

SCHOOL DISTRICT NO. 17
a/k/a
Millard Public School District

NOTICE OF MEETING

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at **6:00 p.m. on Monday, November 16, 2020** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska and on the MPS website at www.mpsomaha.org.

Stacy Jolley
Secretary

11/13

**THE DAILY RECORD
OF OMAHA**
JASON W. HUFF, Publisher
PROOF OF PUBLICATION

UNITED STATES OF AMERICA, }
The State of Nebraska, } ss.
District of Nebraska, }
County of Douglas, }
City of Omaha, }

ELIZABETH WHITE

being duly sworn, deposes and says that she is

LEGAL EDITOR

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on
November 13, 2020

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.



Subscribed in my presence and sworn to before
13th

Publisher's Fee \$ 18.50 me this _____ day of
November 20
Additional Copies \$ _____ 20
Total \$ 18.50

Notary Public in and for Douglas County,
State of Nebraska

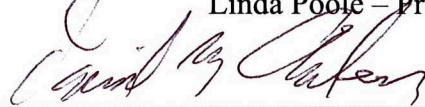
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on November 16, 2020, at the Don Stroh Administration Center, 5606 South 147 Street, Omaha, NE 68137

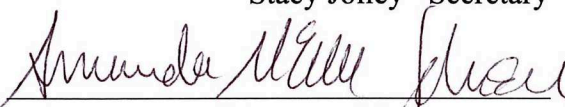
Dated this 16th day of November, 2020




Linda Poole – President



Dave Anderson – Vice President

Stacy Jolley– Secretary



Amanda McGill Johnson – Treasurer




Mike Kennedy




Mike Pate



Valery-Elvis Shafack - MNHS



Evelyn Johannes - MSHS



Luke Skrabal - MWHS



**BOARD OF EDUCATION
MEETING**



November 16, 2020

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
NOVEMBER 16, 2020
6:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET

AGENDA

The November 16, 2020 Board of Education meeting will be held at 5606 South 147th Street, Omaha, NE. For public health purposes associated with COVID-19, this meeting can also be attended by videoconference through “ZOOM” with listening access available to the public and media. Anyone wishing to speak at the Board of Education meeting will need to attend in person. The Zoom link is <https://mpsomaha-org.zoom.us/j/91341068539> and can also be found at www.mpsomaha.org/board.

A. **Call to Order**

The Public Meeting Act is posted on the wall and available for public inspection.

B. **Pledge of Allegiance**

C. **Roll Call**

D. **Employee of the Month** - Julie Williams, Counselor at Central Middle and Rachel Gordon, Office Para at North Middle.

E. **Public Comments on agenda items** – This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.

F. **Routine Matters**

1. *Approval of Board of Education Minutes - November 2, 2020
2. *Approval of Bills and receive the Treasurer’s Report and Place on File

G. **Information Items**

1. Superintendent’s Comments
2. Board Comments/Announcements
3. Report from Student Representatives

H. **Unfinished Business**

1. Second Reading and Approval of Policy 4001: Human Resources - Non-Discrimination and Harassment
2. Second Reading and Approval of Policy 4100: Human Resources - Recruitment, Selection, and Non-Discrimination
3. Second Reading and Approval of Policy 5010: Student Services - Non-Discrimination and Harassment
4. Second Reading and Approval of Policy 5020: Student Services - Equal Educational Opportunity
5. Second Reading and Approval of Policy 6002: Curriculum, Instruction, and Assessment - Non-Discrimination

I. **New Business**

1. Reaffirm Policy 6605: Curriculum, Instruction, and Assessment - Journalism
2. Approval of Rule 6605.1: Curriculum, Instruction, and Assessment - Journalism
3. Approval of Rule 1100.4: Community Relations - Notice of Non-Discrimination
4. Approval of Rule 1235.1: Community Relations - Conduct on District Property
5. Approval of Rule 1325.1: Community Relations - Community Contests for Students
6. Approval of Rule 1335.1: Community Relations - Student Production of Materials and Provision of Services for Community Organizations and Partners for Education

7. Approval of Rule 1310.1: Community Relations - Complaints - School Personnel
8. Approval of Rule 4001.1: Human Resources - Non-Discrimination and Harassment
9. Approval of Rule 4001.2: Human Resources - Non-Discrimination and Harassment Complaint Procedure
10. Approval of Rule 4100.3 Human Resources - Employment Contracts
11. Approval of Rule 4155.1: Human Resources - Code of Ethics
12. Approval of Rule 4163.3: Human Resources - Remedial Action Investigation Procedure
13. Approval of Rule 4325.1: Human Resources - Grievance Procedure
14. Approval of Rule 5010.1: Student Services - Non-Discrimination and Harassment
15. Approval of Rule 5010.2: Student Services - Discrimination and Harassment Complaint Procedure
16. Approval of Rule 5020.1: Student Services - Equal Educational Opportunity
17. Approval of Rule 5450.1: Student Services: Student Attire and Grooming
18. Approval of Rule 5510.1: Student Services: Freedom of Expression
19. Approval of Rule 6910.1: Curriculum, Instruction, and Assessment: Screening Procedures for Volunteers in the Classroom
20. Approval of Rule 6910.2: Curriculum, Instruction, and Assessment - Screening Procedures for Volunteers in Extracurricular Programs
21. Approval of Rule 7305.1: Technology - District Internet Web Pages and Social Media Sites
22. Adoption of Rule 4001.3: Human Resources - Sexual Harassment Complaint Procedure
23. Adoption of Rule 5010.3: Student Services - Sexual Harassment Complaint Procedure
24. Approval of Schematic Design for Morton Elementary School
25. Award of Contract for North Middle School Intercom Replacement
26. Award of Contract for West High School Intercom Replacement
27. Award of Contract for Harvey Oaks Chiller Replacement
28. Award of Contract for Neihardt Chiller Replacement
29. Award of Contract for North High School Lighting Replacement
30. Approval of K-12 Social Studies Framework: Part I
31. Approval of High School and Middle School Handbook and Registration Guides 2021-2022
32. Ratification of Adjusted School Schedule
33. Approval of Personnel Actions: Recommendation to Hire, Resignation Notification Incentive (RNI), Leave of Absence

J. **Reports**

1. Graduating Class of 2020 ACT Report
2. Legislative Report
3. District Update

K. **Future Agenda Items/ Board Calendar**

1. No School for Students - Teacher Work Day on Wednesday, November 25, 2020
2. Thanksgiving Holiday – No School for Students and Staff on November 26 & 27, 2020
3. Board of Education Meeting on Monday, December 7, 2020 at 6:00 p.m. at the DSAC
4. Winter Break - No School Monday, December 21, 2020 – January 1, 2021
5. No School for Students - Teacher Work Day on Monday, January 4, 2020
6. Board of Education Meeting on Monday, January 4, 2021 at 6:00 p.m. at the DSAC
7. Committee of the Whole Meeting on Monday, January 11, 2021 at 6:00 p.m. at the DSAC
8. No School for Students on January 18, 2021 for Martin Luther King Jr. Day – Staff Development Day
9. Board of Education Meeting on Monday, January 18, 2021 at 6:00 p.m. at the DSAC

- L. **Public Comments** - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

M. **Adjournment**

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
NOVEMBER 16, 2020
6:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET

ADMINISTRATIVE MEMORANDUM

A. Call to Order

The Public Meeting Act is posted on the wall and available for public inspection.

B. Pledge of Allegiance

C. Roll Call

D. Employee of the Month - Julie Williams, Counselor at Central Middle and Rachel Gordon, Office Para at North Middle.

E. Public Comments on agenda items – This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.

F.1* Motion by _____, seconded by _____, to approve the Board of Education Minutes from November 2, 2020. (See enclosure)

F.2* Motion by _____, seconded by _____, to approve the bills, receive the Treasurer's Report and Place on File. (See enclosure)

G.1 Superintendent's Comments

G.2 Board Comments/Announcements

G.3 Report from Student Representatives

H.1 Second Reading by _____, Motion by _____, seconded by _____, to approve Policy 4001: Human Resources - Non-Discrimination and Harassment. (See enclosure)

H.2 Second Reading by _____, Motion by _____, seconded by _____, to approve Policy 4100: Human Resources - Recruitment, Selection, and Non-Discrimination. (See enclosure)

H.3 Second Reading by _____, Motion by _____, seconded by _____, to approve Policy 5010: Student Services - Non-Discrimination and Harassment. (See enclosure)

H.4 Second Reading by _____, Motion by _____, seconded by _____, to approve Policy 5020: Student Services - Equal Educational Opportunity. (See enclosure)

H.5 Second Reading by _____, Motion by _____, seconded by _____, to approve Policy 6002: Curriculum, Instruction, and Assessment - Non-Discrimination. (See enclosure)

