

LIBRARY AND MEDIA DEPARTMENT

PHILOSOPHY

The school library strives to provide the books, periodicals, audiovisual and other resource materials necessary to the fulfillment of the curriculum and for the independent study or recreation reading of the students.

OBJECTIVES:

1. to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
2. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. to provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. to provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. to provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

RESOURCE PROGRAM

The Resource Room provides academic support for students who have an identified learning disability and also to students who are struggling academically but have not qualified for special education services. This support is given through a scheduled study hall during one period of the school day or placement into the resource room during lunch study halls.

To qualify for special education services, a test is given by a psychologist. This testing provides two scores, one in achievement and one in intelligence. A learning disabled student will have an average intelligence in the range of 85 to 115. To qualify for resource assistance, a student would have to have an achievement score 20 points lower than the intelligence score. After the student qualifies, they are eligible for help in the resource room. Students may be referred for testing by teachers or parents. Students qualifying for resource may be in grades 7 through 12.

Students who do not qualify for special education services can still receive academic support from the resource program if three of the following criteria have been met. 1) Recommendation by the junior high or high school staff, 2) Guardian request (guardian refusal will block initial placement) 3) Low grades 4) Administrative request.

GUIDANCE AND COUNSELING DEPARTMENT

PHILOSOPHY

The personnel of Bishop Neumann High School believe that the counseling and guidance program is an integral part of the total educational process. Students develop morally, emotionally and socially in school as well as acquire academic knowledge. Therefore, the counseling and guidance program must address the issue of growth and development in the effective areas. Since this growth occurs at all levels and builds upon previously learned skills, it is imperative that the counseling and guidance program be developmental in nature.

A developmental program focuses on all the students rather than just those who would seek out the counselor. All students can benefit from the knowledge and experience an effective curriculum has to offer. In addition, this knowledge and its application may actually work to prevent emotional problems in the future life of the student. Therefore, the counseling and guidance program is preventive as well as remedial in nature. We believe that the counseling and guidance program should

assure parents that a systematic method of teaching students about the human experience would be pursued.

At Bishop Neumann High School each staff person's contribution contributes to the total school climate. The counselor works toward a climate, which enhances every students' growth in positive experiences in relationships with self and others. In addition he/she encourages students toward academic excellence. This may involve supportive school activities, which allows the school to run smoothly and efficiently.

The counseling and guidance program recognizes that each person has the capacity to change attitudes and behaviors. It also recognizes that each student can change his or her behavior and become more self-directive. As particular student needs are identified, efforts will be made in response to these needs. These responsive services will be in direct relationship to identified student needs.

Finally, the guidance and counseling program must recognize the need for students to learn to plan for achieving identified goals. Individual planning necessarily involves learning and applying decision making skills and then taking the responsibility to implement chosen options. Students need to plan for all levels of educational as well as vocational goals.

ASSUMPTIONS

1. Guidance and Counseling Programs should be an integral part of the school's educational program.

Since social, emotional and academic development occurs simultaneously, an equal and complementary relationship exists between the instructional and guidance programs. The guidance and counseling program goals and objectives should be identifiable and yet integrated into the total curriculum. This means that all staff has guidance responsibilities although the counselor coordinates the guidance curriculum.

2. Guidance and counseling programs deal with developmental as well as remedial concerns.

The guidance and counseling program should focus on all students and thus maximize the prevention of problems. This means that part of the program structure must deal with imparting knowledge of effective development to all students at each level while still responding to those students seeking counseling.

3. Guidance and counseling programs help develop and protect each student's concept of himself/herself.

A major responsibility of the guidance and counseling program centers around protecting and enhancing each student's self-concept. Although many forces impinge on each individual student at any time, it is the school's responsibility to make the educational experience as positive as possible. The counselor works within this framework by making students aware of their uniqueness and acceptability as individuals. This awareness includes interest, aptitudes, abilities, personal characteristics and other self-knowledge.

4. Guidance and counseling programs recognize each person's capability to change.

It is essential that the counselor believe that each person has the capacity to change behaviors and/or attitudes and that this belief is communicated to students and teachers thus creating a climate for change.

5. Guidance and counseling programs should be evaluated periodically for effectiveness.

Responsive guidance and counseling programs recognize the needs of those who are served. To ensure this, programs and personnel should be evaluated regularly. In order to accomplish this guidance and counseling programs must be organized, structured and have specified goals and objectives.

7th AND 8th GRADE COURSE DESCRIPTIONS

The standard seventh and eighth grade curriculum is designed to provide basic academic skills and opportunities for exploration in a variety of subject areas.

ENGLISH DEPARTMENT

English (Grade 7)

(ST-050800)

Seventh grade English class will include a study of basic grammar mechanics, with emphasis on parts of speech, punctuation, and spelling. An English grammar text and workbook will be used. Reading comprehension, vocabulary, and an introduction to the basic components of a short story will be included in the curriculum. Students will read and discuss class novels.

