

**PAWNEE CITY  
PUBLIC SCHOOLS**

**COURSE  
DESCRIPTIONS**

**2012-2013**

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# Graduation Requirements

English

Mathematics

Science

Social Studies

Physical Education/Health

Business

**Total Credits Required**

**230**

# **COURSE DESCRIPTIONS**

## **2012-2013**

### **ART**

#### **Art 1**

This course is an introduction to the art elements and principles of design as they apply to different mediums. The first semester focuses on techniques and elements in drawing, painting and design, building a foundation for all areas of art. Second semester incorporates sculpture, pottery, and printmaking techniques.

#### **Art 2**

This course will review the elements learned in Art 1 and introduce new ways to incorporate the principles of design into projects. Commercial art, fine art projects, and art history will also be covered.

#### **Art 3**

This course allows the student to begin to work independently on in-depth works in a variety of mediums. Elements, principles, and art history will also be reviewed.

#### **Art 4**

This course will guide the students to develop personal styles of their own by studying art styles, movements and different techniques. The students will develop an online portfolio and have the opportunity to create their own course proposal second semester.

### **AGRICULTURE**

#### **Agriscience Discovery**

Agriscience Discovery is a quarter long introductory course for seventh grade students into Agricultural Education. Students will first learn about what Agricultural Education is and about how FFA fits into and Agricultural Education program. Students will then explore broad areas of agriculture. Areas include the importance of agriculture, animal science, plant science, and production agriculture.

**Agriscience Explorations**

Agriscience Explorations is a semester course for eighth grade students. For the first quarter, students will learn about specific areas of agriculture. Areas include soil science, agronomy, the livestock industry, dairy science, poultry science, and food science. For the second quarter, students will go to the shop where they will work on approved woodworking projects.

**Agriscience**

Agriscience is a year course for freshmen students. This course is a science-based application of the agricultural industry. Specific areas that students will study include land evaluation; pest control; pesticides; animal anatomy, physiology, and nutrition; animal health; genetics, breeding, and reproduction; and meat science. The course is also in introduction to using a cutting torch and welding. Additionally, students will learn about the history of FFA and the FFA Creed.

**Agronomy**

Agronomy is a year course that studies, soil science, plant science, and entomology. Students will learn about land evaluation and soils. They will study crop production through identification of crops, weeds, and seeds. Students will also be able to diagnose plant diseases and identify insects and their stage of metamorphosis.

**Agricultural Mechanics**

Agricultural Mechanics is a year course that develops students' skills in electricity and metal fabrication. Specifically, students will study electrical wiring, plasma cutting, oxy-acetylene cutting, oxy-acetylene welding, arc welding, and MIG welding. Students will also learn to change tires and oil in a vehicle.

**Agricultural Power**

*Agricultural Mechanics is a pre-requisite for this course.*

Agricultural Power is a year course that offers students an opportunity to apply skills learned from Agricultural Mechanics as well as woodworking in Agriscience Explorations. This is a project based course where students will be evaluated on both approved and required projects.

**Agribusiness**

Agribusiness teaches business fundamentals through farm and ranch financial management. Students will learn the importance and use of balance sheets, income statements, financial ratios, breakeven budgeting, accrued interest, and cash flow budgeting. Commodity marketing will also be discussed as students chart farm commodities.

## **BUSINESS**

### **Accounting I**

Accounting I is designed to provide an understanding of the basic principles of the double-entry accounting system. The students will study how the accounting cycle for a sole proprietorship, a partnership, and a corporation. Students will develop an understanding of the functions and operations that both service and merchandising businesses must use to operate. The course activities include recording transactions, preparing financial statements, completing payroll register, and posting transaction analysis into special journals. These activities and key concepts are reinforced through business-simulation packets.