- I.1 Motion by _____, seconded by _____, to reaffirm Policy 6605: Curriculum, Instruction, and Assessment - Journalism. (See enclosure)
- I.2 Motion by _____, seconded by _____, to approve Rule 6605.1: Curriculum, Instruction, and Assessment - Journalism. (See enclosure)
- I.3 Motion by _____, seconded by _____, to approve Rule 1100.4: Community Relations - Notice of Non-Discrimination . (See enclosure)
- I.4 Motion by _____, seconded by _____, to approve Rule 1235.1: Community Relations - Conduct on District Property. (See enclosure)
- I.5 Motion by _____, seconded by _____, to approve Rule 1325.1: Community Relations - Community Contests for Students. (See enclosure)
- I.6 Motion by _____, seconded by _____, to approve Rule 1335.1: Community Relations - Student Production of Materials and Provision of Services for Community Organizations and Partners for Education. (See enclosure)
- I.7 Motion by _____, seconded by _____, to approve Rule 1310.1: Community Relations - Complaints - School Personnel. (See enclosure)
- I.8 Motion by _____, seconded by _____, to approve Rule 4001.1: Human Resources - Non-Discrimination and Harassment. (See enclosure)
- I.9 Motion by _____, seconded by _____, to approve Rule 4001.2: Human Resources - Non-Discrimination and Harassment Complaint Procedure. (See enclosure)
- I.10 Motion by _____, seconded by _____, to approve Rule 4100.3 Human Resources - Employment Contracts. (See enclosure)
- I.11 Motion by _____, seconded by _____, to approve Rule 4155.1: Human Resources - Code of Ethics. (See enclosure)
- I.12 Motion by _____, seconded by _____, to approve Rule 4163.3: Human Resources - Remedial Action Investigation Procedure . (See enclosure)
- I.13 Motion by _____, seconded by _____, to approve Rule 4325.1: Human Resources - Grievance Procedure. (See enclosure)
- I.14 Motion by _____, seconded by _____, to approve Rule 5010.1: Student Services - Non-Discrimination and Harassment. (See enclosure)
- I.15 Motion by _____, seconded by _____, to approve Rule 5010.2: Student Services - Discrimination and Harassment Complaint Procedure. (See enclosure)
- I.16 Motion by _____, seconded by _____, to approve Rule 5020.1: Student Services - Equal Educational Opportunity. (See enclosure)

- I.17 Motion by _____, seconded by _____, to approve Rule 5450.1: Student Services: Student Attire and Grooming. (See enclosure)
- I.18 Motion by _____, seconded by _____, to approve Rule 5510.1: Student Services: Freedom of Expression. (See enclosure)
- I.19 Motion by _____, seconded by _____, to approve Rule 6910.1: Curriculum, Instruction, and Assessment: Screening Procedures for Volunteers in the Classroom. (See enclosure)
- I.20 Motion by _____, seconded by _____, to approve Rule 6910.2: Curriculum, Instruction, and Assessment - Screening Procedures for Volunteers in Extracurricular Programs. (See enclosure)
- I.21 Motion by _____, seconded by _____, to approve Rule 7305.1: Technology - District Internet Web Pages and Social Media Sites. (See enclosure)
- I.22 Motion by _____, seconded by _____, to adopte Rule 4001.3: Human Resources - Sexual Harassment Complaint Procedure. (See enclosure)
- I.23 Motion by _____, seconded by _____, to adopte Rule 5010.3: Student Services - Sexual Harassment Complaint Procedure. (See enclosure)
- I.24 Motion by _____, seconded by _____,that the schematic design for the Morton Elementary School project be approved as submitted. (See enclosure)
- I.25 Motion by _____, seconded by _____,that the contract for the North Middle School Intercom Replacement be awarded to Tred-Mark Communications in the amount of \$130,000 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. (See enclosure)
- I.26 Motion by _____, seconded by _____,that the contract for the West High School Intercom Replacement be awarded to Computer Cable Connection in the amount of \$305,757 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. (See enclosure)
- I.27 Motion by _____, seconded by _____,that the contract for the Harvey Oaks Elementary School Chiller Replacement be awarded to Ray Martin Company in the amount of \$186,000 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. (See enclosure)
- I.28 Motion by _____, seconded by _____,that the that the contract for the Neihardt Elementary School Chiller Replacement be awarded to MMC Contractors in the amount of \$395,750 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. (See enclosure)
- I.29 Motion by _____, seconded by _____,that the the contract for the North High School Lighting Project be awarded to Downs Electric in the amount of \$308,114 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. (See enclosure)
- I.30 Motion by _____, seconded by _____, to approve the K-12 Social Studies Framework: Part I. (See enclosure)
- I.31 Motion by _____, seconded by _____,to approve the High School and Middle School Handbook and Registration Guides 2021-2022. (See enclosure)
- I.32 Motion by _____, seconded by _____,to ratify the Adjusted School Schedule. (See enclosure)

I.33 Motion by _____, seconded by _____, to approve of Personnel Actions: Recommendation to Hire, Resignation Notification Incentive (RNI), Leave of Absence. (See enclosure)

J. Reports

1. Graduating Class of 2020 ACT Report
2. Legislative Report
3. District Update

K. Future Agenda Items/ Board Calendar

1. No School for Students - Teacher Work Day on Wednesday, November 25, 2020
2. Thanksgiving Holiday – No School for Students and Staff on November 26 & 27, 2020
3. Board of Education Meeting on Monday, December 7, 2020 at 6:00 p.m. at the DSAC
4. Winter Break - No School Monday, December 21, 2020 – January 1, 2021
5. No School for Students - Teacher Work Day on Monday, January 4, 2020
6. Board of Education Meeting on Monday, January 4, 2021 at 6:00 p.m. at the DSAC
7. Committee of the Whole Meeting on Monday, January 11, 2021 at 6:00 p.m. at the DSAC
8. No School for Students on January 18, 2021 for Martin Luther King Jr. Day – Staff Development Day
9. Board of Education Meeting on Monday, January 18, 2021 at 6:00 p.m. at the DSAC

L. Public Comments - This is the proper time for public questions and comments on any topic.
Please make sure a request form is given to the Board President before the meeting begins.

M. Adjournment

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

**MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17**

A meeting of the Board of Education of the School District No. 17, in the county of Douglas in the state of Nebraska was convened in open and public session at 6:00 p.m., Monday, November 2, 2020, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, October 30, 2020 a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgement of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

President Linda Poole announced that the open meeting laws are posted and available for public inspection and asked everyone to join in the Pledge of Allegiance.

Roll call was taken. Mr. Kennedy, Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, and Mrs. Jolley were present.

Mrs. Poole announced this is the proper time for public questions and comments on agenda items only. There was one request to speak on agenda items. *Cheryl Moseke of 15108 Cornelia Circle had questions regarding COVID-19.*

Motion was made by Mike Kennedy, seconded by Stacy Jolley, to approve the Board of Education minutes for October 5, 2020, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mrs. McGill Johnson, Mrs. Jolley, Mr. Kennedy, Mr. Pate, Mr. Anderson, and Mrs. Poole. Voting against were: None. Motion carried.

Mr. Anderson provided a summary of the October 12, 2020 Committee of the Whole Meeting.

Superintendent's Comments:

Dr. Sutfin said tomorrow is a teacher work day. This is one of the additional work days the board approved. It is also election day. It is very much appreciated by our teachers.

Board Comments:

Mike Kennedy:

Mr. Kennedy reminded everyone to get out and vote. Mr. Kennedy thanked our parents, teacher and administrators for all their hard work. Mr. Kennedy also said we need parents' help to beat this and keep our schools open.

Mike Pate

Mr. Pate welcomed the student board representatives. Mr. Pate said he sends his condolences to Greg Petersen's family.

Dave Anderson:

Mr. Anderson echoed Mr. Pate's comments.

Linda Poole:

Mrs. Poole welcomed the student board representatives and she also sends her condolences to Greg Petersen's family.

Stacy Jolley:

Mrs. Jolley also echoed her condolences to Greg Petersen's family.

Amanda McGill Johnson:

Mrs. McGill Johnson echoed her fellow board members' comments. Mrs. McGill Johnson also encourages everyone to follow the three C's.

Valery-Elvis Shafack, student representative from Millard North High School, Evalyn Johannes, student representative from Millard South High School, and Luke Skrabal, student representative from Millard West High School, reported on the academic and athletic happenings at their respective schools.

Unfinished Business:

Second Reading by Amanda McGill Johnson, Motion by Amanda McGill Johnson, seconded by Stacy Jolley, to approve Policy 4153: Human Resources - Professional Boundaries and Staff Relationships with Students. Voting in favor of said motion was: Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, Mrs. Jolley, Mr. Kennedy, and Mr. Pate. Voting against were: None. Motion carried.

New Business:

Stacy Jolley gave the First Reading of Policy 4001: Human Resources - Non-Discrimination and Harassment. *Mr. Pate asked what prompted the changes to these policies? Attorney Mr. Duncan Young said changes to legal statute made these policy changes necessary. Mr. Pate voiced some concerns.*

Dave Anderson gave the First Reading of Policy 4100: Human Resources - Recruitment, Selection, and Non-Discrimination.

Mike Pate gave the First Reading of Policy 5010: Student Services - Non-Discrimination and Harassment.

Mike Kennedy gave the First Reading of Policy 5020: Student Services - Equal Educational Opportunity.

Amanda MCGill Johnson gave the First Reading of Policy 6002: Curriculum, Instruction, and Assessment - Non-Discrimination.

Motion by Dave Anderson, seconded by Mike Kennedy, to approve Rule 4153.1: Human Resources - Professional Boundaries and Staff Relationships with Students. Voting in favor of said motion was: Mrs. Jolley, Mr. Kennedy, Mr. Pate, Mr. Anderson, Mrs. Poole, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Mike Pate, seconded by Stacy Jolley, to approve the Legislative Standing Positions. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, Mrs. Jolley, and Mr. Kennedy. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Stacy Jolley, to approve the Professional Services Contract for Mueller Robak LLC. *Executive Director of Activities, Athletics & External Affairs Nolan Beyer said Mueller Robak has been the district's lobbyist since 1997.* Voting in favor of said motion was: Mr. Kennedy, Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, and Mrs. Jolley. Voting against were: None. Motion carried.

