

**SOUTHERN JUNIOR - SENIOR HIGH SCHOOL**

**REGISTRATION HANDBOOK**

**2024-2025**

Notice of Nondiscrimination – The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

## INTRODUCTION

This booklet is designed to give you information concerning the course requirements and course descriptions of course offerings at Southern Junior/Senior High School. The booklet is divided into four main sections.

The first section gives parents and students general information about registration, including graduation requirements and items which may be of interest when scheduling courses. The second section lists courses available to all senior high students (grades 9-12). The third section lists junior high (7th and 8th grade) courses. The fourth section contains the School District's grievance procedures.

High school is a very important period of time to begin planning for the future. Therefore, it is important that students and their parents spend some time in discussing what courses will best prepare the student for his/her future goals.

Our School Counseling Office has current information on each student's academic progress/credits earned toward his/her high school diploma. Please contact this office if you have any questions about your student's progress or credits needed for graduation.

Mr. Jeff Murphy  
Principal

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\*\*\*\*\*

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# REGISTRATION HANDBOOK

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## GENERAL INFORMATION

### Graduation Requirements

Students graduating from Southern High School need 230 credits to receive a high school diploma.

For the Class of 2025, 165 credits must be accumulated in the following areas:

English	40 credits
Social Studies	30 credits (to include 1 sem of Govt and 1 sem Econ)
Math	30 credits
Science	30 credits
Personal Finance	10 credits
Vocational Education	10 credits (Business or Agriculture courses)
Physical Education	10 credits
Fine Arts	5 credits

The remaining required 65 credits are electives.

For the Class of 2026, 165 credits must be accumulated in the following areas:

English	40 credits
Social Studies	30 credits (to include 1 sem of Govt and 1 sem Econ)
Math	30 credits
Science	30 credits
Personal Finance	10 credits
Vocational Education	10 credits (Business or Agriculture courses)
Physical Education	10 credits (to include 1 sem of Health)
Fine Arts	5 credits

The remaining required 65 credits are electives.

For the Classes of 2027 and 2028, 170 credits must be accumulated in the following areas:

English	40 credits
Social Studies	30 credits (to include 1 sem of Govt and 1 sem Econ)
Math	30 credits
Science	30 credits
<b>IT Fundamentals</b>	<b>5 credits</b>
Personal Finance	10 credits
Vocational Education	10 credits (Business or Agriculture courses)
Physical Education	10 credits (to include 1 sem of Health)
Fine Arts	5 credits

The remaining required 60 credits are electives.

## Required Courses for High School Students

All students in grades 9-11 are to be in attendance for a full school day. Students must be registered for the following courses at the grade level listed:

**9th Grade students:** English 9, World History, Science 9, a math course, Health & PE

**10th Grade students:** English 10, American History, Biology, a math course

**11th Grade students:** American Literature, Chemistry or Adv. General Science, a math course

All seniors must be enrolled in at least 20 credits of courses offered through Southern High School unless a schedule of fewer credits is approved by administration.

**12th Grade students must be enrolled in:** English 12 or Composition

## Other Information

**Course Offerings:** This booklet lists possible course offerings for the upcoming school year. Some courses listed in this registration guide may not be offered due to small course enrollments or other circumstances.

**Enrollment:** Some courses may be limited to a maximum number of students. Priority placement in these courses will be decided upon by a student's need for graduation requirements and/or dated return of registration forms.

**Prerequisites:** Some courses may be limited to a specific listed grade level, indicate a course that must be passed before the student takes a particular course, and/or indicate the minimum grade level a student must have obtained before being allowed to enroll in that course.

**Credits:** Unless otherwise noted in the course description, all senior high courses meet for five days a week for the entire year. Five (5) credits are granted per semester for passing grades in these courses.

**OT Courses:** These are modified courses that are offered to students with an individualized educational plan. Enrollment is with case manager permission only.

**Out Periods:** Seniors are allowed up to two out periods, which must be scheduled consecutively (i.e. 1st and 2nd, 7th and 8th) or scheduled 1st and 8th periods. If a student chooses only one release period, that period must be either 1st or 8th period. Students must have parent permission for out periods and maintain good academic standing. If a senior is failing a course required for graduation, there will be a loss of out period privileges until the grade is passing.

**Pass/Fail:** GPA is not affected by pass/fail courses.

**Work Program:** Opportunity to practice job skills on the job. Contract between employer, student, parents/guardians and administration must be in place.

## Additional Credit Opportunities

Southern High School offers some “non-traditional” opportunities to earn high school and/or college credit. For more information on any of the programs listed below, contact the school counselor.

**Dual Credit & Online College Courses:** Students have the option to earn college credit while in high school. Students may enroll in online/onsite classes at various colleges. Students will be given a period during the school day to work on the college class. The pace of these courses is accelerated from the normal high school course so as to help prepare the students for taking college level courses in the future and to cover the material necessary to qualify the course as a dual-credit course. Students not needing or wanting high school credit for the course will waive the recording of the course grade on the high school transcript. These courses are transferable to most colleges; however, some colleges do not accept these courses. Students are responsible for paying for tuition and books for these courses. Contact the school counselor for more information.

**Odysseyware Courses:** These high school courses are taken on-line and include credit recovery courses and courses not offered at Southern High School.