English (Grade 8)

(ST-050801)

An in-depth review of grammar mechanics is supplemented by the use of a grammar text and workbooks. Students will be expected to apply their knowledge of grammar to creative writing. In addition to a review of the components of a short story, students will be introduced to basic literary terms. Students will read and discuss class novels.

MATH DEPARTMENT

Seventh Grade Math

(ST-112800)

Continuing the Saxon Series from sixth grade, students will master the basic mathematical concepts and begin concepts of algebra in order to obtain a good foundation for Algebra I.

This course covers the following concepts: fractions, mixed numbers, decimals, word problems, area, percent, ratio, proportion, order of operations, positive and negative number facts, exponents, square roots, solving equations, geometry facts, rectangular coordinates, inequalities, probability, and statistics.

Eighth Grade Math

(ST-112801)

Students who are not ready for Algebra I can continue to Saxon series to review the basic mathematical concepts and continue to build a foundation for Algebra I.

This course reviews the following concepts that was taught in Seventh Grade Math: fractions, mixed numbers, decimals, word problems, area, percent, ratio, proportion, order of operations, positive and negative number facts, exponents, square roots, solving equations, geometry facts, rectangular coordinates, inequalities, probability, and statistics.

Prerequisite: Recommendation of Department

Pre Algebra

(Full Year – 10 credits)

Grades 8

(ST-110299)

Continuing the Saxon Series to review the basic mathematical concepts and continuing to build a foundation for Algebra I.

This course includes the four basic operations and properties on the real numbers with emphasis on integers, solutions of one and two step equations, and creation of functional tables, and graphing linear pairs.

Prerequisite: Recommendation of Department

Algebra I

(Full Year – 10 credits)

Grades 8

(ST-110300)

An organization of mathematics subject matter concerned primarily with introductory study of properties of number systems (real number, complex numbers). Topics studied include algebraic expressions and symbols, operations of reals (additions, multiplication, inverse operations), binomials, absolute values, proofs, and functions.

Prerequisite: Recommendation of the Department.

MUSIC DEPARTMENT

(For students in grades 8 through 12 who participate in Instrumental or Vocal Music, there is an annual family fee. This fee is a substitute for several fund raising events)

** 7th graders are required to take either Band or Choir or may take both. 8th Grade - music is an elective.

Junior High Band

(ST-120500)

Band members will use standard concert band literature and method books to improve their individual playing skills and develop their performance as a group. Some of the concepts that will be further explored and enhanced will include tone production, rhythm, correct playing posture, concert scales, and basic music theory as it relates to the concert band setting. Students will have the opportunity to perform solos at contest, or participate in clinics if they so desire. Junior High Band will meet three times a week. Attendance at concerts, contest, and public performances is required. A uniform of black pants and white tuxedo shirt is required.

Junior High Choir Boys and Girls

(ST-120400)

This course will include learning music fundamentals, appreciation and singing. A variety of styles of music will be introduced and proper singing techniques will be emphasized as will appropriate concert behavior. Attendance at public performances and contests is required. A uniform of black pants and white tuxedo shirt is required.

Junior High Show Choirs (7th grade & 8th grade)

(ST-120400)

These groups will perform at public performances and contests. Proper singing techniques and simple choreography will be emphasized.

Prerequisite: Membership in Junior High Choir or Junior High Band.

PHYSICAL EDUCATION DEPARTMENT

Girls Physical Education (Grades 7 and 8)

(ST-080150)

The primary goals of the program are to promote growth and development of the body system, to improve muscle and nerve coordination and to allow wholesome situations in competitive and cooperative activities. The curriculum will include: volleyball, basketball, track and field, weight training for 8th grade only, conditioning, and miscellaneous games.

A non-credit unit on weight training is available after school but not required in the eighth grade.

Boys Physical Education (Grades 7 and 8)

(ST-080150)

The goals of the program are to promote growth and development of the body system, to improve muscle and nerve coordination and to allow wholesome situations in competitive and cooperative activities. A majority of this will be done during football, cross country, basketball, wrestling and track practice. The curriculum will include: skills testing, flexibility testing, contact football, miscellaneous games, basketball, wrestling, weight training in the second semester for 8th grade only, and track and field.

A non-credit unit on weight training is available after school but; not required in the eighth grade.

RELIGION DEPARTMENT

7th Religion - Jesus, the Way, the Truth and the Life

(ST-159930)

In this course students will discover who Jesus is and what it means to follow Him. They will be invited to become closer to Jesus in faith, hope and love.

8th Religion - The Church - Its Mystery, Tradition and Witness

(ST-159931)

The course is designed to help students grow in their appreciation and understanding of the Church, its place in God's plan and in their lives as mother and teacher.