Motion by Mike Pate, seconded by Mike Kennedy, that the schematic design for the Cather Elementary School project be approved as submitted. *Chief Financial Officer Chad Meisgeier said Molly Macklin from Schemmer was available to address questions and concerns from the Board. Mr. Meisgeier said this project will go to bid soon and is scheduled to be completed during the summer 2021.* Voting in favor of said motion was: Mrs. McGill Johnson, Mrs. Jolley, Mr. Kennedy, Mr. Pate, Mr. Anderson, and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Stacy Jolley, to approve the Appointment of Educational Service Unit #3 Representative. Voting in favor of said motion was: Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, Mrs. Jolley, Mr. Kennedy, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Amanda McGill Johnson, to approve the Appointment of ESSA Authorized Representative. Voting in favor of said motion was: Mrs. Jolley, Mr. Kennedy, Mr. Pate, Mr. Anderson, Mrs. Poole, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Amanda McGill Johnson, to approve of Personnel Actions: Recommendation to Hire: Mary A. Bruegman; Resignation Notification Incentive (RNI): Barbara L Rothenberg, Vickie A Weidenhamer, Susan K Hancock, Kathleen B Burket, Vance P Zider, Jill M. Denson. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, Mrs. Jolley, and Mr. Kennedy. Voting against were: None. Motion carried.

Mrs. Poole requested to move executive session to the end of the agenda. There was no objection.

Reports:

Enrollment Report - October 1, 2020

Dr. Darin Kelberlau, Executive Director of Assessment, Research and Evaluation, shared the enrollment report and indicated that this data was pulled on October 1, 2020. This snapshot is similar to what will be used for the official NDE numbers. K-12 enrollment numbers are 22,957. This number is slightly down from the beginning of the year numbers.

Personnel Report

Director of Personnel Mitch Mollring said this report is a snapshot from October, 2019 to October, 2020. Mr. Mollring said they are actively hiring and they have attended 12 teacher recruiting events before COVID-19 hit. Mrs. Poole asked if Millard has a sub para shortage? Mr. Mollring said yes we do have a shortage and paras are a tough position to keep filled. He also said we continue to have a workforce shortage. Mr. Mollring said we hosted 93 student teachers. Many of these student teachers were hired as local subs. Many are also hired to full time teaching positions the following year.

Mr. Mollring also shared we are a well-educated staff with 1,307 MPS employees having a Master's degree and 49 having Doctorates. He said that class sizes are down slightly in the elementary level. High School class sizes stay steady.

Summer School Report 2020

Associate Superintendent of Educational Services Dr. Heather Phipps shared the highlights of the 2020 summer school session. She said providing summer school during a pandemic after a fully remote spring was an adventure. Dr. Phipps thanked Kara Hutton for leadership and all her work on summer school.

Dr. Phipps said this year's summer school was offered fully remotely. We provided an opportunity for 473 elementary students to get additional support in reading and math. Our numbers did drop in the middle level and numbers grew significantly in the high school level.

Legislative Update

Executive Director of Activities, Athletics & External Affairs Nolan Beyer provided the board with a legislative update. Mr. Beyer said since the last update, Senator Groene's LR402 hearing was completed. The study was to examine the impact of COVID-19 on the education of Nebraska's children. Invited testimony only was heard. Mr. Beyer said Millard volunteered to provide our story to the committee but we were not selected to do so. Mr. Beyer said he along with many districts across the state were under the impression that only three groups were invited to speak. These groups were the commissioner of education, NASB, NRCSA. Mr. Beyer said actually about a dozen people were invited to speak. Mr. Beyer said it was made clear that one or two of the education committee members are pro choice in the terms of education. He said afterwards he has not seen a legislative bill, but anticipates one prior to the session expanding school choice.

District Update

Dr. Sutfin provided the board with an update on how the district is responding to COVID-19. Dr. Sutfin said the decisions being made are driven from local, county and state data. Dr. Sutfin said the positivity rate is up. Dr. Sutfin shared the current Douglas and Sarpy County Health Department Health Risk Dial. Dr. Sutfin said the risk dial was never intended to be used to determine if we keep schools open. In the beginning we used the risk dial to help us determine how we would open school. He said in the beginning we did not have the ability to capture local data. Now that we are in session we have the ability to capture local data regarding cases within our schools.

Dr. Sutfin said the picture is not a good picture. If it doesn't begin to subside within the community it could cause us disruption. He also shared the 7-day averages and case by age charts. He also shared the zip code compared to the recovery percentage report. He said the numbers are more than doubling in a two week period. Dr. Sutfin pointed out that the recovery rate is lower which indicated the virus is outpacing the recovery rate. Dr. Sutfin shared the Douglas County cumulative data.

Dr. Sutfin reminded the board that a COVID-19 website has been created as a resource for families. He said this is where you can find important information. Dr. Sutfin said we currently have 101 active cases and 517 people quarantining. Dr. Sutfin pointed out that the active case number has doubled since October 15th. Dr. Sutfin shared the Millard staff cumulative data and said roughly 3% of staff have been affected. Dr. Sutfin is concerned that we will not be able to sustain our operations if this number continues to grow. We will now have enough staff. If this happens we will have to make some hard decisions on how we operate schools for brief periods of time. Dr. Sutfin stressed the importance of getting this under control in our community.

Dr. Sutfin shared the Millard student cumulative data. He also shared the morning and afternoon counts. Dr. Sutfin shared the numbers of concurrent remote learning by month since August. We have seen a significant number of students return to in person learning. Dr. Sutfin said they are pleased with this.

Dr. Sutfin said a communication will be going out this week to families encouraging them to avoid the three C's. They are to avoid crowded places, close contact and confirmed spaces.

Dr. Sutfin said they are looking into the option of providing surveillance testing to our staff. Dr. Sutfin said with surveillance testing all staff would be tested. Dr. Sutfin said they have been in discussion with the MEA and other area school districts regarding this option. Two types of tests may be available which use either a saliva or a nose swab (PCR). The cost is an issue which ranges from \$35 to \$65 each. This is a public health issue and a public health response. There has been money given to Douglas county to battle the pandemic. Dr. Sutfin is working with Dr. Adi Pour in pursuing if we could have funds allocated for this. The anticipated cost for 2,700 staff would be \$95,000 - \$125,000 per week.

Mrs. Poole reminded the Board of future agenda items and said this is the proper time for public questions and comments. There were no requests to speak on non agenda items.

Future Agenda Items/ Board Calendar:

1. No School for Students - Teacher Work Day on Tuesday, November 3, 2020
2. Board of Education Meeting on Monday, November 16, 2020 at 6:00 p.m. at the DSAC
3. NASB State Education Conference on November 18-20, 2020 at the CHI Health Center in downtown Omaha
4. No School for Students - Teacher Work Day on Wednesday, November 25, 2020
5. Thanksgiving Holiday – No School for Students and Staff on November 26 & 27, 2020
6. Board of Education Meeting on Monday, December 7, 2020 at 6:00 p.m. at the DSAC

At 8:05 p.m. Stacy Jolley made a motion to go into Executive Session for the purpose of evaluation, seconded by Dave Anderson. Voting in favor of said motion was: Mr. Kennedy, Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, and Mrs. Jolley. Voting against were: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to come out of executive Session at 8:45 p.m. Voting in favor of said motion was: Mr. Kennedy, Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, and Mrs. Jolley. Voting against were: None. Motion carried.


Secretary, Stacy Jolley

Millard Public Schools

November 16, 2020

Millard Public Schools Check Register Prepared for the Board Meeting for Nov 16, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	474069	10/29/2020	011651	AMERICAN EXPRESS	\$371.22
	474070	10/29/2020	143229	SMARTEST EDU INC	\$17,249.00
	474072	10/29/2020	064800	METRO UTILITIES DISTRICT OF OMAHA	\$3,426.09
	474073	10/29/2020	136954	NEBRASKA CHILD SUPPORT PAYMENT CTR	\$222.50
	474074	10/29/2020	136072	NEBRASKA STATE TREASURER	\$1,378.69
	474075	10/29/2020	098765	SECURITY BENEFIT LIFE INS CO	\$16,185.00
	474081	11/05/2020	133636	BELLEVUE WEST HIGH SCHOOL	\$128.00
	474082	11/16/2020	139321	BIZCO INC	\$92.00
	474083	11/16/2020	142667	COMPASS GROUP INC	\$204.00
	474084	11/16/2020	133970	CCS PRESENTATION SYSTEMS	\$206.00
	474086	11/16/2020	106893	WICHITA WATER CONDITIONING INC	\$36.20
	474087	11/16/2020	130731	FIRST WIRELESS INC	\$3,013.50
	474088	11/16/2020	143294	INHYUN HAN	\$62.56
	474090	11/16/2020	133397	HY-VEE INC	\$1,153.36
	474091	11/16/2020	133397	HY-VEE INC	\$989.60
	474092	11/16/2020	132878	HY-VEE INC	\$355.08
	474094	11/16/2020	064800	METRO UTILITIES DISTRICT OF OMAHA	\$1,905.82
	474095	11/16/2020	131328	MILLER ELECTRIC COMPANY	\$689.00
	474097	11/16/2020	068415	NEBRASKA COUNCIL SCHOOL ADMINSTR	\$150.00
	474098	11/16/2020	142290	OVERDRIVE INC	\$4,000.00
	474099	11/16/2020	134116	STATE STEEL OF OMAHA	\$396.90
	474100	11/16/2020	133300	TALX UC EXPRESS	\$247.00
	474102	11/16/2020	139797	US BANK NATIONAL ASSOCIATION	\$113.87
	474103	11/16/2020	139797	US BANK NATIONAL ASSOCIATION	\$69.00
	474104	11/16/2020	139797	US BANK NATIONAL ASSOCIATION	\$110.00
	474105	11/16/2020	139797	US BANK NATIONAL ASSOCIATION	\$435.88
	474106	11/16/2020	139797	US BANK NATIONAL ASSOCIATION	\$108.00
	474107	11/16/2020	139797	US BANK NATIONAL ASSOCIATION	\$108.00