**Southeast Nebraska Career Academy Program (SENCAP):** This program is a cooperative effort with Southeast Community College. High school juniors and seniors can choose from specified courses within career pathways. The majority of the courses are taught on-line. SCC covers 50% of the tuition cost and the student is responsible for the other 50%. Students may be responsible for purchasing the required instructional materials. The students are given a “portfolio” grade which will allow the exploration of a career field by experiencing a first-hand look at what goes on in the “real world”; this grade will be recorded on the student’s high school transcript. Contact the school counselor for more information.

### 7-12 GRADE SCALE

99-100 = A+
96-98 = A
93-95 = A-
90-92 = B+
87-89 = B
85-86 = B-
83-84 = C+
80-82 = C
78-79 = C-
75-77 = D+
72-74 = D
70-71 = D-
Below 70 = F

## SENIOR HIGH COURSES

### ENGLISH

All students must be enrolled in an English course.

**English 9:** English 9 includes creative writing and various facets of grammar, language structure, vocabulary, prose, classic novels, and expressive readings. Particular emphasis is placed upon the usage of language and its application in our society.

Prerequisite: 9th grade standing

**English 10:** English 10 combines world literature with grammar and writing units to emphasize the use of language. Particular importance is placed on language usage and its application in society.

Prerequisite: 10th grade standing

**American Literature:** American Literature is reading in the genres of short stories, novels, essays, and historical articles. Writing assignments include literary analysis, journal writing, author studies, and creative writing. Vocabulary and grammar are studied throughout the year. Also, ACT preparation in vocabulary, literary terms, grammar, and writing are studied throughout the year.

Prerequisite: 11th grade standing

**English 12:** English 12 includes the critical reading of short stories, essays, non-fiction, fiction, and poetry. Writing assignments include literary analysis essays, journal writing, persuasive essays, and author studies. Vocabulary and grammar are studied throughout the year.

Prerequisite: 12th grade standing

**Composition:** Composition focuses on several modes of writing, with emphasis placed on college-level expectations. This course includes several grammar chapters to improve understanding of language structure and usage, as well as upper-level novel selections to increase reading comprehension and reflection skills.

Prerequisite: 12th grade standing

### MATHEMATICS

All 9th, 10th and 11th grade students must be enrolled in a math course.  
The students' previous math teacher will recommend placement in math courses.

**Integrated Math I:** Integrated Math is the first course of a three-course sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course will include, but is not limited to, the following concepts: solving equations and inequalities, linear equations, linear functions, systems of equations, exponents, classifying angles, midpoint, distance, parallel/perpendicular lines, and transformations.

Prerequisite: Teacher Recommendation

**Integrated Math II:** Integrated Math II is the second course of a three-course sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course will include, but is not limited to the following concepts: piecewise-defined functions, systems of equations, polynomial functions, rational functions, radical functions, circles, and polygons.

Prerequisite: Integrated Math I or Teacher Recommendation

**Integrated Math III:** Integrated Math III is the third course of a three-course sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course will include, but is not limited to the following concepts: arithmetic sequences and series, systems of equations, polynomial functions operations and graphing, rational functions operations and graphing, exponential functions, logarithmic functions, basic trigonometric functions, data analysis and probability.

Prerequisite: Integrated Math II or Teacher Recommendation

**Algebra I:** The emphasis in this course is on the symbolism, structure and manipulation of equations. Also covered are factoring and practical application through problem solving. Students will work on computers doing IXL Learning. There will be short tests showing mastery of algebraic concepts.

Prerequisite: 9th grade standing or higher

**Geometry:** This course will include, but is not limited to, the following concepts: parallel and perpendicular lines, the coordinate plane, triangles, quadrilaterals, polygons, circles, trigonometry, congruence and similarity, surface area, volume, and transformations.

Prerequisite: Algebra I

**Algebra II:** This course will include, but is not limited to, the following concepts: linear equations, inequalities, graphs, matrices, polynomials and radical expressions, quadratic equations, functions, exponential and logarithmic expressions, sequences and series, and probability.

Prerequisite: Geometry

**College Prep Math:** This course is part of the Nebraska Math Readiness Project. The goal of this course is to prepare qualifying high school juniors and seniors for college-level math at any Nebraska community college. It is an individualized and self-paced online course facilitated by a high school math teacher. Successful students are self-motivated and complete 2 modules. This course is limited to 6-8 students. (Pass/Fail)

Prerequisite: Algebra II or instructor permission

**Pre-Calculus:** Pre-Calculus is highly recommended for college-bound students. This course will include, but is not limited to, the following concepts: polynomial functions and their inverses, complex numbers, logarithmic and exponential functions and their applications, trigonometric functions, trigonometric identities, application of trigonometry and selected topics in probability and statistics. Students need to demonstrate a strong work ethic. This course can be taken for dual credit "College Algebra".