### **Accounting II**

Accounting II will reinforce the student's basic knowledge of the accounting system. Accounting II is designed to further introduce the student to the accounting profession, its framework, and commonly accepted accounting concepts and practices. The course will review the key principles and accounting concepts from Accounting I and then move forward in and finish the textbook that was used for Accounting I. The course will introduce the student to various accounting fields and the different practices that occur within each. Some of the topics discussed in Accounting include: the accounting cycle for a merchandising corporation, accounting practices for publicly held corporations, accounting for cash funds, plant asset and depreciation, uncollectable accounts receivable, inventories, notes payable and receivable, accounting for partnerships, and ethics in accounting. Student comprehension of the material will be reinforced through textbook work, workbook problems, and business-simulation packets that provide students with a hands-on experience as to how the accounting profession will be practiced. This course can be taken for College Credit through Peru State.

### **Introduction to Business**

This course is designed to introduce students to the world of business and the basics of our economy. There are many different business concepts that are discussed throughout the course. These concepts include how consumers interact in different economic systems, the different forms of business enterprise, domestic and foreign trade, and the role that government plays in business.

### **Keyboarding 7**

Keyboarding 7 is designed to reinforce the basic keyboarding skills and techniques that are necessary to the development and improvement of typing speed and accuracy. The students will be reintroduced to the proper hand placement and how to strike each key on the keyboard correctly. The students will be introduced a new key and then drill and practice using that key until they are comfortable with the new key. At the end of each lesson the students complete a timed typing test to see the progress they have made.

**Introduction to Marketing**

Intro to Marketing is designed to introduce the basic principles and concepts the marketing process. The students will study the world marketing that is around each of us on a daily basis. Students will develop an understanding of the core functions of marketing and how businesses develop effective marketing plans. Throughout the course students will be provided examples of advertisements and the techniques used when developing a marketing plan.

**Personal Finance**

This course is designed to help students handled the financial decisions they are facing or will face in the future. Personal Finance discusses the development of a personal budget, a savings and retirement plans, and consumer purchasing strategies. Students will develop an understanding of investment strategies, personal income tax, and the process of purchasing homes and real estate. The students will complete a variety of activities throughout the course including the MoneySmarts Simulation and a simulation about the processes of designing, building, and selling a home.

**ENGLISH/LANGUAGE ARTS****English 9, Semester One**

Students will begin the year by reading *Speak*. While reading this novel, they will practice identifying and using metaphors, similes, and personification. Next, students will study fairy tales, allegories, and fables—both reading examples and writing their own. Freshmen will then study the life and works of Edgar Allen Poe. Eventually, they will write their own gothic horror stories. Finally, they will read *Code Talkers* and focus on irony, WW2, and the Navajo nation.

**English 9, Semester Two**

During the first nine weeks of the second semester, the freshmen will read *Hamlet*. This will include reading a modern translation, watching a movie with Elizabethan English, acting out scenes, and creative writing. During the second nine weeks, students will review grammar, punctuation, and literary elements through poetry. If time permits, they will finish the semester by reading either *Of Mice and Men* or *The Wizard of Oz* while discussing William Jennings Bryan and silver coinage in the 1900 election.

**English 10, Semester One**

Sophomores will begin the year by reading *Lord of the Flies*. While reading this novel, they will practice identifying and using metaphors, similes, and personification. They will write descriptively and study allegory and symbolism

within the novel. During the second semester, students will read *To Kill a Mockingbird*. This will include identifying symbolism and themes in the novel, writing assignments responding to the novel, and learning about the Scottsboro Boys trial.

### **English 10, Semester Two**

During the first nine weeks of the second semester, the sophomores will read *Julius Caesar*. This will include reading a modern translation, watching a movie with Elizabethan English, acting out scenes, a modern movie adaptation, and essay responses. During the second nine weeks, students will complete a unit on advertising that focuses on ethos, pathos, and logos. They will identify media fallacies in print and media ads and then produce their own. Sophomores will finish the year by reading *Oedipus Rex* or *The Alchemist*.

### **English 11, Semester One**

Juniors will begin the year by reading *The Crucible* and finding parallels between the play and McCarthyism. Next, they will do a hybrid video unit on *The Scarlet Letter* and discuss social ostracizing and symbolism. After that, students will do a short unit on *Black Elk Speaks* discussing life as a circle followed by a Mark Twain unit reading satirical essays and watching *Huck Finn*.