Millard Public Schools Check Register Prepared for the Board Meeting for Nov 16, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	474108	11/16/2020	139797	US BANK NATIONAL ASSOCIATION	\$202.00
	474109	11/16/2020	141432	WELLS FARGO FINANCIAL LEASNG INC	\$3,425.00
	E102820	11/16/2020	019111	BISHOP BUSINESS EQUIPMENT	\$265.20
	E102821	11/16/2020	040537	WOLSELEY INVESTMENTS INC	\$1,817.42
	E102823	11/16/2020	102493	MICHAEL TODD & CO. INC.	\$142.47
	E102825	11/16/2020	083188	SHIFFLER EQUIPMENT SALES, INC.	\$6,275.79
	E102826	11/16/2020	138047	AUTO PROS OF MILLARD INC	\$154.86
	E102827	11/16/2020	139738	WASTE MANAGEMENT OF ILLINOIS INC	\$281.14
01 - Total					\$65,970.15
02	26750	10/29/2020	136072	NEBRASKA STATE TREASURER	\$66.02
	26751	11/16/2020	106893	WICHITA WATER CONDITIONING INC	\$21.50
02 - Total					\$87.52
07	474085	11/16/2020	025689	COMPUTER CABLE CONNECTION INC	\$14,383.91
	474093	11/16/2020	140309	M E COLLINS CONTRACTING CO INC	\$105,047.39
	474095	11/16/2020	131328	MILLER ELECTRIC COMPANY	\$21,347.50
	E102822	11/16/2020	010256	B & K MECHANICAL CONTRACTORS LLC	\$21,250.00
	E102824	11/16/2020	132369	RAY MARTIN COMPANY OF OMAHA	\$25,311.80
07 - Total					\$187,340.60
11	474087	11/16/2020	130731	FIRST WIRELESS INC	\$1,121.40
	474089	11/16/2020	109808	CHERYL L HEIMES	\$1,257.75
	474091	11/16/2020	133397	HY-VEE INC	\$391.42
	474101	11/16/2020	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$40.00
11 - Total					\$2,810.57
17	474096	11/16/2020	139317	MMC MECHANICAL CONTRACTORS INC	\$15,540.00
17 - Total					\$15,540.00
50	474071	10/29/2020	141571	MONTREZ D HOWARD	\$185.00
	474074	10/29/2020	136072	NEBRASKA STATE TREASURER	\$924.21
50 - Total					\$1,109.21

Millard Public Schools Check Register Prepared for the Board Meeting for Nov 16, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
Overall - Total					\$272,858.05

AGENDA SUMMARY SHEET

Agenda Item: Second Reading and Approval of Policy 4001 – Human Resources: Non- Discrimination and Harassment

Meeting Date: November 16, 2020

**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Policy has been reviewed by the District’s legal counsel.

Action Desired: Second Reading and Approval of Policy 4001 – Human Resources: Non- Discrimination and Harassment

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

A handwritten signature in black ink, appearing to read "Jim DeWolf", is written on a light gray rectangular background.

Human Resources

Non-Discrimination and Harassment

4001

The District does not unlawfully discriminate on the basis of race, color, religion, national origin, ~~gender~~, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission or access to or treatment of employment, or in its programs and activities.

The District shall provide an employment, teaching and learning environment free from unlawful harassment, ~~(including sexual harassment), or harassment because of an individual's sex. The District prohibits any and all forms of sexual harassment.~~

School Personnel violating this Policy shall be subject to disciplinary action. For purposes of this policy, the term "School Personnel" includes school board members, school employees, agents, volunteers, contractors, or any other person subject to the direct supervision and control of the District.

The following person has been designated to handle inquiries regarding the discrimination and harassment policies: The Associate Superintendent of Human Resources, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed.

Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment ~~(including excluding~~ sexual harassment) shall follow the procedures of District Rule 4001.2. Complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3.

Related Policies and Rules: 1100.4, 4001.1, 4001.2, 4001.3, 4100, 4163.3, 5010, 5010.1, 5010.2, 5010.3, 5020, 5020.1, 6002

Legal Reference: Nebraska Fair Employment Practice Act (Neb. Rev. Stat. §48-1101 et seq.)
Neb. Rev. Stat. §79-544; 79-896; 79-820; 79-801; 79-802; 48-901 to 48-912
Age Discrimination in Employment Act
Title VII Civil Rights Act
Rehabilitation Act 1973 and Rehabilitation Act Amendments
Title IX of the Education Amendments of 1972
34 C.F.R. §§ 106.30, 106.44, 106.45 (2020)
The Americans with Disabilities Act of 1990
Equal Employment Opportunity Act
Nebraska Equal Opportunity in Education Act (Neb. Rev. Stat. §79-2,114 to 79-2,124)

Policy Adopted: September 20, 2010
Policy Revised: July 9, 2018; November 16, 2020

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Second Reading and Approval of Policy 4100 – Human Resources: Recruitment, Selection, and Non-Discrimination

Meeting Date: November 16, 2020

Background/Description: Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Policy has been reviewed by the District’s legal counsel.

Action Desired: Second Reading and Approval of Policy 4100 – Human Resources: Recruitment, Selection, and Non-Discrimination

Policy / Strategic Plan Reference: N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

A handwritten signature in cursive script, appearing to read "Jim DeWolf", is written in black ink on a light-colored rectangular background.

Human Resources

Recruitment, Selection, and Non-Discrimination

4100

The District will employ the best qualified applicant for each position. The District does not unlawfully discriminate on the basis of race, color, religion, national origin, ~~gender~~, marital status, disability, age, sex, sexual orientation, gender, gender identity or on any other basis prohibited by federal, state, or local laws in admission or access to, or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: The Associate Superintendent of Human Resources, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment (~~including~~ excluding sexual harassment) shall follow the procedures of District Rule 4001.2. Complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3

The District may make pre-employment inquiries into the ability of an applicant to perform job related functions. The District will make reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability unless to do so would impose an undue hardship. Medical examinations will be required by the District if required by law or applicable regulation or if the inquiry comports with all applicable laws. Applicants will be notified that any job offer is contingent upon a post-offer search for criminal records of the candidate and, if found, a review of such records.

The District will not make inquiry either orally or through the use of any pre-employment questionnaire or application for the purpose of unlawfully discriminating in the hiring or promotion of any applicant on the basis of, race, color, religion, national origin, ~~gender~~, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws.

There will be no discrimination by school officials against any employee because of membership or activity in an employee organization.

Where required by law or deemed essential by the District, District employees will be duly licensed and/or certified, or will hold a lawful permit.

The District will not enter into an employment contract with a certificated employee who is already under contract with another school district within Nebraska covering a part or all of the same time of performance as the contract with such other district.

A District Board member will not be an employee of the District.

Related Policies and Rules: 1100.4, 4001, 4001.1, 4001.2, 4100.1, 4100.2, 4100.3, 4163.3, 5010, 5010.1, 5010.2, 5010.3, 5020, 5020.1, 6002,

Legal Reference: Nebraska Fair Employment Practice Act (Neb. Rev. Stat. §48-1101 et seq.)
Neb. Rev. Stat. §79-544; 79-896; 79-820; 79-801; 79-802; 48-901 to 48-912
Age Discrimination in Employment Act
Title VII Civil Rights Act
Rehabilitation Act 1973 and Rehabilitation Act Amendments
Title IX of the Education Amendments of 1972
34 C.F.R. §§ 106.30, 106.44, 106.45 (2020)
The Americans with Disabilities Act of 1990
Equal Employment Opportunity Act
Nebraska Equal Opportunity in Education Act (Neb. Rev. Stat. §79-2,114 to 79-2,124)

Policy Adopted: February 25 1980

Revised: March 16, 1992; December 21, 1998; June 21, 2004;

October 16, 2006; September 20, 2010, July 9, 2018; November 16, 2020

Reaffirmed: January 8, 2018

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Second Reading and Approval of Policy 5010 – Student Services: Non-Discrimination and Harassment

Meeting Date: November 16, 2020


**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Policy has been reviewed by the District’s legal counsel.

Action Desired: Second Reading and Approval of Policy 5010 – Student Services: Non-Discrimination and Harassment

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

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Student Services

Non-Discrimination and Harassment

5010

The District does not unlawfully discriminate on the basis of race, color, religion, national origin, ~~gender~~, marital status, disability, age, [sex, sexual orientation, gender, gender identity](#), or on any other basis prohibited by federal, state, or local laws, in admission or access to or treatment of employment, or in its programs and activities.

