednesday Early Dismissal: 2:30pm

**Middle School:** 8:10am – 3:35pm  
 Wednesday Early Dismissal: 2:35pm

**High School:** 8:05am – 3:30pm  
 Wednesday Early Dismissal: 2:45pm

### KEY:

|  |
|--|
| No Classes/School Break                      |
| No Classes/Professional Day                  |
| No Classes/Teacher Payback Day for P/T Conf. |
| Beginning/End of Quarter                     |
| New Teachers Only                            |

| JANUARY 2025 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |

Days: 19 S/20 T

| FEBRUARY 2025 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 |    |

Days: 18 S/19 T

| MARCH 2025 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    |    |    |    |    | 1  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         | 31 |    |    |    |    |    |

Days: 15 S/16 T

| APRIL 2025 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    | 1  | 2  | 3  | 4  | 5  |
| 6          | 7  | 8  | 9  | 10 | 11 | 12 |
| 13         | 14 | 15 | 16 | 17 | 18 | 19 |
| 20         | 21 | 22 | 23 | 24 | 25 | 26 |
| 27         | 28 | 29 | 30 |    |    |    |

Days: 20 S/20 T

| MAY 2025 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | Th | F  | S  |
|          |    |    |    | 1  | 2  | 3  |
| 4        | 5  | 6  | 7  | 8  | 9  | 10 |
| 11       | 12 | 13 | 14 | 15 | 16 | 17 |
| 18       | 19 | 20 | 21 | 22 | 23 | 24 |
| 25       | 26 | 27 | 28 | 29 | 30 | 31 |

Days: 14 S/16 T

| School Days by Quarter |                 |                 |                 |       |
|------------------------|-----------------|-----------------|-----------------|-------|
| 1 <sup>st</sup>        | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | Total |
| 44                     | 41              | 41              | 45              | 171   |

\*\* The calendar, including time for learning teams, may be adjusted by the District in response to inclement weather or other needs\*\*



# 2024 - 2025 HPS Preschool Calendar



| AUGUST 2024 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             |    |    |    | 1  | 2  | 3  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |

## August 2024

August 6-7.....New Teachers Only  
 August 8.....Teacher Plan Day  
 August 9, 12-14, & 16.....Teacher Pre Service  
 August 15.....Open House  
 August 19.....First Day of Preschool  
 August 23 & 30.....No Preschool, Professional Development Day

## September 2024

September 2.....No School PK-12 - Labor Day  
 September 6, 13 & 20...No Preschool, Professional Development Day  
 September 27.....No School PK-12, Professional Day

## October 2024

October 4, 11, & 25.....No Preschool, Professional Development Day  
 October 17.....No School PK-12 Work Day  
 October 18.....No School PK-12 P/T Conf. Payback Day

## November 2024

November 1.....No School PK-12 Work Day  
 November 8, 15, & 22...No Preschool, Professional Development Day  
 November 27-29.....No School PK-12 Thanksgiving Break

## December 2024

December 6 & 13.....No Preschool, Professional Development Day  
 December 20.....End of 2<sup>nd</sup> Quarter/1<sup>st</sup> Semester  
*(Early Dismissal -1:15 pm)*  
 December 23-31.....No School PK-12 Winter Break

## January 2025

January 1 & 2.....No School PK-12 Winter Break  
 January 3.....No School PK-12 Plan Day  
 January 6.....Beginning of 3<sup>rd</sup> Quarter/2<sup>nd</sup> Semester  
 January 10, 17, 24, & 31.....No Preschool, Professional Development Day  
 January 20.....No School PK-12 Martin Luther King Jr. Day

## February 2025

February 7.....No School PK-12 P/T Conf. Payback Day  
 February 10.....No School PK-12 Professional Development Day  
 February 14, 21 & 28....No Preschool, Professional Development Day

## March 2025

March 7.....No School PK-12 Work Day  
 March 10-14.....No School PK-12 Spring Break  
 March 21 & 28.....No Preschool, Professional Development Day

## April 2025

April 4, 11, & 25.....No Preschool, Professional Development Day  
 April 18.....No School PK-12 Holiday Break  
 April 21.....No School PK-12 Holiday Break

## May 2025

May 2.....No School PK-12 Work Day  
 May 4.....No Preschool, Professional Development Day  
 May 15.....Last Day of Preschool  
 May 16, 19-22.....Work Days

### KEY:

|  |
|--|
| No Preschool, Professional Day               |
| No Classes/School Break                      |
| No Classes/Professional Day                  |
| No Classes/Teacher Payback Day for P/T Conf. |
| Beginning/End of School Year                 |
| New Teachers Only                            |

| JANUARY 2025 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |

| FEBRUARY 2025 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 |    |

| MARCH 2025 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    |    |    |    |    | 1  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         | 31 |    |    |    |    |    |

| APRIL 2025 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    | 1  | 2  | 3  | 4  | 5  |
| 6          | 7  | 8  | 9  | 10 | 11 | 12 |
| 13         | 14 | 15 | 16 | 17 | 18 | 19 |
| 20         | 21 | 22 | 23 | 24 | 25 | 26 |
| 27         | 28 | 29 | 30 |    |    |    |

| MAY 2025 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | Th | F  | S  |
|          |    |    |    | 1  | 2  | 3  |
| 4        | 5  | 6  | 7  | 8  | 9  | 10 |
| 11       | 12 | 13 | 14 | 15 | 16 | 17 |
| 18       | 19 | 20 | 21 | 22 | 23 | 24 |
| 25       | 26 | 27 | 28 | 29 | 30 | 31 |

| SEPTEMBER 2024 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | Th | F  | S  |
| 1              | 2  | 3  | 4  | 5  | 6  | 7  |
| 8              | 9  | 10 | 11 | 12 | 13 | 14 |
| 15             | 16 | 17 | 18 | 19 | 20 | 21 |
| 22             | 23 | 24 | 25 | 26 | 27 | 28 |
| 29             | 30 |    |    |    |    |    |

| OCTOBER 2024 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    | 1  | 2  | 3  | 4  | 5  |
| 6            | 7  | 8  | 9  | 10 | 11 | 12 |
| 13           | 14 | 15 | 16 | 17 | 18 | 19 |
| 20           | 21 | 22 | 23 | 24 | 25 | 26 |
| 27           | 28 | 29 | 30 | 31 |    |    |

| NOVEMBER 2024 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 | 29 | 30 |

| DECEMBER 2024 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 | 31 |    |    |    |    |

\*\* The calendar, including time for learning teams, may be adjusted by the District in response to inclement weather or other needs\*\*

**All Classes are Monday - Thursday:**  
**AM Classes 8:00 am – 11:25 am** (pick up 11:15 – 11:25 pm)  
**PM Classes 11:55 am – 3:20 pm** (pick up 3:10 – 3:20 pm)

## **Hastings Public Schools preschool hours**

(state requires preschool 450 hours per year)

### **2021/2022**

AM session 2 hours 45 mins X 164 days = 451 hours

PM session 3 hours 35 mins X 127 days = 454 hours

No PM on Wednesday

### **2022/2023**

AM session 2 hours 55 mins X 158 days = 461 hours

PM session 3 hours 35 mins X 130 days = 465 hours

No PM on Wednesday

### **2023/2024**

AM session 2 hours 55 mins X 158 days = 461 hours

PM session 3 hours 35 mins X 130 days = 465 hours

No PM on Wednesday, No AM/PM preschool the last Wednesday of the month

### **2024/2025 - proposed**

AM session 3 hours 25 mins X 136 = 465 hours

PM session 3 hours 25 mins X 136 = 465 hours

Mon - Thurs AM/PM preschool

No preschool on Fridays

### **\*Benefits of no preschool on Fridays**

No subs

No bussing

No meals

Fridays will be utilized for PD, training, and common planning.

Will be able to deep clean rooms/materials weekly.

Consistency for parents & students.

Elementary staff will be able to observe PreK students on Wednesdays after early release to support transition to Kindergarten.



# ***Hastings Tigers*** ***2024-2025***

## ***Registration Handbook***

***Hastings Senior High School***  
***1100 West 14<sup>th</sup> Street***  
***Hastings, NE 68901***  
***402-461-7550***  
***402-461-7535 (FAX)***  
***<http://hs.hastingspublicschools.org/>***

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## DISTRICT INFORMATION

Hastings Senior High School is in Hastings, Nebraska. Hastings is located in a rural setting close to the Platte River in south-central Nebraska. Hastings Senior High is accredited by the State of Nebraska and AdvancEd.

**Mission Statement**

Our fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens.

**Vision**

To attain the Mission of the Hastings Public Schools, the District will have:

- A shared focus on student learning
- An articulated curriculum that provides all students, at a minimum, with essential knowledge, skills, and dispositions
- A balanced assessment system that meets the needs of students, teachers, parents, and policy makers
- A system of intervention and enrichment based on formative assessments
- Adults working together interdependently to improve student learning and instruction/practices
- Appropriate and high expectations for each student and teacher that are based on the premise that ALL students can and will learn at high levels, and will facilitate staff and students having high expectations of themselves to meet their own potential
- A safe, supportive, and healthy learning and teaching environment that celebrates individuals' differences, diversity, growth, and achievement
- An environment where adult learning and growth is continuous and job-embedded in order to provide high quality instruction for every student
- Leadership at every level that is committed to the full implementation of the culture of a professional learning community
- A strong commitment to learning from stakeholder groups (students, staff, parents, and community leaders)

**School Goal**

Increase rigor and relevance so that every student is college and/or career ready.

**Hastings Senior High School does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities.**

GRADUATION REQUIREMENTS

|  |                       |                                  |
|--|-----------------------|----------------------------------|
|  | <b>HHS Graduation</b> | <b>Typical 4-Year University</b> |
|--|-----------------------|----------------------------------|

|   | <b>Requirements</b> | <b>Admission Requirements</b>                              |
|---|---------------------|--|
| <b>ENGLISH</b>  | 45 credits          | 40 credits   |
| <b>MATH</b>   | 30 credits          | 30 credits<br>UNL requires 40 credits                      |
| <b>SCIENCE</b>  | 30 credits          | 30 credits   |
| <b>SOCIAL SCIENCE</b>   | 30 credits          | 30 credits   |
| <b>PHYSICAL EDUCATION</b>   | 10 credits          | NA   |
| <b>INFORMATION TECHNOLOGY</b><br><b>COMPUTER SCIENCE</b><br>(requirement for class of 2028, for all other grades, Info Tech may count towards this requirement) | 5 credits           | NA   |
| <b>PERSONAL FINANCE</b>   | 5 credits           | NA   |
| <b>FOREIGN LANGUAGE</b>   | NA                  | Varies with university, 20-40 credits of the same language |
| <b>TOTAL CREDITS</b>  | 225 CREDITS         |  |

The following chart shows graduation requirements and college admission requirements. It is important to check with the student's colleges of interest to ensure additional or specific coursework is not required for admission.

Most students will exceed minimum graduation requirements. All students will register for courses during the spring semester of each year. The master schedule is built on the basis of student registration requests, teachers, and administration input. Families need to make thoughtful choices at registration, as classes fill quickly and changes later may not be possible. A drop/add opportunity is held at the beginning of each semester, however changes will be limited to availability of another comparable course and may require administrative approval.

Credit is accepted from accredited high schools and accredited homeschooling programs. Only students who have completed graduation requirements are permitted to participate in commencement exercises.

## ACADEMIC RECOGNITIONS & GRADUATION HONORS

### Honor Roll

Two Honor Rolls are announced at the end of each semester. The A Honor Roll includes the names of all students carrying courses equivalent to 25+ semester hours for the semester and having a 3.5 grade average or above and no grade lower than a "C." The B Honor Roll includes the names of all students carrying courses equivalent to 25 semester hours for that quarter and

having a 3.0 to 3.49 grade average with no grade lower than a “C.” All subjects are included in this average.

### **National Honor Society**

Membership in the Hastings Chapter of the National Honor Society is based upon scholarship, leadership, service, and character. A faculty council selects members after a student has completed at least three semesters of high school. The minimum requirements for consideration for membership include: 1) an accumulative GPA of 3.80; 2) evidence of at least three service projects in the school, home, church, or community; 3) election or appointment to an office in an organization or membership in two or more organizations which have officers; and 4) possession of a character that reflects honesty, integrity, and concern for others.

### **National Merit Recognition**

The mission of National Merit Scholarship Corporation (NMSC) is to recognize and honor the academically talented students of the United States. NMSC accomplishes its mission by conducting nationwide academic scholarship programs. Qualifications to earn National Merit recognition is based on a student’s performance on the PSAT exam taken during JUNIOR year. Students are notified in the fall of their senior year if they earn a qualifying score. The qualifying score index changes yearly and is state-based. There are two categories awarded: semi-finalist and commended. Semi-finalists continue in the competition, commended do not. Typically, an index score of 200 or better will earn recognition. Sophomores are also encouraged to take the PSAT test as a practice in order to be prepared for junior year when it counts for the competition. See your counselor if you have questions or visit the National Merit website for more information(<http://www.nationalmerit.org/>).

### **President’s Award for Educational Excellence**

Seniors with a 3.5 cumulative GPA after 7 semesters and earning an ACT Reading score of 28 or an ACT Math score of 26 will earn this award at Honors Night in May.

### **Omaha World Herald Scholars**

The Omaha World Herald recognizes students throughout the state for academic achievement. Students ranked in the top two OR students with an ACT of 32 or better or an SAT of 2120 or better are nominated for the All-State Academic teams. Each school is limited to five nominees. Students are featured in the OWH in May.

### **Graduation Honors**

The class standing system used will be as follows:

- Summa Cum Laude GPA 4.0 and above (With the Highest Distinction)
- Magna Cum Laude GPA 3.75-3.99 (With Great Distinction)
- Cum Laude GPA 3.50-3.74 (With Distinction)

To recognize achievement, honor cords are awarded to seniors based on cumulative GPA--excluding the 2nd semester of the graduating year.

- Orange and black honor cords GPA 4.0 or above
- Orange and white honor cords GPA 3.75-3.99

- Black and white honor cords           GPA 3.50-3.74
- National Honor Society collar  
Members of the NHS are eligible to wear this honor collar.

**GPA**

A student’s GPA shall be calculated by dividing the total grade points achieved (standard and weighted) by the total course credits earned. Weighted grade points will apply to Honors courses.

- Points in regular courses are: A=4; B=3; C=2; D=1; F=0
- Points in honors courses are: A=5; B=4; C=3; D=1; F=0

**Academic Letter**

Academic letters are awarded every year to those students who receive a GPA of 3.50 or above in the 1st and 2nd semester of the same school year. Students will be recognized in the fall for the prior year’s recipients for grades 9-11. Seniors will be honored in the spring of their senior year at Honor’s Night.

**CAREER AND COLLEGE PLANNING**

**Post-Secondary Planning Websites**

Planning for the future can be overwhelming. The following websites have a multitude of timely information that will be helpful in the planning process.

- **NAVIANCE (see more information below)**  
<https://naviance.com>
- <http://www.nebraskacareerconnections.org>: provides education and career planning resources
- [www.educationquest.org](http://www.educationquest.org): information on creating a resume, a financial aid estimator, college planning tips, and scholarship searches
- [www.actstudent.org](http://www.actstudent.org): register for the **ACT** test, practice questions, and college planning resources
- [www.collegeboard.org](http://www.collegeboard.org): register for the **SAT** test, practice questions, and college planning resources

- [www.hastingspublicschools.org](http://www.hastingspublicschools.org): the "Counseling Department" tab will have additional information for parents and students

### **AP Courses**

The College Board's Advanced Placement (AP) courses are college-level classes in a wide variety of subjects that students can take while still in high school. They offer challenging coursework to give students an idea of what to expect in college. Visit [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com) for more information on AP courses, tests, and college credit and transferability. If a student is interested in taking an AP exam in a course not offered at HHS, see Ms. Adams. Hastings Senior High offers the following AP courses:

- World Literature Honors AP
- European History Honors AP
- American History AP Honors
- Statistics AP Honors
- Chemistry AP
- Biology AP
- Calculus AP

### **Dual Enrollment Courses**

Please see page 66 for more information.

### **Naviance**

Naviance is a comprehensive website that students and parents can use as a tool in planning for the future. This web-based platform provided by the Hastings Public School district integrates success planning, career planning, college planning, and family engagement tools to help students become college and career ready. This is a free website to students provided by the HPS District.

Some features to explore are available under the **College, Career, and About Me tabs**:

- "Personality", "Strengths Explorer" and "Intelligence" assessments enable students to better understand what college majors or careers best suit their personality types.
- Career Interest Profiler helps students discover the types of work activities and careers that match your interests.
- College Super Match provides comprehensive information on thousands of colleges. Students enter criteria such as size, location, cost, and availability of specific majors and get a list of colleges that meet the criteria.
- Transcript request is used by seniors to have counselors send transcripts as part of their college applications.
- Resume Builder will rearrange the student's information into multiple printable versions that students can use for various purposes.
- Naviance Test Prep program enables students to prepare for the ACT.

### **Playing Sports in College**

College athletic websites have student-athlete questionnaires for interested students to complete during 10th, 11th, or 12th grade. This is a good way for a high school student to communicate interest in being considered for the college's athletic program.

- **Division I or II**  
Students interested in playing at a Division I or II college must register with the NCAA Eligibility Center. Students are encouraged to do so by the end of the junior year but can do it during the senior year. High school coursework, grades, and ACT scores will factor into a student's eligibility. Younger students should research the academic requirements needed to qualify for the NCAA Eligibility Center early in high school to assure they are on the right track. Visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for information and to register.
- **Division III or NAIA**  
Every student who is interested in playing championship sports at NAIA colleges for the first time

need to register and receive an eligibility determination. For more information on NAIA, visit [www.playnaia.org](http://www.playnaia.org).

- **Junior Colleges**

Student-athletes interested in competing at the Junior College level (JUCO) should contact the coach about eligibility to play and rules for future transfer to a college or university. Visit [www.njcaa.org](http://www.njcaa.org) for more information.

# ATHLETICS & CO-CURRICULAR ACTIVITIES

## NON-ATHLETIC ACTIVITIES

(Sanctioned by the NSAA)

Debate  
Instrumental Music  
Journalism  
Marching Band  
Play Production  
Show Choir  
Speech  
Vocal Music

## CLUBS AND ORGANIZATIONS

Art Club  
Board Game  
Books & Bagels  
Cheerleading  
Color Guard  
DECA  
Drama Club  
Engineering Club  
Future Problem Solvers  
History Club  
Improv  
Intramural Basketball & Volleyball  
Key Club  
Manga Anime Club  
Multicultural Club  
National Honor Society  
Poetry Live  
Quiz Bowl  
Science Club  
Skills USA  
Student Council  
Tigerettes  
Newspaper  
Yearbook

## ATHLETICS

### FALL SPORTS

Boys Cross Country  
Boys Tennis  
Football  
Girls Cross Country  
Girls Golf  
Softball  
Volleyball

### WINTER SPORTS

Boys Basketball  
Girls Basketball  
Swimming & Diving  
Wrestling  
Bowling  
Unified Bowling

### SPRING SPORTS

Baseball  
Boys Golf  
Boys Soccer  
Boys Track  
Girls Soccer  
Girls Tennis  
Girls Track

### COMMUNITY CLUBS

Mentoring Works

## Four Year Planning Guide

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Name: \_\_\_\_\_ Plans after high school \_\_\_\_\_ Date \_\_\_\_\_

*Hastings Senior High School--Four Year Course Planner*

**9th Grade**

*Must take a minimum of seven classes*

| Semester 1                       | Semester 2                       |
|----------------------------------|----------------------------------|
| Eng 9 or Eng 9 H                 | Eng 9 or Eng 9 H                 |
| World History or World History H | World History or World History H |
| Phy Sci or Phy Sci H             | Phy Sci or Phy Sci H             |
| Math:                            | Math:                            |
|                                  |                                  |
|                                  |                                  |
|                                  |                                  |
|                                  |                                  |
| Alternate:                       | Alternate:                       |
| Alternate:                       | Alternate:                       |

**10th Grade**

*Must take a minimum of seven classes*

| Semester 1                        | Semester 2                        |
|-----------------------------------|-----------------------------------|
| Eng 10 or Eng 10 H                | Eng 10 or Eng 10 H                |
| Amer History or Amer History H AP | Amer History or Amer History H AP |
| Biology or Biology H              | Biology or Biology H              |
| Math:                             | Math:                             |
|                                   |                                   |
|                                   |                                   |
|                                   |                                   |
|                                   |                                   |
| Alternate:                        | Alternate:                        |
| Alternate:                        | Alternate:                        |

**11th Grade**

*Must take a minimum of six classes*

| Semester 1         | Semester 2         |
|--------------------|--------------------|
| Eng 11 or Eng 11 H | Eng 11 or Eng 11 H |
| SS:                | SS:                |
| Science:           | Science:           |
| Math:              | Math:              |
|                    |                    |
|                    |                    |
|                    |                    |

|            |            |
|------------|------------|
|            |            |
| Alternate: | Alternate: |
| Alternate: | Alternate: |

**12th Grade**

*Must take a minimum of five classes*

| Semester 1 | Semester 2 |
|------------|------------|
| English:   | English:   |
|            |            |
|            |            |
|            |            |

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

|            |            |
|------------|------------|
|            |            |
| Alternate: | Alternate: |
| Alternate: | Alternate: |

- If recommended by HMS, 9th graders will be required to take reading; however, any student may sign up for a class to improve specific skills.
- Minimum of 225 credits are needed for graduation. Most students earn 260-280 credits.
- PE I and PE II/Lifetime Fitness, Communication Arts, **Computer Science**, and Personal Finance are required for graduation.
- Many four-year colleges recommend two to four years in the same foreign language.
- Many four-year colleges recommend or require four years of math (Algebra I, Geometry, Algebra II and above).