### **English 11, Semester Two**

Students will begin the first nine weeks of the second semester by reviewing the Six Traits of Writing and preparing for the state writing test. After that, the juniors will read *The Great Gatsby*. While reading *The Great Gatsby*, students will analyze the American Dream, write response papers, learn about the 1920s, and complete several creative projects. After that, the juniors will review literary elements and prepare for the state reading test. After that, students will do a video unit on *The Grapes of Wrath* and compare the 1930s to the 1920s. If there is extra time before the end of the year, the juniors will read literature from the Vietnam War era.

### **English 12, Semester One**

Seniors start the year off by examining some Old English in poetry and then *Beowulf*. Next is Middle English and *The Canterbury Tales*. After that, they read *Macbeth*. During the second nine weeks of the semester, they will examine Dystopian literature by reading *Fahrenheit 451*, *Anthem*, and watching *1984*. After that, the students will review satire by reading *Animal Farm* and watching *Gulliver's Travels*. Seniors will also read weekly newspaper articles and share them with the class.

### **English 12, Semester Two**



Students will start the second semester by reading *The Absolutely True Diary of a Part-Time Indian* and discuss self-identity, irony, and White Privilege. They will also watch *Smoke Signals*. After that, seniors will read *The Alchemist* and watch several literary films such as *Frankenstein*, *The Natural*, and *Hard Times*. The second nine weeks of the semester, seniors will review resumes, letters of recommendation and interest, and common English mistakes.

### **Speech, First Nine Weeks**

Speech students will learn the basics of communication and partake in several games and activities the first two weeks of class to get them more comfortable speaking in front of a group and thinking creatively. They will give a couple of very short speeches about themselves and then spend the rest of the first quarter giving slightly longer speeches about topics ranging from real life to the imaginary. All speeches will be made in the same structure. During the second nine weeks, students will complete longer, state-standard related speeches. First will be an informative, then a persuasive, and finally an interpretive speech at the end of the semester.

### **English 7**

Seventh grade English covers the following: grammar, writing, speech and vocabulary study. The NeSA Language Arts standards and performance indicators set the objectives for the four basic areas. Technology is used throughout the year to research, take tests, compose on-line discussion boards, and to create a variety of multi-media projects such as podcasts, power points, writing assignments, and video activities.

### **Literature 7**

Seventh grade literature focuses the basic genres of writing. These are Realistic Fiction, Historical Fiction, Science Fiction, Fantasy, Traditional Literature, and nonfiction writing. Structures of these genres such as short stories, novel, novellas, drama, and poetry along with various forms of nonfiction/expository writings are read. In addition to these genres and structures common literature terms are introduced throughout the year. Other skills taught include finding the main idea, supporting details and how to use context clues. Students are also required to earn 40 AR (Accelerated Reading) points during the year. The NeSA Reading standards and performance indicators determine the objectives for this course.

### **English 8**

Eighth grade English covers the following: grammar, writing, and vocabulary study. It is a continuation of skills introduced in Seventh grade English to reinforce and master skills determined necessary for students by the NeSA Language Arts standards and performance indicators. Technology is used throughout the year to research, take tests, compose on-line discussion boards, and to create a variety of multi-media projects such as podcasts, power points, writing assignments, and video activities.

**Literature 8**

Eighth grade literature is a continuation of skills introduced in seventh grade literature such as the basic forms and structures of literary genres. These include Realistic Fiction, Historical Fiction, Science Fiction, Fantasy, and Traditional Literature – specifically Greek and Roman Mythology, and nonfiction writing. Structures of these genres such as short stories, novel, novellas, drama – “Romeo and Juliet”, and poetry along with various forms of nonfiction/expository writings are read. In addition to these genres and structures common literature terms are introduced throughout the year. Other skills taught include finding the main idea, supporting details and how to use context clues. Students are also required to earn 40 AR (Accelerated Reading) points during the year. The NeSA Reading standards and performance indicators determine the objectives for this course.