The District shall provide for and maintain a learning environment free from unlawful harassment, ~~(including sexual harassment, or harassment because of an individual's sex.~~ [The District prohibits any and all forms of sexual harassment.](#)

Students violating this Policy shall be subject to the District's disciplinary procedures.

The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed.

Complaints by students or parents regarding unlawful discrimination or unlawful harassment (~~including~~ [excluding sexual harassment](#)) shall follow the procedures of District Rule 5010.2. [Complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.](#)

Through its discrimination and harassment policies, the District will provide equal opportunity to participate fully in educational programs and activities.

Legal References:

Title VI of the Civil Rights Act of 1964
 Title IX of the Education Amendments of 1972
[34 C.F.R. §§ 106.30, 106.44, 106.45 \(2020\)](#)
 Section 504 of the Rehabilitation Act of 1973
 Age Discrimination Act of 1975
 Nebraska Equal Opportunity in Education Act

Related Policies and Rules: 1100.4, 4001, 4001.1, [4001.2, 4001.3](#), 4100, 4163.3, 5010.1, 5010.2, [5010.3](#), 5020, 5020.1, [6002, 6640](#)

Policy Approved:	December 20, 1993	Millard Public
Revised:	August 7, 2000; June 21, 2004; November 20, 2006; September 20, 2010; July 9, 2018, November 16, 2020	Schools
Reaffirmed:	April 21, 2008	Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Second Reading and Approval of Policy 5020 – Student Services: Equal Educational Opportunity

Meeting Date: November 16, 2020

**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Policy has been reviewed by the District’s legal counsel.

Action Desired: Second Reading and Approval of Policy 5020 – Student Services: Equal Educational Opportunity

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

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Student Services

Equal Educational Opportunity

5020

The District is committed to equal educational opportunity. No student shall on the basis of sex, [sexual orientation](#), [gender](#), or [gender identity](#) be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity in any manner which violates federal, state, or local law, or which violates District policies or rules. Complaints by students or parents regarding unlawful discrimination or unlawful harassment (~~including~~ [excluding](#) sexual harassment) shall follow the procedures of District Rule 5010.2. [Complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.](#)

Legal Reference: Title IX of the Education Amendments of 1972
[34 C.F.R. §§ 106.30, 106.44, 106.45 \(2020\)](#)
Nebraska Equal Opportunity in Education Act

Related Policies and Rules: 1100.4, 4001, 4001.2, [4001.3](#), 4100, 4163.3, 5010, 5010.1, 5010.2, [5010.3](#), 5020.1, 6002, 6640

Policy Approved: November 20, 1995

Revised: August 7, 2000; September 20, 2010; February 19, 2018; July 9, 2018, [November 16, 2020](#)

Reaffirmed: April 21, 2008

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Second Reading and Approval of Policy 6002 – Curriculum, Instruction and Assessment:
Non-Discrimination

Meeting Date: November 16, 2020

**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board
Policies and Rules. This Policy has been reviewed by the District’s legal counsel.

Action Desired: Second Reading and Approval of Policy 6002 – Curriculum, Instruction and Assessment:
Non-Discrimination

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

A handwritten signature in black ink, appearing to read "Jim DeWolf", is written on a light gray rectangular background.

Curriculum, Instruction, and Assessment

Non-Discrimination

6002

The District's education program shall not unlawfully discriminate on the basis of race, color, religion, national origin, ~~gender~~, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission or access to, or treatment of employment, or in its educational programs or activities.

The following person has been designated to handle inquiries regarding the discrimination and harassment policies: The Associate Superintendent of Human Resources, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed.

Complaints by students or parents regarding unlawful discrimination or unlawful harassment ~~including (excluding sexual harassment)~~ shall follow the procedures of District Rule 5010.2. Complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.

Related Policies and Rules: 1100.4, 4001, 4001.1, 4001.2, 4001.3, 4100, 4163.3, 5010, 5010.1, 5010.2, 5010.3, 5020, 5020.1, 6640

Policy adopted: November 17, 1975

Revised: November 10, 1997; April 19, 1999; June 21, 2004; November 20, 2006;
September 20, 2010; July 9, 2018, November 16, 2020

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Policy 6605: Curriculum, Instruction, and Assessment - Journalism

Meeting Date: November 16, 2020

**Background/
Description:**

Action Desired: Reaffirm Policy 6605: Curriculum, Instruction, and Assessment - Journalism

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

A handwritten signature in cursive script, appearing to read "Jim Duffin", is written in black ink on a light-colored rectangular background.

Curriculum, Instruction, and Assessment

Journalism

6605

The District recognizes that student journalism is an important element of the curriculum and, therefore, supports the publication of newspapers, annuals, and magazines as a part of the District curriculum through print or any other written or electronic medium. District classrooms, buildings, grounds, and all District property, facilities and instrumentalities constitute a non-public forum. Print or electronic publications which are a part of the curriculum shall be subject to the control of the classroom instructor and building principal, and shall comply with applicable District policy and rule regarding use of school facilities and property.

Related Policies & Rules: 6605.1

Policy Approved:

Revised: July 5, 1988; April 21, 1997; July 26, 1999; January 7, 2013

Reaffirmed: September 5, 2006, [November 16, 2020](#)

Millard Public Schools

Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 6605.1: Curriculum, Instruction, and Assessment- Journalism

Meeting Date: November 16, 2020

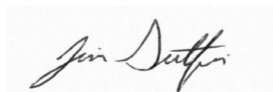
**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District's legal counsel.

Action Desired: Approval of Rule 6605.1: Curriculum, Instruction, and Assessment- Journalism

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:



Curriculum, Instruction, and Assessment

Journalism

6605.1

- I. Prohibited Expressions. Prior to publication of the student newspaper, annuals, and magazines, the classroom instructor and school principal or designee shall review classroom materials to determine their acceptability for publication. Student publications may be restricted, edited, or prohibited when, after considering the maturity level of the students, the classroom instructor, principal (or designee) determines any of the following:
 - A. The expression is considered vulgar or obscene. Vulgar or obscene expressions are those which the average person, applying contemporary community standards, would find that when taken as a whole, appeal to prurient interests; or, the expressions depict or describe in a patently offensive way sexual conduct in a manner prohibited by applicable law; or, the obscene materials, taken as a whole, lack serious literary, artistic, political, or scientific value.
 - B. The expression is considered defamatory. Expressions shall be considered defamatory when they include libelous falsehoods about individuals. In order to be libelous, the libelous falsehood must be made with actual malice; that is, with the knowledge that it is false or with reckless disregard of whether or not it is false.
 - C. The expression invades the privacy of others. Invasion of privacy includes exploitation of an individual's personality; providing information of an individual's private affairs with which the public has no legitimate concern; or wrongful intrusion into an individual's private activities in a manner that can cause mental suffering, shame, or humiliation to a person of ordinary sensibilities.
 - D. The expression criticizes school officials or advocates violation of District Policies or Rules. Such expressions are prohibited to the extent that there is evidence that supports a reasonable judgment that substantial disruption of or material interference with the normal operation of the school or school activities will result, as provided in Section I (F) below.
 - E. The expression is discriminatory. Expressions which attack or promote discrimination against groups or individuals on the basis of race, color, religion, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, or age.
 - F. The expression substantially interrupts or materially interferes with the educational process. Such expressions are prohibited when there is information which causes school administrators to reasonably forecast that a substantial disruption of or material interference with the normal operation of the school or school activities may occur, or injury to persons, damage to property, or interference with the rights of others may result if permitted.
 - G. The expression is highly controversial. The publication is highly controversial and advances or advocates a certain viewpoint or lifestyle which has an inflammatory effect. An indication of whether something is controversial is whether the topic would reasonably offend some groups or would be shocking to teachers, parents, and/or students. To be prohibited under this subsection, the expression must substantially interrupt or materially interfere with the educational process.
 - H. The expression constitutes sexual harassment. The expression violates District Rules 5010.1, 5010.3, or 5400.6 or constitutes prohibited sexual harassment.
- II. Guidelines for Student Memorials
 - A. Yearbook Guidelines:
 1. A deceased student's picture, if available, will be included with the pictures of other students in the class for the year covered by the yearbook. In addition, approximately one-fourth page will be allowed for each student who died during the year. This area will include each student's picture (if

available), the student's legal name, and the dates of birth and death. The top of the page will be designated, "Memorial Page" or "In Memory." If there are no student deaths there will be no memorial page.

2. For yearbooks that are delivered in the Fall, the memorial page will precede the index page. The yearbook will cover deaths from the beginning of summer through the last day of the school year. If there is a death during the summer and the student has not graduated, the student's picture will appear in the next year's yearbook.
3. For yearbooks that are delivered in the Spring, with a Fall supplement, the memorial page will be at the end of the yearbook supplement. The yearbook and supplement cover deaths that occur from July 1st through the next June 30th.

B. Student Newspaper Guidelines:

1. Because of the periodic nature of student newspapers, no memorial pictures or articles will be published. Letters to the editor of tribute to the deceased or of sympathy to family and/or friends may be published. Letters must be signed and are subject to editing, after consultation with the author(s). Staff editorials may be published, at the discretion of the editorial staff and with the approval of the newspaper sponsor.