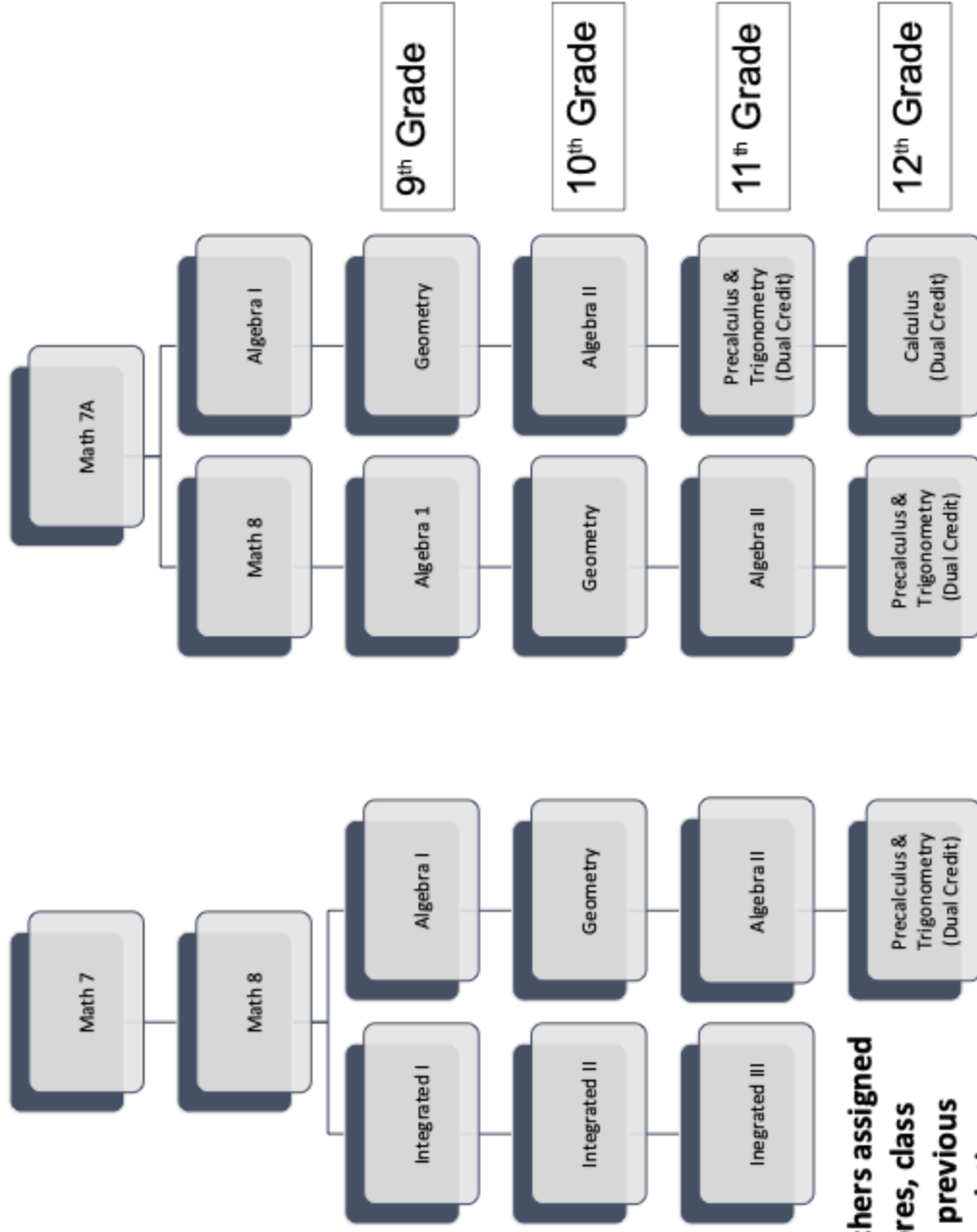
Prerequisite: Grade of A or B in Algebra II or instructor permission

**Calculus:** This course will include, but is not limited to, the following concepts: limits, derivatives and integrals involving logarithmic and trigonometric functions, as well as the applications of these concepts. This course can be taken for dual credit "Calculus".

Prerequisite: Grade of A or B in Pre-Calculus or instructor permission



# Southern Math Flowchart



**All paths are teachers assigned based on test scores, class performance and previous teacher recommendation.**

## SCIENCE

All 9th, 10th and 11th grade students must be enrolled in a Science course.

**Science 9:** An introductory course dealing with the basic principles of earth science and physical science. Laboratory work is used to strengthen and further develop principles and facts introduced in course discussions. Problem solving is included to further aid in the understanding of the material presented.

Prerequisite: 9th grade standing

**Biology:** This course will introduce students to topics such as cell structures, cell functions, growth, cell division, mutations, inheritance of traits, evolution, ecology and zoology.

Prerequisite: 10th grade standing

**Advanced General Science:** Students will learn in depth topics from Life Science, Earth Science, and Physical Science, as well as perform labs to learn about the nature of science. Topics will include ecology, cells, anatomy, geology, weather, astronomy, basic chemistry, and basic physics. This course is intended to prepare students for basic level science at the college level and for the ACT/state test.

Prerequisite: 11th grade standing

**Chemistry:** An introductory course in preparation for college and vocational areas requiring a chemistry background. Lab work and problem solving are used to strengthen and further develop principles introduced during course discussions.

Prerequisite: 11th grade standing

**Anatomy/Physiology:** This course provides a basic understanding and working knowledge of the human body. The course deals with the anatomy of the body systems, the physiology (functioning) of each system and the disorders, which prevent the system from working correctly.

Prerequisite: 12th grade standing and Biology

**Physics:** This mathematically oriented course in physics includes the study of motion, force, matter, energy, heat, light, electricity and nuclear reactions.

Prerequisite: 12th grade standing and Algebra II

## SOCIAL STUDIES

All 9th and 10th grade students must be enrolled in a Social Studies course. All students will take Government and Economics as a Junior or Senior.

**World History:** World History is a course that will familiarize the students with the development of Western and non-Western Civilizations from a historical, geographic and cultural perspective.