**English 12 – College Credit: Comp 101**

Comp 101 meets a general education requirement designed to increase the student's appreciation of literature with an emphasis on basic English convention and writing skills as well as the requirements established to meet graduation expectations for one semester of Pawnee City Public School English IV and 3 credit hours toward any General Education requirements. The course is a study of basic writing skills. Its objective is to teach students how to think critically at a college entrance level and express their understandings in various forms of written expression. During the semester, students may compose the following essay structures: Critical Thinking, Narrative, Descriptive, Persuasive, Example, Process Analysis, Division/Classification, Compare/Contrast, Definition, Cause and Effect and Documentation/Research Paper. In addition, students will master the basic traits of writing – ideas, organization, sentence fluency, word choice, voice, conventions and presentation - the writing process, and the ability to communicate in written expression in a clear and concise manner.

**English 12 – College Credit: Appreciation of Lit 202**

Appreciation of Lit 202 meets a general education requirement designed to increase the student's appreciation of literature with an emphasis on modern literary forms as well as the requirements established to meet graduation expectations for one semester of Pawnee City Public School English IV and 3 credit hours toward any General Education requirements.

The class will cover short stories, poetry, drama, and at least one contemporary novel. Students will cover author's intent and message and literary characteristics of fiction, poetry, drama and novels as well as writing skills such as proper formatting and documentation skills will be reviewed and practiced by the completion of essays and power points.

## ***FOREIGN LANGUAGES***

### **Spanish I**

This course is a basic introduction to the Spanish language and the culture of the Spanish-speaking countries. Students will develop novice-level proficiency skills in speaking, writing, listening, and reading (SWLR). Students will analyze and use basic grammar as a tool for effective communication by developing language-learning strategies and skill building. Students will develop these skills through the use of vocabulary flashcards, Spanish portfolios, oral presentations, and a variety of other activities.

### **Spanish II**

This course is a continuation of Spanish I, and it will advance on previously learned concepts and ideas as well as introduce new ones. This course continues to develop language skills in all four areas of communication (SWLR). Students will build on the grammar and vocabulary learned in the previous course by mastering additional vocabulary and new grammatical structures. Students will continue analyzing and using grammar as a tool for effective communication.

### **Spanish III**

Spanish III is a course that will continue to build upon the previously learned functions; vocabulary, linguistic features, and conventions of the Spanish language. This course is an advanced language course that continues with a more in-depth study of Spanish in the four areas of communication (SWLR). Students are expected to be familiar with the basic grammar/vocabulary learned during the first two years as a foundation for new concepts to be covered. Spanish will be the primary language in this classroom.

## **MATHEMATICS**

### **Algebra 1B (MathMatters2)**

**Prerequisite: Math 7 and/or Algebra 1A (MathMatters1)**

Algebra 1B provided the equivalent of first-year Algebra over a two-year time period. Algebra 1A will be taught the first year and Algebra 1B will be taught during the second year.

This integrated curriculum will cover the following mathematical concepts:

Algebra: exponents; polynomial operations; solving equations and inequalities; writing and graphing linear equations; functions, systems of equations and inequalities; quadratic and polynomial equations; radical expressions and equations; and matrices.

Number and Operation: ratios; proportion; percent; whole numbers, integers, and rational numbers; irrational numbers; properties; and computation.

Probability and Statistics: constructing and interpreting graphs; interpreting data; and probability.

Problem Solving: guess and check; look for a pattern; make a table, chart, or list; use a picture, diagram, or model; work backwards; eliminate possibilities; and use an equation or formula.

Geometric concepts: points, lines and planes; angles; polygons; triangles; right triangles and trigonometry; Pythagorean Theorem; quadrilaterals; similarity and proportion; circles; solids and space; transformations; surface area; volume; and coordinate geometry.

## **Algebra 1**

### **Prerequisite: Math 7**

Algebra 1 is designed to help students understand the basic structure of algebra and acquire proficiency in applying algebraic concepts and skills. This course introduces problem solving early and integrates it throughout the academic year. Students are provided with ongoing opportunities to apply their math skills and solve problems using visual thinking, logical reasoning, number sense, and algebra. Applications of algebra are presented using varied word problems. Students will develop and use various reasoning skills and apply them to real-world problems and they will use algebra as a means of expressing their mathematical ideas and concepts.