## Course Registration for 9th Grade

Graduation Requirements: **225 Credits**

**No credit for Study Hall**

|  |   |
|--|---|
| <b>REQUIRED CREDITS</b><br>4 years English<br>1 semester Communication Arts<br>3 years Science<br>3 years Math | <b>REQUIRED CREDITS</b><br>3 years Social Studies<br>1 semester Information Technology<br>2 semesters Physical Education<br>1 semester Personal Finance |
|--|---|

9th graders must register for 70+ credits. \*semester class

### **ART**

- Art Fund 1 (2-D)\*
- Art Fund 2 (3-D)\*

### **BUSINESS**

- Computer Science\***
- Intro to Business

### **ENGLISH**

- English 9
- English 9 Honors

### **FAMILY & CONSUMER SCIENCES**

- Introduction to FCS\*
- Introduction to Design\*

### **JOURNALISM**

- Journalism\*

### **MATHEMATICS**

- Algebra I
- Algebra I PE
- Geometry
- Geometry Honors
- Algebra/Trig Honors

### **MUSIC**

### **PHYSICAL EDUCATION**

- PE I\*
- Sports Performance

### **READING**

- Reading I
- Reading II

### **SCIENCE**

- Physical Science
- Physical Science Honors

### **SKILLED & TECHNICAL SCIENCES**

- Intro to Engineering/CAD
- Intro to Manufacturing/Welding\*
- Basic Cabinetry\*

### **SOCIAL STUDIES**

- World History
- World History Honors

### **SPECIAL STUDENT SERVICES**

- Learning Lab
- EL-Emerging
- EL-Progressing
- EL-Advanced

### **WORLD LANGUAGES**

- String Orchestra
- Full Orchestra  
(Before school, every other day. 5 credits/year)
- Jazz Band (Audition)  
(Before school, every other day. 5 credits/year)
- Band (Audition)
- Treble Choir
- Century Men
- French I
- German I
- Spanish I-IV (per placement exam)

**PERFORMING ARTS**

- Debate: One-to-One Clash Style
- Debate: Congress Group Style
- Competitive Speech**
- Theater I\*
- Theater II (Prerequisite Theater I)\*
- Stagecraft (Prerequisite Theater I or Basic Cab.)\*

**Course Registration for 10th Grade**

Graduation Requirements: 225 Credits, including requirements below

|   |  |
|---|--|
| 4 years English<br>1 semester Communication Arts<br>3 years Science<br>3 years Math | 3 years Social Studies<br>1 semester Information Technology<br>2 semesters Physical Education<br>1 semester Personal Finance |
|---|--|

\*denotes semester class    10th graders must register for 70+ credits    **No credit is granted for Study Hall**

**ART**

- Art Fund 1 (2-D)\*
- Art Fund 2 (3-D)\*
- Drawing\*
- Adv Drawing\*
- Pottery\*
- Adv. Pottery\*
- Sculpture\*
- Adv Sculpture\*
- Natural Fibers\*

**BUSINESS**

- Intro to Business
- Computer Science\***
- Web Page Design & Dev\*
- Digital Media\*
- Info Tech II\*
- Marketing
- Accounting 1 & 2

**ENGLISH**

- English 10
- English 10 Honors
- Communication Arts\*

**FAMILY & CONSUMER**

- SCIENCES**
- Intro to FCS\*
- Fund. of Nutr. & Culinary Ess.\*
- Nutrition\*

**JOURNALISM**

- Journalism\*
- Yearbook Publication
- Tiger Cub

**MATHEMATICS**

- Algebra I
- Algebra I PE
- Geometry
- Geometry PE
- Geometry Honors
- Algebra II
- Algebra/Trig Honors
- Pre-Calculus Honors

**MUSIC**

- String Orchestra
- Band
- Concert Choir
- Bel Canto
- Treble Clef
- Jazz Band
- Full Orchestra
- Treble Choir
- Century Men
- Bel Canto
- Chamber Choir
- Madrigal Singers

**PERFORMING ARTS**

**READING**

- Reading I
- Reading II

**SCIENCE**

- Biology
- Biology Honors

**SKILLED & TECHNICAL SCIENCES**

- Intro to Engineering/CAD
- Engineering Concepts
- Intro to Manufact./Welding\*
- Advanced Welding\*
- Basic Cabinetry\*
- Advanced Furniture
- Building Trades I

**SOCIAL STUDIES**

- American History
- American History AP Honors

**SPECIAL STUDENT SERVICES**

- Learning Lab
- EL-Emerging
- EL-Progressing
- EL-Advanced

**WORLD LANGUAGES**

- French I & II

- Food Science\*
- Parents and Families\*
- Child Development\*
- Apparel Prod. & Construction\*
- Intro to Design\*
- Fashion Design\*
- Housing & Interior Design\*
- Interpersonal Relationships\*
- Debate: One-to-One Clash Style
- Debate: Congress Group Style
- Competitive Speech**
- Theatre I\*
- Theatre II\*
- Stagecraft\*
- Creative Writing\*
- German I & II
- Spanish I-IV (per placement exam)
- Spanish for Native Speakers

**PHYSICAL EDUCATION**

- PE I\*
- PE II\*
- Lifetime Fitness\*
- Sports Performance

**Course Registration for 11th Grade**

Graduation Requirements: 225 Credits **BOLD=DUAL CREDIT/SEE YOUR COUNSELOR**

|  |  |
|--|--|
| 4 years English & 1 semester Communication Arts<br>3 years Science<br>3 years Math | 3 years Social Studies<br>1 semester Information Technology<br>2 semesters Physical Education<br>1 semester Personal Finance |
|--|--|

\*denotes semester class      11th graders must register for 60+ credits      **No credit is granted for Study Hall**

**ART**

- Art Fund 1 (2-D)\*
- Art Fund 2 (3-D)\*
- Drawing\*
- Adv Drawing\*
- Pottery\*
- Adv. Pottery\*
- Sculpture\*
- Adv Sculpture\*
- Natural Fibers\*
- Painting\*
- Adv. Painting\*
- BUSINESS**
- Computer Science\***
- Personal Finance\*
- Intro to Business
- Web Page Design & Dev\*
- Digital Media\*
- Info Tech II\*
- Marketing
- Accounting 1 & 2
- Accounting 3 & 4
- TigerVision
- Entrepreneurship/Advanced Marketing
- Intro to Work Based Learning/WBL Exploration

**ENGLISH**

- English 11
- English 11 Honors
- Communication Arts\***
- FAMILY & CONSUMER SCIENCES**

- Fund. of Nutrition & Culinary Ess.\*
- Nutrition\*

**JOURNALISM**

- Journalism\*
- Yearbook Publication
- Tiger Cub

**MATHEMATICS**

- Geometry
- Geometry PE
- Algebra II
- Algebra II PE
- Algebra/Trig Honors
- Probability & Stats\*
- Trigonometry\*
- Practical Math
- Statistics AP Honors
- Pre-Calculus Honors
- AP Calculus AB**

**MUSIC**

- String Orchestra
- Band
- Tiger Singers
- Concert Choir
- Bel Canto
- Madrigal Singers
- Show Choir
- Jazz Band
- Full Orchestra
- Chamber Orchestra
- Chamber Choir
- Madrigal Singers
- Music Theory**

**PERFORMING ARTS**

- Debate: Exploration
- Debate: Congress Style
- Competitive Speech**
- Theater I\*

**SCIENCE**

- Physics
- Physics Honors**
- Human Anatomy/Physiology
- Human Anatomy/Physiology Honors
- Chemistry
- Chemistry Honors**
- AP Advanced Biology**
- Science in Society
- SKILLED & TECHNICAL SCIENCES**
- Intro to Engineering/CAD
- Intro to Manu/Welding\*
- Basic Cabinetry\*
- Engineering Concepts
- Adv. Welding\*
- Precision Machining Processes**
- Adv. Furniture Construction
- Tiger Woodworking
- Building Trades I
- Building Trades II
- Engineering Applications**
- Intro to Transportation\***
- SOCIAL STUDIES**
- World Cultures\*
- Nebraska History\*
- Contemporary Issues\*
- Psychology\*
- History of Architecture & Technology\*
- American Government**
- SPECIAL STUDENT SERVICES**
- Learning Lab
- Job Training I

- Food Science\*
- Parents & Families\*
- Child Development\*
- Apparel Production & Construct.\*
- Intro to Design\*
- Fashion Design\*
- Housing & Interior Design\*
- Interpersonal Relationships\*
- Health Science I\*
- Medical Terminology\*

**JAG**

- Beginning JAG
- Advanced JAG

- Theater II\*
- Stagecraft\*
- Creative Writing\*
- Life Sports\*
- Lifetime Fitness\*
- Sports Performance
- PE I\* or PE II\*

**READING**

- Reading I
- Reading II

- EL-Emerging
- EL-Progressing
- EL-Advanced

**WORLD LANGUAGES**

- French I or II or III
- German I or II or III
- Spanish I or II or **Spanish III**
- Spanish for Native Speakers

## Course Registration for 12th Grade

Graduation Requirements: 225 Credits, including requirements below

|  |  |
|--|--|
| 4 years English & 1 semester Communication Arts<br>3 years Science<br>3 years Math | 3 years Social Studies<br>1 semester Information Technology<br>2 semesters Physical Education<br>1 semester Personal Finance |
|--|--|

12th graders must register for 50+ credits. **No credit is granted for Study Hall**

**BOLD=DUAL CREDIT/SEE YOUR COUNSELOR** \*denotes semester class

**ART**

- Art Fund 1(2-D)\*
- Art Fund 2 (3-D)\*
- Drawing\*
- Adv Drawing\*
- Pottery\*
- Adv. Pottery\*
- Sculpture\*
- Adv Sculpture\*
- Natural Fibers\*
- Painting\*
- Adv. Painting\*
- Studio Art\*

**BUSINESS**

- Computer Science\***
- Personal Finance\*
- Intro to Business
- Web Page Design & Dev\*
- Digital Media \*
- Info Tech II\*
- Marketing
- Accounting 1 & 2
- Accounting 3 & 4
- TigerVision**
- Entrepreneurship/Advanced Marketing
- Business Law

**ENGLISH**

- English 12
- English 12 Honors**
- World Literature AP Honors**
- Practical English

**JAG**

- JAG
  - Advanced JAG
- JOURNALISM**
- Journalism\*
  - Yearbook Publication
  - Tiger Cub

**MATHEMATICS**

- Geometry
- Geometry PE
- Algebra II
- Algebra II PE
- Probability & Stats\*
- Trigonometry\*
- Practical Math
- Statistics AP Honors
- Pre-Calculus Honors
- AP Calculus AP**

**MUSIC**

- String Orchestra
- Band
- Tiger Singers
- Concert Choir
- Bel Canto
- Madrigal Singers
- Show Choir
- Jazz Band
- Full Orchestra
- Chamber Orchestra
- Chamber Choir
- Madrigal Singers
- Music Theory**

**PERFORMING ARTS**

- Debate: Exploration

**SCIENCE**

- Physics
  - Physics Honors**
  - Human Anatomy/Physiology
  - Human Anatomy/Physiology Honors
  - Chemistry
  - Chemistry Honors**
  - Science in Society
  - AP Advanced Biology**
  - AP Advanced Chemistry**
- SKILLED & TECHNICAL SCIENCES**
- Intro to Engineering/CAD
  - Intro to Manu/Welding\*
  - Basic Cabinetry\*
  - Engineering Concepts
  - Adv. Welding\*
  - Adv. Furniture Construction
  - Tiger Woodworking
  - Precision Machining Processes
  - Engineering Applications**
  - Intro to Transportation\***
  - Architectural Drafting & Design**
  - Advanced Manufacturing II**
  - Building Trades I
  - Building Trades II
  - Vocational Auto & Transportation**
- SOCIAL STUDIES**
- World Cultures\*
  - Nebraska History\*
  - Contemporary Issues\*
  - Psychology\*
  - History of Architecture &

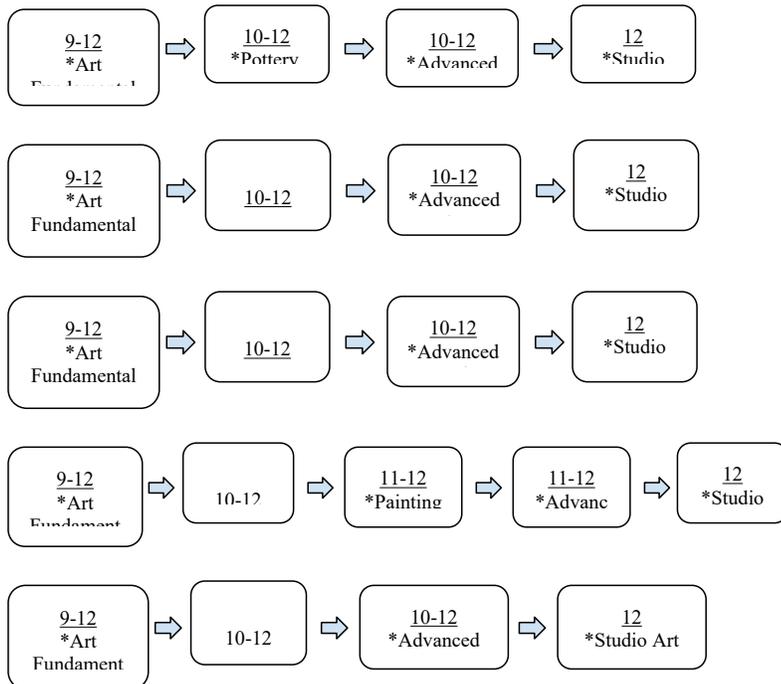
- Communication Arts\***
- FAMILY & CONSUMER SCIENCES**
- Fund. of Nutrition & Culinary Ess.\*
- Nutrition\*
- Food Science\*
- Parents & Families\*
- Child Development\*
- Apparel Prod. & Construction\*
- Intro to Design\*
- Fashion Design\*
- Housing & Interior Design\*
- Interpersonal Relationships\*
- Health Science I\*
- Medical Terminology\*
- CNA Course\*

- Debate: Congress Style
- Competitive Speech**
- Theater I\*
- Theater II\*
- Stagecraft\*
- Creative Writing\*
- PHYSICAL EDUCATION**
- Life Sports\*
- Lifetime Fitness\*
- Sports Performance
- PE I\* or PE II\*
- READING**
- Reading I
- Reading II

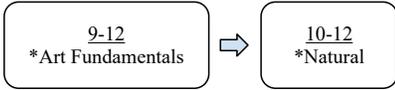
- Technology\***
- American Government**
- European History AP Honors**
- SPECIAL STUDENT SERVICES**
- Learning Lab
- Job Training I
- EL-Emerging
- EL-Progressing
- EL-Advanced
- WORLD LANGUAGES**
- French I or II or III or IV
- German I or II or III or IV
- Spanish I or II **Spanish III or IV**
- Spanish for Native Speakers

## ART

\*Semester class



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# ART

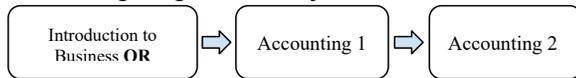
| COURSE TITLE  | GRADE | RECOMMENDED PREREQUISITES                | COURSE DESCRIPTION   |
|---|-------|--|--|
| <b>ART FUNDAMENTALS I (2-D Foundations)</b><br>5 credits  | 9-12  |  | This course is designed to give a solid foundation in 2-D design and is the first class a student should take if they are interested in drawing and painting. It is the prerequisite for all beginning 2-D art classes. Beginning students learn the foundation skills of 2-D art (drawing and painting and other applicable media) through the study of art elements (line, shape/form, texture, space, value and color theory) and composition as applied to 2-D artwork. Students who want to take additional drawing and painting classes must take this class. Students who want to do both 2-D and 3-D art or who are interested in pursuing art post high school should take <b>both</b> this class and Art Fundamentals II (3-D Foundations).    |
| <b>ART FUNDAMENTALS II (3-D Foundations)</b><br>5 credits | 9-12  |  | This course is designed to give a solid foundation in 3-D design and is the first class a student should take if they are interested in ceramics and sculpture. It is the prerequisite for all beginning 3-D art classes. Beginning students learn the foundation skills of 3-D art (ceramic, sculpture materials and other 3-D media) through the study of art elements (line, shape/form, texture, space, value and color theory) and composition as applied to 3-D artwork. Students who want to take additional pottery and sculpture classes must take this class. Students who want to do both 2-D and 3-D art or who are interested in pursuing art post high school should take <b>both</b> this class and Art Fundamentals I (2-D Foundations). |
| <b>DRAWING</b><br>5 credits                               | 10-12 | Art Fund. I<br><br>Instructor/Counselor/ | This course is designed to improve drawing techniques and skills. A variety of media is involved.  |

|  |       |  |   |
|--|-------|--|---|
|  |       | Assistant Principal Approval   | This class provides an excellent background for other two-dimensional art classes offered.  |
| <b>ADVANCED DRAWING</b><br>5 credits--2nd semester only  | 10-12 | Drawing<br><br>Instructor/Counselor/<br>Assistant Principal Approval   | Students will be provided with an historical background of artists, techniques, and media with an emphasis on the elements and principles of design and the study of composition.   |
| <b>PAINTING</b><br>5 credits--1st semester only          | 11-12 | Drawing<br><br>Instructor/Counselor/<br>Assistant Principal Approval   | This course introduces students to techniques in tempera, acrylic and watercolor painting.  |
| <b>ADVANCED PAINTING</b><br>5 credits--2nd semester only | 11-12 | Painting<br><br>Instructor/Counselor/<br>Assistant Principal Approval  | Builds on the techniques developed in Painting with additional work in acrylic painting and watercolor techniques.  |
| <b>POTTERY</b><br>5 credits                              | 10-12 | Art Fund II<br><br>Instructor/Counselor/<br>Assistant Principal Approval   | Introduces students to a basic understanding of clay, tools, methods of handbuilding and wheel throwing pottery, as well as a variety of decorating and glazing techniques.   |
| <b>ADVANCED POTTERY</b><br>5 credits--2nd semester only  | 10-12 | Pottery<br><br>Instructor/Counselor/<br>Assistant Principal Approval   | This course builds on the advanced techniques developed in Pottery including hand building, wheel thrown techniques, and advanced surface finishes.   |
| <b>NATURAL FIBER ART</b><br>5 credits--1st semester only | 10-12 | Art Fund I or II<br><br>Instructor/Counselor/<br>Assistant Principal Approval  | Introduces students to a variety of fiber arts such as weaving, paper-making, handmade books, and batik.  |
| <b>SCULPTURE</b><br>5 credits                            | 10-12 | Art Fund II<br><br>Instructor/Counselor/<br>Assistant Principal Approval   | This course introduces students to a variety of skills and techniques for creating sculpture in a wide range of media. Design elements are emphasized.  |
| <b>ADVANCED SCULPTURE</b><br>5 credits                   | 10-12 | Sculpture<br><br>Instructor/Counselor/<br>Assistant Principal Approval   | This course builds on advanced techniques developed in Sculpture including modeling, casting, construction, and carving. A variety of mediums and techniques are explored.  |
| <b>STUDIO ART</b><br>5 credits--2nd semester only        | 12    | Minimum of a beginning and advanced class in the same medium area<br><br>Instructor/Counselor/<br>Assistant Principal Approval | Studio Art offers the art student an opportunity for extended study in a particular medium and media of which he/she has taken both beginning and advanced classes prior to this course. Students may be expected to purchase part of their own supplies, depending upon the medium chosen. |

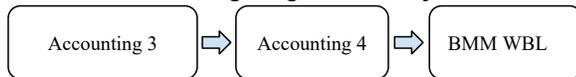
***\*\*\*A \$15 lab fee will be charged for all art classes based on projects chosen.***

# BUSINESS

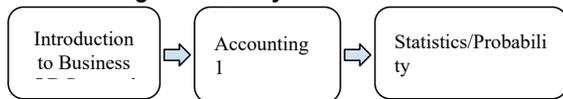
## Accounting Program of Study



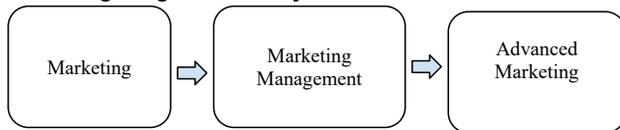
## Advanced Accounting Program of Study



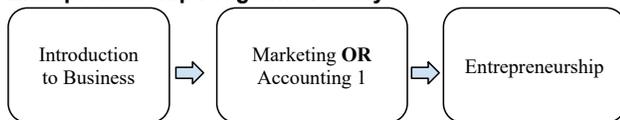
## Finance Program of Study



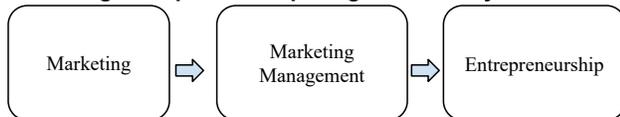
## Marketing Program of Study



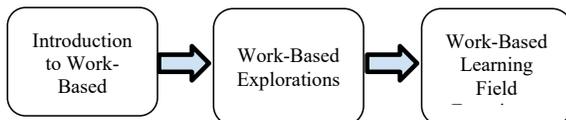
## Entrepreneurship Program of Study



## Marketing Entrepreneurship Program of Study



## Works Based Learning Program of Study



**Independent**

**Classes**

|                           |                                 |                           |
|---------------------------|---------------------------------|---------------------------|
| Digital Media             | TigerVision                     | Intro to Computer Science |
| Information Technology II | Web Page Design and Development | Business and Personal Law |

## ***BUSINESS***

| COURSE TITLE  | GRADE         | RECOMMENDED PREREQUISITES            | COURSE DESCRIPTION  |
|---|---------------|--------------------------------------|---|
| <b>INTRODUCTION TO BUSINESS</b><br>10 credits<br><br>NDE COURSE CODE: 032300                            | 9-12          |                                      | Students will be provided an opportunity to understand the role of business in today's society. It also provides a basis for further study in business, as well as, offering useful and practical aspects of living for all students. Students will be given hands-on opportunities to work on projects, simulations, decision-making cases, personal finance and banking practices, and technology-research tools. The class is designed to help students become wise consumers, good citizens, and efficient employees while contributing to the development of their total economic understanding. |
| <b>INTRODUCTION TO WORK-BASED LEARNING</b><br>5 credits<br><br>NDE COURSE CODE: 320101 (NEED TO CHANGE) | 11 (1st Sem.) | 2 courses within a specific CTE area | This course is designed to introduce students to the Work-Based Pathway. Students will explore their strengths, skills, and abilities. We will explore all the career fields, practice job-interviewing techniques, and improve their Career Readiness skills. Resumes and cover letters will be developed. The Nebraska Career Education model will be used as a resource.   |
| <b>WORK-BASED LEARNING EXPLORATION</b><br>5 credits<br><br>NDE COURSE CODE: 320101 (NEED TO CHANGE)     | 11 (2nd Sem.) | Intro to WBL                         | This course will provide students with the <b>academic, technical and decision-making skills</b> needed to compete successfully in the workforce, at the post-secondary level, and in the global community. Students will research, job shadow, interact with guest speakers in specific Career and Technical Education (CTE) areas of interest to them.  |
| <b>WORK-BASED LEARNING FIELD EXPERIENCE</b><br>10 credits   | 12            | Intro to WBL & WBL Exploration       | This course will provide students invaluable on-the-job field experience along with periodic classroom reflection, guided by multiple WBL certified teachers. Students will apply their previously learned academic, technical and decision-making skills at a local area business. Students will continue to work on their employability and job-specific skills while being guided by teachers in a classroom setting to reflect on and evaluate their field experience.  |

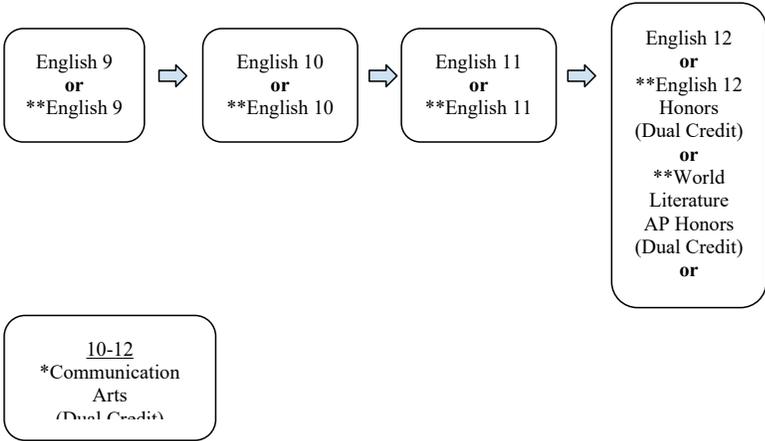
|  |       |   |  |
|--|-------|---|--|
| <b>INFORMATION TECHNOLOGY I</b><br>5 credits<br><br>NDE COURSE CODE:<br>270604         | 9-12  |   | In today's technological society, it is imperative that all students have knowledge of computers and is a prerequisite for many jobs today. This course provides the student with opportunities to perform basic to advanced operations on the computer. Students will develop skills in word processing and spreadsheets. <b>Graduation requirement.</b>  |
| <b>INTRODUCTION TO COMPUTER SCIENCE</b><br>5 credits<br><br>NDE COURSE CODE:<br>270704 | 9-12  |   | Foundations of Computing is designed for students who have never programmed before and serves as a starting point for Computer Science. Students will explore the impact of computing on society. Beyond learning the fundamentals of programming, students build computational- thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. <b>Graduation requirement.</b> |
| <b>INFORMATION TECHNOLOGY II</b><br>5 credits<br><br>NDE COURSE CODE:<br>270502        | 11-12 | Information Technology I<br><br>Intro to Computer Science | This course builds on the skills taught in Information Technology I and will focus on skill development in advanced spreadsheet, database and utilizing advanced features. Microsoft Office Certifications are available!  |
| <b>DIGITAL MEDIA</b><br>5 Credits<br><br>NDE COURSE CODE:<br>270602                    | 10-12 | Information Technology I<br><br>Intro to Computer Science | This course will introduce students to the technical tools and processes used in digital design. Students will create, design, and produce digital media including sound, video, graphics, and text. Students will demonstrate proper use of fair use guidelines. Career opportunities in digital design will be explored.   |
| <b>TIGERVISION /AMBUSH MEDIA PRODUCTIONS</b><br>10 credits                             | 11-12 | Digital Media or Approval from Mr. Flinn                  | This course will apply the students' media skills of filming and editing of photography/videography, and design. Students will plan and produce actual video/audio media content that will be shared on the school's social media platforms and on the Daktronics video board. Students will work both independently and collaboratively to create a professional product while meeting deadlines.                               |
| <b>WEB PAGE DESIGN &amp; DEVELOPMENT</b><br>5 credits<br><br>NDE COURSE CODE: 270706   | 10-12 | Information Technology I<br><br>Intro to Computer         | Students will learn how to create web pages by utilizing HTML (HyperText Markup Language) and CSS (Cascading Style Sheets).  |

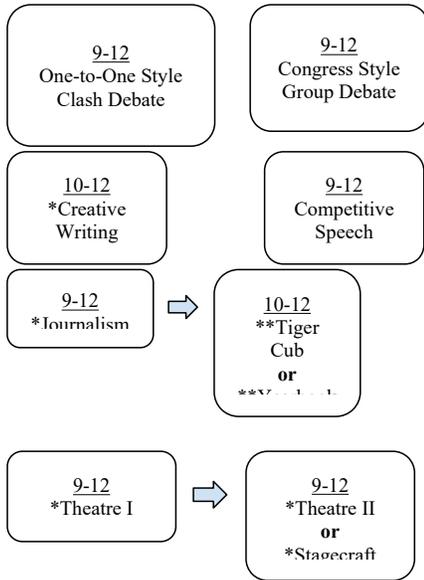
|  |       |                  |   |
|--|-------|------------------|---|
|  |       | Science          |   |
| <b>ACCOUNTING 1 &amp; 2</b><br>10 credits<br><br>NDE COURSE CODE: 030300                   | 10-12 |                  | Students will study the principles and concepts of double-entry accounting and evaluate various accounting careers. They will perform accounting, both manual and automated, for a service business organized as a proprietorship and for a merchandising business organized as a partnership. Students will complete business simulations that provide them on-the-job experience. They will also gain knowledge about personal financial management. This class is highly recommended for students pursuing a business degree in college.                                     |
| <b>ACCOUNTING 3 &amp; 4</b><br>10 credits<br><br>NDE COURSE CODE: 030301                   | 11-12 | Accounting 1 & 2 | This course studies advanced principles and concepts of accounting. Students will perform accounting, both manual and automated, for a corporation. Other topics studied will include taxes and the stock market. Students will complete automated business simulations. This course is highly recommended for students pursuing a business degree.   |
| <b>MARKETING/ MARKETING MANAGEMENT</b><br>10 credits<br><br>NDE COURSE CODE: 038100/038101 | 10-12 |                  | This introductory course of the two-year marketing education program is designed to prepare students for vocations in the field of marketing, merchandising, and management in a retail, industrial, or service type business. Emphasis will be placed on salesmanship, advertising, display, job preparation, communications, consumer buying behavior, product planning, distribution, promotion, pricing, and human relations. Membership in DECA (an Association of Marketing Students) is an important part of this class and is highly recommended.                       |
| <b>ENTREPRENEURSHIP/ ADVANCED MARKETING</b><br>10 credits                                  | 11-12 | Marketing        | Students will relate the concepts learned in Marketing and apply them to Internet marketing, international marketing, entrepreneurship and business ownership. First semester will concentrate on entrepreneurship, business ownership and writing a business plan. Second semester will concentrate on international marketing including: how to meet the challenges of culture, political and business differences. Trade barriers, letters of credit, importing, exporting, international economies, financing, social/cultural differences and career opportunities will be |

|   |       |  |  |
|---|-------|--|--|
| NDE COURSE CODE:<br>032370/038200   |       |  | explored. Students will experience marketing as it pertains to real life situations. Membership in DECA is an important part of this class and is highly recommended. A business start-up plan is developed during this class that may be used for DECA competition at the state level.  |
| <b>BUSINESS and<br/>PERSONAL LAW</b><br>10 credits<br><br>NDE COURSE CODE: 030900 | 11-12 |  | This course is designed to help students learn about the law and how it is involved in their daily lives. Business and personal law will emphasize the sources of today's laws, and how it affects their lives as minors, employees, consumers, business owners, employers, parents, and citizens.   |
| <b>PERSONAL FINANCE</b><br>5 credits<br><br>NDE COURSE CODE:<br>033000            | 11-12 |  | The goal of Personal Finance is to help students to become financially responsible, conscientious members of society. To reach that end, this course develops student understanding and skills in such areas as income, money management, budgeting, financial goal attainment, the wise use of credit, insurance, and investments. <b>Graduation requirement.</b> |

# ENGLISH

\*Semester class  
\*\*Teacher recommendation required





## **ENGLISH**

Each year in English, Hastings High School offers an honors course in addition to the regular class. A student may register for the level of instruction the student and his/her parent/guardian feel is appropriate.