Prerequisite: 9th grade standing

**American History:** (Progressive Era to Present Day) This course will give students an opportunity to examine events in history including the Progressive Era, World War 1, Roaring 20s and the Great Depression, World War 2, Cold War, Civil Rights, Vietnam, America in the 80s and 90s, and the 21st Century.

Prerequisite: 10th grade standing

**Economics:** The content for this social studies course includes the study of economics. While each unit will focus on the works of capitalism in the United States, other topics include: basic economic terms, supply & demand, markets in the United States, credit & investing basics, and economic cycles /global trade.

Prerequisite: 11th grade standing (Semester course opposite American Government)

**Government:** The content of this course is designed to acquaint students with the origins, concepts, organizations, and policies of the United States government and political system.

Prerequisite: 11th grade standing (Semester course opposite Economics)

**Psychology:** This course is a study of how humans develop, learn, and relate to others. Areas of study include how humans learn, memory, growth and development, intelligence, psychological disorders, methods of therapy, and sensation and perception.

Prerequisite: 11th grade standing

**Sociology:** This course is the study of human society and social behavior. This course will study how people relate to one another and influence each other's behavior. Sociology focuses on group behavior rather than individual behavior. Some issues studied in this course are cultural diversity, formal organizations, adolescents in society, adults in society, social control, deviance, poverty, dating, marriage and the family, race and gender, and education and religion.

Prerequisite: 11th grade standing

## **AGRICULTURE EDUCATION (vocational)**

Membership in FFA requires student enrollment in an Agriculture Education course.

**Ag Mechanics:** This course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include woodworking, agricultural structures, electrical wiring, introductory arc welding, oxy/fuel cutting and welding processes, and power equipment operation and maintenance. Learning activities include information, skill development, and problem solving.

Prerequisite: 9th grade standing or higher

**Intro to Agriculture:** This course will introduce students to a brief introduction of production agriculture. Units covered include, ag business, ag mechanics, crop production, leadership skills, livestock production, and record keeping. Students will also be introduced to Future Farmers of America (FFA) and what the program has to offer.

Prerequisite: 9th grade standing or higher

**Animal Science:** This course will introduce and discuss the different species involved in ag production. We will cover breeds of each species, selection of animals, anatomy (both internal and external), feeding livestock and meat production. We will explore the different products produced from livestock and how they directly affect us. Classroom and lab activities are supplemented through supervised agricultural experience and FFA leadership programs and activities. (Semester class opposite Plant Science)

Prerequisite: Intro to Agriculture

**Plant Science:** This course will introduce and discuss the different row crop production, growing cycles of different plants and external and internal plant id. We will also explore the different products produced from plants and how they directly affect us. Classroom and lab activities are supplemented through supervised agricultural experience and FFA leadership programs and activities. (Semester class opposite Animal Science)

Prerequisite: Intro to Agriculture

**Advanced Animal Science:** This hands-on course will expand the animal science curriculum. We will discuss livestock breeding, nutrition, and selection. Students will also discuss genetics and artificial insemination, including techniques and record keeping for a year's production. In addition, students will gain hands-on experience in welding techniques relevant to ag equipment maintenance and repair. Classroom and lab activities are supplemented through supervised agricultural experience and FFA leadership programs and activities. (Semester course opposite Agronomy)

Prerequisite: Animal Science

**Agronomy:** This hands-on course will expand the plant science curriculum. We will explore planting populations, GPS, fertilizing and chemical rates, and harvesting data. Students will design a row crop farm, including prices and recordkeeping for a year's production. In addition, students will gain hands-on experience in welding techniques relevant to ag equipment maintenance and repair. Classroom and lab activities are supplemented through supervised agricultural experience and FFA leadership programs and activities. (Semester course opposite Advanced Animal Science)

Prerequisite: Plant Science

**Ag. Business:** This course will explore the different business structures and management options. We will explore record keeping for a business, how to make a sale for an ag product, and discuss what job skills are needed in agriculture. Classroom and lab activities are supplemented through supervised agricultural experience and FFA leadership programs and activities. (Semester course opposite Ag. Entrepreneurship)

Prerequisite: 11th grade standing or higher, Intro to Agriculture

**Ag. Entrepreneurship:** The course emphasizes basic economic concepts, basic financial concepts, and functions of business, business technology, and career preparation. Students will be exposed to various aspects of the agribusiness world. Such topics to be discussed are: marketing, management, economics, accounting, finance, business law, and entrepreneurship. Students will be exposed to various careers in agribusiness. Furthermore, students are introduced to the steps and research necessary to create their own business. Classroom and lab activities are supplemented through supervised agricultural experience and FFA leadership programs and activities. (Semester course opposite of Ag. Business)

Prerequisite: 11th grade standing or higher, Intro to Agriculture

**Supervised Ag Experiences:** This course will provide "hands-on" activities, projects and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. Classroom and lab activities are supplemented through supervised agricultural experience and FFA leadership programs and activities.

Prerequisite: 12th grade standing, Animal and/or Plant Science

## **BUSINESS EDUCATION (vocational)**

All students will take Personal Finance as a Junior or Senior.