III. Violation of District Policy or Rule. Students who violate District policy or rule governing journalism through printed material, e-mail, or any other written or electronic medium are subject to disciplinary action as set forth in District Rule 5400.1.

IV. Request for Hearing. Any student or student group believing that the District has unfairly deprived the student or student group of their freedom of expression may request a review of the perceived deprivation by following the procedures set forth in District Rule 5510.1.

V. Advertisements. Any person or entity wishing to advertise in a District publication must obtain written approval by the building principal or principal's designee prior to publication.

Related Policies & Rules: 5010.1, [5010.3](#), 5400.1, 5400.6, 5510.1, 5510.2, 5750.1, 6605

Rule Approved: July 5, 1988

Revised: April 21, 1997; July 26, 1999, April 24, 2000; January 7, 2013,

[November 16, 2020](#)

Reaffirmed: September 5, 2006

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 1100.4 – Community Relations: Notice of Non-Discrimination

Meeting Date: November 16, 2020

**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District’s legal counsel.

Action Desired: Approval of Rule 1100.4 – Community Relations: Notice of Non-Discrimination

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

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Community Relations

Notice of Non-Discrimination

1100.4

Annual public notification of the Notice of Non-Discrimination shall be made through placement in student handbooks, board policies, newsletters, bulletins, job applications, course offering handbooks, postings, websites, and in other communications required for Title IX, Title VI, and Section 504.

The Notice of Non-Discrimination shall read as follows:

The Millard School District does not discriminate on the basis of race, color, religion, national origin, ~~gender~~, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission to or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment (~~including sexual harassment~~) shall follow the procedures of District Rule 4001.2. School personnel or job applicant complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3. Complaints by students or parents regarding unlawful discrimination or unlawful harassment (~~including sexual harassment~~) shall follow the procedures of District Rule 5010.2. Student or parent complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.

Related Policies and Rules: 4001, 4001.1, 4001.2, 4001.3, 4100, 4163.3, 5010, 5010.1, 5010.2, 5010.3, 5020, 5020.1, 6002, 6640

Rule Approved: June 7, 2004
 Revised: November 6, 2006, September 20, 2010,
 July 9, 2018, November 16, 2020
 Reaffirmed: January 19, 2015

Millard Public Schools
 Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 1235.1: Community Relations - Conduct on District Property

Meeting Date: November 16, 2020

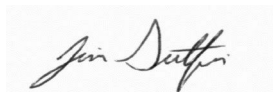
**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District's legal counsel.

Action Desired: Approval of Rule 1235.1: Community Relations - Conduct on District Property

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

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Community

Conduct on District Property

1235.1

I. Conduct of District Employees, Parents, and Visitors. The District will promote in all District schools, facilities, and activities, an environment which is safe, free of disruption, and predicated by mutual respect, civility, and orderly conduct among District employees, students, parents, and visitors. District employees will demonstrate professionalism when communicating with the public or other District employees. District employees, parents, and other visitors will avoid disruptive, volatile, hostile, threatening, or aggressive communications or actions.

A. Expected Level of Behavior.

1. District employees will treat parents, members of the public, and other District employees with courtesy and respect.
2. Parents and other visitors to District schools, facilities, and activities will treat students, District employees, other parents, and other visitors with courtesy and respect.

B. Unacceptable/Disruptive Behavior.

1. Disruptive behavior includes, but is not limited to, behavior which interferes with or threatens to interfere with the operation of a classroom, a District employee's duties, the functions of a school facility, District activities, or substantially interferes with the educational process.
2. Using loud and/or offensive language, swearing, cursing, using profane language, or the display of anger.
3. Threatening to do bodily or physical harm to students, District employees or other visitors on District property whether or not the behavior constitutes or may constitute a criminal violation.
4. Damaging or destroying District property.
5. Any other behavior that disrupts the orderly operation of a school, a school classroom, any District facility or activity, or a District employee's duties.
6. Refusing to follow District safety instructions or District policies or rules.
7. Defaming District employees.
8. Abusive, threatening, obscene, harassing or repetitive telephone calls, E-mails or voice mail messages.
9. Sexual harassment of District personnel, students, patrons, or vendors is strictly prohibited. Sexual harassment shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature.

C. Recourse. Any employee, parent or other visitor who believes he/she was subject to unacceptable/disruptive behavior from a District employee, parent, or other visitor should bring such behavior to the attention of the immediate supervisor, building principal, or the ~~Assistant~~ Associate Superintendent ~~for~~ of Human Resources.

II. Authority of School Personnel.

A. Authority to Direct Persons to Leave District Property and to Limit Communications or Monitor Communications with District Employees.

1. Any individual who exhibits the following behaviors may be directed to leave District property by a principal, principal's designee or any District level administrator:

- a. Disrupts or threatens to disrupt school or District activities or operations;
 - b. Threatens to or attempts to do or does physical harm to students, District employees, or other visitors;
 - c. Threatens the health or safety of students, District employees, or other visitors;
 - d. Intentionally causes damage to a school, District property, or property of other visitors;
 - e. Uses loud or offensive language;
 - f. Defames District employees;
 - g. Who without authorization comes onto District property.
2. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall call 911 for law enforcement assistance.
 3. If a visitor uses obscenities or speaks in a demanding, loud, insulting, and/or a demeaning manner, the District employee to whom the remarks are directed will follow these procedures:
 - a. Shall calmly and politely warn the speaker to communicate civilly.
 - b. If such conduct continues, the District employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation.
 - c. If the meeting or conference is on District property, any District employee may request that an administrator or other authorized personnel direct the speaker to promptly leave the premises.
 - d. If the person refuses to leave the premises as directed, the principal or designee or a District level administrator may call 911 for law enforcement assistance.
 - e. If the District employee is threatened with personal harm, the District employee may call 911 for law enforcement assistance.
- B. Authority to Report or Terminate Phone or E-mail Communication.
1. If any District employee receives an E-mail or voice mail message that is abusive, threatening, obscene, harassing or repetitive, the District employee is not obligated to continue the telephone call or respond to the E-mail or return the telephone call.
 2. The District employee should save the message and contact their supervisor. If the message threatens personal harm, the District employee may contact law enforcement.

Related Policies and Rules: [4001.3](#), [5010.3](#), 5730, 5730.1, 5740, 5740.1, 6800, 6800.1

Rule Approved: July 1, 2002

Revised: March 20, 2006; September 17, 2012; April 21, 2014; [November 16, 2020](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 1325.1: Community Relations - Community Contests for Students

Meeting Date: November 16, 2020

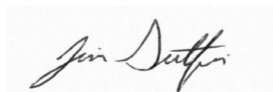
**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District's legal counsel.

Action Desired: Approval of Rule 1325.1: Community Relations - Community Contests for Students

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:



Community

Community Contests for Students

1325.1

- I. To be approved by the Superintendent or designee, any contest activity must be:
 1. Appropriate to the age group for which it is conducted;
 2. Designed to stimulate original, individual or group work by the contestants;
 3. Of a type which can be undertaken as a supplement to, rather than a substitute for, regular school work;
 4. An enhancement to the objectives of the educational program.
- II. The contest must not promote direct sales of commercial materials or services. It will be the responsibility of the building principal to see that announcements of contests are posted and information regarding contests is distributed to the appropriate teachers.
 1. Teachers may not require student participation, nor devote undue class time to promotion of any contest.
 2. Students should not use school time to work on contests, unless the activities involved can be related to the instructional program and have educational value.
 3. Students shall not be excluded from competition because of race, color, religion, national origin, [sex](#), [sexual orientation](#), gender, [gender identity](#), marital status or disability, or required to pay an entry fee or purchase materials in order to participate.
- III. Selection of contest winners is the responsibility of the sponsoring organization.

Related Policies and/or Rules: 1325, 1425, 1425.1, 1430, 1430.1

Rule Approved: May 2, 1977

Revised: October 21, 2002; December 3, 2012; [November 16, 2020](#)

Reaffirmed: June 1, 2020

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 1335.1: Community Relations - Student Production of Materials and Provision of Services for Community Organizations and Partners for Education

Meeting Date: November 16, 2020

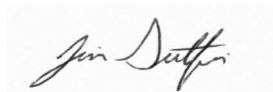
Background/Description: Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District's legal counsel.

Action Desired: Approval of Rule 1335.1: Community Relations - Student Production of Materials and Provision of Services for Community Organizations and Partners for Education

Policy / Strategic Plan Reference: N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

A handwritten signature in cursive script, appearing to read "Jim Duffin", is written in black ink on a light-colored rectangular background.

Community

Student Production of Materials and Provision of Services For Community Organizations and Partners for Education

1335.1

- I. To be approved by the Superintendent or designee, any request to produce materials for community organizations and Partners for Education must meet the following criteria:
 - A. The activity must be appropriate to the age group participating.
 - B. The activity must be designed to stimulate original, individual or group work by the participants.
 - C. The activity must be of a type that can be undertaken as a supplement to, rather than a substitute for, regular school work.
 - D. The activity must be an enhancement to the objectives of the educational program.

- II. It is the responsibility of the building principal to provide information to the appropriate teachers regarding requests for production of materials from community organizations and Partners for Education.
 - A. Teachers may not require student participation, nor devote undue class time to the production of materials.
 - B. Students should not use school time to work on production of materials, unless the activities involved can be related to the instructional program and have educational value.
 - C. Students shall not be excluded from participation because of race, color, religion, national origin, [sex, sexual orientation](#), gender, [gender identity](#), marital status or disability.
 - D. Students shall not be required to pay a fee or purchase materials in order to participate.