Topics include: expressions, equations, and functions; linear equations; linear functions; linear functions and relations; linear inequalities; systems of linear equations and inequalities; polynomials; factoring and quadratic equations; quadratic and exponential functions; radical functions and geometry; rational functions and equations; statistics and probability.

## **Algebra 2**

### **Prerequisite: Algebra 1**

Students who take Algebra 2, followed by Pre-calculus and Calculus will be prepared for typical college mathematics courses. Students will use Algebra 2 skills as a means of expressing their mathematical ideas and concepts. This course introduces problem solving early and integrates it throughout the academic year. Students are provided with ongoing opportunities to apply their math skills and solve problems using visual thinking, logical reasoning, number sense, and algebra. Graphing technology labs are included to allow students to gain understanding of mathematics through graphical representations. Several of the same topics are

included in Algebra 2 as was presented in Algebra 1, but at a much deeper and intense level.

Topics include: preparing for advanced algebra; equations and inequalities; linear relations and functions; systems of equations and inequalities; matrices; quadratic functions and relations; polynomials and polynomial functions; inverses and radical functions and relations; exponential and logarithmic functions and relations; rational functions and relations; conic sections; sequences and series; and probability and statistics.

### **Pre-calculus**

#### **Prerequisite: Algebra 2**

This course includes comprehensive coverage of pre-calculus topics as well as in-depth coverage of discrete mathematics and data analysis. An emphasis is placed on key areas of mathematics, such as trigonometry and discrete mathematics. This course provides a solid introduction to Calculus. The lessons and examples incorporate the use of calculators, graphing calculators, and computers to enhance learning. Graphing technology labs are included to allow students to gain understanding of mathematics through graphical representations. Students who take Pre-calculus will be prepared for a typical college mathematics course.

Topics include: preparing for pre-calculus; functions from a calculus perspective; power, polynomial, and rational functions; exponential and logarithmic functions; trigonometric functions; trigonometric identities and equations; systems of equations and matrices; conic sections and parametric equations; vectors; polar coordinates and complex numbers; sequences and series; inferential statistics; and limits and derivatives.

### **Calculus**

#### **Prerequisite: Pre-calculus**

This course is comprised of both pre-calculus topics and Calculus I topics. Applications of calculus are presented using interesting and varied word problems. The lessons and examples incorporate the use of calculators, graphing calculators, and computers to enhance learning. Graphing technology labs are included to allow students to gain understanding of mathematics through graphical representations. Students who enroll in Calculus have the opportunity to take this for dual credit for both high school and for Peru State College (Math 225).

Topics Include: prerequisites; functions and their graphs; polynomial and rational functions; limits and their properties; differentiation; applications of differentiation; integration; exponential and logarithmic functions; exponential and logarithmic functions and calculus; trigonometric functions; analytic trigonometry; trigonometric functions and calculus; topics in analytic geometry; additional topics in trigonometry; and systems of equations and matrices.

### **Standards Based Math**

**Prerequisites: Algebra 1A, Algebra 1B, and/or Algebra 1, Geometry(?), Algebra 2(?)**

This course will provide additional instruction and intervention to help students master mathematics content standards. This course is for students who are juniors that are not taking Algebra 2 or Pre-calculus. Standards Math topics include number sense, geometry, algebra, and data analysis/probability using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. Students will be using several different types of instruction to become proficient in the mathematics standards, such as power point presentations, Online Hippocampus Lessons, miscellaneous online lessons and review, Khan Academy, KUTA, and IXL.

Topics Include: expressions; positive and negative numbers; solving equations; solving inequalities; relations and functions; linear equations; polynomials; factoring; systems of equations; data analysis; square roots; rational roots; negative exponents; geometry fundamentals; lines; polygons; similarity; quadrilaterals; right triangles; circles; area and volume; coordinate geometry; and special topics.