**Introduction to Business:** This course is designed to introduce students to the Business, Marketing, and Management Career Field, which focuses on formation and structure, economics, management, marketing, financial management, and operations. Career opportunities and technology will also be used and discussed. (Semester course opposite Marketing)

Prerequisite: 9th grade standing or higher

**Marketing:** This course develops basic student understanding and skills in the functions of marketing. Emphasis is placed on the impact of marketing activities on the individual, business, and society. Topics include market analysis, marketing information management, target customer identification, the development of marketing-mix strategies, and an in-depth look at the selling process. (Semester course opposite Introduction to Business)

Prerequisite: 9th grade standing or higher

**Information Technology Applications:** This course allows students to explore emerging technologies as it applies to success in high school, college, and career. The focus will be on the importance of digital citizenship, professional communication practices, advanced document processing, professional presentations, and intermediate spreadsheet and database applications used personally and professionally. This course will also focus on skill development in data science using word processing, spreadsheets, databases, and integration of applications utilizing advanced features. Skills, standards, and coursework align with industry certifications. (Semester course opposite IT Fundamentals)

Prerequisite: 9th grading standing or higher

**IT Fundamentals:** This course develops the students' abilities to analyze, evaluate, strategize, and reflect upon technologies such as computer hardware, computer software, web technologies, databases, networking, security, and software development. Students will also be introduced to ever-changing information technology careers along with developing positive and ethical behaviors/practices. (Semester course opposite Information Technology Applications)

Prerequisite: 9th grading standing or higher

**Accounting 1:** This one-semester course covers a service business organized as a sole proprietorship which will include accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. It is a comprehensive introduction to basic accounting including recording, summarizing, and reporting and accounting systems and controls. Students are exposed to careers in the accounting field. (Semester course opposite Accounting 2)

Prerequisite: 10th grade standing or higher

**Accounting 2:** This one-semester course will develop accounting skills that build upon those acquired in Accounting 1. Students will continue to apply concepts of double-entry accounting systems related to a merchandising business organized as a corporation. Additional accounting skills will be developed, including preparing and journalizing payroll records, calculating, recording, and adjusting entries, and interpreting financial information. Students are given the opportunity to explore career-related skills. (Semester course opposite Accounting 1)

Prerequisite: Accounting 1 with a grade of A or B in the course

**Accounting 3:** This is a one-semester course that includes accounting for a merchandising business, adjustments in inventory control systems, and other general accounting adjustments. (Semester course opposite Accounting 4)

Prerequisite: Accounting 1 & 2 with a grade of A or B in the courses

**Accounting 4:** This is a one-semester course that evaluates financial planning and decision-making for corporate and managerial accounting and other types of business. (Semester course opposite Accounting 3)

Prerequisite: Accounting 1, 2, & 3 with a grade of A or B in the courses

**Career Development:** The first portion of this course focuses on post-secondary planning. Students learn and apply the career and college planning process using the Nebraska Career Education Model and related resources. Students will identify personal interests, skills and values, then apply this knowledge to both academic and career decision making. Students will demonstrate progress/proficiency in Nebraska Career Readiness Standards of Practice which are current expectations in today's workplace. Students will activate the planning process by setting goals and developing a Personal Learning Plan for effective transition from high school to the most appropriate post-secondary education based on knowledge of self, career goal and financial considerations. The second portion of this course is designed to provide the knowledge and skills needed for effective preparation to enter the job market. Students will develop skills in the areas of career search, preparation of job application documents, interviewing, and employability/soft skills. Students will develop an understanding and appreciation for effective communication in business situations and environments. Emphasis is placed on all phases of communication: speaking, listening, thinking, responding, reading, writing, communicating non-verbally, and utilizing technology for communication. **Requirement: 4-8 hour job shadow off site**

Prerequisite: 11th grade standing or higher

**Personal Finance:** This course is designed to inform students of their various financial responsibilities as a citizen, student, family member, consumer, and active participant in the business world. Students will discover new ways to maximize their earning potential, develop strategies for managing resources, explore skills for the wise use of credit, gain insight into different ways of investing money, and learn about various types of insurance.

Prerequisite: 11th grade standing or higher

## **FINE ARTS (Art, Instrumental Music, Vocal Music)**

**Art I:** A year-long beginner art course geared for students having little to no prior art experience. Students will learn foundational drawing, painting, ceramic, and sculpture techniques. Students will also learn problem-solving skills while learning to think like an artist using the creative process.

Prerequisite: 9th grade standing or higher

**Art II:** A year-long beginner to intermediate art course geared towards students interested in practicing studio art (drawing, painting, ceramic, and sculpture) techniques. Students will be challenged to push themselves creatively and develop critical thinking skills. Students will also develop a sense of personal aesthetic or style of artwork.

Prerequisite: Art I

**Art III:** A year-long intermediate art course geared towards students with experience in foundational art skills looking to create a body of work in a digital or physical portfolio with a recurring theme or aesthetic. Students will be given full creative freedom throughout the course while the instructor simply acts as a guide to help students achieve personal goals as an artist.

Prerequisite: Art II

**Art IV:** A year-long advanced art course geared towards students interested in an art career after high school. The course gives students full creative freedom to create a body of work with a recurring theme in a professional digital or physical portfolio and how to write an artist statement. Students will participate in group critiques and write responses to contemporary artists in real world situations.

Prerequisite: Art III

**Senior High Band:** This course includes marching band, pep band and concert band. Entrance is by approval of the instructor and/or the successful completion of an audition inclusive of major scales and chromatic scale and sight-reading. Students are responsible for miscellaneous expenses.