The Honors courses are challenging and demanding. They prepare students for college-level work. Students who register for an honors course should plan to commit a great deal of time and effort to the course and should have a history of performing well in a demanding English class.

All other English classes should be seen as courses that also prepare students for college, but are not solely college-prep courses. These classes are also appropriate for students who plan to attend a technical school, join a branch of the military service, or pursue some other, similar post-high school experience.

| COURSE TITLE | GRADE | RECOMMENDED PREREQUISITES | COURSE DESCRIPTION |
|--------------|-------|---------------------------|--------------------|
|--------------|-------|---------------------------|--------------------|

|  |       |   |  |
|--|-------|---|--|
| <b>ENGLISH 9</b><br>10 credits         | 9     |   | All freshmen must take either this course or English 9 Honors. This course builds on the language and literacy skills introduced in previous years. Students will improve reading and comprehension skills by emphasizing critical thinking. Students study major types of literature, expository and nonfiction response writing, grammar usage, and vocabulary. Literature includes short stories, a biography, a novel, and a play. Two writing assessments are required. Writing assessments must meet all department requirements.  |
| <b>ENGLISH 9 HONORS</b><br>10 credits  | 9     | English 9H is designed for students who have excelled in previous English classes. Students with a 2 or 1 grade <b>should not enroll</b> in English 9 Honors. | This course expands and delves into language and literacy skills. Students will improve reading and comprehension skills by emphasizing critical thinking. Students will analyze major types of literature, write essays in formal styles with the expectation of appropriate grammar and usage, and enhance their academic vocabulary. Literature includes short stories, <i>The Hunger Games</i> , <i>The Tragedy of Romeo and Juliet</i> , and <i>The Unvanquished</i> . Two writing assessments are required. Writing assessments must meet all department requirements. Ultimately, what makes Honors English 9 different from other English 9 courses is that students are expected to do more at a faster pace with a deeper immersion in literature and writing. |
| <b>COMMUNICATION ARTS</b><br>5 credits | 10-12 |   | This course is required of all students to be taken during 10th, 11th or 12th grade. This course develops skills in public speaking, interpretation, persuasion, discussion, and other forms of communication. A student who does not present an informative speech and persuasive speech cannot earn credit in Communication Arts. Both speeches must meet all of the process and product requirements set by the teacher, and the student must meet deadlines set by the teacher.<br><b>Graduation requirement.</b>  |

|  |       |  |   |
|--|-------|--|---|
| <b>COLLEGE COMMUNICATION ARTS</b><br>5 credits | 11-12 |  | This semester course takes the place of the high school Communication Arts requirement, and is open to juniors and seniors who would like to take it for college credit through Central Community College. Activities are modified for what would be expected in a required college public speaking course. Students will work on their nonverbal and verbal communication skills, plan outlines for speeches, identify different kinds of speeches for different situations, interact with other students in a group setting, experience what it is like to do online communication, understand communication etiquette and cultural diversity when communicating, know the difference between researched informative and persuasive speeches versus conjecture, and be ready for job interviews. Students will do seven to eight speeches and take tests over each unit the speeches cover. Students must have a passing grade for each speech to be considered for college credit.<br><b>Dual Credit (CCC)</b> |
| <b>ENGLISH 10</b><br>10 credits                | 10    | English 9  | All sophomores must take either this course of English 10 Honors. This course builds on the language and literary skills introduced in previous years. Students will improve reading and comprehension skills by emphasizing critical thinking. Students study major types of literature, creative and expository writing, grammar and usage, and vocabulary. Literature includes short stories, poems, novels, and drama. Three formal writing assessments are required. Students will build an argument using a strong thesis and support. Papers must meet all department requirements.  |
| <b>ENGLISH 10 HONORS</b><br>10 credits         | 10    | Instructor Approval<br><br>Students with a D or F average in English 9 Honors or a C, D, or F average in English 9 should not enroll in English 10 Honors. | All sophomores must take either this course or English 10. English 10 H is designed for students who have excelled in previous English. This course is designed for the student who is a skilled reader that enjoys studying and discussing literature which explores a variety of real world questions. Required literature includes novels, a play, a variety of articles, short stories, poems, and films. Students are expected to read approximately 60 pages per week outside of class. Students will also complete a variety of activities to deepen their level of understanding of the given texts, as well as complete writing and grammar assignments. Students must write at least four formal writing assessments using the writing process focusing on ideas and content, organization, voice and word choice, and sentence fluency and conventions.  |

|  |    |  |   |
|--|----|--|---|
| <b>ENGLISH 11</b><br>10 credits        | 11 | English 10   | All juniors must take either this course or English 11 Honors. This course includes a study of representative works in American literature with emphasis on significant themes, literary forms, and historical and cultural heritage. Composition, vocabulary, usage skills, and MLA format will be emphasized. Required literature includes various novels <i>and</i> a survey of Nebraska authors. An intensive study of grammar usage prepares students for the ACT and academic writing. A student must complete at least four formal writing assessments and meet the identified Power Essentials and Targets at the proficient to advanced level.   |
| <b>ENGLISH 11 HONORS</b><br>10 credits | 11 | Instructor Approval<br><br>Students with a D or F average in English 10 Honors or a C, D, or F average in English 10 should not enroll in English 11 Honors. | All juniors must take either this course or English 11. English 11 Honors is an advanced, college-preparatory class that meets the junior English requirement. Honors English 11 is designed for students who have excelled in previous English classes. Emphasizing American literature, the course is divided into 4 thematic units: Perspectives, Choices, Society, and Relationships. Each unit consists of an anchor novel plus shorter fiction and non-fiction works related to the theme of the unit, including poetry, memoirs, short stories, essays, songs, opinion essays, and media. Students write in several formats including analytical essays, responses to informational text, and presentation scripts. Modern Language Association (MLA) format is reviewed and required. During the study of novels, students will read between 80 and 140 pages of text a week outside of class. In order to receive credit, students must satisfactorily complete two required writing assignments per semester. |
| <b>ENGLISH 12</b><br>10 credits        | 12 | English 11   | All seniors must take this course or another senior-level English course. This course is designed to expose the student to a variety of prominent literary works along with the works of modern American authors. Students will write persuasive essays as well as discuss them orally. Students will write a formal research paper using MLA format. The research project must meet all the process and product requirements and deadlines set by the teacher.   |

|  |           |   |  |
|--|-----------|---|--|
| <p><b>ENGLISH 12 HONORS</b><br/>10 credits</p> | <p>12</p> | <p>English 11 and teacher recommendation</p>                | <p>The goal of this course is to provide practice in writing clear, coherent, effective essays for multiple purposes and audiences according to commonly accepted standards of usage and mechanics; facilitate the development of ideas and clear insights to provoke critical and creative thinking; offer students opportunities to develop and refine writing skills through peer and self-revision; provide students opportunities to analyze and evaluate writing in order to identify and employ rhetorical strategies; introduce the use of research skills to responsibly evaluate and ethically incorporate information using a standard citation method; introduce strategies for collection and evaluation of information from a variety of sources, to include the use of institutional databases and library resources. Second semester students will have opportunities to expand rhetorical knowledge; emphasize techniques of effective argumentation; promote information literacy; provide practice in reading, thinking, and writing critically; reinforce application of the writing process; expand knowledge of academic writing conventions.</p> <p><b>Dual Credit (CCC)</b><br/>ENGL 1010 English Composition I (Fall/3 cr.)<br/>ENGL 1020 English Composition II (Spring/3 cr.)</p> |
| <p><b>PRACTICAL ENGLISH</b><br/>10 credits</p> | <p>12</p> | <p>English 11 and teacher recommendation/<br/>placement</p> | <p>All seniors must take this course or another senior-level English course. This course is designed to expose the student to a variety of literary works and modern pieces at a practical pace. Students will practice a variety of writing techniques and receive step-by-step instruction to help them develop practical writing skills. Students will write persuasive essays as well as discuss them orally. Students will write a formal research paper using MLA format. The research project must meet all the process and product requirements and deadlines set by the teacher.</p>  |

|   |           |                            |  |
|---|-----------|----------------------------|--|
| <p><b>AP WORLD LITERATURE HONORS</b><br/>10 credits</p> | <p>12</p> | <p>Instructor Approval</p> | <p>All seniors must take this course or another level English class. AP World Literature is an advanced, college-level course. This course fulfills Hastings High's requirement of four years of English along with entry level college English courses 1010 and 1020. English 1010 is a course designed to help students write with clarity, confidence, and conviction through regular practice in writing (including argument and exposition, writing as discovery, and personal exploration). Particular attention will be given to the role of revision in the writing process. This course also includes a study of language and its social roles, with special attention to the origin, development, and current nature of the English language. English 1020 is a course in which students develop their composition skills through reading and writing about literature. The course includes a discussion of multiple genres and of literary works' historical and cultural contexts. Students will develop skills of writing in multiple forms and will learn the skills and terminology appropriate to discussion of literary works in different genres. Students will receive instruction in writing skills such as structuring an argument, using evidence from multiple sources, using conventions appropriately, and refining an essay through revision. This fulfills six general education requirements. This class is also AP English Literature and Composition where students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.</p> <p><b>Dual Credit (NWU)</b><br/>ENGL 1010 FYW &amp; ENGL 1020 (full year/6 cr.)</p> |
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| <b>CREATIVE WRITING</b><br>5 credits      | 10-12 |   | This is a writing elective for students who have a wide range of ability and interests. The course is largely an individualized writing course that emphasizes working a writing task using appropriate phases from prewriting to drafting to editing to publishing. Students explore the creative processes professional writers use by choosing topics and types of writing, trying out new techniques and skills, and reflecting on what does and doesn't work in their own writing. Students are responsible for creating a portfolio of their work in various genres during the course.<br>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT. |
| <b>JOURNALISM</b><br>5 credits            | 9-12  |   | In this introductory course, students study journalistic writing and layout styles. Newspaper, yearbook, advertising, public relations, and computer skills will be emphasized so that students will be capable of assuming leadership roles on the student newspaper and yearbook as upperclassmen. At least once each semester, students may submit materials to the various HHS publications for possible inclusion.<br><br>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.  |
| <b>YEARBOOK PUBLICATION</b><br>10 credits | 10-12 | Beginning journalism, application and interview process or by teacher permission. | Members of this class produce THE TIGER (yearbook). Strong organizational skills, creative and expository writing ability, task commitment, and the ability to deal effectively with the public are required. The students must commit to working outside normal class times. Students must demonstrate strong interview skills-both online and in person. Editorial positions will be assigned according to seniority AND ability of applicants.<br><br>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.  |
| <b>TIGER CUB</b><br>10 credits            | 10-12 | Beginning journalism, application and interview process or by teacher permission. | Members of this class are responsible for the publication of the online and print school newspaper. Creative thinking and writing clarity are stressed as well as self-discipline, time management, and group cooperation. Staff positions of an editorial nature will be assigned according to seniority AND ability of the applicant.<br><br>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.  |

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| <p><b>STAGECRAFT</b><br/>5 credits</p>  | <p>9-12</p> | <p>Theatre I or Basic Cabinetry (completed or concurrently) or teacher permission</p> | <p>The purpose of this course is to introduce students to various aspects of technical theatre, the “behind the scenes” work that goes into a theatrical production. Students experience both practical work in the scene shop as well as vocabulary, history, and theory in a classroom environment. Students must pass a safety test to participate in the class.</p> <p>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.</p>   |
| <p><b>DEBATE: ONE-TO ONE CLASH STYLE</b><br/>10 credits<br/><br/>(See Congress as another option)</p> | <p>9-12</p> | <p>Continued participation must have instructor approval after the first year.</p>    | <p>This type of debate is for students who want to be ready for any class in college because college courses require every skill we do. Furthermore, if you want to delve deeper and discuss political, social, global, and moral beliefs and issues, this class is also for you! If you want to be an advocate for change, this will teach you how to do it the right way. Students will learn different competitive styles of debate: one-to-one and partner settings. Topics range from human and civil rights issues, ethics of war, the importance of environmental protection, and conflicts surrounding controversial policies and laws. Research, making cases, speaking skills, and group dynamics are developed and enhanced. Students are required to go to a minimum of one tournament per semester in order to use these skills in a professional setting. There are lots of tournament date opportunities to choose from. The competition season runs from November through March, with most tournaments taking place on Saturdays. Tournaments are held in Lincoln and Omaha allowing for new experiences and connections outside of the traditional learning environment.</p> <p>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.</p> |

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| <p><b>DEBATE:<br/>CONGRESS<br/>GROUP STYLE</b><br/>10 credits</p> <p>(See One-to-One<br/>Clash as another<br/>option)</p> | <p>9-12</p> | <p>Continued participation must have instructor approval after the first year.</p> | <p>This type of debate is for students who want to be ready for any class in college because college courses require every skill we do. If you enjoy problem-solving and want to discuss political and social views in a group setting, this class is for you! Students create and debate over a wide range of policies. Topics cover a variety of domestic and international current events and seek ways to solve them. This course will simulate real-world group meeting procedures when debating issues. Research, making cases, speaking skills, and group dynamics are developed and enhanced. Students are required to go to a minimum of one tournament per semester in order to use these skills in a professional setting. There are lots of tournament date opportunities to choose from. The competition season runs from November through March, with most tournaments taking place on Saturdays. Tournaments are held in Lincoln and Omaha allowing for new experiences and connections outside of the traditional learning environment.</p> <p>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.</p> |
| <p><b>THEATRE I</b><br/>5 credits</p>   | <p>9-12</p> |  | <p>In this course, through improvisational scene work, theater games, class exercises, scene work, discussions, readings, lecture/ demonstrations and storytelling, students will develop their ability to act and interact freely and perceptively. Students will have the opportunity to perform short scenes, will discover how to become more aware of their environment, and how to be supportive of others. Students will also have the opportunity to study theatre history, different aspects of design and the other behind the scenes work that goes into creating a theatre production. Beyond that, however, the class will provide students the opportunity to strengthen those powers of concentration, focus, analysis, imagination, creativity, and empathy that are critical to every art form.</p> <p>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.</p>  |

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| <b>THEATRE II</b><br>5 credits--2nd semester only | 9-12 | A or B in Theatre I or teacher permission | This course continues the work that began in Theatre I. The specific focus of the course will be on helping students to connect more deeply and truthfully with each other on stage, freeing up the body of the actor to fulfill the physical demands of characterization, and analyzing the dramatic text to clarify objectives and focus action through unit breakdown. Attention will also be given to helping students work through specific problems and personal, creative obstacles.<br><br>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT.   |
| <b>COMPETITIVE SPEECH</b><br>10 credits           | 9-12 |   | Students wanting to be involved with the speech team at Hastings Senior High will have the opportunity to take a class to improve their communication skills. Students will be able to work thoroughly and completely on their individual events. This class will allow all students who are interested in competitive speech to have ample time and coaching to improve their skills. Students enrolled in this class will be required to participate on the speech team and attend 2 tournaments a semester. The speech competitive season runs from November to February, with national and district tournaments in March. Tournaments take place on Fridays and/or Saturdays throughout the year, typically in the Lincoln and Omaha area. The Hastings Senior High Speech Team competes at the Class A level. This is a year long class, and students are encouraged to take it each year to improve their craft, as the expectations and skill level increase each year. All students are welcome to take this class, no audition or prerequisite skills are required--simply the desire to share their thoughts and ideas in front of an audience in order to speak their truth.<br><br>THIS COURSE IS NOT TO BE USED TO MEET THE ENGLISH REQUIREMENT. |

Commented [1]: Might not be available next year due to scheduling

## ENGLISH LEARNERS (EL) PROGRAM

\*Must be eligible for English Learner Services

\*\*Placement is based on ELPA 21

9-12  
\*English  
Learner -

9-12  
\*English  
Learner -

9-12  
\*English  
Learner -

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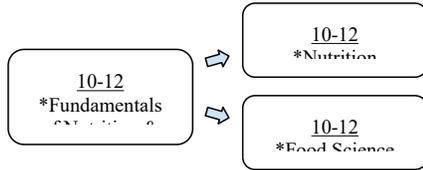
## **ENGLISH LEARNERS (EL) PROGRAM**

| COURSE TITLE                                     | GRADE | RECOMMENDED<br>PREREQUISITES          | COURSE DESCRIPTION   |
|--|-------|---------------------------------------|--|
| <b>ENGLISH LEARNER-EMERGING</b><br>10 credits    | 9-12  | Eligible for English Learner Services | Students will acquire English language skills to communicate with English speakers. Initial instruction focuses on listening and speaking while reading and writing skills are developed simultaneously as the student comprehends and speaks more English. The course is designed for students identified as English Learners (ELs) at the <b>beginning</b> levels of English proficiency. The curriculum covers five skill areas: listening, speaking, reading, writing and cultural enrichment. The ultimate goal for the EL student is to gain academic English proficiency and take a full mainstream schedule without the need for EL support.                           |
| <b>ENGLISH LEARNER-PROGRESSING</b><br>10 credits | 9-12  | Eligible for English Learner Services | Students will read a variety of texts for various purposes with an increasing level of comprehension, and will write in a variety of forms with increasing accuracy to address a specific purpose and audience in English language arts as well as all content areas. The course enables EL students at the <b>intermediate</b> level of English acquisition to continue to increase and refine communication skills. The curriculum covers five skill areas: listening, speaking, reading, writing and cultural enrichment. The ultimate goal for the EL student is to gain academic English proficiency and take a full mainstream schedule without the need for EL support. |
| <b>ENGLISH LEARNER-ADVANCED</b><br>10 credits    | 9-12  | Eligible for English Learner Services | Students will build upon skills developed in the EL – Progressing class. The course enables EL students at the <b>advanced</b> level of English acquisition to continue to increase and refine communication skills. Extension of language proficiencies and critical thinking skills is emphasized. The curriculum covers five skill areas: listening, speaking, reading, writing and cultural enrichment. The ultimate goal for the EL student is to gain academic English proficiency and take a full mainstream schedule without the need for EL support.  |

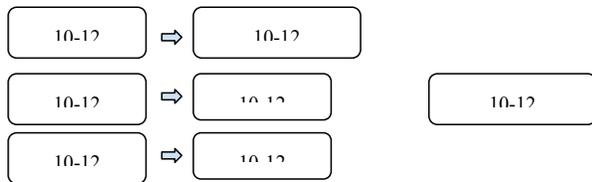
### **FAMILY and CONSUMER SCIENCES**

\*Semester class

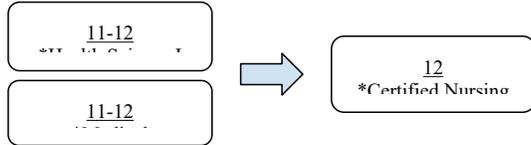
**FOOD SCIENCE PROGRAM OF STUDY**



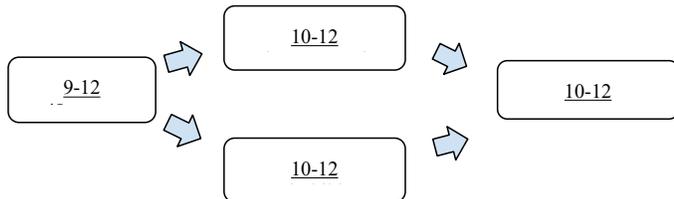
**DESIGN PROGRAM OF STUDY**



**HEALTH SCIENCE PROGRAM OF STUDY**



**CHILD, YOUTH, AND FAMILY STUDIES PROGRAM OF STUDY**



# ***FAMILY and CONSUMER SCIENCES***

| COURSE TITLE | RECOMMENDED GRADE | PREREQUISITES | COURSE DESCRIPTION |
|--------------|-------------------|---------------|--------------------|
|--------------|-------------------|---------------|--------------------|

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|---|-------|---|---|
| <p><b>INTRODUCTION TO FAMILY &amp; CONSUMER SCIENCES (FCS)</b><br/>5 credits</p> <p>NDE COURSE CODE: 090101</p>                   | 9-12  |   | <p>This introductory course is intended to provide a basic overview of all areas within Family and Consumer Sciences. Basic knowledge and career skills that are applicable to personal growth and career development will be covered. Additional course topics include: leadership, communication, child development, mental health, nutrition and food preparation, clothing and interior design, and personal finance. <b>\$15 lab fee is required.</b></p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• <i>Child Youth and Family Studies</i></li> <li>• <i>Nutrition and Wellness</i></li> <li>• <i>Design</i></li> </ul> |
| <p><b>FUNDAMENTALS OF NUTRITION &amp; CULINARY ESSENTIALS</b><br/>5 credits--1st semester only</p> <p>NDE COURSE CODE: 090107</p> | 10-12 |   | <p>This introductory course provides students with foundational knowledge and skills in food preparation and nutritional planning. Topics covered include global food systems, six essential nutrients, dietary recommendations, kitchen and food safety and sanitation, food preparation skills, and meal planning concepts. <b>\$15 lab fee required.</b></p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• <i>Nutrition and Wellness</i></li> <li>• <i>Food Science</i></li> </ul>   |
| <p><b>FOOD SCIENCE</b><br/>5 Credits</p> <p>NDE COURSE CODE: 090113</p>   | 10-12 | Fundamentals of Nutrition & Culinary Essentials | <p>This capstone course focuses on food science and the food science industry building on concepts from the introductory and intermediate courses. Topics of study include <b>the role of different nutrients in food preparation</b>, role of science and technology in food products, and food development, production, and marketing. Food safety will also be reinforced in this course through hands-on learning opportunities. <b>\$15 lab fee required.</b></p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• <i>Food Science</i></li> </ul>   |