### **Math 7**

The math 7 will be working in the text book from Holt and studying rational numbers, principles of algebra, graphs, exponents and roots, percents, statistics, and geometry (perimeter, area, and volume)

### **Algebra A**

Algebra A will be using Glencoe Mathmatters 1 and studying measurement, graphs, real numbers, variable expressions, geometry (2 and 3 dimensional), equations, inequalities, Percents, probability, and polynomials.

### **Geometry**

The student must have passed both semesters of algebra 1. Geometry will be using Glencoe Geometry on line and studying algebra review, definitions, theorem, postulates, parallel and perpendicular lines, congruent triangles, relationships in triangles, right triangles and trigonometry, and areas of polygons and circles.

### **Applied Math I, II, III**

Each year will build on basic mathematics skills as related to math for today.

## **MUSIC**

### **The High School Band**

- Concert season for High School band runs from August through May. Concert band meets as a class during the school day and is, therefore, graded on the same academic standards as other classes. **Mandatory performances** include, but are not limited to, a Fall concert, a Christmas concert in December, Mudecas contest in March, District Music contest in April, and a Spring concert. The band also performs at the Memorial Day service after school is dismissed for the year.

### **Marching Band**

- **Mandatory performances** for the High School Marching Band include, but are not limited to, the Richardson County Fair and the Nebraska City Apple Jack Parade. Performances are mandatory and any exceptions need to be made prior to the event.

### **VOCAL MUSIC**

#### 8-12 Vocal Music

- Meets Tuesday and Thursday of each week during 5th hour.
- If not in band, students will have a study hall M-W-F.
- 
- Course gives students opportunity to perform in a large group setting as well as chances to be in small groups or do solos.
- Class instruction revolves around preparation for performances while learning a foundation of good singing techniques.
- 
- Students may choose to do auditions for any area or statewide honor choirs as long as they meet the general criteria for those groups. Information is generally received in the fall.
- 
- There are three concerts and two contest performances during the school year. The group also attends a public performance of a musical in the spring, usually held at the Orpheum in Omaha.
- 5 year members attend this concert free of charge.
- 
- Students 9-12 are eligible to letter. Lettering requires being at all performances and being a dedicated and prominent member of the group.

## **PHYSICAL EDUCATION**

### **9th Grade Health and P.E.**

The class will focus on learning to lead a healthy life through different health skills. Topics of learning will include: learning about self esteem, stress, violence and abuse, weight management, alcohol, tobacco, drugs, disease, marriage and family, reproductive health, HIV and AIDS. The learning of how to develop life long fitness will be through running, jogging and walking. Developing physical fitness through games and learning lifetime fitness through different sports that lead to a healthier life.

### **7th/8th P.E. Health**

Students develop fitness through participation in the following sports: football, basketball and track/field. Basic fitness training as a group and individuals will be targeted.

Health class will develop skills for prevention of alcohol abuse, tobacco, drug abuse, bullying and the development of character counts.

### **Weight training**

The class will focus on the lifting of weights to increase muscle strength to develop better overall fitness through a regular organized workout schedule.

## **SCIENCES**

**Earth Science:** A year-long course dealing with Earth and its systems. Earth Science is composed of four major units: Geology, Meteorology, Oceanography, and Astronomy.

**Physical Science P:** A semester long course that deals with the Earth and its energy systems as well as an introduction to general physics. Topics include motion, force, energy, power, waves, sound, light, and electricity. Focus is on understanding and vocabulary.



**Science III:** Broken in to three trimesters: Environmental Science, Forensic Science, and Science in Society. The course is graded through activities and assigned class work.

**Chemistry:** Deals with both practical and mathematical application of matter and how it interacts. Topics include: the periodic table, chemical reactions, heat, solutions, acids/bases, oxidation/reduction, electrochemistry, and organic chemistry. Assessed through homework assignments, quizzes, lab activities, and a semester final.