Prerequisite: 9th grade standing or higher, approval of the instructor

**Jazz Band:** An ensemble of instrumental students selected by audition and/or experience. The group studies and performs jazz, pop, and contemporary music. Students are responsible for the required uniform. ***The group rehearses outside of school time during the months of late October-May.*** (2.5 credit hours)

Prerequisite: 9th grade standing or higher, auditions may be necessary. Open to Junior High students by request of the director.

**Beginning Guitar:** This course is designed for the beginning guitar student. Students do not need music reading skills to participate in this course. The school provides acoustic guitars and music free of charge. They need a CD player at home so they can work with book accompaniment CDs. An estimated 60 minutes of weekly home practice will be expected. Students are also expected to perform in all concerts.

Prerequisite: 9th grade standing or higher

**Advanced Guitar:** This will be a continuation of Beginning Guitar course.

Prerequisite: Permission of instructor and a grade of C or higher in Beginning Guitar

**Music Technology:** Students will explore the world of creating music digitally through digital audio workspaces (DAWs), notation software, and other means. Students will learn basic music theory, basic composition skills, and audio recording skills to use in different projects (music for documentaries, commercial music, creation of special effects, music for video games, and creation of electronic music).

Prerequisite: 9th grade standing or higher

**Chorus:** This is the primary performing group in the vocal music department. Members participate in at least three public performances during the year in addition to various clinics and contests. As part of the grading procedure students are required to attend concerts, which may occur during the evening or on weekends. Students are responsible for the performance attire determined by the choir director. Audition and demonstration of ability to match pitch may be required.

Prerequisite: 9th grade standing or higher

**Show Choir:** An ensemble of vocal students chosen through open auditions. This ensemble makes public performances throughout the year, which must be attended by members. Students are responsible for the performance attire determined by the director. ***The group rehearses outside of school time.*** (2.5 credit hours)

Prerequisite: 9th grade standing or higher, audition. Open to Junior High students by request of the director.

## **PHYSICAL EDUCATION/HEALTH**

All 9th graders will take PE and Health.

**Health:** Health is designed to help students learn how their bodies function, what affects their bodies function, what affects their bodies, and how to make positive choice related to their health. This course is comprehensive and progressive, promoting understanding of health-related knowledge and responsibility for decisions that affect one's health. The course focuses on risk reduction and healthy protective factors and health promotion through identifying risk behaviors to your personal health including dietary habits, tobacco and vaping use, alcohol and drug use, physical inactivity, intentional and unintentional injuries as well as risky sexual behavior. Through identifying these risk factors, the course aims to develop an understanding of how you can utilize skills and knowledge to promote your overall personal health.

Prerequisite: 9th grade standing (Semester course opposite PE)

**Physical Education (PE):** This course uses an instructional philosophy that emphasizes providing intensive instruction in the motor and self-management skills needed to enjoy a wide variety of physical activity experiences, including competitive and noncompetitive activities. The goals of the course are to increase students' activity level, motor learning, build students' confidence in their physical abilities, influence moral development by providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior, have fun and promote a physically active lifestyle.

Prerequisite: 9th grade standing (Semester course opposite Health)

**Lifetime Activities:** This physical education course includes basic skills, knowledge, and strategies of lifetime activities that contribute to a healthy, active adult lifestyle. Students will participate in a variety of lone, duo, and group lifetime activities.

Prerequisite: 10th grade standing or higher

**Weight Training:** This course is designed to teach students how to apply their knowledge of basic fitness principles in a health club setting. Students will learn how to properly structure workouts designed to meet their own personal fitness goals making use of cardiovascular equipment, machines and free weights, plyometrics, medicine balls, etc. Lifts and movements are designed to improve range of motion, strength, and explosive power.

Prerequisite: 10th Grade standing or higher



## WORLD LANGUAGE

**Spanish 1:** This course centers on attaining basic proficiency in the areas of listening, speaking, reading, and writing in Spanish with an emphasis on vocabulary and simple grammatical structures (Examples: subject pronouns, nouns, adjectives, verb – present tense) \*If continuing on in Spanish, it would be advisable to keep all vocab lists/notes as you will be expected to know this information when encountered in the subsequent course.

Prerequisite: 9th grade standing or higher

**Spanish 2:** This course is a continuation of Spanish 1. The learner will obtain a deeper understanding and more complex ability to speak, listen, write, and read in Spanish. The emphasis in this course is on more advanced vocabulary and grammatical structures (Examples: direct object pronouns, reflexives, past tense, commands, etc.) \*If continuing on in Spanish, it would be advisable to keep all vocab lists/notes as you will be expected to know this information when encountered in the subsequent course.

Prerequisite: Grade of C- or better for second semester of Spanish 1

**Spanish 3:** This course focuses on a stronger immersion into the Spanish language. The learner uses higher level thinking strategies as the course contains Spanish literature, learning techniques to teach Spanish at the elementary level (if applicable), and strategies to apply Spanish more effectively in authentic situations. This course emphasizes complex vocabulary and grammatical structures (future tense, formal commands, giving opinions, indirect object pronouns, etc). There is also an emphasis on advanced translation techniques (books, movies, conversations, etc.). \*If continuing on in Spanish, it would be advisable to keep all vocab lists/notes as you will be expected to know this information when encountered in the subsequent course.

Prerequisite: Grade of C- or better for second semester of Spanish 2

**Spanish 4:** This course is the highest level of Spanish offered and continues to advance the learner in vocabulary and grammatical structures (Examples: subjunctive, passive voice, opinions, debate, etc.) This course may be taught at the same time as Spanish 3, and may not be offered if there is not sufficient interest.