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| <p><b>NUTRITION</b><br/>5 credits--2nd semester only</p> <p>NDE COURSE CODE:<br/>090124</p>          | 10-12 | Fundamentals of Nutrition & Culinary Essentials | <p>This intermediate course provides students with an introduction to the science of nutrition building on concepts from the introductory course. Topics covered include careers in nutrition, digestion and metabolism, functions of the six essential nutrients, nutrient recommendations, diets, meal planning, creating accommodations for consumers, and impacts of the national food system on production and consumerism. Food safety will also be reinforced in this course through hands-on learning opportunities.</p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• Nutrition and Wellness</li> </ul> |
| <p><b>INTRODUCTION TO DESIGN</b><br/>5 credits</p> <p>NDE COURSE CODE:<br/>090126</p>                | 9-12  |   | <p>Students explore the definition and application of elements and principles of design in living spaces, clothing, and textiles. In this course, students will also evaluate the use of elements and principles to suggest improvements. Students are also exposed to career opportunities and the skills necessary for these career fields. <b>\$15 lab fee required.</b></p>  |
| <p><b>APPAREL PRODUCTION &amp; CONSTRUCTION</b><br/>5 credits</p> <p>NDE COURSE CODE:<br/>090103</p> | 10-12 | Introduction to Design                          | <p>This intermediate course provides an understanding of garment and apparel construction building on concepts from the introductory course. Topics covered will include career exploration, textile and apparel design, creation, alteration, selection, and maintenance. This course integrates knowledge, skills, technology, and practices required for careers in the apparel and textiles industry. <b>\$15 lab fee required/+project materials.</b></p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• Design Pathway</li> </ul>   |
| <p><b>FASHION DESIGN</b><br/>5 credits</p> <p>NDE COURSE CODE:<br/>090206</p>                        | 10-12 | Introduction to Design                          | <p>This intermediate course explores skills needed for the evolving field of the fashion and apparel industry building on concepts from the introductory course. Topics covered include examining fashion history, fashion trends, distinguishing characteristics of garments, career opportunities, and business principles. The design process will be practiced from fashion concept to implementation through the use of technology.</p> <p><i>Program(s) of study to which the course applies:</i></p>  |

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|   |       |                        | <ul style="list-style-type: none"> <li>• <i>Design Pathway</i></li> </ul>   |
| <b>PARENTS AND FAMILIES</b><br>5 credits<br><br>NDE COURSE CODE:<br>090117          | 10-12 |                        | Students will evaluate the effects of parenting roles and responsibilities on the well-being of individuals and families. In this course students will explain the following influences on parenting, decisions to parent, support services for parents, positive actions to support the physical, emotional, intellectual, and social development of family members, parenting theories, and family adjustment to parenthood.<br><br><i>Program(s) of study to which the course applies:</i> <ul style="list-style-type: none"> <li>• <i>Child, Youth, and Family Studies Pathway</i></li> </ul> |
| <b>CHILD DEVELOPMENT</b><br>5 credits<br><br>NDE COURSE CODE:<br>090119             | 10-12 |                        | This course integrates knowledge, skills and practices necessary for nurturing the growth and development of children. The study of the physical, emotional, social, and intellectual aspects related to prenatal through age 12 will be studied in addition to the positive and negative factors that impact child growth and development.<br><br><i>Program(s) of study to which the course applies:</i> <ul style="list-style-type: none"> <li>• <i>Early Childhood Education and Services</i></li> </ul>  |
| <b>HOUSING &amp; INTERIOR DESIGN</b><br>5 credits<br><br>NDE COURSE CODE:<br>090109 | 10-12 | Introduction to Design | This course provides instruction in the physical, physiological and social influences of housing styles and options; exterior and interior design; selection, use and care of home furnishings and equipment; use of available resources for achieving improved living space to meet individual and family needs; and exposure to careers related to housing and interior design.<br><br><i>Program(s) of study to which the course applies:</i> <ul style="list-style-type: none"> <li>• <i>Design Pathway</i></li> </ul>  |

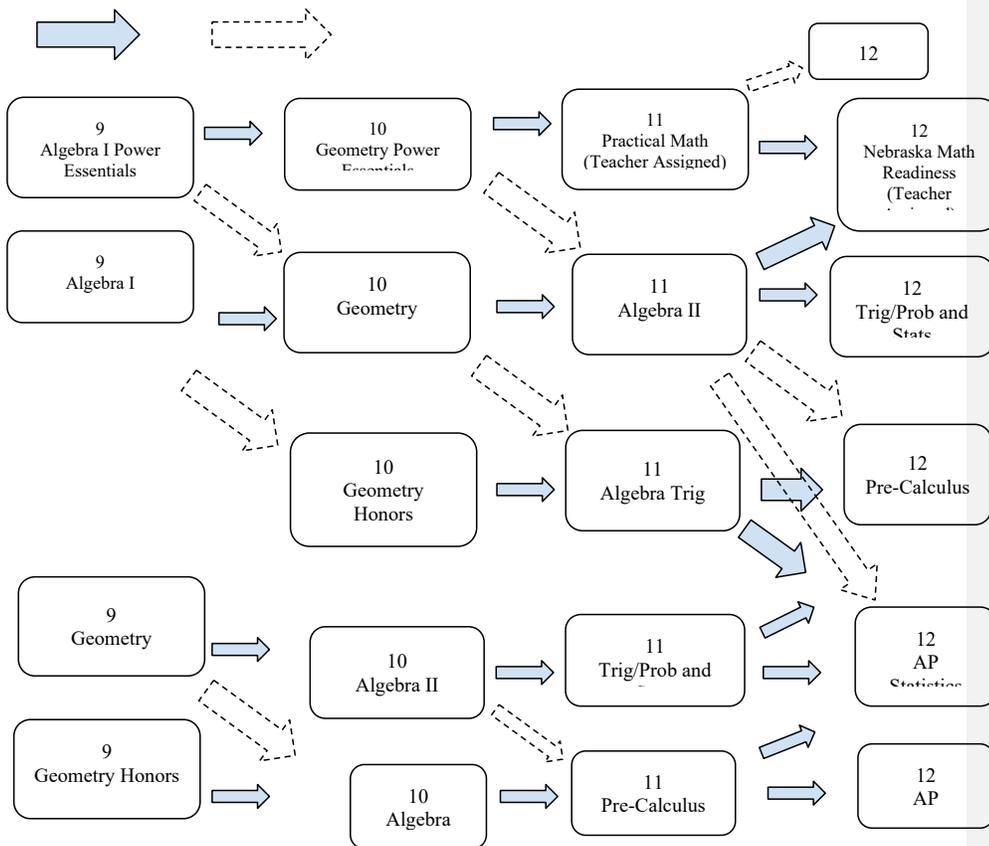
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| <p><b>INTERPERSONAL RELATIONSHIPS</b><br/>5 credits</p> <p>NDE COURSE CODE:<br/>090116</p>     | 10-12 |  | <p>The course includes the study of interpersonal relationships and the effect of these relationships on the wellbeing of individuals, families, work and society. The course includes concepts such as effective communication, establishing and maintaining relationships, diverse family systems, characteristics of personal development and the impact of relationships on personal and career success.</p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• <i>Child, Youth, and Family Studies Pathway</i></li> </ul>  |
| <p><b>HEALTH SCIENCE I</b><br/>5 credits--1st semester only</p> <p>NDE COURSE CODE: 077300</p> | 11-12 |  | <p>Health Science I is designed to give an overview of the therapeutic, diagnostic, support services, biotechnology &amp; 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.</p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• <i>Health Science</i></li> </ul>  |
| <p><b>MEDICAL TERMINOLOGY</b><br/>5 credits</p> <p>NDE COURSE CODE: 077600</p>                 | 11-12 |  | <p>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. This is a fundamental course for students who are pursuing a career in the healthcare profession. It is the basic language required for all areas of health science and is required for any healthcare profession beginning with entry-level staff.</p> <p><i>Program(s) of study to which the course applies:</i></p> <ul style="list-style-type: none"> <li>• <i>Health Science</i></li> </ul> |
| <p><b>CERTIFIED NURSING ASSISTANT (CNA)</b><br/>1 semester</p>                                 | 12    | <p>Medical Terminology &amp; Intro to Health Science</p> | <p>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. Classroom, laboratory, and educational leadership activities are supplemented through Nebraska HOSA/Future Health Professionals, Career Student Organization.</p>  |

## JAG - Jobs for America's Graduates

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| <p><b>BEGINNING JAG</b><br/>10 credits</p> | <p>11-12</p> | <p>Instructor approval</p>                     | <p>Beginning Jobs for America's Graduates (JAG) works on introducing how to design a plan for your future. Learn to develop leadership skills, life skills and job skills. Hear from guest speakers and take tours of companies in the Hastings community. Help to build and implement the Hastings Career Association. Participate in hands- on activities, teamwork, project-based learning, and attend conferences. At the completion of the year, students are encouraged to enroll for Advanced JAG.</p>  |
| <p><b>ADVANCED JAG</b><br/>10 credits</p>  | <p>12</p>    | <p>Beginning JAG &amp; Instructor approval</p> | <p>Advanced Jobs for America's Graduates (JAG) will continue to build on life and job skills. There will be a greater emphasis on developing a step-by-step plan for your future, making achievable goals, filling out college applications, and applying for scholarships. Students will have a chance to set up on the job training, job shadowing and internships. Students will continue to participate in hands- on activities, teamwork, project-based learning, the Career Association, and attending conferences. There will be an added component of financial literacy and an understanding of being financially competent in today's world.</p> |

Note: JAG-NE is a multi-year program that includes one year of follow-up upon graduation.

# MATHEMATICS





# MATHEMATICS

| COURSE TITLE  | GRADE | RECOMMENDED PREREQUISITES  | COURSE DESCRIPTION  |
|---|-------|--|---|
| <b>ALGEBRA I</b><br>10 credits                      | 9-12  | Pre-Algebra  | Algebra I is an entry-level course for students to complete the first year of high school mathematics. It is also required for admission to most four-year colleges. Topics include the following: real number operations, simplifying expressions, solving and graphing linear equations and linear inequalities, systems of linear equations and linear inequalities, polynomials; exponential equations, probability, and real life applications of algebra.                                     |
| <b>GEOMETRY</b><br>10 Credits                       | 9-12  | Algebra I  | Students discover the geometric concepts of coordinate geometry, transformations, congruent and similar triangles, polygons, circles, and right triangle trigonometry, surface area and volume.   |
| <b>GEOMETRY HONORS</b><br>10 credits                | 9-11  | Algebra I and teacher recommendation   | Geometry Honors is a rigorous math course for highly motivated students interested in mathematics and planning to take Algebra 2-Trigonometry Honors. This course uses inductive and deductive reasoning to describe the world geometrically. Emphasis will be on spatial visualization, algebra-geometry relationships, surface area, volume, and right triangle trigonometry along with an introduction to proofs. This course is designed to move at a rapid pace with more discovery and depth. |
| <b>ALGEBRA II</b><br>10 credits                     | 10-12 | Algebra I and Geometry   | This course is a continuation of Algebra I. Topics include the following: linear and quadratic functions; systems of equations; complex numbers; polynomials; rational functions; exponential and logarithmic functions; probability and statistics.  |
| <b>PRACTICAL MATH</b><br>10 credits                 | 11-12 | Algebra I Power Essentials & Geometry Power Essentials<br><br>Case Manager/ teacher recommendation | This is a year-long course that enables students to learn how to apply mathematical concepts in practical, daily situations. Students will work on how to utilize previous math knowledge to topics in their future such as paychecks, wages, taxes, budgeting, and saving.   |
| <b>ALGEBRA II-TRIGONOMETRY HONORS</b><br>10 credits | 10-12 | Geometry Honors and teacher recommendation   | Algebra II/Trigonometry Honors is an accelerated math course for highly motivated students interested in mathematics. Topics include the following: linear and quadratic functions; systems of equations and inequalities; polynomials; exponential and logarithmic functions; rational functions; trigonometric ratios, and solving equations.   |

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| <b>TRIGONOMETRY</b><br>5 credits               | 11-12     | Algebra 2   | Trigonometry is a semester course. Topics include Pythagorean relationships, functions and their graphs, trigonometric functions, right triangle trigonometry, angles of rotation and radian measure, graphs of trigonometric functions, and trigonometric formulas and identities.   |
| <b>PROBABILITY AND STATISTICS</b><br>5 credits | 11-12     | Algebra 2   | This course is an introductory class that presents statistical methods of analysis, data collection, and the theories of probability and chance. Applications to natural occurrence and to games are studied and practiced. This course is recommended for students planning on taking higher-level math in a college setting.  |
| <b>AP STATISTICS HONORS</b><br>10 credits      | 11-12     | Algebra-Trig Honors or Algebra 2 with teacher recommendation                | AP Statistics is equivalent to a one-semester, introductory, non-calculus based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. <b>Students may take the advanced placement exam in the spring.</b> |
| <b>PRE-CALCULUS HONORS</b><br>10 credits       | 11-12     | Algebra-Trig Honors, Trigonometry, or Algebra 2 with teacher recommendation | The Pre-Calculus Honors course builds a solid foundation of advanced mathematics skills and concepts and is a preparation for calculus. Topics studied are graphs and applications of the following functions: trigonometric, exponential, logarithmic, polynomial and rational functions. Combinatorics, probability and advanced algebra are also studied.  |
| <b>AP CALCULUS AB</b><br>10 credits            | 12        | Pre-Calculus Honors or permission of instructor                             | This is a course for students who are planning to take calculus at the college level and/or pursue a career in a mathematics-related field. The student will be able to apply the properties of functions and limits, determine derivatives, antiderivatives, and definite integrals. They will then use derivatives and integrals in applications. Students may take the advanced placement (AB Version) exam in the spring or receive college credit from Nebraska Wesleyan University.<br><br><b>Dual Credit available (NWU)</b>   |
| <b>Nebraska Math Readiness Project</b>         | <b>12</b> | <b>Case Manager/Teacher Recommendation</b>                                  | <b>The purpose of The Nebraska Math Readiness Project is to provide a bridge to success for high school seniors who need to improve their math skills before entering and completing a college-level math course. Upon successful completion of the course, students will not need to take foundation level math classes in college. Instead</b>  |

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|  |  |  | they will be able to directly enter college credit math classes upon acceptance into a partnering community college. |
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# MUSIC

\*Audition or instructor approval

\*\*Prior enrollment in an HHS band, orchestra, or choir class.

## CHOIR

|                                 |                            |                                      |                                |                            |
|---------------------------------|----------------------------|--------------------------------------|--------------------------------|----------------------------|
| <u>9-12</u><br>Concert<br>Choir | <u>10-12</u><br>*Bel Canto | <u>10-12</u><br>*Madrigal<br>Singers | <u>11-12</u><br>*Tiger Singers | <u>9-12</u><br>*Show Choir |
|---------------------------------|----------------------------|--------------------------------------|--------------------------------|----------------------------|

## BAND

|                           |                         |                         |      |
|---------------------------|-------------------------|-------------------------|------|
| <u>9-12</u><br>*Symphonic | <u>9-12</u><br>*Concert | <u>9-12</u><br>Marching | 9-12 |
|---------------------------|-------------------------|-------------------------|------|

## ORCHESTRA

|             |                     |                         |
|-------------|---------------------|-------------------------|
| <u>9-12</u> | <u>9-12</u><br>Full | <u>10-12</u><br>Chamber |
|-------------|---------------------|-------------------------|

|  |                                 |
|--|---------------------------------|
| Small<br>Groups and<br>Special<br>Performing | <u>11-12</u><br>Music<br>Theory |
|--|---------------------------------|

# MUSIC

| COURSE TITLE   | GRADE | RECOMMENDED PREREQUISITES   | COURSE DESCRIPTION  |
|--|-------|---|---|
| <b>Tiger Singers</b><br>5 credits<br><br><i>NDE COURSE CODE:<br/>           120450</i>     | 11-12 | Application/<br>Audition or<br>instructor<br>approval   | This is an auditioned varsity-level mixed ensemble of singers who have a strong desire to sing high-level pop and classical music. Tiger Singers will be rehearsed with the highest expectations and will mainly be composed of juniors and seniors. This class may be taken two semesters a year for 5 credits/semester.   |
| <b>BEL CANTO</b><br>10 credits<br><br><i>NDE COURSE CODE:<br/>           120450</i>        | 10-12 | Audition Only<br>(Auditions are<br>held in the<br>spring for the<br>following<br>school year) | This is an auditioned, mid-level, treble ensemble of singers/dancers who have a strong desire to perform a variety of music genres. This ensemble will perform show choir literature during the second and third quarters. Due to the preparation required to combine music and visual elements into a high level product, this group is held to the highest standards in the vocal program. This high energy ensemble will additionally meet outside of school once per week, and will travel 5-7 weekends in the spring for competitions. |
| <b>CONCERT CHOIR</b><br>10 Credits<br><br><i>NDE COURSE CODE:<br/>           120400</i>    | 9-12  |   | This is a mixed ensemble of 50+ singers who have a desire to sing a variety of choral music. This ensemble enjoys singing as ambassadors of music to the community of Hastings. Concert Choir will be rehearsed with high expectations and will be composed of students from all grades.  |
| <b>MADRIGAL SINGERS</b><br>10 Credits<br><br><i>NDE COURSE CODE:<br/>           120450</i> | 10-12 | Audition or<br>instructor<br>approval   | This is an auditioned varsity-level mixed large ensemble of 16 singers who have a strong desire to sing high-level chamber and madrigal music. Madrigal Singers will be rehearsed with highest expectations and will mainly be composed of juniors and seniors.   |
| <b>SHOW CHOIR</b><br>10 Credits<br><br><i>NDE COURSE CODE:<br/>           120400</i>       | 9-12  | Audition Only<br>(Auditions are<br>held in the<br>spring for the<br>following<br>school year) | This is an auditioned mixed ensemble of singers & dancers who have a strong desire to perform Broadway and pop music. Due to the preparation required to combine music and visual elements into a high level product, this group is held to the highest standards in the vocal program. This high energy ensemble will meet entirely outside of school and will travel 5-7 weekends in the spring for competitions.   |
| <b>STRING ORCHESTRA</b><br>10 credits  | 9-12  |   | Open to all string players, this group constitutes the core of the high school program with the focus on furthering the student's instrumental technique and exposure to literature as well as knowledge of ear training and music theory. This class provides the most vital experience for the high school orchestra  |

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|   |       |   | member. Students present at minimum two concerts, participate in the District Music Contest, and are eligible to try out for the Nebraska Music Educators Clinic Orchestra and other honor orchestras.   |
| <b>FULL ORCHESTRA</b><br>5 credits/year     | 9-12  | Students should be also enrolled in String or Chamber Orchestra, but this is not mandatory. | Membership to this group is open to all string players. This group meets twice per week (Tuesday and Thursday) at 7:00 a.m., after the conclusion of marching band season. Brass, woodwind, and percussion players are chosen by the band and orchestra directors. These members are eligible to participate in all the activities and programs listed for String Orchestra.   |
| <b>CHAMBER ORCHESTRA</b><br>10 credits/year | 10-12 | Audition & Instructor Permission  | Our top performing string ensemble, Chamber Orchestra is a small auditioned string ensemble that focuses on standard string orchestra repertoire and high-level individual technical development. There are high performance expectations, as the group will serve as musical ambassadors to our community. Students are encouraged to audition for the NMEA All-State Orchestra and will have opportunities to perform in concerts, adjudicated events, honor orchestras, and in solo, chamber, and large ensemble formats. |

**Band Students who, by required audition, do not or cannot meet the most minimal standards and requirements for entry into the High School Band, should consider other electives.**

**Band by yearly audition, will be divided into the Concert Band and Symphonic Band classes:**

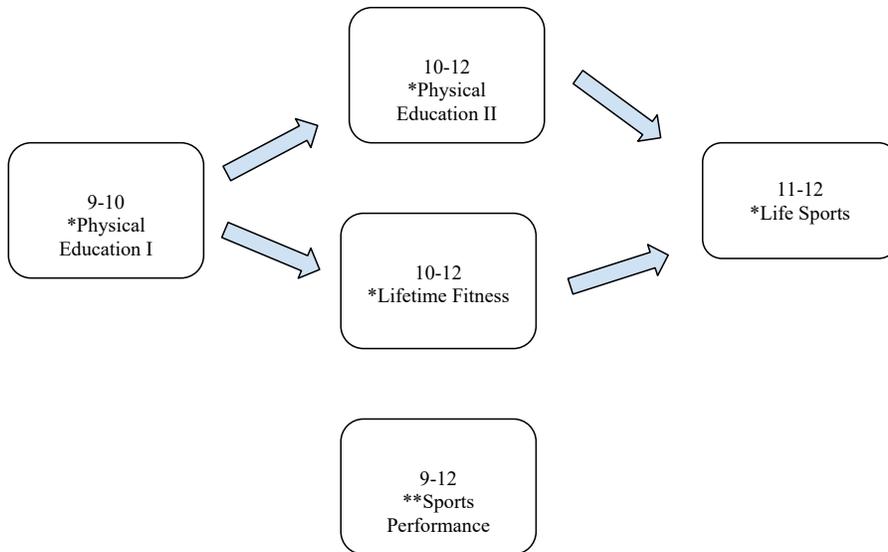
|                                     |      |                                      |  |
|-------------------------------------|------|--------------------------------------|--|
| <b>SYMPHONIC BAND</b><br>10 credits | 9-12 | Audition or permission of instructor | This ensemble is the top-performing ensemble in the program, and enrollment in this ensemble is by instructor permission based on individual student auditions. This ensemble plays a wide variety of classical and contemporary wind band literature. The music performed in this ensemble is designed to enhance the overall musical experience of students who demonstrate an advanced level of musical proficiency. The Symphonic Band performs several concerts for the public beginning late in the fall season. |
| <b>CONCERT BAND</b><br>10 credits   | 9-12 | Audition or permission of instructor | Concert Band is open to any wind or percussion player wishing to enhance their musical skills. This ensemble plays a wide variety of classical and contemporary wind band literature. The music performed in this ensemble is designed to enhance the musical ability of all students enrolled in the course. The Concert Band performs several concerts for the public beginning late in the fall season.   |
| <b>MARCHING BAND</b>                | 9-12 |                                      | This course involves all wind and percussion players   |

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|  |      |                                      | in the program, as well as those persons who audition successfully into the Colorguard. The Marching Band provides exposure to styles of music not normally associated with any other performing ensemble. This ensemble performs in parades, marching contests, and selected home football games throughout the Fall season. Due to the involvement of every student in the program, and the preparation required to combine musical and visual elements into a high level product, time as a group and as an individual outside of the normal school day is necessary. |
| <b>JAZZ BAND</b><br>5 credits/year                   | 9-12 | Audition or permission of instructor | This ensemble is an advanced, enrichment course that explores those styles of music not normally associated with the concert or marching bands. Students will trace the jazz influence on all forms of music, with added emphasis on music of the "Big Band Era." The focus of this ensemble will be on jazz styles, and skills needed for jazz improvisation. This class meets during period 1 Monday, Wednesday, and Friday beginning the second quarter.  |
| <b>SMALL GROUPS AND SPECIAL PERFORMING ENSEMBLES</b> |      |                                      | These ensembles include the study of solo literature, chamber music ensembles, and small visual performing ensembles. These include woodwind ensembles, brass ensembles, small jazz combos, percussion ensembles, Winterguard, and Winter Drumline. Elements of music are approached with increasing difficulty and this presents challenging, interesting, and enriching opportunities. Solo and group contests provide opportunities for students to receive constructive criticism geared toward providing suggestions for musical growth.                            |

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| <b>AP MUSIC THEORY</b><br>10 credits | 11-12 | Must have prior enrollment in an HHS <b>band, orchestra, or choir</b> class/or equivalent transfer experience. | This is a rigorous academic course focused on the written and aural aspects of music. Students in this class will study the fundamentals of written music as they apply to composition, performance, and analysis. Students will be able to understand the construction of a variety of harmonic structures and common musical forms, develop aural skills as they apply to musical competency, and create music in several traditional musical styles. <b>Students who wish may decide to take the College Board Advanced Placement Music Theory Exam, for which this course should prepare them.</b> Students should be able to read traditional musical notation in at least one clef, and should also have an understanding of basic musical fundamentals gained through either performance-based courses or through |
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|  |  |  | private study.<br><b>AP credit available</b> |
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## PHYSICAL EDUCATION



\*Semester class

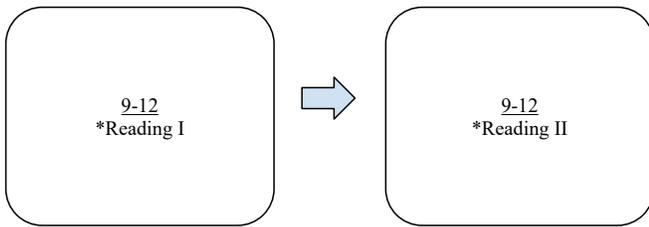
\*\*Instructor Approval (year long class)

## ***PHYSICAL EDUCATION***

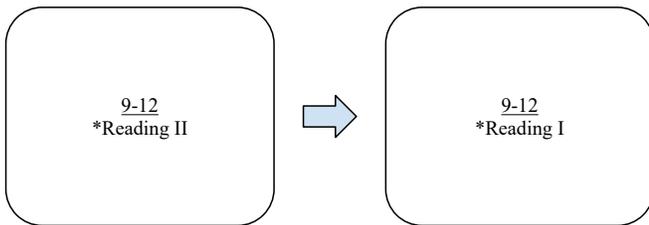
| COURSE TITLE  | GRADE | RECOMMENDED PREREQUISITES   | COURSE DESCRIPTION  |
|---|-------|---|---|
| <b>PHYSICAL EDUCATION I</b><br>5 credits  | 9-10  |   | This class is intended to teach the student concepts of fitness, strength training, and health which will enable them to develop healthy lifestyle habits. Fitness/cardiovascular activities and strength training/flexibility will be graded on cooperation, attendance, participation, and effort. The health section will be graded on projects and participation.<br><b>Meets PE Graduation requirement</b>   |
| <b>PHYSICAL EDUCATION II</b><br><i>(recreation/sports &amp; general fitness)</i><br>5 credits | 10-12 | Physical Education I  | This course will allow the student to build a foundation of recreational sports and develop a healthy level of cardiovascular fitness, flexibility, and strength.<br><b>Meets PE graduation requirement</b>   |
| <b>LIFETIME FITNESS</b><br>5 credits  | 10-12 | Physical Education I  | This course is intended for students that are looking to exercise on a regular basis but don't want to be in the typical weight room atmosphere. Will offer different methods and routines to stay fit throughout a lifetime. A variety of programs and styles of fitness will be utilized throughout the semester.<br><b>Meets PE graduation requirement</b>   |
| <b>LIFE SPORTS</b><br>5 Credits   | 11-12 | Must pass two of the following:<br>-PE I<br>-PE II<br>-Lifetime Fitness<br>-Sports Performance  | This class is intended to emphasize the value of lifelong participation in sports. Students will be introduced to rules, regulations, and sports strategies from a wide variety of activities that can be done in his/her leisure time.   |
| <b>SPORTS PERFORMANCE</b><br>10 credits   | 9-12  | Take part in a summer weight lifting program by Hastings High School and/or have approval from the instructor and/or <b>pass lifetime fitness</b><br><br>Students must also maintain a grade of C or above to enroll in this class. | This course is for student-athletes who are serious about physical conditioning and strength training. This class is not for those students with a casual interest in improving their strength and movement abilities. This class is designed for those who aggressively seek improvement in balance, strength development, agility, quickness, speed and flexibility. It includes an overview of the physiological basis for strength and movement improvement and emphasizes safety. Students will be expected to follow the lifting program utilized by Hastings High School, attend class regularly, and demonstrate a commitment to physically improving their body. |

## READING

\*Must be eligible to receive Reading support, placement is based on HMH Reading Inventory assessment scores.