**Physics:** Covers topics in the physical world. The course is application of math through problems in physics. Topics include: motion, force, heat, waves, sound, light, electricity, circuits, and magnetism. Assessed through homework, quizzes, building activities, and semester final.

## **SOCIAL STUDIES**

**American History-** In American History, we will cover the following topics: The Civil War, Reconstruction, Gilded Age, Titans of Industry/Robber Barons, Indian Wars, Closing of the Frontier, Imperialism, Spanish American War, Square Deal Roosevelt Corollary, Progressive Movement, World War One, Women's Suffrage, Roaring Twenties, Prohibition, Great Depression, New Deal, Dust Bowl, World War Two, Cold War, Korean War, Eisenhower Era, Space Race, Vietnam War, Counter-Culture Movement, Watergate, Stagflation, Ronald Reagan Era, Desert Storm, Globalism, Clinton Era, 9/11, War on Terror, and Modern American Problems.

Textbook: Houghton Mifflin-The American Pageant 13<sup>th</sup> Edition  
Copyright 2006

**World History-** In World History, we will cover the following topics: The Renaissance, Enlightenment, Age of Exploration, English Civil War, French Revolution, Foreign Dominance of China, Unification of Germany and Italy, European and American Imperialism, Division of Africa, Militarism, Nationalism, World War One, Russian Revolution, Communism, League of Nations, Global Depression, Totalitarianism, Japanese Militarism, Fascism, Joseph Stalin, Holocaust, World War Two, Division of Germany, Marshall Plan, Mohandas Gandhi, United Nations, NATO, Warsaw Pact, Cold War/Superpowers, Korea, Vietnam, Rebuilding Japan, Khmer Rouge, African Independence, Israel, Middle East Conflicts, Latin America since 1945, Collapse of the Soviet Union, Global Terrorism and the rise of China.

Textbook: Holt-World History The Human Journey  
Copyright 2005

**Social Studies 8-** In Social Studies 8 we will cover the following topics: the formation of the colonies in the Americas, the French and Indian War, the American Revolution, the Articles of Confederation, the Constitution, Washington's Presidency, the XYZ Affair, the Alien and Sedition Acts, Jeffersonian Democracy, Louisiana Purchase, the War of 1812, Monroe and the Era of Good Feelings, the Monroe Doctrine, Corrupt Bargain, Andrew Jackson, Manifest Destiny, the Mexican American War, Bleeding Kansas, Abraham Lincoln, and the Civil War. We will also cover Nebraska History over the last quarter of the school year. The following topics will be covered-Native Tribes of Nebraska, Nebraska as a Territory, Early Statehood, Famous Nebraskans, Nebraska Geography, Nebraska Industries, and Nebraska's Ethnic and Cultural Festivals.

Textbook: Holt-United States History  
Copyright 2007  
Sesow/Wunder-Journey Through Nebraska  
Copyright 1997

**Social Studies 7-** In Social Studies 7 we will learn about Ancient World History. We will cover the following topics: the first civilizations in Mesopotamia, Hebrews/Judaism, Egyptians, India-Hinduism, Buddhism, China-Confucianism, Legalism, and Daoism, Ancient Greece, Ancient Rome, Spread of Christianity, Middle East-Islam, Shiite/Sunni Muslims, Japan-Shintoism, Mongol Empire and its effects, Chinese Dynasties, Native American Cultures, Middle Ages in Europe, the Plague, the Age of Exploration, Columbian Exchange, development of Capitalism, Renaissance, Enlightenment, Ottoman Empire, Safavid Empire, and the Mughal Empire.

Textbook: McDougal Littell-World History  
Copyright 2009

Current Social Studies Classes

### **Political Science**

1st Semester – This is an introduction to the fundamentals of government and political processes at the national, state, and local levels. Included are studies of basic issues confronted by the American people and their governing institutions.

2<sup>nd</sup> Semester – Modern World History Post-WWII – Students will learn to use a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990).

## **Economics**

1<sup>st</sup> Semester - The student will use a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and the United States living in an interdependent world.