- III. The community organizations and Partners for Education requesting such materials or services may be assessed a fee for costs incurred in production of materials.

Related Policies & Rules: 1325, 1325.1, 1335, 1425, 1425.1

Rule Approved: February 17, 1975

Revised: November 4, 2002; December 3, 2012; September 8, 2020; [November 16, 2020](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 1310.1 – Community Relations: Complaints: School Personnel

Meeting Date: November 16, 2020

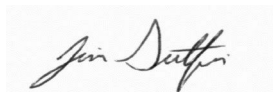
**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District's legal counsel.

Action Desired: Approval of Rule 1310.1 – Community Relations: Complaints: School Personnel

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

A handwritten signature in black ink, appearing to read "Jim Dauterive", is placed on a light gray rectangular background.

Community Relations

Complaints: School Personnel

1310.1

The following procedures have been established to provide a system for receiving, considering and acting upon complaints regarding school personnel. [Complaints regarding unlawful discrimination or unlawful harassment \(excluding sexual harassment\) should follow the complaint and reporting procedures of District Rule 4001.2.](#) [Complaints and reporting associated with sexual harassment shall follow the procedures of District Rule 4001.3.](#)

I. INFORMAL RESOLUTION

- A. Reasonable efforts shall be made to address the concerns and issues raised in any complaint regarding school personnel at the earliest stage, and to reach an acceptable resolution through the informal process.
- B. In an effort to resolve all concerns and issues at the earliest stage and through informal methods and procedures, any complaint regarding a certificated staff member shall be first referred to the certificated staff member. Complaints regarding any classified staff shall be presented to the supervising certificated staff member, if any, or to the building principal to handle.
- C. When a certificated staff member, receives a complaint, he/she will immediately address the concerns and/or issues by initiating an informal conference with the complainant, thereby providing an opportunity for a discussion and informal resolution of the concerns or issues raised in the complaint. Nothing in this Rule shall be construed to limit the involvement of the administration in addressing and resolving any concerns or issues through the informal process.
- D. If the complainant's concerns and/or issues are not resolved by the certificated staff member the complainant shall be referred to the building principal who will initiate an informal conference with the complainant within ten (10) working days, thereby providing an opportunity for a discussion and informal resolution of the complainant's concerns and issues.
- E. If the complainant's concerns and/or issues are not resolved by the building principal the complainant shall be referred to the building principal's supervisor who will initiate an informal conference with the complainant within ten (10) working days, thereby providing an opportunity for a discussion and informal resolution of the complainant's concerns and issues.
- F. When a complaint concerning school personnel is made directly to the Board as a whole, the complaint shall be referred to the Superintendent.
- G. When a complaint concerning school personnel is made to an individual Board member, the Board member may explain the process for complaints regarding school personnel as provided herein, or refer the complaint to the Superintendent.

II. FORMAL RESOLUTION

- A. In the event that the initial informal handling of the complaint or concern is unsuccessful in satisfactorily addressing and resolving the concerns and/or issues of the complainant, the building principal's supervisor shall advise the complainant that the complainant may pursue the formal complaint procedures by submitting the complaint in writing to the building principal requesting that the matter be processed as a formal complaint. Failure by the complainant to submit the

complaint in writing within five (5) working days after the building principal's initial informal handling shall constitute an abandonment of the complaint.

- B. The formal written complaint must be signed, contain a complete statement of the facts constituting the complaint, state the relief sought, and the reason or reasons the informal handling of the complaint was not acceptable.
- C. When a building principal receives a written complaint, the building principal will immediately notify the building principal's supervisor. The building principal will then draft a written response to the complaint and forward the response to the complainant within five (5) working days, and also forward the complaint and his/her written response to the Associate Superintendent of Human Resources.
- D. Upon receipt of a written complaint and the building principal's response, the Associate Superintendent of Human Resources shall investigate the complaint. As part of the investigation, the Associate Superintendent of Human Resources may schedule a formal conference with all or any of the following: the certificated staff member, the classified staff and his/her supervisor, the building principal, the building principal's supervisor, and the complainant, at which time the complainant's concerns and/or issues shall be discussed. The Associate Superintendent of Human Resources may undertake any needed investigation relating to the complaint and will thereafter render a written final disposition of the complaint within ten (10) working days of receiving the formal written complaint and the principal's written response. Such written report shall summarize the facts, the determinations made, and, to the extent permissible, any corrective actions to be implemented.
- E. If the complainant desires to have the disposition of the Associate Superintendent of Human Resources reviewed by the Superintendent, then the complainant must submit a written request for review within five (5) working days of receipt of the disposition by the Associate Superintendent of Human Resources. The written request for review shall be submitted to the Associate Superintendent of Human Resources who will forward to the Superintendent the written request for review, which contain a complete statement of the facts constituting the complaint, state the relief sought, and the reason the previous resolution was not acceptable, the building principal's response, and the Associate Superintendent of Human Resource's written disposition.
- F. Upon receipt of a request for review, the Superintendent will review the written request for review, the complaint, the building principal's response, and the written disposition of the Associate Superintendent of Human Resources. The Superintendent may undertake any such investigation he/she deems appropriate. Thereafter, the Superintendent shall complete a written decision and provide the complainant a copy of such written decision within ten (10) working days of receiving the request for review of the decision of the Associate Superintendent of Human Resources. Such decision shall summarize the facts, the determinations made, and, to the extent necessary, any corrective actions to be implemented. The decision and disposition by the Superintendent shall be final and binding.
- G. Complaints regarding instructional materials shall follow the procedures of District Rule 1310.2. Complaints regarding inappropriate conduct by school personnel or regarding child abuse or neglect as a result of the conduct of school personnel shall follow the procedures of District Rule 4163.3. Complaints by school personnel or job applicants regarding non-discrimination and harassment shall follow the procedures of District Rule 4001.2. [Complaints by personnel or applicants regarding sexual harassment shall follow the procedures of District Rule 4001.3.](#) Any school personnel who has a grievance not otherwise covered by a grievance procedure included within a collective bargaining agreement or other specific grievance procedure shall use the procedure set forth in District Rule 4325.1. Complaints by students or parents regarding non-discrimination and

harassment shall follow the procedures of District Rule 5010.2. [Complaints by students or parents regarding sexual harassment shall follow the procedures of District Rule 5010.3.](#)

Related Policies and Rules: 1310, 1310.2, 1125, 4163.3

Rule Approved: February 17, 1975

Millard Public Schools

Revised: March 3, 2003; January 16, 2006, February 20, 2006;
September 20, 2010; January 21, 2019; [November
16, 2020](#)

Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 4001.1 – Human Resources: Non-Discrimination and Harassment

Meeting Date: November 16, 2020

**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District’s legal counsel.

Action Desired: Approval of Rule 4001.1 – Human Resources: Non- Discrimination and Harassment

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

A handwritten signature in black ink, appearing to read "Jim Duffin", is written on a light-colored rectangular background.

Human Resources

Non- Discrimination and Harassment

4001.1

- I. Unlawful Discrimination and Unlawful Harassment Prohibited. The District is committed to offering employment opportunities to its employees in an environment that is free from unlawful discrimination and unlawful harassment (~~including sexual harassment~~) and will not tolerate unlawful discrimination or unlawful harassment (~~including sexual harassment~~). All employees are responsible for creating and maintaining an environment free of such unlawful discrimination and unlawful harassment (~~including sexual harassment~~). The District does not discriminate on the basis of race, color, religion, national origin, ~~gender~~, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws (hereinafter “protected status”).
- A. Unlawful discrimination is defined as unfavorable or disparate treatment of a person or class of persons when that person’s protected status is a factor in such unfavorable or disparate treatment.
- B. Disparate or unfavorable treatment of similarly situated employees is not necessarily unlawful discrimination. Treating a person unfavorably in comparison to other similarly situated employees may be unlawful when that person’s protected status is a factor in the disparate or unfavorable treatment.
- ~~II. Sexual Harassment Prohibited. Sexual harassment is considered a form of sex discrimination. Sexual harassment by District personnel of other District personnel, or of students, patrons, or vendors is strictly prohibited and shall be grounds for discipline. Sexual harassment shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:~~
- ~~A. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits or a *quid pro quo* relationship is created.~~
- ~~B. Submission to or rejection of the conduct or communication is used as the basis for decisions affecting employment or assignment of staff.~~
- ~~C. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with an employee’s ability to perform his/her job or creates an intimidating offensive or hostile environment.~~
- III. Retaliation Prohibited. Retaliation is also strictly prohibited and shall be grounds for discipline. There shall be no retaliation by the District or its personnel against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of unlawful discrimination or unlawful harassment (~~including sexual harassment~~). The initiation of a complaint in good faith about behavior that may violate the District’s policies shall not result in any adverse action to the complainant.
- IV. Personnel Complaints. Complaints by District personnel regarding unlawful discrimination or unlawful harassment (~~including excluding~~ sexual harassment) shall follow the procedures of District Rule 4001.2. Staff complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3.
- V. Students Sexually Harassed or Discriminated Against by District Personnel. Students or parents of students complaining of unlawful discrimination or unlawful harassment (~~including sexual harassment~~) by District personnel or other students shall report such conduct to the building principal and shall follow the complaint procedures of District Rule 5010.2. Student complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.
- VI. Definitions.