OR

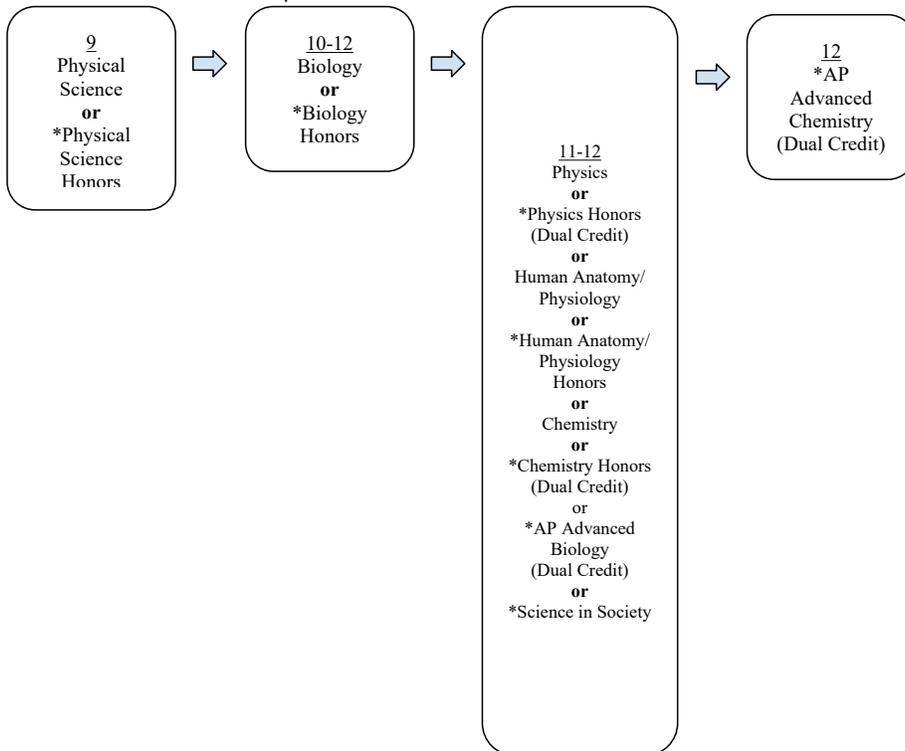


## **READING**

| COURSE TITLE                    | GRADE | RECOMMENDED PREREQUISITES  | COURSE DESCRIPTION  |
|---------------------------------|-------|--|---|
| <b>Reading I</b><br>10 credits  | 9-12  | Eligible to receive Reading support, placement is based on HMH Reading Inventory assessment scores | In this course students will follow the Corrective Reading program to improve general reading skills. The course is designed to develop reading strategies for sounding out words and applying those strategies in context. Students will build fluency and comprehension by reading stories of increasing length and difficulty. Students will also learn new vocabulary words and read a variety of text that prepares them to read in all content areas. Depending on program placement, students will individually navigate through up to four levels of decoding instruction. Additionally, students will be introduced to a variety of reading materials and be able to choose books at their reading level to read independently.                          |
| <b>Reading II</b><br>10 credits | 9-12  | Eligible to receive Reading support, placement is based on HMH Reading Inventory assessment scores | This is a continuation of Reading I and students will follow the Corrective Reading program to improve general reading skills. The course is designed to develop reading strategies for sounding out words and applying those strategies in context. Students will build fluency and comprehension by reading stories of increasing length and difficulty. Students will also learn new vocabulary words and read a variety of text that prepares them to read in all content areas. Depending on program placement, students will individually navigate through up to four levels of decoding instruction. Additionally, students will be introduced to a variety of reading materials and be able to choose books at their reading level to read independently. |

## SCIENCE

\*Teacher recommendation required



## SCIENCE

| COURSE TITLE                                 | GRADE | RECOMMENDED PREREQUISITES  | COURSE DESCRIPTION   |
|--|-------|--|--|
| <b>PHYSICAL SCIENCE</b><br>10 credits        | 9     |  | This course covers motion, force, energy, and the composition and interactions of matter in the scale of a microscopic (atoms and molecules) to macroscopic (Newton's Laws of Motion). Key topics include units of measurement, kinematics, energy, light, states of matter, the Periodic Table and chemical reactions. This course is a prerequisite and lays the foundation needed to succeed in Biology, Chemistry, Physics, and Anatomy Physiology.  |
| <b>PHYSICAL SCIENCE HONORS</b><br>10 credits | 9     | Previous or concurrent enrollment in Algebra I, teacher recommendation | This activity and laboratory-centered course will provide a fundamental background for the future honor science courses. Thinking and learning by doing is stressed throughout the course. Topics from the Physical Science description are covered in more depth. A student who has a good interest in science and plans to take many of the science courses at Hastings High School should take this course.   |
| <b>BIOLOGY</b><br>10 credits                 | 10-12 | Physical Science   | Biology is a study of living things. Areas studied include the cell, cell functions, body systems, ecology, evolution, and inheritance. Students will gain an understanding of life processes and the interdependence that exists within ecosystems. The approach is laboratory oriented.  |
| <b>BIOLOGY HONORS</b><br>10 credits          | 10-12 | Physical Science Honors, Algebra I, teacher recommendation             | Honors Biology will use the NGSS standards to guide through a solid college preparatory curriculum. Students will spend some time on the foundations of Biology (Chemistry/Biochemistry) followed by an intense study of the biology of the cell. Students will be engaged in lab experience focusing on inheritance patterns and biotechnology. Evolution and Ecology will be studied as well. A little faster but more in-depth approach is taken by the honors students. Students can expect homework and lab write-ups to be a part of this class. |
| <b>ADVANCED BIOLOGY/AP</b><br>10 credits     | 11-12 | Biology, Chemistry   | AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.<br><b>Dual Credit (CCC)</b><br>BIOS 1500 Principles of Biology I (S1 & S2) (4 cr.)  |

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|---|-------|---|---|
| <b>HUMAN ANATOMY/<br/>PHYSIOLOGY</b><br>10 credits        | 11-12 | Biology   | Human Anatomy/Physiology will be devoted to studying the 11 major systems of the body. Other topics covered will include the chemical basis of life, cells, tissues, and an introduction to medical terminology. This course will provide students an excellent introduction to body structure, function, and terminology.  |
| <b>HONORS HUMAN ANATOMY/<br/>PHYSIOLOGY</b><br>10 credits | 11-12 | Biology Honors recommended or instructor approval-- <b>also</b> , prefer that either Chemistry or Chemistry Honors has been taken previously or concurrently enrolled | This course is an accelerated class in Human Anatomy and Physiology that focuses on understanding the structure and function of the human body. During our class, we will explore each of the 11 human body systems, the components and the interdependence of each system to form an organism. In addition to the regular curriculum, the students are required to do a semester project, practicals, and create a Manikin. This course should prepare students for the <b>Biology Majors</b> in college.  |
| <b>PHYSICS</b><br>10 credits                              | 11-12 | Algebra I or equivalent and Physical Science and concurrently enrolled in Geometry  | Physics is the science that deals with matter and energy and the interaction between the two. It forms the foundation of all the other sciences. This course is designed to give the student a general overview of the many fields of physics including: motion and forces, mechanical energy, thermodynamics, fluid mechanics, waves, acoustics, optics, and electricity and magnetism. Students will be exposed to these ideas through various avenues including demonstrations, experiments, classroom discussions, and practice exercises. This course will challenge the students through higher level thinking processes. Students who have a general interest in science or who are preparing for college should take this course. |
| <b>PHYSICS HONORS</b><br>10 credits                       | 11-12 | "C" average or higher in Physical Science Honors, and students should have completed or be concurrently enrolled in Algebra/Trig Honors or Pre-Calculus               | Physics is the basis for all other sciences. This course is recommended for students who intend to pursue a science related field in post-secondary education or who appreciate the connection between science and math. Students registering for physics should possess strong algebra skills. The class is highly lab oriented. Students will be required to perform experiments, make and interpret graphs, discover and apply principles, and develop problem-solving skills.<br><b>Dual credit (NWU)</b><br>PHYS 1600 (S1) (4 credits)<br>PHYS 1700 (S2) (4 credits)   |
| <b>CHEMISTRY</b><br>10 credits                            | 11-12 | Physical Science/Biology/Algebra II (may be currently enrolled)   | This course is recommended for students interested in going to college. Approximately 15 chapters including topics on methods, atomic structure, periodic law, chemical composition, gas laws and mass to mole relationships will be covered. There will be at least one demonstration or lab activity with each  |

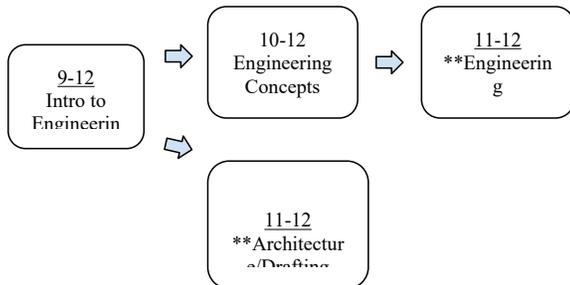
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|  |       |  | chapter designed to use the scientific methods and reinforce topics covered in the text. Students must also complete a demonstration of their choice for the class as a major project.  |
| <b>CHEMISTRY HONORS</b><br>10 credits      | 11-12 | Algebra II, Algebra-Trig Honors with a "C" average or written permission of instructor | Chemistry Honors is the study of matter, its properties, and the changes it can undergo is presented through theory, interpretation, lab application, and problem solving. This class is for college-bound students who may intend to pursue a career in a science or science-related field.<br><br><b>Dual Credit (NWU)</b><br>CHEM 1110 & CHEM 1110L (S1 & S2) (4 credits)  |
| <b>ADVANCED CHEMISTRY/AP</b><br>10 Credits | 12    | Algebra II and Chemistry   | The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.<br><br><b>Dual Credit (CCC)</b><br>CHEM 1090 General Chemistry I (S1) (4 credits)<br>CHEM 1100 General Chemistry II (S2) (4 credits) |
| <b>SCIENCE IN SOCIETY</b><br>10 credits    | 11-12 | Physical Science S or Biology S/<br>resource teacher or principal recommendation       | This course will utilize current trends in science to review and increase knowledge and skills in life science, physical science, and earth science. A focus on practical application will be emphasized.   |

## SKILLED & TECHNICAL SCIENCES

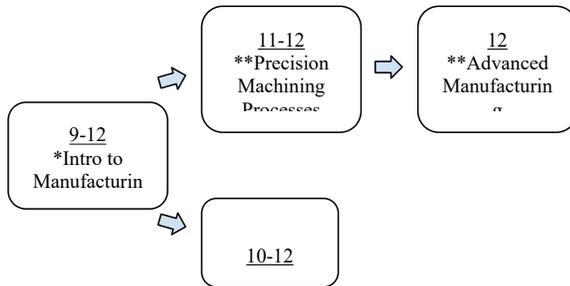
\*Semester class

\*\*CCC Career Pathway credit

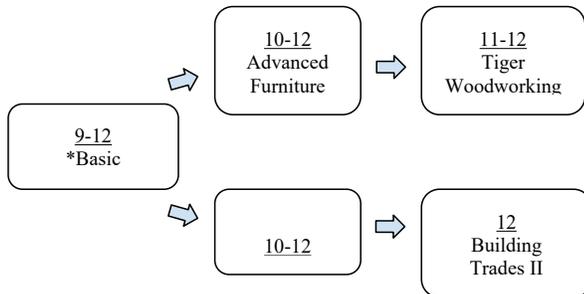
### ENGINEERING PATHWAY



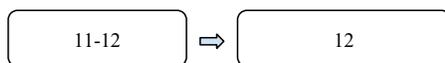
### MANUFACTURING PATHWAY



### CONSTRUCTION PATHWAY



### AUTOMOTIVE PATHWAY



## **SKILLED & TECHNICAL SCIENCES**

| COURSE TITLE  | GRADE | RECOMMENDED PREREQUISITES   | COURSE DESCRIPTION   |
|---|-------|---|--|
| <b>INTRODUCTION TO ENGINEERING</b><br>5 credits<br><br>NDE COURSE CODE:<br>100100 | 9-12  | Basic knowledge of math   | This course is designed for students interested in the field of drafting, engineering, or architecture. It would be beneficial to any student planning on entering any engineering or trade program upon graduation. Students will be introduced to the present drafting tools and techniques of using these tools. All basic types of drawings will be covered this year. Occupational areas related to drafting will be discussed so students have an awareness of job opportunities in the field. The computer aided drafting system will be introduced to the students so they will have an understanding of its menus and capabilities. This course is a prerequisite for additional engineering or architecture courses.<br><br><b>\$10 lab fee required</b>   |
| <b>CAD</b><br>5 credits   | 9-12  | Introduction to Engineering with a "C" or better and/or instructor approval | CAD is the continuation of the semester 1 class Introduction to Engineering. This course is designed for students interested in the field of drafting, engineering, or architecture. It would be beneficial to any student planning on entering an engineering program upon graduation. Students will be introduced to the present drafting tools and techniques of using these tools. All basic types of drawings will be covered this year. The course will also include a CAD/CAM machine unit to demonstrate CADs application to manufacturing. They will complete a simple machine project using CAD. Occupational areas related to drafting will be discussed so students have an awareness of job opportunities in the field. The computer aided drafting system will be introduced to the students so they will have an understanding of its menus and capabilities. This course is a prerequisite for additional engineering or architecture courses. |
| <b>ENGINEERING CONCEPTS</b><br>10 credits   | 10-12 | Introduction to Engineering and CAD with a "C" or better and/or             | This course is a follow-up for Introduction to Engineering. The basic areas previously covered will be worked with in more detail. We will also complete   |

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| <p>NDE COURSE CODE:<br/>100161</p>  |              | <p>instructor approval</p>  | <p>drawings in the areas of auxiliary, perspective, pattern development, and thread and fasteners. Students will spend time on the parametric and solid modeling CAD systems completing a required set of drawings. The course will conclude with students completing a set of working drawings based on industrial procedures using the CAD system. Engineering Concepts is also a prerequisite for Engineering Applications.</p> <p><b>\$10 lab fee required</b></p>  |
| <p><b>ENGINEERING APPLICATIONS</b><br/>10 credits</p> <p>NDE COURSE CODE:<br/>100163</p>          | <p>11-12</p> | <p>Engineering Concepts with a "C" or better and/or instructor approval</p>   | <p>Engineering Applications is a dual credit course offered jointly with Central Community College and Hastings Public Schools. Students will register as an early entry student at Central Community College to participate in this course. In this course we will concentrate on detailed drawings, pictorial presentation drawings, assembly drawings, and 3D Solids using the Autodesk Inventor and Solidworks CAD program in addition to Autocad software. Students will be introduced to engineering problem solving practices. Students will also learn how engineering applies to mechanical, electrical, and architectural fields. They will end the year by completing individual projects using the Solidworks and Inventor software.</p> <p><b>\$10 lab fee required</b></p>  |
| <p><b>ARCHITECTURAL DRAFTING AND DESIGN</b><br/>20 credits</p> <p>NDE COURSE CODE:<br/>100141</p> | <p>11-12</p> | <p>Intro to Engineering with a "C" or better and/or instructor approval and/or Instructor approval.</p> <p>Only one vocational course permitted unless approved by the principal.</p> | <p>Architectural Drafting and Design is a dual credit course offered jointly with Central Community College and Hastings Public Schools. Students will register as an early entry student at Central Community College to participate in this course. This drafting course is designed for any drafting student interested in the architectural engineering or architectural drafting fields. The course will involve the study of house designs, basic architectural styles, current construction techniques, and correct architectural drafting procedures. Students will design and draw two houses. One will be a square foot limitation and the other will be a house of student's own design with few limitations. Students will draw several house structures and a commercial structure. The software will include Autocad, Chief Architect, and Revit.</p> <p><b>\$10 lab fee required</b></p> |

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| <p><b>INTRODUCTION TO MANUFACTURING/ WELDING</b><br/>5 credits</p> <p>NDE COURSE CODE:<br/>100100</p> | 9-12  | Basic knowledge of math   | <p>Introduction to Manufacturing/Welding is designed for students interested in the fields of manufacturing and welding. This course will cover the common metals within manufacturing, and the elements needed to make certain metals. Students will participate in lab activities that will give them basic experience with the manual engine lathe, precision measurement equipment and welding.</p> <p><b>\$30 lab fee required</b></p>   |
| <p><b>PRECISION MACHINING PROCESSES</b><br/>15 credits</p> <p>NDE COURSE CODE:<br/>100400</p>         | 11-12 | Introduction to Manufacturing/ Welding with a C or better <b>AND</b> registrations will be reviewed by instructor   | <p>Precision Machining Processes will deal strictly with machine tools. A more in-depth study of the engine lathes, milling machines, and the surface grinders will be conducted. Computer Numerical Control (CNC) programming will be introduced.</p> <p><b>\$30 lab fee required</b></p> <p><b>Career Pathways Credit (CCC)</b><br/>ADMT 1000 Blueprint Reading (S1)<br/>ADMT 1010 Precision Measurement &amp; Safety (S1)<br/>ADMT 1030 Manual Machining (S2)</p>  |
| <p><b>ADVANCED WELDING</b><br/>5 credits</p> <p>NDE COURSE CODE:<br/>101930</p>                       | 10-12 | Introduction to Manufacturing/ Welding with a "C" or better   | <p>Advanced Welding will study the theory and practice of SMAW, MIG, and TIG welding. Oxyacetylene and plasma cutting processes will be covered. A study of the many welding symbols will take place. An individual or class welding fabrication project is required.</p> <p><b>\$30 lab fee required + cost for individual projects</b></p>  |
| <p><b>ADVANCED MANUFACTURING</b><br/>15 credits</p> <p>NDE COURSE CODE:<br/>101401</p>                | 12    | Precision Machining Processes with a "C" or better <b>AND</b> registrations will be reviewed by instructor--only one vocational course permitted unless approved by the principal | <p>Advanced Manufacturing is a dual credit course offered jointly with Central Community College and Hastings Public Schools. Students will register as an early entry student at Central Community College to participate in this course. AMDT is a much more detailed study of manufacturing and machining processes. Individualized skillful operations that each machine can perform will be covered and practiced. CNC lathe and mill G-Code will be covered in more detail. This course deals with achieving proficient postsecondary and industry level skills within manufacturing. Local career opportunities within manufacturing will be explored and discovered.</p> <p><b>\$30 lab fee required</b></p> <p><b>Career Pathways Credit (CCC)</b><br/>AMDT 1080 Introduction to CNC (S1 &amp; S2)</p> |

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| <b>BASIC CABINETRY</b><br>5 credits<br><br>NDE COURSE CODE:<br>1001000                 | 9-12  |  | Students will use hand and power tools in the construction of a cutting board and other lab activities. This course is an introduction to the table saw, planer, jointer, compound miter saw, other power tools, and numerous hand tools through written materials and demonstrations. Students are required to master each power tool in a safe manner. Students will be given an overview of materials and processes. Students will construct individual projects.<br><br><b>\$15 lab fee required</b> |
| <b>ADVANCED FURNITURE CONSTRUCTION</b><br>10 credits<br><br>NDE COURSE CODE:<br>101920 | 10-12 | C or better in Basic Cabinetry<br><br><b>AND</b><br><br><b>INSTRUCTOR APPROVAL</b> | This course will introduce students to advanced types of wood joinery. Once joinery has been mastered, students will have the opportunity to complete furniture projects of their choosing. Students are responsible for the cost of their materials used.<br><br><b>\$30 lab fee goes toward the cost of the student's selected project. The student is responsible for the entire project cost.</b>  |

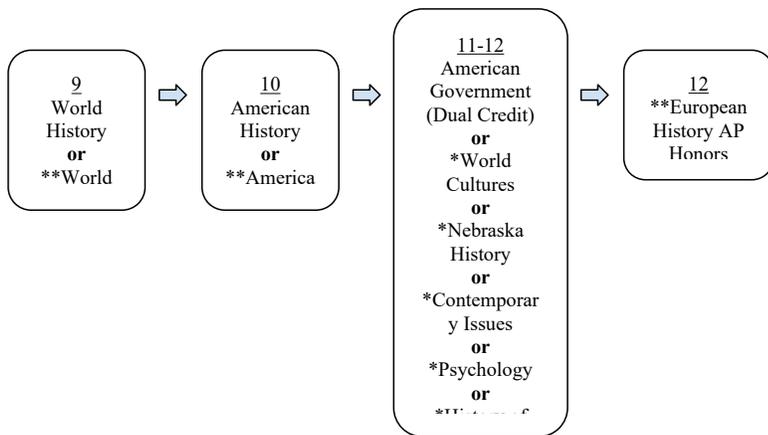
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| <b>TIGER WOODWORKING</b><br>10 credits                                   | 11-12 | Advanced Furniture with a "C" or better and instructor approval  | This course is designed to take the skills and knowledge that students acquired in Advanced Furniture and deepen them. Students will learn more complex methods of joinery, new processes and tools, along with the ins and outs of what it takes to create your own piece of furniture. Students will have the opportunity to market their work, and/or work with customers to create a desired piece. The end product will be sold to the public or a customer. |
| <b>BUILDING TRADES I</b><br>10 credits<br><br>NDE COURSE CODE:<br>100110 | 10-12 | Basic Cabinetry with a "C" or better and instructor approval   | This course is designed to introduce students to the construction field, giving them a look into what a career within construction might look like. This course will cover general framing and construction of a structure, wiring, finish work, and cabinet-making.<br><b>\$35 lab fee required</b><br><br><b>CCC Credit</b><br>CNST 1200 Construction Safety (S1)<br>CNST 1400 Residential Components (S1)<br>CNST 1700 Residential Interiors (S2)              |
| <b>BUILDING TRADES II</b><br>10 credits<br><br>NDE COURSE CODE:          | 11-12 | Construction Technology <b>AND</b> registrations will be reviewed--only one vocational course permitted unless approved by the principal--needs instructor signature | Building Trades offers a general review of carpentry as an occupation with the basic principles of carpentry and house construction. The students will receive real world experience by traveling into the community to complete projects such as sheds, garages, and remodels while employing advanced woodwork techniques.  |

|   |       |                                |   |
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| 100120  |       |                                | <p><b>CCC Credit</b><br/> CNST 1600 Residential Exteriors (S1)<br/> CNST 1500 Residential Framing (S2)</p>  |
| <p><b>INTRODUCTION TO TRANSPORTATION &amp; LOGISTICS</b><br/> 5 credits</p> <p>NDE COURSE CODE:<br/> 101620</p> | 11-12 |                                | <p>This is a dual credit course offered jointly with Central Community College-Hastings. Students will register as an early entry student at Central Community College to participate in this course. This course is an introduction to many aspects of the transportation and automotive industries. Topics will include principles of combustion engines, general automotive concepts of purchasing, maintaining, and repairing, introduction to the systems of an automobile, concepts of the automotive service industry, and transportation and logistics. This course will consist of laboratory work, computer based learning and simulations, print resources, lecture, demonstration, and discussion.</p> <p><b>Career Pathways Credit (CCC)</b><br/> AUTO 1000 Basic Shop Practices</p>                                       |
| <p><b>VOCATIONAL AUTOMOTIVE &amp; TRANSPORTATION</b><br/> 20 credits</p> <p>NDE COURSE CODE:<br/> 101630</p>    | 12    | Introduction to Transportation | <p>Vocational Automotive and Transportation is a dual credit course offered jointly with Central Community College-Hastings. Students will register as an early entry student at Central Community College to participate in this course. This course will focus on understanding, maintaining, and repairing the systems of automobiles and other ground transportation vehicles. This course will consist of laboratory work, computer based learning and simulations, print resources, lecture, demonstration, and discussion.</p> <p><b>Career Pathways Credit (CCC)</b><br/> AUTO 1020 Basic Shop Practices Fasteners &amp; Job Management (S1)<br/> AUTO 1100 Automotive Electrical Systems I (S1)<br/> AUTO 1200 Manual Transmissions &amp; Clutches (S2)<br/> AUTO 1800 Brakes, Steering, Suspension &amp; Tire Ball I (S2)</p> |