Prerequisite: Instructor permission

## OTHER ELECTIVES

**Digital Media:** A course designed to educate students on the ever-changing digital world, as well as to provide hands-on experience. Students will be encouraged and inspired to become the next generation of developers, filmmakers, photographers, journalists, and designers. Students will have the opportunity to create and write stories, and movies, and report on what is happening in the life of everyday students at Southern. Students will also work on Senior Slide Show and Raider Report. Throughout the course, students will be assessed on their projects, articles, creativity, and participation. Students will be required to attend activities and events outside the normal school day and write articles about the event with pictures that they take. Students must be willing to go above and beyond the “normal” school day to achieve the objective of the story. This course may be taken more than one year.

Prerequisite: 10th grade standing or higher

**Yearbook Publications:** This course is designed to provide experiences in selected aspects of yearbook production and creating the Southern Public Schools yearbook. Students learn basic principles of yearbook production and develop skills that include writing copy, captions, and headlines; digital photography; desktop publishing and using appropriate technology tools for media production. Advertising, sales, design, and book promotion will also be emphasized. Students will be required to attend activities and events outside the normal school day and write articles about the event with pictures that they take. This course may be taken in both 11th and 12th grade.

Prerequisite: 11th grade standing or higher

**Speech I:** Speech I will help students become more confident in all areas of communication. The emphasis is on the organization and presentation of many different kinds of speeches.

Prerequisite: 9th grade standing or higher

**Speech II:** Speech II the emphasis is on research and presenting information gathered through formal debate skills.

Prerequisite: Speech I

**JAG:** Jobs for America's Graduates (JAG Nebraska) is dedicated to empowering students with the personal and professional development skills and support to achieve success in high school graduation, further-education, and employment following high school graduation. JAG Nebraska programming is provided as in-school, for-credit course electives during the school day. Courses integrate project-based learning and employer engagement through hands-on, realistic learning experiences where students master up to 87 competencies translatable to the workforce. JAG also provides leadership development experiences through extracurricular activities which include student-led planning and engagement for public service and social awareness projects and activities in addition to participation in State and National JAG conferences throughout the school year. As a result of JAG Nebraska, students become equipped to contribute to the local community through attainment of meaningful employment and active civic engagement skills.

**Teacher/Office/Library/Staff Aide:** Teacher's Aide is not considered a course, but a scheduled activity where students will be completing assigned tasks agreed upon by teacher and student. The student must be carrying 20 high school course credits or have administrative permission. A student may be assigned to a junior or senior high teacher during his/her planning time or when there is a junior high course scheduled; a student may also be a Teacher Aide for an elementary teacher. (2.5 credit hours, Pass/Fail)

Prerequisite: 12th grade standing with teacher's approval.

## 7th and 8th GRADE COURSES

### CORE COURSES

**English 7:** This course includes grade level study of various literary genres: short story, poetry, novel, drama, and non-fiction. The development of reading comprehension, and beginning of critical reading and writing skills, are the major emphasis of the course. Writing forms include journaling, personal narratives and reader responses. Grammar and vocabulary development is incorporated throughout the course.

**English 8:** This course includes grade level study of various literary genres: short story, poetry, novel, drama, and non-fiction. The ongoing development of reading comprehension, and critical reading and writing skills, are the major emphasis of the course. Writing forms include journaling, expository essays, personal narratives, and reader responses. Both Grammar and vocabulary development are incorporated throughout the course.

**Math 7:** This course studies operations with all real numbers. Attention is also given to structure with emphasis on both the “how” and the “why” of concept application. The main concepts of this course are: operations with real numbers, working with variables, solving equations, and working with basic geometry. State standards will be covered in both semesters.

**Math 8:** This course continues the study of rational numbers. Exponents, decimals and real numbers precede a study of the metric system. Basic geometric concepts are presented in preparation for a construction unit. Second semester includes a concentrated study of open number sentences and basic pre-algebraic concepts as a foundation of and preparation for high school mathematics.

**Algebra 8:** This course is the same course as Algebra I in High School (Page ???)

**Prerequisite: 8th grade standing, grade of A or B in Math 7A with a teacher recommendation and a strong work ethic.**

**Science 7:** An introductory course dealing with the basic principles of physical (matter, energy and chemistry), life (ecology) and earth sciences (layers of the earth, earthquakes, volcanoes and other energy of the earth). Laboratory work is used to strengthen and further develop principles and facts introduced during the course. Problem solving is included to further aid in understanding of the materials presented. Student work is completed mostly online.

**Science 8:** An introductory course to such scientific areas as astronomy, meteorology, and the basic principles of physics, including forces and energy. Laboratory work is used to strengthen and further develop principles and facts introduced in course discussions. Problem solving is included to further aid in the understanding of the material presented.

**Social Studies 7:** In this course, students will learn about the basic terms in the world of geography as well as the continued development of map skills. Additional study will focus on world geography (land, resources, history, culture, etc...) in various regions of the world. Some of these regions include North America, Middle America, and South America & Europe.

**Social Studies 8:** Content for 8th Grade US History includes the study of the United States from the beginning of America through the Civil War. Emphasis will be on key events, people, & documents in US history and how these have framed the country we have today. In addition, students will learn basic American history vocabulary that will strengthen their knowledge as young citizens in our country.