SCIENCE DEPARTMENT

7th Grade Science

(ST-130801)

The seventh graders will be presented an overview of using scientific skills such as using the metric system, scientific method, explaining various concepts, and applying these to real life situations. Topics to be covered will include: metric measurements, density, scientific method, chemistry, microscopes, cells, heredity, plate tectonics, rocks and minerals, and weather. The class involves lectures, note-taking, labs, individual works, and putting together a portfolio.

8th Grade Science

(ST-130802)

The eighth graders will continue to use scientific skills learned in Science 7. Topics to be covered will include: ecology, environmental science, diversity, evolution, astronomy, chemistry, energy, forces and motion, and plants. The class involves lectures, note-taking, labs, individual works, and conducting a science fair project.

SOCIAL STUDIES DEPARTMENT

World Geography (Grade 7)

(ST-150011)

In World Geography, students will study the physical and cultural features of the Western Hemisphere and part of the Eastern Hemisphere. The course will focus on how people use the earth and how the earth influences the way people live. Students will cover modern topics including cultures as well as current and past occurrences in the regions.

American History (Grade 8)

(ST-150012)

Students will study about the American way of life, its history, government, economy and international relationships from the discovery of the Americas up to and including (1850) the Civil War period.

ENRICHMENT COURSES

The courses listed and described will be quarter courses. Students at each grade level will be expected to take four.

Agriculture Career Pathways

(ST-018002)

The focus of this course is to provide middle school students with a working knowledge of the Agriculture, Food, and Natural Resources career field of study. Students will experience the seven Agriculture, Food and Natural Resources (AFNR) pathways, explore careers within these pathways, and focus on their pathway of interest. The course incorporates teachable moments pertaining to the college and career readiness skills found in the center of the Nebraska Career Education Model. Agricultural literacy, risk management, and current trends are also incorporated into the course.

Elective: eighth grade

Art 8

(ST-020800)

Students will be given the opportunity to experience a range of art mediums such as tempera painting, clay, sculpture and pencil drawing. During each unit they will learn about important artists or cultures, which have made a tremendous impact in art. They will also learn about elements and principles of art. Tests are given at the completion of each unit over the information covered. This class is offered to 8th graders only.

Required: eighth grade

Careers

(ST – 320100)

Students learn how to effectively explore careers while using the Nebraska Career Education Model and related resources. Students will learn the vocabulary and expectations of effective academic and career planning. A focus will be to discover the relationship between personal-social qualities, interests and skills to a wide variety of careers and postsecondary options from which to choose. Student will learn and have opportunities to practice the Nebraska Career Readiness Standards of Practice, which are current expectations in today's workplace. Students will draw upon these conclusions to develop a Personal Learning Plan to transition into high school with a broad career cluster focus.

Elective: seventh grade

Family Consumer Science

(ST-090001)

This is an introductory course in Family and Consumer Sciences for one quarter of the school year. Students will learn about their own personal identity, kitchen safety, food prep, and basic sewing terms and skills. Each student will sew individual projects, providing their own materials.

Elective: eighth grade

Habits for Success

(ST-260300)

Students will be discussing and reading “The 7 Habits of Highly Effective Teens” by Sean Covey. This book will help students discuss how to improve self-image and friendships, resist peer pressure, as well as how to set and achieve goals. Throughout the course, students will be taught strategies for improving their study skills and time management principles. This course will be required for all Eighth Graders.

Elective: eighth grade

Health and the Human Body

(ST-139931)

The students will be introduced to the physical and mental well-being of human health. Primary topics to be covered will be: nutrition, circulatory system, respiratory system, skin care, nervous system, drugs and alcohol, body regulations and reproduction, and diseases/immunity.

Required: seventh grade

Keyboarding/Word Processing

(ST-033501)

In keyboarding, the students will be taught correct key reaches for letters, figures and symbols while gradually improving speed. The students will then apply these skills in word processing and other computer skills. Internet safety topics will also be taught.

Required: seventh grade

Life Skills

(ST-260200)

This class is developed to help junior high students learn basic life skills that will help them be successful adults. Students will review 15 DWP skills, discuss stories of morality and character development, discover individual learning styles and study skills to help each style succeed. They will learn how to change their own lives through goal setting and handling peer pressure. There will also be discussions about various career opportunities in their future.

Elective: seventh grade

Literature 8th

(ST-050300)

The focus of Literature 8 class is a survey of world mythologies – including Greek, Egyptian, Norse, and Native American myths. Students read and study about these mythologies in order to understand their place in our language and culture today. They work throughout the quarter on a presentation over various gods and goddesses they have studied.

Required: eighth grade

Jr. High Boys Sports Football 1st Quarter (Elective - 7th & 8th grade boys only)

(ST-089930)

Jr. High Boys interested in playing competitive football for Neumann need to register for this quarter class.