## SOCIAL STUDIES

\*Semester class

\*\*Teacher recommendation required



## SOCIAL STUDIES

| COURSE TITLE  | GRADE | RECOMMENDED<br>PREREQUISITES | COURSE DESCRIPTION  |
|---|-------|------------------------------|---|
| <b>WORLD HISTORY</b><br>10 credits                    | 9     |                              | World History is a course asking students to think critically about the events and issues that have shaped the world. There is no one single "story" in history. Instead, the combined experiences of millions of people from across time have come together to form societies and cultures of today's world. The World History curriculum will begin with an examination of the Age of Exploration up to present times.  |
| <b>WORLD HISTORY HONORS</b><br>10 credits             | 9     |                              | World History Honors is a course asking students to think critically about the events and issues that have shaped the world. There is no one single "story" in history. Instead, the combined experiences of millions of people from across time have come together to form societies and cultures of today's world. The World History curriculum will begin with an examination of the Age of Exploration up to present times. This course is more writing intensive than the regular course both in its assessment format and its daily work. |
| <b>AMERICAN HISTORY SINCE 1900</b><br>10 credits      | 10    |                              | American History is a broad survey course covering the history of the United States, starting with the Progressive Era through contemporary America. Students will understand the social, political and economic development of the United States.  |
| <b>AMERICAN HISTORY HONORS/ AP</b><br>10 credits      | 10    | Instructor's permission      | American History Honors/AP is a survey of U.S. history from the English colonization period to the present. The course is designed to be more intense than the American History course and requires active participation. The primary emphasis is on the study of political, economic, and diplomatic history and how they interrelate. Level of difficulty is approximately college freshman level. College credit can be obtained by passing the College Board examination.   |
| <b>AMERICAN GOVERNMENT AND POLITICS</b><br>10 credits | 11-12 |                              | This course will emphasize the study of the government and political system in the United States. Areas to be covered will include the U.S. Constitution, the system of checks and balances in the U.S. government, a separate study of each one of the three branches of government, the Bill of Rights using case studies and simulations, and the American political and electoral system.<br><b>Dual Credit (CCC)</b><br>POLS 1000 American Government (S1&S2) (3 credits)  |

|   |              |                                |  |
|---|--------------|--------------------------------|--|
| <p><b>EUROPEAN HISTORY HONORS/AP</b><br/>10 credits</p> | <p>12</p>    | <p>Instructor's permission</p> | <p>European History Honors/AP is a challenging course that is designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of European history from the Renaissance to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. College credit can be obtained by passing the College Board examination or through the Wesleyan Honors Academy.</p> <p><b>Dual credit (NWU)</b><br/>HIST 2130 (S1 &amp; S2) (4 credits)</p> |
| <p><b>CONTEMPORARY ISSUES</b><br/>5 credits</p>         | <p>11-12</p> |                                | <p>Contemporary Issues will explore domestic and foreign issues that face the United States today. Curriculum will provide students the knowledge and skills to make sense of headlines. Extensive analysis and background information on key policy issues provide students with in-depth understanding. A pro/con format will stimulate debate in the classroom. This course is recommended for students with an interest in the challenges facing the United States at home and abroad.</p>   |
| <p><b>NEBRASKA HISTORY</b><br/>5 credits</p>            | <p>11-12</p> |                                | <p>The objective of this course is for all students to gain a fundamental understanding of their own state's history. Students will become familiar with the geographic, historical, cultural, political, and economic elements of Nebraska. Students will learn to make informed decisions and evaluate current issues regarding Nebraska.</p>  |

|  |              |  |  |
|--|--------------|--|--|
| <p><b>WORLD CULTURES</b><br/>5 credits</p>                           | <p>11-12</p> |  | <p>Religions have been, and continue to be, a central part of the human experience. Religion has influenced individuals, cultures and societies, inspiring some of the world's greatest artistic achievements, while influencing the development of history across the globe. Students will study the development of social phenomena and concepts over time, understand a diversity of religious beliefs, and practices and institutions in our nation and the world.</p>   |
| <p><b>HISTORY OF ARCHITECTURE &amp; TECHNOLOGY</b><br/>5 credits</p> | <p>11-12</p> |  | <p>Students will explore various civil and human rights movements throughout American and world history. The course will emphasize civil rights in America, but will also cover the United Nations Declaration of Human Rights and various struggles for basic human rights throughout the world, currently and historically. The course will emphasize the social and political causes and effects of various movements in order for students to draw connections between movements occurring at different times and in different places.</p>   |
| <p><b>PSYCHOLOGY</b><br/>5 credits</p>                               | <p>11-12</p> |  | <p>This course focuses on the core concepts in psychology beginning with the use of the scientific method in research and the physiological basis for behavior. As an introduction to the field of psychology, this course includes perception, states of consciousness, memory and learning, consideration of psychological principles, terminology, major theories, and careers, methods of experimentation, and practical applications.</p> <p>Class time is divided between lecture, films, discussions, experiments, and demonstrations. During the semester, students take frequent unit tests, design, implement, and write a report on a social psychology experiment, and create a dream log with dream analysis and critique of that analysis.</p> |

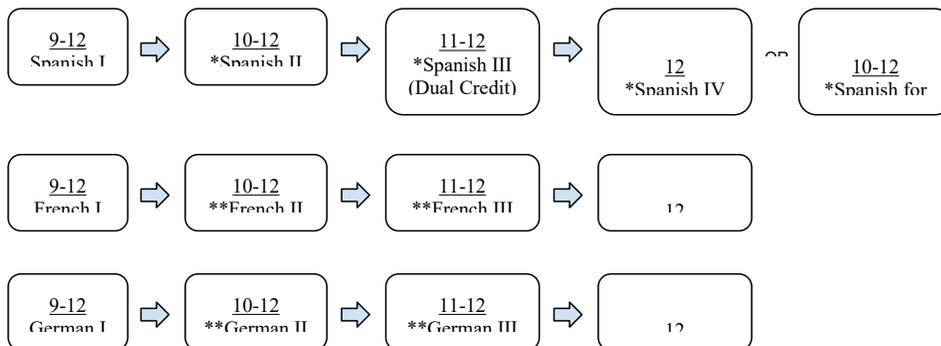
## ***SPECIAL STUDENT SERVICES***

| COURSE TITLE                                     | GRADE | RECOMMENDED PREREQUISITES   | COURSE DESCRIPTION   |
|--|-------|---|--|
| <b>JOB TRAINING I</b><br>10 credits/<br>semester | 11-12 | Permission of resource teacher and completion of careers class (exception must be approved by vocational teacher) | Assists students in determining areas of work interest and gain work skills. It is a non-paid work experience within the district/community. The purpose of this training is to teach students good work habits, work attitudes, and necessary job skills for his/her place of employment.   |
| <b>JOB TRAINING II</b><br>20 credits/semester    | 12+   | Must be enrolled in Life Management class   | Assists students in determining areas of work interest and gain work skills. It is a non-paid work experience within the district/community. The purpose of this training is to teach students good work habits, work attitudes, and necessary job skills for his/her place of employment.   |
| <b>LEARNING LAB</b><br>5 credits/semester        | 9-12  | Permission of resource teacher  | Learning Lab is designed to meet the individual needs of the special education student. Each student will have the opportunity to work on improving his/her math, reading, written language, and study skills. He/She will also be able to explore career interests by completing interest inventories.  |
| <b>EL</b><br>10 credits                          | 9-12  | Recommendation of ELL teacher   | This course would provide EL instruction needed to allow EL students the opportunity to gain the language skills needed to perform in mainstream academic content areas. EL classes are for students whose native language is not English and who are recommended by the EL teacher, based on their initial language testing, to improve their initial language proficiency. Students may repeat this class. |

## WORLD LANGUAGES

\*Teacher recommendation or Spanish placement exam

\*\*Teacher recommendation required



In order for an incoming freshman to take two entry-level foreign language classes, a high recommendation from the foreign language instructor at the Middle School is required. Upon receiving a high recommendation from the middle school instructor, the two foreign language instructors at HHS that will be teaching the student must sign-off and recommend that the student take two entry-level foreign language classes. These recommendations will be given to the Counseling Office for enrollment to occur.

A sophomore, junior, or senior, may take two entry-level foreign language classes. The two foreign language instructors must sign-off and recommend that students take two entry-level foreign language classes at the same time. These recommendations will be given to the Counseling Office for enrollment to occur.

# WORLD LANGUAGES

The HHS World Language program provides students with the opportunity to travel abroad and live with a host family in a French, German or Spanish-speaking country. Student participants must be juniors or seniors enrolled in level 3, 4, or Spanish for Native-Speakers. To be eligible for participation in the travel abroad program it is recommended that students begin their language study in 9th grade.

| COURSE TITLE                    | GRADE | RECOMMENDED PREREQUISITES                           | COURSE DESCRIPTION   |
|---------------------------------|-------|---|--|
| <b>FRENCH I</b><br>10 credits   | 9-12  |   | Level I is an introduction to the structure of the French language. Students acquire basic language constructions and vocabulary. Unlike the traditional grammar approach, students acquire language through storytelling and reading short passages and readers. Cultural information is interwoven in the readings and discussed throughout the year.  |
| <b>FRENCH II</b><br>10 credits  | 10-12 | Completion of prerequisite level with a C or higher | Level II continues to develop basic language skills. It also expands on the grammatical understanding of the language. This is done through storytelling, reading short passages and readers, and increased grammatical study. Cultural information over sports/activities, holidays, and Paris monuments is also covered.   |
| <b>FRENCH III</b><br>10 credits | 11-12 | Completion of prerequisite level with a C or higher | Level III builds upon the basic language concepts acquired in the introductory level courses, expands cultural knowledge, and increases communication skills. Special emphasis is placed on the usage of the past tenses. Cultural information over schools and regions in France will be covered. <b>Please note that because of the rigor of this course, students are expected to dedicate additional time outside of class to review content and complete assignments.</b>                                     |
| <b>FRENCH IV</b><br>10 Credits  | 12    | Completion of prerequisite level with a C or higher | Level IV builds upon the basic language concepts acquired in the introductory level courses, expands cultural knowledge, and increases communication skills. Special emphasis is placed on more advanced verb tenses. Reading of authentic French literature and cultural information about daily French life and art will be covered. <b>Please note that because of the rigor of this course, students are expected to dedicate additional time outside of class to review content and complete assignments.</b> |

|  |       |   |   |
|--|-------|---|---|
| <b>GERMAN I</b><br>10 credits                    | 9-12  |   | The first year German student will develop the basic language skills of listening, speaking, reading, and writing. The student develops these skills by engaging in basic conversation and through oral and written exercises. This course is also designed to help the student appreciate and understand the cultures of Germany, Austria, and Switzerland through the use of videos and online resources.           |
| <b>GERMAN II</b><br>10 credits                   | 10-12 | Completion of prerequisite level with a C or higher | The second year German student will continue to develop the skills learned in German I. Conversation is emphasized to give each student as much speaking practice as possible. Text material is read and discussed. Students will also continue to increase their knowledge of the structure of German through written exercises. Videos and online resources are used to develop an understanding of German culture. |
| <b>GERMAN III</b><br>10 credits                  | 11-12 | Completion of prerequisite level with a C or higher | German III is the first in a two-part sequence of intermediate-level German, designed to build upon basic language concepts acquired in the introductory-level courses, expand cultural knowledge, and increase confidence while enhancing listening, speaking, reading, and writing skills. This is done through the use of German videos, feature films, online resources, authentic texts and multimedia projects. |
| <b>GERMAN IV</b><br>10 credits                   | 12    | Completion of prerequisite level with a C or higher | German IV is a continuation of German III.  |
| <b>SPANISH FOR NATIVE SPEAKERS</b><br>10 credits | 10-12 | Completion of prerequisite level with a C or higher | A course for students who already have an immersion background in the Spanish language. The class emphasizes academic reading and writing in Spanish,   |

|                                  |      |   |  |
|----------------------------------|------|---|--|
|                                  |      |   | as well as learning about the culture through literature, history, holidays, customs and more. Students will grow in their use of Spanish in a formal register for academic and professional settings.   |
| <b>SPANISH I</b><br>10 credits   | 9-12 |   | Spanish I is the introduction to the simple structure of the Spanish language. Students acquire basic language constructions and vocabulary. Unlike the traditional grammar approach, students acquire language through storytelling and reading short passages and readers. Students will also learn about the diverse cultures and customs in Mexico and other Spanish-speaking countries.   |
| <b>SPANISH II</b><br>10 credits  | 9-12 | Completion of prerequisite level with a C or higher | This course is an extension of the development of basic language skills as well as an expansion of their grammatical understanding of the language. This is done through storytelling, reading short passages and readers, and increased grammatical study. Students will also learn about the culture of Chile and other Spanish-speaking countries and make comparisons to the United States.  |
| <b>SPANISH III</b><br>10 credits | 9-12 | Completion of prerequisite level with a C or higher | This course focuses on communication through listening, speaking, reading, and writing. Short stories, dialogues, and small group interaction are utilized to increase vocabulary and proficiency. Special emphasis is placed on the usage of the past tenses. <b>Please note that because of the rigor of this course, students are expected to dedicate additional time outside of class to review content and complete assignments.</b><br><br><b>Dual credit (NWU)</b><br>MSPAN 1010 Full year (4 credits) |

|   |              |  |  |
|---|--------------|--|--|
| <p><b>SPANISH IV</b><br/>10 credits</p> | <p>9- 12</p> | <p>Completion of prerequisite level with a C or higher</p> | <p>Spanish IV focuses on communication through listening, speaking, reading, and writing. Level-appropriate short stories, authentic resources, dialogues and small group interaction are utilized to continue increasing vocabulary and proficiency. Introduction and application of many new verb tenses is emphasized through thematic units. <b>Please note that because of the rigor of this course, students are expected to dedicate additional time outside of class to review content and complete assignments.</b></p> <p><b>Dual credit (NWU)</b></p> <p>MSPAN 1020 Full year (4 credits)</p> |
|---|--------------|--|--|

## DUAL CREDIT OPPORTUNITIES

Dear Hastings Senior High School student/parent:

Hastings Senior High provides several opportunities for students to earn college credit in high school. Your student has this opportunity in one or more areas listed below. Prices are subject to change at the discretion of the college or university.

Student must complete online registration at NWU website.

- \_\_\_\_\_ NWU—World Literature (\$95 x 6 credit hours)
- \_\_\_\_\_ NWU—European History (\$95 x 4 credit hours)
- \_\_\_\_\_ NWU—Chemistry Honors (\$95 x 4 credit hours)
- \_\_\_\_\_ NWU—Physics Honors (\$95 x 8 credit hours)
- \_\_\_\_\_ NWU—Spanish III (\$95 x 4 credit hours)
- \_\_\_\_\_ NWU—Spanish IV (\$95 x 4 credit hours)
- \_\_\_\_\_ NWU—AP Calculus AB (\$95 x 5 credit hours)

Student must create an account and fill out the registration form received from the teacher.

- \_\_\_\_\_ CCC—American Government (\$48) 3 hours
- \_\_\_\_\_ CCC—Comm Arts (\$48) 3 hours
- \_\_\_\_\_ CCC—Advanced Chemistry (\$64) 4 hours
- \_\_\_\_\_ CCC—English 12 Honors (\$48) 3 hours
- \_\_\_\_\_ CCC—AP Biology (\$64) 4 hours

The Access College Early (ACE) Scholarship is a possible way to have the tuition cost for the class paid. **Students who meet one of the following qualifications can submit an ACE Scholarship application** with the corresponding documentation. **Funding is limited.** The qualifications include:

- Supplemental Security Income (SSI)
- Temporary Assistance for Needy Families (TANF)
- Food Stamps
- Special Supplemental Nutrition Program (WIC)
- Free/Reduced Lunches (need 2023-24 documentation)
- Other Extreme Hardship (must provide detailed documentation)

Students must also be a U.S. citizen or a permanent alien resident.

To apply for the ACE Scholarship, you will need to create an online account at <https://ecmp.nebraska.gov/CCPE-ACE/Account/Login>. You will create a new user account, and then log in and complete the registration screen. Complete the application, and you will need to upload the necessary documentation. **If you need help, see your counselor.**

## Central Community College Dual Credit

You must create an account online. You must register (get form from your teacher)

Last Day To Add Deadline: Contact Registrar's Office Drop Deadline: Contact Registrar's Office

Tuition refund policy: Contact Registrar's Office

|   |   |             |
|---|---|-------------|
| Academic Transfer                           | \$15 per credit hour (Transferable to most colleges)  |             |
| High School Course                          | College Course  | Credits     |
| Communication Arts                          | SPCH 1110 Public Speaking   | 3           |
| American Government                         | POLS 1000 American Government<br>Must take all year. Registration for College Credit occurs in S2.                        | 3           |
| English 12 Honors                           | ENGL 1010 English Composition I (S1)<br>ENGL 1020 English Composition II (S2)   | 3<br>3      |
| Advanced Biology                            | BIOS 1500 Principles of Biology I<br>(Same class all year for 4 credits - Register in Fall)                               | 4           |
| Advanced Chemistry                          | CHEM 1090 General Chemistry I (S1)<br>CHEM 1100 General Chemistry II (S2)   | 4<br>4      |
| High School Course<br>(Career Pathways)     | No cost to student (Not transferable, CCC credit only)  | Credits     |
| Intro to Transportation                     | AUTO 1000 Basic Shop Practices  | 2           |
| Intro to Transportation                     | Auto 1020 Basic Shop Practices-Fasteners & Job management   | 2           |
| Vocational Autos                            | AUTO 1100 Automotive Electrical Systems I   | 3           |
| Vocational Autos                            | AUTO 1200 Manual Transmissions & Clutches   | 2           |
| Vocational Autos                            | AUTO 1800 Brakes, Suspension, Alignment & Tire Balancing  | 3           |
| Building Trades I                           | CNST 1200 - Construction Safety (S1)<br>CNST 1400 - Residential Components (S1)<br>CNST 1700 - Residential Interiors (S2) | 1<br>2<br>3 |
| Building Trades II                          | CNST 1600 - Residential Exteriors (S1)<br>CNST 1500 - Residential Framing (S2)  | 3<br>3      |
| Advanced Manufacturing Design Technology I  | AMDT 1000 Blueprint Reading   | 3           |
| Advanced Manufacturing Design Technology I  | AMDT 1010 Precision Measurement & Safety  | 3           |
| Advanced Manufacturing Design Technology I  | AMDT 1030 Manual Machining  | 3           |
| Advanced Manufacturing Design Technology II | AMDT 1080 Intro to CNC  | 3           |

## Nebraska Wesleyan Dual Credit

You must register.

Registration Deadline: Contact Registrar's Office

Drop Deadline: To drop a course, you must do so before the drop deadline which is the same as the regular registration deadline or **you may drop after that date if the reason is associated with the ACE scholarship process.**

Tuition refund policy: Dropping a course allows for a removal of any charges if a student applied for the ACE, but does not receive a scholarship. Your instructor must approve a late drop.

|                           |  |                |
|---------------------------|--|----------------|
| <b>Academic Transfer</b>  | \$95/credit hour--transferrable to most colleges |                |
| <b>High School Course</b> | <b>College Course</b>                            | <b>Credits</b> |
| Physics Honors            | PHYS 1600 (fall)<br>PHYS 1700 (spring)           | 4<br>4         |
| AP Calculus AB            | MATH 1600 (full year)                            | 5              |
| World Literature H AP     | ENG 1010, English 1020 (full year)               | 6              |
| European History H AP     | HIST 2130 (full year)                            | 4              |
| Spanish III               | SPAN 1010 (full year)                            | 4              |
| Spanish IV                | SPAN 1020 (full year)                            | 4              |

## Introduction to Computer Science Proposal

### **Purpose**

The Introduction to Computer Science course is now a state requirement. The bill was passed April 12, 2022 that requires students graduating in 2028 to take at least one course equivalent to a one-semester high school course or at least 5 credits.

The goal of this course is to assure that all students who graduate from Nebraska high schools possess certain minimum levels of knowledge, skills, and understanding of computer science. The course will be offered for credit both at the middle school and high school that will satisfy the state requirements.

This new course will replace the district-level requirement of Information Technology 1 due to space and staffing constraints.

We intend to finish the Communication and Information Systems Pathway in the next couple of years to continue improving our educational programs.

### **Course Description**

Introduction to Computer Science (Foundations of Computing 270704) is designed for students who have never programmed before and serves as a starting point for Computer Science. Students will explore the impact of computing on society. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis.

**Grade:** 9th-12th

**Prerequisites:** None

**Credits:** 5 credits (semester long)

### **Essentials**

1. Students will develop foundational skills and knowledge in computer science.
  - a. Map a brief overview of the history
    - i. Explore the impact of computing on the world
  - b. Evaluate the current opportunities in the career field
  - c. Define common vocabulary
    - i. Identify different programming languages
    - ii. Show an understanding of binary bits
    - iii. Learn the steps of the design cycle
  - d. Understand what comprises a computer
    - i. Define common terms (input, memory, output, controls)
2. Students will design, use, and evaluate abstractions.
  - a. Define abstraction as related to computer science
  - b. Identify abstractions
  - c. Create an abstraction to model something in the real world
3. Students will use computational thinking to solve a problem.
  - a. Define the 4 steps of computational thinking
    - i. Decompose, patterns, abstraction, algorithm
  - b. Use the steps to solve a problem
4. Students will construct a computational artifact using a programming language.
  - a. Define common terms used when programming
    - i. Debugging, variables, conditionals, loops, functions
  - b. Employ pair programming to design, write, and debug
  - c. Develop a program to solve a problem using a programming language

## Work-Based Learning Field Experience Proposal

### Why?

The overall goal of the Work-Based Learning (WBL) program is to provide students the opportunity to receive **real experience in the world** of work, which will increase their knowledge of a specific trade area and enhance other skills necessary for employment.

This **Work-Based Learning Field Experience** course is the **capstone** of a 3-class pathway to prepare students for the opportunity to gain valuable work experience during their senior year of high school.

This course will provide students invaluable **on-the-job field experience** along with periodic classroom reflection, guided by multiple WBL certified teachers. Students will apply their previously learned **academic, technical and decision-making skills** at a local area business. Students will continue to work on their employability and job-specific skills while being guided by teachers in a classroom setting to reflect on and evaluate their field experience.