**Physical Education/Health 7:** The goal of this course is to develop the student physically, mentally, socially and emotionally. Units and activities will lead to development of strength, coordination, agility and endurance. The student will learn the responsibilities of team membership, through participation in fitness testing, flag football, ultimate frisbee, pickleball, tennis, volleyball, basketball, bowling, and other activities. In health, the students are exposed to making good personal choices with regard to relationships, alcohol, tobacco and other drug use, as well as fitness, nutrition and STD's.

**Physical Education/Health 8:** A continuation of physical education skills and attitudes introduced in seventh grade.

## **EXPLORATORY COURSES**

**Art 7-8:** A beginning art course that introduces the basic elements and principles of design along with a variety of materials and techniques. (1 semester)

**Career Exploration in Ag Literacy 8:** This course will examine the history of agriculture in Nebraska and explore careers in the ag industry. We will also examine shop, farm, and livestock safety. (1 semester)

**Computer Applications 7:** This is a course designed to give the students an overview of Computer Applications including current terminology and an introduction to computer hardware, software applications, and procedures. They will learn and develop skills of these subjects:

- Google Drive
- Computer Basics
- Computer Parts
- Keyboarding
- Word Processing using Google Docs
- Presentations using Google Slides
- Spreadsheets using Google Sheets

This course also develops students' digital literacy skills. Students will complete learning modules to develop knowledge in digital responsibility. Students will participate in discussions and view videos to gain knowledge about being responsible and safe online. (1 semester)

**JAG 7-8: See description in high school course section (Page 18)**

**Junior High Band:** This course is an introduction to concert band. It includes studies of the fundamentals of music and will provide performance opportunities. As part of the grading procedure, students are required to attend junior high concerts and contests, which may occur during the evening or on weekends. Dress clothes are required for performances.

Prerequisite: Approval of the instructor; junior high standing and at least 1 year experience of playing an instrument.

**Junior High Choir:** This is a combined choir of seventh and eighth graders. Emphasis will be on part-singing, sight singing and ear training with some theory involved. As part of the grading procedure, students are required to attend junior high concerts, which may occur during the evening or on weekends. Dress clothes are required for performances. **One semester of this course is required for 7th graders with the option to enroll for the entire year. This year-long course is optional for 8th graders.**

**Multi-Cultural Education 8:** The goal of multicultural education is to help students understand and appreciate cultural differences and similarities and to recognize the accomplishments of diverse ethnic, racial, and socioeconomic groups. It is a practice that hopes to transform the ways in which students are instructed by giving equal attention to the contributions of all the groups in a society. (1 semester)

**Reading 7:** This course is designed to provide students with additional opportunities to grow in the areas of reading comprehension, fluency, vocabulary and spelling through a variety of activities. (1 semester)

**Spanish 7-8:** This course will begin introducing basic Spanish concepts. This course has a primary emphasis on vocabulary to build familiarity with Spanish structures. Topics include: personal information, time, dates, weather, classes, likes & dislikes, and describing self. (1 semester)

**STEM 7-8 (Science, Technology, Engineering, Math):** STEM is a course designed to integrate science, technology, engineering and mathematics. Students in this course will apply concepts they are learning about to engineering based problem solving. Students will be expected to participate in projects and experiments to solve real-world problems. (1 semester)

**Strategy and Logic 7-8:** As a junior high student, it is important to develop the strategies that will result in a student being able to handle a variety of different challenges that will be presented at a new school. In order to introduce these new skills and help apply them effectively, students will be studying several different strategy-based games. As they learn the games, they will be required to pass homework and quizzes showing that they understand the basics as they become better and better at the strategies for each game. Students will also be asked to demonstrate how they will use similar strategies with real-world problems in their courses, study habits, and homework. (1 semester)

## **GRIEVANCE PROCEDURES**

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below. Students and employees who believe they have been subjected to sex harassment in violation of Title IX should refer to the board's policy titled "Title IX", attached below.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

### **Complaint and Appeal Process.**

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if the complainant believes speaking directly to the person would subject the complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
  - a. Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
  - b. Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
  - c. Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
  - d. Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov); by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
  - a. Determine whether the complainant has discussed the matter with the staff member involved.
    - i. If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.

- ii. If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
  - b. Strongly encourage the complainant to reduce his or her concerns to writing.
  - c. Interview the complainant to determine:
    - i. All relevant details of the complaint;
    - ii. All witnesses and documents which the complainant believes support the complaint;
    - iii. The action or solution which the complainant seeks.
  - d. Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or Title IX/504 coordinator received the complaint.
4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint, he or she may appeal the decision to the superintendent.
  - a. This appeal must be in writing.
  - b. This appeal must be received by the superintendent no later than ten (10) calendar days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
  - c. The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
  - d. Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent receives the complainant's written appeal.
5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint, he or she may appeal the decision to the board.
  - a. This appeal must be in writing.
  - b. This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
  - c. This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

- d. The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it receives the complainant's written appeal.
  - e. There is no appeal from a decision of the board.
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
- a. Determine whether the complainant has discussed the matter with the superintendent.
    - i. If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
    - ii. If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
  - b. Strongly encourage the complainant to reduce his or her concerns to writing.
  - c. Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
  - d. Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

**No Retaliation.**

The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

**Special Rules Regarding Educational Services and Related Services to Students with Disabilities.**

Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided to a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.



Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

**Bad Faith or Serial Filings.**

The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Complaints filed (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.