## **Psychology**

2<sup>nd</sup> Semester - Students will learn to use a working knowledge and methods of the science of psychology. Topics will include the historical foundations of psychology, cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, psychotherapy and behavior change, and social behavior.

## **Geography**

All Year – Student will use a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur the United States, and in our world.

## **Current Events**

All Year – Student will use a working knowledge and understanding of current issues that challenge the United States and our world.

## **MODERN HISTORY**

The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of the Cold War (1945-1990)

The student:

1. (K) explains why the United States emerged as a superpower as the result of World War II.
2. ▲ (A) analyzes the origins of the Cold War (e.g., establishment of the Soviet Bloc, Mao’s victory in China, Marshall Plan, Berlin Blockade, Iron Curtain).
3. (A) evaluates the foreign policies of Truman and Eisenhower during the Cold War (e.g., establishment of the United Nations, containment, NATO, Truman Doctrine, Berlin Blockade, Korean War, Iron Curtain, U-2 incident).
4. (A) evaluates the foreign policies of Kennedy and Johnson during the Cold War (e.g., Cuban Missile Crisis, Berlin Wall, Vietnam War, Peace Corp).
5. (A) analyzes domestic life in the United States during the Cold War era (e.g., McCarthyism, federal aid to education, interstate highway

system, space as the New Frontier, Johnson's Great Society).

6. (A) analyzes the cause and effect of the counterculture in the United States (e.g., Sputnik, reaction to the Military Industrial Complex, assassinations of Kennedy and King, draft, Vietnam War, Watergate Scandal).

7. ▲ (K) examines the struggle for racial and gender equality and for the extension of civil rights (e.g., Brown vs. Board of Education of Topeka, Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX).

8. (K) discusses events that contributed to the end of the Cold War (e.g., Détente, Nixon's visit to China, SALT talks, expansion of the military-arms race, relationship between Ronald Reagan and Mikhail Gorbachev).

9. (A) evaluates the causes and effects of the reform movements of

10. Analyzes Brown v. Board of Education as it relates to segregation laws and why it takes the lead in the Supreme Court Case

## **TECHNOLOGY**

### **Desktop Publishing** (formerly known as Journalism)

Grades 10-12

Students will develop skills in the electronic procedures of producing and editing publications. Students will create, format, illustrate, design, layout, edit/revise, and print publications. Examples: include the Yearbook, newsletters, flyers, brochures, advertising materials and other publications.

### **Information Technology Applications I - 1<sup>st</sup> Quarter**

Grade 9

Students will demonstrate basic skills in the areas of word processing, spreadsheet applications, database applications, electronic presentations, internet use, security issues, and electronic communication. Students manage computer operations and file storage, identify ethical issues pertaining to information systems, and learn about technology careers.

### **Information Technology Applications II - 2<sup>nd</sup> Quarter**

Grade 9

Students will develop skills in advanced word processing and spreadsheet applications as well as integrating applications using word processing, spreadsheet, database, and electronic presentation software. Students will develop skills in desktop publishing, including page layout and formatting, and web page development by creating and editing web pages. Students will demonstrate knowledge of advanced operating system principles, basic computer troubleshooting, Internet security issues, ethical issues pertaining to information systems, and virus protection.

**Information Technology Applications III – 3<sup>rd</sup> and 4<sup>th</sup> Quarter**

Grades 9

Students will work with a variety of software to develop items, such as desktop-published documents, digital media, podcasts, and E-portfolios. Students will develop skills in storyboarding, digital video capturing and editing, beginning animation, photo editing, and web design. A project-based approach is used through integration of a variety of digital media.

**Web Design and Development**

Grade 11/12

Students will demonstrate knowledge of web design and languages, including HTML, and utilize web design software to develop web pages. Students will apply principles and elements of design using images, hyperlinks, tables, forms, and cascading style sheets. Students may also maintain a school web site.

**Digital Media**

Grade 10/11/12

Students will create, design and produce digital media programs including sound, video, graphics, text, animation and motion graphics. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management and web processes.

(School Videos, History Day Project, )

**Programming I**

Grade 11/12

Students will learn basic programming concepts using the lego robotic software.