### **Benefits of Work-Based Learning**

#### **Benefits for Students**

- Provides opportunities to apply classroom learning to workplace experiences
- Establishes clear connections between education and worksite career applications
- Creates opportunities for exploration of possible careers
- Increases motivation to stay in school by making education more relevant to their future career goals
- Improves awareness of post-secondary opportunities
- Increases technical skills through their application in authentic tasks
- Promotes the practice of positive work habits
- Increases understanding of workplace expectations and skills needed
- Enhances general workplace competencies, such as communication, teamwork, and project planning
- Allows observation of work ethics of employer and employees
- Establishes professional contacts for future employment and mentoring
- Provides a paid opportunity for students to learn on the job while earning High School credit

#### **Benefit for Schools**

- Expands curriculum and learning facilities
- Provides access to new and emerging techniques and technology
- Seeks to make education more relevant and valuable for students
- Enhances the ability to meet the needs of diverse students
- Provides opportunities for individualized instruction
- Enhances student retention
- Promotes faculty interactions with the community
- Contributes to staff development

#### **Benefits for Employer/Community**

- Allows local employers to have a stake in the learning community
- Builds a pool of skilled workers
- Teaches career readiness skills that benefit the workplace
- Addresses the low workforce numbers
- Subjects community members to local workforce opportunities

- Builds a positive company reputation
- Ensure a pipeline of capable leaders and managers
- Increased employee retention

### **Course Description**

The Work-Based Learning Field Experience course will provide students with a unique and hands-on opportunity to integrate classroom learning with real-world experiences, allowing students to apply theoretical knowledge in actual work settings. Students will be placed in a work environment related to their career interests. This immersive experience will enable students to observe, engage, and actively participate in daily work activities under the guidance of experienced mentors, professionals and teachers.

### **Grade: Senior Year**

### **Prerequisites: Introduction to WBL & WBL Exploration**

### **Credits: 10 credits (2 semesters long)**

### **Power Essentials**

- Students will acquire and apply industry-specific knowledge, terminology, and practices relevant to their field of placement.
- Students will demonstrate proficiency in performing tasks and responsibilities commonly associated with their chosen career, showcasing practical skills gained during the work-based learning experience.
- Students will engage in effective collaboration with colleagues and supervisors, demonstrating the ability to work as part of a team to achieve organizational goals.
- Students will leverage and adapt to industry-specific technologies and tools commonly used in the workplace, enhancing their technological competence.
- Students will focus on enhancing employability skills such as time management, punctuality, and adaptability, aligning with industry expectations for professional behavior.
- Students will demonstrate effective communication skills in interacting with customers, employer and teachers.
- Students will understand and adhere to industry-specific regulations, safety protocols, and compliance standards, ensuring a commitment to ethical and legal practices in the workplace.
- Students will actively explore and assess their chosen career path within their industry, gaining exposure to different roles and responsibilities to inform their future career decisions.

Hastings Public School  
Dr. Kandace Garwood  
1924 W A Street  
Hastings, NE 68901-5650

Dear Dr. Kandace Garwood,

The following sets forth the agreement between Central Nebraska Rehabilitation Services ("CNRS") and Hastings Public School for services for the 2024-2025, 2025-2026, and 2026-2027 school years (the "Service Years").

CNRS's Obligations

1. CNRS will provide therapists to provide the contracted services during the Service Years.
2. CNRS will provide monthly invoices for all services provided.
3. CNRS will ensure that all services comply with applicable state and federal laws.
4. CNRS will provide the Hastings Public School with the required documentation related to the services.

Hastings Public School Obligations

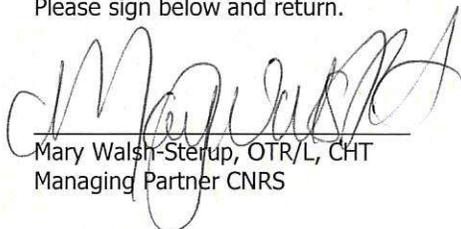
1. For services provided, Hastings Public School will pay CNRS at the Department of Special Education's approved rate ("Approved Rate") unless otherwise indicated:
  - a. Occupational Therapy – Approved rate less \$2 per hour.
  - b. Certified Occupational Therapy Assistant- Approved OTA rate less \$4 per hour
  - c. Speech Therapy – Approved rate less \$2 per hour.
2. Hastings Public School will pay CNRS for therapist travel time at an hourly rate of \$52.00 per hour, plus mileage. The mileage rate will not exceed the Nebraska Department of Education's rate. Mileage will be calculated by taking the total mileage per day and dividing it by the number of schools serviced. Each school will pay an equal amount of mileage.
3. Hastings Public School will pay all invoices within 30 days of the invoice date.

Terms

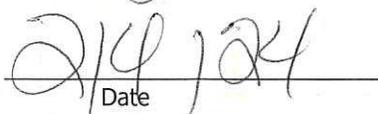
1. Either party can terminate this Agreement upon sixty days prior written notice.
2. For one year after the termination of this Agreement neither party shall solicit, employ, retain as a consultant or independent contractor, or otherwise interfere with the contractual relationship of any employee or independent contractor of the other party with whom the party had personal contact during the one year immediately before this Agreement's termination.

Feel free to contact me with any questions or concerns you may have.

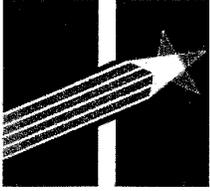
Please sign below and return.

  
\_\_\_\_\_  
Mary Walsh-Sterup, OTR/L, CHT  
Managing Partner CNRS

\_\_\_\_\_  
Administrator

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



**HASTINGS  
PUBLIC SCHOOLS**

Assuring the essential. Expanding the possible.

**HUMAN RESOURCES OFFICE**

## **Memo**

TO: Jeff Schneider, Superintendent Hastings Public Schools  
FROM: Thomas Szlanda, Director of Human Resources & Operations  
DATE: 2-9-24  
SUBJECT: PAPER BID FOR 2024-2025 SCHOOL YEAR

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I recommend we approve the lowest paper bid from Nebraska ESUCC Online Marketplace for the amount of \$34,086.32 for the 2024-2025 school year.

Attachments:

- Nebraska ESUCC Online Marketplace
- Field Paper Company
- Eakes
- Staples



## Nebraska ESUCC Online Marketplace

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### Cart Information

Type: Shopping Cart

Name: Active Cart (#73962)

Status: Created

Created By: Mike Biere (Central Supply)

Last Modified: 02/08/2024 10:22 AM CST

| Item   | Part #    | Supplier             | Price          | Quantity | Item Total  |
|--|-----------|----------------------|----------------|----------|-------------|
| 400160 Premium Copier Paper - 11" X 17" - White                      | 118224    | Paper101 (Paper Buy) | \$48.15 CS     | 6        | \$288.90    |
| 400141-21PLT Premium Copier Paper - 8 1/2" X 11" - White (21 pallet) | 121824-21 | Paper101 (Paper Buy) | \$27,021.12 PL | 1        | \$27,021.12 |
| 400350-BLU Color Copier Paper - 8 1/2" X 11" - 20 lb. - BLUE         | 7972424   | Paper101 (Paper Buy) | \$53.20 CS     | 21       | \$1,117.20  |
| 400350-BUFF Color Copier Paper - 8 1/2" X 11" - 20 lb. - BUFF        | 108724    | Paper101 (Paper Buy) | \$53.20 CS     | 13       | \$691.60    |
| 400350-CHRY Color Copier Paper - 8 1/2" X 11" - 20 lb. - CHERRY      | 3724      | Paper101 (Paper Buy) | \$53.20 CS     | 3        | \$159.60    |
| 400350-GDRD Color Copier Paper - 8 1/2" X 11" - 20 lb. - GOLD        | 3824      | Paper101 (Paper Buy) | \$53.20 CS     | 3        | \$159.60    |
| 400350-GRN Color Copier Paper - 8 1/2" X 11" - 20 lb. - GREEN        | 952424    | Paper101 (Paper Buy) | \$53.20 CS     | 8        | \$425.60    |
| 400350-ORCD Color Copier Paper - 8 1/2" X 11" - 20 lb. - ORCHID      | 108924    | Paper101 (Paper Buy) | \$53.20 CS     | 15       | \$798.00    |
| 400350-PNK Color Copier Paper - 8 1/2" X 11" - 20 lb. - PINK         | 1142424   | Paper101 (Paper Buy) | \$53.20 CS     | 4        | \$212.80    |
| 400350-PMKN Color Copier Paper - 8 1/2" X 11" - 20 lb. - PUMPKIN     | 109524    | Paper101 (Paper Buy) | \$53.20 CS     | 8        | \$425.60    |
| 400350-CNRY Color Copier Paper - 8 1/2" X 11" - 20 lb. - CANARY      | 982424    | Paper101 (Paper Buy) | \$53.20 CS     | 11       | \$585.20    |
| 400475 Coverstock - 8 1/2" x 11" - 65 lb. - White                    | 639914    | Paper101 (Paper Buy) | \$49.75 CS     | 30       | \$1,492.50  |
| 400500-BLU Coverstock - 8 1/2" x 11" - 65 lb. - BLUE                 | 65972424  | Paper101 (Paper Buy) | \$67.63 CS     | 8        | \$541.04    |

|  |             |                         |            |   |         |
|--|-------------|-------------------------|------------|---|---------|
| 400550-GLD Coverstock - 8<br>1/2" x 11" - 65lb. - GOLD           | 69914       | Paper101<br>(Paper Buy) | \$83.78 CS | 1 | \$83.78 |
| 400550-PPK Coverstock - 8<br>1/2" x 11" - 65lb. - PULSAR<br>PINK | 998914      | Paper101<br>(Paper Buy) | \$83.78 CS | 1 | \$83.78 |
| 400995-P101-Free Paper101<br>No Liftgate required                | P101FREEDEL | Paper101<br>(Paper Buy) | \$0.00 EA  | 1 | \$0.00  |

**Total: \$34,086.32**

| ITEM  | UNIT | QTY | NOTES:   | UNIT PRICE | TOTAL PRICE | ITEM NUMBER | NOTES                   |
|---|------|-----|--|------------|-------------|-------------|-------------------------|
| 20# 8 1/2" X 11" WHITE COPY PAPER 92 BRITE  | CASE | 840 | 21 Reams/ Case (500 Sheets/ Ream; 10 Reams/ Case)                                      | 34.80      | 29232       | 46190       | <del>46190</del> Report |
| 20# 11" X 17" WHITE COPY PAPER 92 BRITE     | CASE | 6   | 5 Reams/ Case (30 total Reams) (500 Sheets/ Ream; 5 Reams/ Case)                       | 36.30      | 217.80      | 46194       | Report                  |
| 20# 8 1/2" X 11" BLUE COPY PAPER            | CASE | 21  | 10 Reams/ Case (210 total Reams) (500 Sheets/ Ream; 10 Reams/ Case) PASTEL COLORS ONLY | 54.30      | 1140.30     | 46130       | AE Colors               |
| 20# 8 1/2" X 11" BUFF COPY PAPER            | CASE | 13  | 10 Reams/ Case (130 total Reams) (500 Sheets/ Ream; 10 Reams/ Case) PASTEL COLORS ONLY | 54.30      | 705.90      | 46138       | " "                     |
| 20# 8 1/2" X 11" CHERRY COPY PAPER          | CASE | 3   | 10 Reams/ Case (30 total Reams) (500 Sheets/ Ream; 10 Reams/ Case) PASTEL COLORS ONLY  | 54.30      | 162.90      | 46127       | " "                     |
| 20# 8 1/2" X 11" GOLD COPY PAPER            | CASE | 3   | 10 Reams/ Case (30 total Reams) (500 Sheets/ Ream; 10 Reams/ Case) PASTEL COLORS ONLY  | 54.30      | 162.90      | 46133       | " "                     |
| 20# 8 1/2" X 11" GREEN COPY PAPER           | CASE | 8   | 10 Reams/ Case (80 total Reams) (500 Sheets/ Ream; 10 Reams/ Case) PASTEL COLORS ONLY  | 54.30      | 434.40      | 46132       | " "                     |
| 20# 8 1/2" X 11" ORCHID COPY PAPER          | CASE | 15  | 10 Reams/ Case (150 total Reams) (500 Sheets/ Ream; 10 Reams/ Case) PASTEL COLORS ONLY | 54.30      | 814.50      | 46135       | Laven der               |
| 20# 8 1/2" X 11" PINK COPY PAPER            | CASE | 4   | 10 Reams/ Case (40 total Reams) (500 Sheets/ Ream; 10 Reams/ Case) PASTEL COLORS ONLY  | 54.30      | 217.20      | 46128       | AE Colors               |
| 20# 8 1/2" X 11" SALMON COPY PAPER          | CASE | 8   | 10 Reams/ Case (80 total Reams) (500 Sheets/ Ream; 10 Reams/ Case) PASTEL COLORS ONLY  | 54.30      | 434.40      | 46142       | " "                     |
| 20# 8 1/2" X 11" CANARY (YELLOW) COPY PAPER | CASE | 11  | 10 Reams/ Case (110 total Reams) (500 Sheets/ Ream; 10 Reams/ Case) PASTEL COLORS ONLY | 54.30      | 597.30      | 46126       | " "                     |
| 65# 8 1/2" X 11" WHITE COVERSTOCK PAPER     | CASE | 30  | 8 Reams/ Case (240 total Reams) (250 Sheets/ Ream; 8 Reams/ Case)                      | 66.38      | 1991.25     | 42420       | Lynx                    |
| 65# 8 1/2" X 11" BLUE COVERSTOCK PAPER      | CASE | 8   | 8 Reams/ Case (80 total Reams) (250 Sheets/ Ream; 8 Reams/ Case) PASTEL COLORS ONLY    | 66.38      | 531.04      | 46650       | Lettermark              |
| 65# 8 1/2" X 11" GOLD COVERSTOCK PAPER      | CASE | 1   | 8 Reams/ Case (8 total Reams) (250 Sheets/ Ream; 8 Reams/ Case) PASTEL COLORS ONLY     | 66.38      | 66.38       | 20502       | Lettermark              |
| 65# 8 1/2" X 11" PINK COVERSTOCK PAPER      | CASE | 1   | 8 Reams/ Case (8 total Reams) (250 Sheets/ Ream; 8 Reams/ Case) PASTEL COLORS ONLY     | 66.38      | 66.38       |             | Lettermark              |
| FREIGHT CHARGE                              | EA   | 1   | FREIGHT CHARGES (IF ANY)   |            |             |             |                         |

\$ 36,774.65

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Thank You

Joyce Gindoty

Field Paper Company

2/8/24

Eakes 2024

| ITEM  | UNIT | QTY | NOTES  | UNIT PRICE        | TOTAL PRICE | ITEM NUMBER | NOTES            |
|---|------|-----|--|-------------------|-------------|-------------|------------------|
| 20# 8 1/2" X 11" WHITE COPY PAPER 92 BRITE  | CASE | 840 | 21 Pallets; 40 Cases/ Pallet;(500 Sheets/ Ream; 10 Reams/ Case)                      | \$40.50           | \$34,020.00 | COPYPAPER   |                  |
| 20# 11" X 17" WHITE COPY PAPER 92 BRITE     | CASE | 6   | 5 Reams/ Case (30 total Reams)(500 Sheets/ Ream; 5 Reams/ Case)                      | \$47.50           | \$285.00    | 3987        |                  |
| 20# 8 1/2" X 11" BLUE COPY PAPER            | CASE | 21  | 10 Reams/ Case (210 total Reams)(500 Sheets/ Ream; 10 Reams/ Case)PASTEL COLORS ONLY | \$56.70           | \$1,190.70  | 94284       |                  |
| 20# 8 1/2" X 11" BUFF COPY PAPER            | CASE | 13  | 10 Reams/ Case (130 total Reams)(500 Sheets/ Ream; 10 Reams/ Case)PASTEL COLORS ONLY | <del>\$0.00</del> | \$0.00      | 81204       | Can sub to ivory |
| 20# 8 1/2" X 11" CHERRY COPY PAPER          | CASE | 3   | 10 Reams/ Case (30 total Reams)(500 Sheets/ Ream; 10 Reams/ Case)PASTEL COLORS ONLY  | <del>\$0.00</del> | \$0.00      | 81205       | We sub to pink   |
| 20# 8 1/2" X 11" GOLD COPY PAPER            | CASE | 3   | 10 Reams/ Case (30 total Reams)(500 Sheets/ Ream; 10 Reams/ Case)PASTEL COLORS ONLY  | \$56.70           | \$170.10    | 94299       |                  |
| 20# 8 1/2" X 11" GREEN COPY PAPER           | CASE | 8   | 10 Reams/ Case (80 total Reams)(500 Sheets/ Ream; 10 Reams/ Case)PASTEL COLORS ONLY  | \$56.70           | \$453.60    | 94304       |                  |
| 20# 8 1/2" X 11" ORCHID COPY PAPER          | CASE | 15  | 10 Reams/ Case (150 total Reams)(500 Sheets/ Ream; 10 Reams/ Case)PASTEL COLORS ONLY | \$56.70           | \$850.50    | 94311       |                  |
| 20# 8 1/2" X 11" PINK COPY PAPER            | CASE | 4   | 10 Reams/ Case (40 total Reams)(500 Sheets/ Ream; 10 Reams/ Case)PASTEL COLORS ONLY  | \$56.70           | \$226.80    | 94314       |                  |
| 20# 8 1/2" X 11" SALMON COPY PAPER          | CASE | 8   | 10 Reams/ Case (80 total Reams)(500 Sheets/ Ream; 10 Reams/ Case)PASTEL COLORS ONLY  | \$56.70           | \$453.60    | 94318       |                  |
| 20# 8 1/2" X 11" CANARY (YELLOW) COPY PAPER | CASE | 11  | 10 Reams/ Case (110 total Reams)(500 Sheets/ Ream; 10 Reams/ Case)PASTEL COLORS ONLY | \$56.70           | \$623.70    | 94290       |                  |
| 65# 8 1/2" X 11" WHITE COVERSTOCK PAPER     | CASE | 30  | 8 Reams/ Case (240 total Reams)(250 Sheets/ Ream; 8 Reams/ Case)                     | \$47.84           | \$1,435.20  | 94338       |                  |
| 65# 8 1/2" X 11" BLUE COVERSTOCK PAPER      | CASE | 8   | 8 Reams/ Case (40 total Reams)(250 Sheets/ Ream; 8 Reams/ Case)PASTEL COLORS ONLY    | \$49.52           | \$396.16    | 94332       |                  |
| 65# 8 1/2" X 11" GOLD COVERSTOCK PAPER      | CASE | 1   | 8 Reams/ Case (8 total Reams) (250 Sheets/ Ream; 8 Reams/ Case) PASTEL COLORS ONLY   | <del>\$0.00</del> | \$0.00      | 22771       |                  |
| 65# 8 1/2" X 11" PINK COVERSTOCK PAPER      | CASE | 1   | 8 Reams/ Case (8 total Reams) (250 Sheets/ Ream; 8 Reams/ Case) PASTEL COLORS ONLY   | \$49.52           | \$49.52     | 9461        |                  |
| FREIGHT CHARGE                              | EA   | 1   | FREIGHT CHARGES (IF ANY)   |                   |             |             |                  |

Overall Total: \$40,154.88



Pricing Proposal for: Nebraska ESU Coop: Hastings Public Schools

| Proposed Program    |             |
|---------------------|-------------|
| Proposed Extension: | \$34,423.34 |

\* Pricing is firm for 60 days and thereafter is subject to change based on market fluctuations.

| Original Customer Information |                      |   |          |          |                                |             |                |          |             |   |
|-------------------------------|----------------------|---|----------|----------|--------------------------------|-------------|----------------|----------|-------------|---|
| Seq Num                       | Customer Item Number | Customer Item Description                   | Cust Uom | Cust Qty | Proposed Price in Customer UOM | Staples UOM | Extended Price | Category | Item Number | Description   |
| 1                             | 324791               | 8.5 x 11 White Copy Paper 20# 92 Bright     | CS       | 840      | \$31.39                        | CS          | \$26,367.60    | Paper    | 1199946     | COPY PAPER 8 1/2 X 11 TL IP   |
| 2                             | 512215               | 11 x 17 White Copy Paper 20# 92 Bright      | CS       | 6        | \$47.80                        | CS          | \$286.80       | Paper    | 512215      | Staples® Copy Paper, 20 Lb., 92 Bright, 11" x 17", White, 5-Ream Case (512215)      |
| 3                             | 2259456              | 8.5 x 11 Colored Copy Paper 20#             | CS       | 21       | \$54.99                        | CS          | \$1,154.79     | Paper    | 2259456     | Staples Pastel Multipurpose Paper, 20 lbs, 8.5" x 11", Blue, 5000/Case              |
| 4                             | 490950               | 8.5 x 11 Colored Copy Paper 20#             | CS       | 13       | \$54.99                        | CS          | \$714.87       | Paper    | 490950      | Staples Pastel Multipurpose Paper, 20 lbs, 8.5" x 11", Buff, 5000/Case              |
| 5                             | 675199               | 8.5 x 11 Colored Copy Paper 20#             | CS       | 3        | \$54.99                        | RM          | \$164.97       | Paper    | 675199      | Hammermill Fore MP Colors Multipurpose Paper, 20 lbs., 8.5" x 11", Cherry, 500/Ream |
| 6                             | 2259457              | 8.5 x 11 Colored Copy Paper 20#             | CS       | 3        | \$54.99                        | CS          | \$164.97       | Paper    | 2259457     | Staples Pastel Multipurpose Paper, 20 lbs, 8.5" x 11", Goldenrod, 5000/Case         |
| 7                             | 2259455              | 8.5 x 11 Colored Copy Paper 20#             | CS       | 8        | \$54.99                        | CS          | \$439.92       | Paper    | 2259455     | Staples Pastel Multipurpose Paper, 20 lbs, 8.5" x 11", Green, 5000/Case             |
| 8                             | 24417800             | 8.5 x 11 Colored Copy Paper 20#             | CS       | 15       | \$54.99                        | CS          | \$824.85       | Paper    | 24417800    | Staples Pastel Multipurpose Paper, 20 lbs, 8.5" x 11", Lilac, 5000/Case             |
| 9                             | 490947               | 8.5 x 11 Colored Copy Paper 20#             | CS       | 4        | \$54.99                        | CS          | \$219.96       | Paper    | 490947      | Staples Pastel Multipurpose Paper, 20 lbs, 8.5" x 11", Pink, 5000/Case              |
| 10                            | 490947               | 8.5 x 11 Colored Copy Paper 20#             | CS       | 8        | \$54.99                        | RM          | \$439.92       | Paper    | 490947      | Staples Pastel Multipurpose Paper, 20 lbs, 8.5" x 11", Salmon, 500/Ream             |
| 5                             | 675199               | 8.5 x 11 Colored Copy Paper 20#             | CS       | 11       | \$54.99                        | CS          | \$604.89       | Paper    | 675199      | Staples Pastel Multipurpose Paper, 20 lbs, 8.5" x 11", Canary, 5000/Case            |
| 6                             | 490882               | Cover Stock Paper, 8.5" x 11", White        | CS       | 30       | \$74.00                        | RM          | \$2,220.00     | Paper    | 490882      | Staples 67 lb. Cover Stock Paper, 8.5" x 11", White, 250 Sheets/Pack                |
| 7                             | 2259455              | Cover Stock Paper, 8.5" x 11", Astrobrights | CS       | 8        | \$77.50                        | RM          | \$620.00       | Paper    | 2259455     | Staples 67 lb. Cover Stock Paper, 8.5" x 11", Blue, 250 Sheets/Pack                 |
| 8                             | 24417800             | Cover Stock Paper, 8.5" x 11", Astrobrights | CS       | 1        | \$99.90                        | RM          | \$99.90        | Paper    | 24417800    | Astrobrights 65 lb. Cardstock Paper, 8.5" x 11", Galaxy Gold, 250 Sheets/Pack       |
| 9                             | 490947               | Cover Stock Paper, 8.5" x 11", Astrobrights | CS       | 1        | \$99.90                        | RM          | \$99.90        | Paper    | 490947      | Astrobrights Cover Paper, 65 lbs, 8.5" x 11", Pulsar Pink, 250/Ream                 |

Price quoted in line 1 is valid on full truckload orders only (1 truckload = 840 cases) FOB Delivery

This offer is separate and exclusive of any other contract with Staples

Delivery time is 1-2 weeks ARO

Purchase Order Processing: StaplesPublicBidsDesk@Staples.com or fax to 303-209-4860

**MIDWEST  
RESTAURANT SUPPLY**  
& KITCHEN SUPERSTORE

Quote

01/30/2024

**To:**  
Hastings Public Schools  
Betty Moyle  
Attn. Morrie  
Hastings, NE 68901  
4024697605  
b.moyle@lunchtimesolutions.com

**Project:**  
Hastings Public Schools ( CMA Dishwashers)  
1142 W 18th Street  
Hastings, NE 68901

**From:**  
Midwest Restaurant Supply  
Bob Earl  
2705 W. Hwy. 30  
Grand Island, NE 68803  
(308)384-5780  
Toll Free: 800-652-9366  
308-384-5780 406 (Contact)  
308-380-6873 (Cell)  
Bearll@mwrsupply.com

Project Code: 24602

Job Reference Number: 9498

| Item | Qty  | Description  | Sell               | Sell Total       |
|------|------|--|--------------------|------------------|
| 1HS  | 1 ea | <b>DISHWASHER, CONVEYOR TYPE</b>   | 12,646.00          | 12,646.00        |
|      |      |  <p>CMA Dishmachines Model No. EST-44<br/>Energy Miser® Dishwasher, conveyor type, 44"W x 25-1/8"D x 56-1/2"H, low temp chemical sanitizing or high temp sanitizing, dual tank design, (3) stage wash process (wash/power rinse/final rinse), (249) racks/hour, 19" dish clearance, electric tank heat, auto start/stop, auto fill, automatic water control system, power rinse heater system, automatic soil purging system, stainless steel scrap accumulator, chemical resistant industrial heaters, table limit switch &amp; rack save clutch system, removable curtains, stainless steel construction, includes (1) open &amp; (1) peg rack, 1 HP wash motor, 1/3 HP rinse motor, 1/8 HP conveyor motor, UL, cULus, ETL-Sanitation<br/><b>Hastings High School</b></p>     |                    |                  |
|      | 1 ea | Machine: standard  |                    |                  |
|      | 1 ea | Left-to-right operation  |                    |                  |
|      | 1 ea | 13985.00 44" Extended height (6" taller - 25" dish clearance height in lieu of standard 19" height)  | 3,311.00           | 3,311.00         |
|      | 1 ea | Drain Water Tempering Kit -- fits EST44/EST66 Conveyors - Field installed<br>*May be required for local codes.<br><b>*No Factory start-up with booster heater by others.<br/>Installation and finale connections BY Others<br/>Special Deliver charges will be added if required. Note such on PO.</b>   | 287.00             | <Optional>       |
|      |      |  | <b>ITEM TOTAL:</b> | <b>15,957.00</b> |
| 2MS  | 1 ea | <b>DISHWASHER, CONVEYOR TYPE</b>   | 12,646.00          | 12,646.00        |
|      |      |  <p>CMA Dishmachines Model No. EST-44<br/>Energy Miser® Dishwasher, conveyor type, 44"W x 25-1/8"D x 56-1/2"H, low temp chemical sanitizing or high temp sanitizing, dual tank design, (3) stage wash process (wash/power rinse/final rinse), (249) racks/hour, 19" dish clearance, electric tank heat, auto start/stop, auto fill, automatic water control system, power rinse heater system, automatic soil purging system, stainless steel scrap accumulator, chemical resistant industrial heaters, table limit switch &amp; rack save clutch system, removable curtains, stainless steel construction, includes (1) open &amp; (1) peg rack, 1 HP wash motor, 1/3 HP rinse motor, 1/8 HP conveyor motor, UL, cULus, ETL-Sanitation<br/><b>Hastings Middle School</b></p> |                    |                  |
|      | 1 ea | Machine: standard  |                    |                  |
|      | 1 ea | Left-to-right operation  |                    |                  |
|      | 1 ea | Drain Water Tempering Kit -- fits EST44/EST66 Conveyors - Field Installed<br>*May be required for local codes.   | 287.00             | <Optional>       |
|      | 1 ea | 70 degree rise (F), double element   |                    |                  |
|      | 1 ea | Booster:   |                    |                  |
|      | 1 ea | 13985.00 44" Extended height (6" taller - 25" dish clearance height in lieu of standard 19" height)  | 3,311.00           | 3,311.00         |
|      | 1 ea | Drain Water Tempering Kit -- fits EST44/EST66 Conveyors - Field installed<br>*May be required for local codes.   | 287.00             | <Optional>       |
|      | 1 ea | Vent Hood, with 4" x 16" vent & damper control (set of 2)<br><b>Factory approved service company to perform a start-up after proper installation and connections are completed.<br/>Installation and finale connections BY Others<br/>Special Deliver charges will be added if required. Note such on PO.<br/>*Spec calls out . The 480 volt 3 phase unit is plus the booster heater 480 volt 3 phase unit is .</b>  | 306.00             | 306.00           |
|      |      |  | <b>ITEM TOTAL:</b> | <b>16,263.00</b> |



| Item   | Qty  | Description  | Sell               | Sell Total       |
|--|------|--|--------------------|------------------|
| 3AS  | 1 ea | <b>DISHWASHER, CONVEYOR TYPE</b><br>CMA Dishmachines Model No. EST-44<br>Energy Miser® Dishwasher, conveyor type, 44"W x 25-1/8"D x 56-1/2"H, low temp chemical sanitizing or high temp sanitizing, dual tank design, (3) stage wash process (wash/power rinse/final rinse), (249) racks/hour, 19" dish clearance, electric tank heat, auto start/stop, auto fill, automatic water control system, power rinse heater system, automatic soil purging system, stainless steel scrap accumulator, chemical resistant industrial heaters, table limit switch & rack save clutch system, removable curtains, stainless steel construction, includes (1) open & (1) peg rack, 1 HP wash motor, 1/3 HP rinse motor, 1/8 HP conveyor motor, UL, cULus, ETL-Sanitation<br><b>Alcott School</b> | 12,646.00          | 12,646.00        |
|  | 1 ea | Machine: standard  |                    |                  |
|  | 1 ea | Left-to-right operation  |                    |                  |
|  | 1 ea | 70 degree rise (F), double element   |                    |                  |
|  | 1 ea | <del>Booster:</del>  |                    |                  |
|  | 1 ea | 13985.00 44" Extended height (6" taller - 25" dish clearance height in lieu of standard 19" height)  | 3,311.00           | 3,311.00         |
|  | 1 ea | Drain Water Tempering Kit - fits EST44/EST66 Conveyors - Field installed<br>*May be required for local codes.  | 287.00             | <Optional>       |
|  | 1 ea | Vent Hood, with 4" x 16" vent & damper control (set of 2)  | 306.00             | 306.00           |
|  | 1 ea | Exhaust Fan Time Cycle Control Kit<br>*Spec calls out . The 480 volt 3 phase unit is plus the booster heater 480 volt 3 phase unit is .<br><b>Factory approved service company to perform a start-up after proper installation and connections are completed.</b><br><b>Installation and finale connections BY Others</b><br><b>Special Deliver charges will be added if required. Note such on PO.</b>  | 145.00             | 145.00           |
|  |      |  | <b>ITEM TOTAL:</b> | <b>16,408.00</b> |
| 1  |      | <b>HASTINGS HIGH SCHOOL</b>  |                    |                  |
|  | 1 ea | <b>DELIVERY/INSTALL</b><br>Midwest Restaurant Supply Model No. DELIVERY/INSTALL<br>Midwest Restaurant Supply will receive, inspect, uncrate, deliver, assemble, set in place listed equipment. 2 Techs<br>Customer responsible for all needed utility availability, see specification sheets for any needed utility connection(s).   | 1,200.00           | 1,200.00         |
|  |      |  | <b>ITEM TOTAL:</b> | <b>1,200.00</b>  |
|  | 1 ea | <b>REMOVAL/DISPOSAL</b><br>Midwest Restaurant Supply Model No. REMOVAL DISPOSAL<br>Midwest Restaurant Supply will uninstall, remove and dispose of equipment per EPA regulations.  |                    |                  |
| 2  |      | <b>HASTINGS MIDDLE SCHOOL</b>  |                    |                  |
|  | 1 ea | <b>DELIVERY/INSTALL</b><br>Midwest Restaurant Supply Model No. DELIVERY/INSTALL<br>Midwest Restaurant Supply will receive, inspect, uncrate, deliver, assemble, set in place listed equipment. 2 Techs<br>Customer responsible for all needed utility availability, see specification sheets for any needed utility connection(s).   | 1,200.00           | 1,200.00         |
|  |      |  | <b>ITEM TOTAL:</b> | <b>1,200.00</b>  |
|  | 1 ea | <b>REMOVAL/DISPOSAL</b><br>Midwest Restaurant Supply Model No. REMOVAL DISPOSAL<br>Midwest Restaurant Supply will uninstall, remove and dispose of equipment per EPA regulations.  |                    |                  |
| 3  |      | <b>ALCOTT SCHOOL-HASTINGS, NE</b>  |                    |                  |
|  | 1 ea | <b>DELIVERY/INSTALL</b><br>Midwest Restaurant Supply Model No. DELIVERY/INSTALL<br>Midwest Restaurant Supply will receive, inspect, uncrate, deliver, assemble, set in place listed equipment. 2 Techs<br>Customer responsible for all needed utility availability, see specification sheets for any needed utility connection(s).   | 1,050.00           | 1,050.00         |
|  |      |  | <b>ITEM TOTAL:</b> | <b>1,050.00</b>  |
|  | 1 ea | <b>TRAVEL/TRIP</b><br>Midwest Restaurant Supply Model No. TRAVEL<br>Time/travel second trip  | 150.00             | 150.00           |
|  |      |  | <b>ITEM TOTAL:</b> | <b>150.00</b>    |
| <b>PLUMBING AND ELECTRICAL TO BE DISCONNECTED BY LOCAL TRADES AT CUSTOMERS COST, PRIOR TO MIDWEST RESTAURANT SUPPLY REMOVAL/INSTALLATION DATE.</b> |      |  |                    |                  |
|  |      |  | Subtotal           | 52,228.00        |
|  |      |  | Total              | 52,228.00        |

*no booster heater*

Prices Good Until: 02/09/2024

\*\*\*\*\*TERMS\*\*\*\*\*

\*Quote for equipment and products valid through date shown above.  
\*Any changes will negate this quote (including freight). Changes include but are not limited to quantities and omission/addition of an item.  
\*Prices are quoted per manufacturer's standard specification and do not include any optional accessories unless specified.  
\*Order may be subject to credit approval and may require a deposit.  
\*Shipping/Handling, lift gate, installation, delivery, "set in place" or applicable sales tax are not included unless noted  
\*If not ordering lift-gate or installation, Please plan to remove equipment from the shipping carrier.  
\*Please have a storage plan if items need to be held prior to installation.  
\*Any changes to delivery time and location may impact additional shipping and storage fees that will be added to customer invoice.  
\*All returns are subject to restock fee plus freight  
\*Final Pricing may change due to increases in vendor pricing, surcharges, freight or fees between the time of initial quote and when the order is placed. The customer will be notified by MWRS of any changes prior to the order being processed.  
\*All accounts with balance over 30 day terms will be accessed a monthly finance charge equating 18%

APR  
Acceptance:  Date: 1-30-24  
Printed Name: Bethmy

AICOH will be here in  
5 weeks  
other 2 in 8 weeks

  
1-30-24

HASTINGS

| ITEM #               | QNTY | DESCRIPTION   | MODEL NO. | CULINEX             | Sysco               | TriMark             | IS                    | MWRSY               |
|----------------------|------|---|-----------|---------------------|---------------------|---------------------|-----------------------|---------------------|
| <b>High School</b>   |      |   |           |                     |                     |                     |                       |                     |
| 1                    | 1    | CMA Conveyor Dish Machine                             | EST-44    | \$ 13,089.44        | \$ 12,515.00        | \$ 12,975.00        | \$ 16,219.14          | \$ 12,646.00        |
|                      | 1    | 208/60/3  |           | \$ -                |                     |                     | \$ -                  | \$ -                |
|                      | 1    | Left To Right   |           |                     |                     |                     |                       |                     |
|                      | 1    | Extended Height                                       |           | \$ 3,426.97         | \$ 3,277.00         | \$ 3,397.00         | \$ 4,246.36           | \$ 3,311.00         |
|                      | 1    | Booster Heater Delete                                 |           | \$ -                |                     |                     |                       |                     |
|                      | 1    | Installation  |           | \$ 2,890.00         | \$ -                |                     | \$ 4,000.00           | \$ 1,200.00         |
|                      |      | Receipt, inspection, delivery, uncrating set in place |           |                     |                     |                     |                       |                     |
|                      |      | Disposal of old unit.                                 |           |                     |                     |                     |                       |                     |
|                      |      | Final plumbing, electrical, and venting connections   |           |                     |                     |                     |                       |                     |
|                      |      | by others   |           |                     |                     |                     |                       |                     |
|                      |      |   |           | <b>\$ 19,406.41</b> | <b>\$ 15,792.00</b> | <b>\$ 16,372.00</b> | <b># \$ 24,465.50</b> | <b>\$ 17,157.00</b> |
| <b>Middle School</b> |      |   |           |                     |                     |                     |                       |                     |
| 1                    | 1    | CMA Conveyor Dish Machine                             | EST-44    | \$ 13,089.44        | \$ 12,515.00        | \$ 12,975.00        | \$ 16,219.14          | \$ 12,646.00        |
|                      | 1    | 208/60/30   |           | \$ 918.58           | \$ 879.00           | \$ 911.00           | \$ 1,138.22           |                     |
|                      | 1    | Left To Right   |           |                     |                     |                     |                       |                     |
|                      | 1    | Extended Height                                       |           | \$ 3,426.97         | \$ 3,277.00         | \$ 3,397.00         | \$ 4,246.36           | \$ 3,311.00         |
|                      | 1    | Booster Heater  |           | \$ 2,054.01         | \$ 1,964.00         | \$ 2,036.00         | \$ 2,545.15           |                     |
|                      | 1    | Booster Heater 480v                                   |           | \$ 918.58           | \$ 879.00           | \$ 911.00           | \$ 1,138.22           |                     |
|                      | 2    | Vent Hood **** QNTY                                   |           | \$ 317.24           | \$ 304.00           | \$ 314.00           | \$ 393.06             | \$ 306.00           |
|                      | 1    | Installation  |           | \$ 2,890.00         | \$ 4,000.00         | \$ 7,000.00         | \$ 4,000.00           | \$ 1,200.00         |
|                      |      | Receipt, inspection, delivery, uncrating set in place |           | *****               | *****               | *****               |                       |                     |
|                      |      | Disposal of old unit.                                 |           |                     |                     |                     |                       |                     |
|                      |      | Final plumbing, electrical, and venting connections   |           |                     |                     |                     |                       |                     |
|                      |      | by others   |           |                     |                     |                     |                       |                     |
|                      |      | ****NOT all INSTALLATIONS ARE EQUAL                   |           | <b>\$ 23,614.82</b> | <b>\$ 23,818.00</b> | <b>\$ 27,544.00</b> | <b>\$ 29,680.15</b>   | <b>\$ 17,463.00</b> |
| <b>Alcott</b>        |      |   |           |                     |                     |                     |                       |                     |
| 1                    | 1    | CMA Conveyor Dish Machine                             | EST-44    | \$ 13,089.44        | \$ 12,515.00        | \$ 12,975.00        | \$ 16,249.14          | \$ 12,646.00        |
|                      | 1    | 208/60/3  |           |                     |                     |                     |                       |                     |
|                      | 1    | Right to Left   |           |                     |                     |                     |                       |                     |
|                      | 1    | Extend Height   |           | \$ 3,426.97         | \$ 3,277.00         | \$ 3,397.00         | \$ 4,246.36           | \$ 3,311.00         |
|                      |      | USING existing booster heater                         |           |                     |                     |                     |                       |                     |
|                      | 2    | Vent Hood **** QNTY                                   |           | \$ 317.24           | \$ 304.00           | \$ 314.00           | \$ 368.72             | \$ 306.00           |
|                      |      | exhaust fan   |           | \$ 215.00           | \$ 189.00           | \$ 195.00           | \$ 185.00             | \$ 145.00           |
|                      | 1    | Installation  |           | \$ 2,890.00         | \$ 4,000.00         | \$ 3,500.00         | \$ 4,000.00           | \$ 1,050.00         |
|                      |      | Receipt, inspection, delivery, uncrating set in place |           |                     |                     |                     |                       |                     |
|                      |      | Disposal of old unit.                                 |           |                     |                     |                     |                       |                     |
|                      |      | Final plumbing, electrical, and venting connections   |           |                     |                     |                     |                       |                     |
|                      |      | by others   |           |                     |                     |                     |                       |                     |
|                      |      | travel  |           |                     |                     |                     |                       | \$ 150.00           |
|                      |      | ****NOT all INSTALLATIONS ARE EQUAL                   |           | <b>\$ 19,938.65</b> | <b>\$ 20,285.00</b> | <b>\$ 20,381.00</b> | <b>\$ 25,049.22</b>   | <b>\$ 17,608.00</b> |
|                      |      | <b>Totals</b>   |           | <b>\$ 62,959.88</b> | <b>\$ 59,895.00</b> | <b>\$ 64,297.00</b> | <b>\$ 79,194.87</b>   | <b>\$ 52,228.00</b> |

**Administrative Resignation/Release/Retire(s)**

| <u>Name</u>                    | <u>Assignment/Building</u> | <u>FTE</u> | <u>Effective</u> | <u>Replaces/Reason</u> |
|--------------------------------|----------------------------|------------|------------------|------------------------|
| No Resignation/Retire/Releases |                            |            |                  |                        |

**Administrative Transfer(s)**

| <u>Name</u> | <u>Former Assignment/Building</u> | <u>New Assignment/Building</u> | <u>Effective</u> | <u>Replaces/Reason</u> |
|-------------|-----------------------------------|--------------------------------|------------------|------------------------|
|             |                                   |                                |                  |                        |

**Administrative New Hire(s)**

| <u>Name</u> | <u>Assignment/FTE/Building</u> | <u>Effective</u> | <u>Degree/Level</u> | <u>College/University</u> | <u>Replaces/Reason</u> |
|-------------|--------------------------------|------------------|---------------------|---------------------------|------------------------|
| Sloan, Amy  | Principal/Hawthorne            | 7/1/2024         |                     |                           | John Hauser/transfer   |

**Certificated Resignation/Release(s)**

| <u>Name</u>       | <u>Assignment/Building</u> | <u>FTE</u> | <u>Effective</u> | <u>Replaces/Reason</u> |
|-------------------|----------------------------|------------|------------------|------------------------|
| Hollister, Nicole | SPED/HMS                   |            | 5/22/2024        | Resign                 |
| Hemje, Katherine  | EL/Linciln                 |            | 5/22/2024        | Resign                 |
| Hurt, Matt        | STS-Manufacturing/HHS      |            | 5/22/2024        | Resign                 |
| Schelkopf, Kelly  | MATH/HHS                   |            | 5/22/2024        | Resign                 |

**Certificated Transfer(s)**

| <u>Name</u>        | <u>Former Assignment/Building</u>   | <u>New Assignment/Building</u> | <u>Effective</u> | <u>Replaces/Reason</u>             |
|--------------------|-------------------------------------|--------------------------------|------------------|------------------------------------|
| Landell, Barbara   | 1.0 Kindergarten/Alcott             | 0.50 Kindergarten/Alcott       | 8/8/2024         | transfer from 1.0 to 0.50 FTE      |
| Raitt, Paige       | 1.0 Kindergarten/Hawthorne          | 0.50 Kindergarten/Alcott       | 8/8/2024         | Barbara Landell/ FTE chg           |
| Rodgers, Hannah    | Preschool Teacher/Morton            | Preschool Teacher.Morton       | 8/8/2024         | Judy Krueger/retire                |
| Runcie, Zach       | Math/HMS                            | Math/HHS                       | 8/8/2024         | Ashley Speak/resign-unfilled 23-24 |
| Sloan, Amy         | Instructional Facilitator/Hawthorne | Principal/Hawthorne            | 7/1/2024         | John Hauser/transfer               |
| Trausch, Elizabeth | 5th Grade Teacher/Hawthorne         | Behavior Teacher/Hawthorne     | 8/8/2024         | New Position                       |

**Certificated New Hire(s)**

| <u>Name</u>         | <u>Assignment/FTE/Building</u> | <u>Effective</u> | <u>Degree/Level</u> | <u>College/University</u>    | <u>Replaces/Reason</u>       |
|---------------------|--------------------------------|------------------|---------------------|------------------------------|------------------------------|
| Bailey, Michaela    | SPED/HMS                       | 8/6/2024         | BA-4                | Hastings College/GC Univ     | Nicole Hollister/resign      |
| Binfield, Jordan    | Science/HMS                    | 8/6/2024         | BA18-9              | Hastings College             | Patrick Mumm/resign          |
| Burnett, MaShayla   | Grade 3/Alcott                 | 8/6/2024         | BA-1                | Doane College                | Newly Created Position       |
| Garrison, Joanne    | EL/HHS                         | 8/6/2024         | MA45-17             | UNO/UNK/Cal State/JMU        | Kaylee Lipovsky/resign       |
| Howie, Denise       | English/Senior High            | 8/6/2024         | MA-3                | Iowa State/Hastings College  | Lori Hergott/retire          |
| Kaup, Hayley        | Kindergarten/1.0/Hawthorne     | 8/6/2024         | BA09-4              | Wayne State/Hastings College | Brianna Charity/resign       |
| Landenberger, Susan | Preschool/1.0/Morton           | 8/6/2024         | BA09-4              | UNK                          | Shardian Erb/resign          |
| Struss, Emily       | Kindergarten/1.0/Hawthorne     | 8/6/2024         | BA-1                | Hastings College             | Paige Raitt/transfer FTE chg |
| Weins, Andrea       | Math 7th Grade/HMS             | 8/6/2024         | MA-11               | UNL/Wesleyan                 | Zach Runcie/transfer         |

**Extra Standard Resignation/Release(s)**

| <u>Name</u>         | <u>Assignment/Building</u>           | <u>Effective</u> | <u>Replaces/Reason</u> |
|---------------------|--------------------------------------|------------------|------------------------|
| Ferguson, Charles   | 7th Grade Boys Basketball Head Coach | 2/5/2024         | Transfer               |
| McPhillips, Michael | Middle School Garden                 | 2/8/2024         | Resign                 |
| Kissinger, Matt     | 8th Grade Boys Head Basketball Coach | 1/17/2024        | Resign                 |
| Neujahr, Kassie     | 8th Grade Asst. Volleyball Coach     | 2/12/2024        | Resign                 |
| Stoner, Meagan      | SH Dance Team                        | 5/22/2024        | Resign                 |

**Extra Standard Transfer(s)**

| <u>Name</u>       | <u>Former Assignment/Building</u>    | <u>New Assignment/Building</u>       | <u>Effective</u> | <u>Replaces/Reason</u> |
|-------------------|--------------------------------------|--------------------------------------|------------------|------------------------|
| Ferguson, Charles | 7th Grade Boys Basketball Head Coach | 8th Grade Boys Head Basketball Coach | 8/8/2024         | Kissinger, Matt        |

**Extra Standard New Hire(s)**

| <u>Name</u>   | <u>Assignment/Building</u> | <u>Level</u>  | <u>Effective</u> | <u>Replaces/Reason</u> |
|---------------|----------------------------|---------------|------------------|------------------------|
| Christy, Rick | Assistant Boys Track       | Cat II, Lvl 4 | 2/19/2024        | Christy, Rick          |
| Struss, Emily | SH Dance Team              | Cat II, Lvl 1 | 8/6/2024         | Stoner, Megan          |

**Classified Resignation/Release(s)**

| <u>Name</u>       | <u>Assignment/Building</u>               | <u>FTE</u> | <u>Effective</u> | <u>Replaces/Reason</u> |
|-------------------|--|------------|------------------|------------------------|
| Crandell, Rebecca | Title I Para/Lincoln                     | 1.0        | 1/26/2024        | Release                |
| Glantz, Sunny     | Administrative Assistant-12mo/HMS        | 1.0        | 3/15/2024        | Resign                 |
| Hulse, Marty      | Custodian/Alcott                         | 1.0        | 1/22/2024        | Resign                 |
| Johnson, Sara     | Curric/Instruct Admin Asst-12mo/District | 1.0        | 3/5/2024         | Resign                 |
| Krueger, Vicki    | Bus Driver/District                      | 1.0        | 5/22/2024        | Retire                 |
| Schmoll, Marty    | Custodian/AL-HA                          | 1.0        | 2/9/2024         | Resign                 |

**Classified Transfer(s)**

| <u>Name</u>  | <u>Former Assignment/Building</u> | <u>New Assignment/Building</u> | <u>FTE</u> | <u>Effective</u> | <u>Replaces/Reason</u> |
|--------------|-----------------------------------|--------------------------------|------------|------------------|------------------------|
| No Transfers |                                   |                                |            |                  |                        |

**Classified New Hire(s)**

| <u>Name</u>     | <u>Assignment/Building</u> | <u>FTE</u> | <u>Effective</u> | <u>Replaces/Reason</u>   |
|-----------------|----------------------------|------------|------------------|--------------------------|
| Johnson, Rachel | Para/Morton ELC            | 1.0        | 1/23/2024        | Jacinda Gerdes/resign    |
| Konert, Ashely  | Skills 3 Para/Alcott       | 1.0        | 2/5/2024         | Jenny Murman/resign      |
| Ostdiek, Sara   | SEBL Para/HMS              | 1.0        | 1/24/2024        | Gabrielle Gardner/resign |