- A. “Unlawful Harassment” is defined as unwelcomed repetitive conduct affecting the work environment with the effect of unreasonably interfering with the ability of an employee to perform his or her job and creates an intimidating, offensive or hostile work environment, which is based in whole or in part on the employee’s protected status.
- B. “Complainant” shall mean a person employed by the District or an individual performing contracted services under the control and supervision of the District, and who reports to the District under this Rule that he/she has been unlawfully discriminated against or unlawfully harassed (~~including sexual harassment~~).
- C. “Adverse action” includes, but is not limited to, any form of physical or verbal intimidation or threat, unjustified job loss close in time to the complainant’s reaction to unlawful discrimination or unlawful harassment (~~including sexual harassment~~), unjustified increase in work responsibility without compensation or training close in time to the complainant’s reaction to unlawful discrimination or unlawful harassment (~~including sexual harassment~~), and any other unjustifiable work-related treatment that is adverse to the complainant and is a result of his or her reaction to unlawful discrimination or unlawful harassment (~~including sexual harassment~~).
- ~~D. “Hostile environment” includes, but is not limited to, a pattern of unwelcome sexual advances, requests for sexual favors, and unwelcome verbal or physical conduct of a sexual nature which interferes with the terms, conditions, or privileges of the complainant’s educational work or performance. Examples include unwanted touching, body contact, pinching, patting, name-calling, repeated propositions, written messages, notes, cartoons, graffiti, intimidation, and any other act or communication which is based on sex and interferes with the complainant’s educational work or performance.~~
- ~~E. “Quid pro quo” is a relationship that includes, but is not limited to, a superior of the complainant making submission or rejection to requests for sexual favors explicitly or impliedly, a term or condition or privilege of employment. Examples include making submission or rejection the basis for employment decisions affecting the individual’s career, salary, job security, advancement, and day to day treatment while performing job responsibilities.~~
- FD. “Retaliation” shall include, but is not limited to, adverse action against a complainant for his or her reaction to unlawful discrimination or unlawful harassment (~~including sexual harassment~~), or against any person who, in good faith, reports, or otherwise participates in an investigation or inquiry taken by the person responsible for the unlawful discrimination or unlawful harassment (~~including sexual harassment~~), or by any other party so long as the adverse action is the result of the complainant’s reaction to unlawful discrimination or unlawful harassment (~~including sexual harassment~~).
- EG. “Title IX Coordinator” shall mean the District’s Associate Superintendent of Human Resources.

Legal Reference: Nebraska Fair Employment Practice Act (Neb. Rev. Stat. §48 1101 et seq.)
 Neb. Rev. Stat. §79-544; 79-896; 79-820; 79-801; 79-802; 48-901 to 48-912
 Age Discrimination in Employment Act
 Title VII Civil Rights Act
 Rehabilitation Act 1973 and Rehabilitation Act Amendments
 Title IX of the Education Amendments of 1972
[34 C.F.R. §§ 106.30, 106.44, 106.45 \(2020\)](#)
 The Americans with Disabilities Act of 1990
 Equal Employment Opportunity Act
 Nebraska Equal Opportunity in Education Act (Neb. Rev. Stat. §79-2,114 to 79-2,124)

Related Policies and Rules: 1100.4, 4001, 4001.2, [4001.3](#), 4100, 4163.3, 5010, 5010.1, 5010.2, [5010.3](#), 5020, 5020.1, 6002

| Rule Approved: August 16, 1982

| Revised: September 20, 1993; November 20, 1995; March 17, 1997

| June 2, 2003; September 20, 2010; July 2, 2012, July 9, 2018, [November 16, 2020](#)

(Renumbered from 4327.1 on September 20, 2010)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 4001.2 – Human Resources: Non-Discrimination and Harassment Complaint Procedure

Meeting Date: November 16, 2020

Background/Description: Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District’s legal counsel.

Action Desired: Approval of Rule 4001.2 – Human Resources: Non- Discrimination and Harassment Complaint Procedure

Policy / Strategic Plan Reference: N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

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Human Resources

Non-Discrimination and Harassment Complaint Procedure

4001.2

I. Complaint and Reporting Procedures

A. All employees are responsible for helping the District to prevent unlawful discrimination and unlawful harassment (~~including sexual harassment~~). Employees who believe that they, or other employees, have been subjected to or have witnessed any conduct by a District employee or student which constitutes unlawful discrimination or unlawful harassment (~~including~~ excluding sexual harassment) should follow the following complaint and reporting procedures. [Complaints and reporting associated with sexual harassment shall follow the procedures of District Rule 4001.3.](#)

1. Employees are encouraged to directly advise the offending person that such conduct is offensive and must stop. If such an effort is unsuccessful or too uncomfortable, or the employee desires not to directly communicate with the offending person, then the employee should report the matter to their immediate supervisor who shall immediately report the complaint to the Associate Superintendent of Human Resources.

The supervisor shall assist the complainant in the preparation of a formal written complaint and shall forward the written complaint to the Associate Superintendent of Human Resources within ten (10) working days of the occurrence of the event. The written complaint must be signed by the complainant and contain a complete statement of the facts constituting the offense.

2. If the alleged offending person is a student, the staff member shall immediately report the matter to a building assistant principal or principal.
3. When the Associate Superintendent of Human Resources receives such a written complaint of unlawful discrimination or unlawful harassment (~~including sexual harassment~~), he or she (or his/her designee) shall:
 - a. If the alleged offending person is a District employee, begin formal investigation of the complaint as set forth in Level 1 of the formal complaint procedures set forth in this Rule.
 - b. If the alleged offending person is an adult, but not a District employee, begin formal investigation of the complaint and implement appropriate corrective actions as may be available.
 - c. If the alleged offending person is a student, immediately report the matter to a building assistant principal or principal. When an assistant principal or principal receives such a report of student discrimination ~~or sexual harassment~~, he or she shall immediately investigate the matter in accordance with the District's student discipline procedures and, if it is concluded that a violation of the District's Standards for Student Conduct has occurred, impose discipline sanctions pursuant to the Standards for Student Conduct and undertake other appropriate actions, if any, to redress any such conduct and prevent its future recurrence.

II. Investigation Procedures

- Level 1. When the Associate Superintendent of Human Resources receives a written complaint of unlawful discrimination or unlawful harassment (~~including sexual harassment~~) by a District staff member, he or she shall designate either a District or building administrator to investigate the matter in accordance with the District's personnel procedures. The administrator designated to investigate the matter shall not be the alleged offending person.

- A. The designated administrator shall investigate the matter and respond to the complainant via a written report within ten (10) working days of the filing of the written complaint. Such written report shall summarize the facts, the determinations made, and, to the extent permissible, any corrective actions to be implemented.

Level 2. If the employee is not satisfied with the resolution of their complaint at Level 1, he/she may formalize their complaint by filing a formal written appeal with the Associate Superintendent of Human Resources within five (5) working days after the investigator's written report at Level 1.

- A. The Level 2 written appeal must be signed, contain a complete statement of the facts constituting the complaint, and the reasons the Level 1 resolution of their complaint is not acceptable.
- B. Upon receipt of the formal written appeal and the investigator's written report, the Associate Superintendent of Human Resources shall investigate the appeal. As part of the investigation, the Associate Superintendent of Human Resources may meet with the complainant and undertake any such investigation as the Associate Superintendent of Human Resources deems appropriate. The Associate Superintendent of Human Resources may, in his or her discretion, designate another District administrator, other than the administrator who investigated the complaint at Level 1, to conduct the investigation and appeal resolution when appropriate.
- C. The Associate Superintendent of Human Resources or his/her designee shall complete a written report and provide the employee with a copy of such written report within ten (10) working days of receiving the formal Level 2 written appeal. Such written report shall summarize the facts, the determinations made, and, to the extent permissible, any corrective actions to be implemented.

Level 3. If the employee is not satisfied with the resolution of their complaint at Level 2, they may appeal to the District's Superintendent by filing a formal written appeal with the Superintendent within seven (7) working days after receipt of the written report at Level 2.

- A. The written appeal must be signed, contain a complete statement of the facts constituting the complaint and appeal and the reasons the Level 2 resolution is not acceptable.
- B. Upon receipt of the formal written appeal, the Superintendent may, if he/she deems it necessary, investigate the appeal. As part of any such investigation, the Superintendent may undertake any such investigation deemed appropriate. The Superintendent may, in his or her discretion, designate another District administrator, other than any previously involved administrator(s), to conduct the investigation and appeal resolution when appropriate.
- C. The Superintendent or designee shall complete a written report and provide the employee with a copy of such written report within ten (10) working days of receiving the formal Level 3 written appeal. Such written report shall summarize the facts, the determinations made, and, to the extent permissible, any corrective actions to be implemented. The Superintendent's decision and any action taken shall be final.

III. General Provisions.

- A. Nothing in this Rule shall be construed as limiting the ability of employees who have a complaint regarding unlawful discrimination or unlawful harassment (~~including sexual harassment~~) from discussing the matter informally with their supervisor or any appropriate District administrators or staff members, or as limiting the involvement of the administration in informally addressing and resolving any such complaints. Employees are encouraged, but

not required, to discuss a contemplated complaint informally with their supervisor or other District administrators or staff members prior to filing a complaint.

- B. The time limits in these procedures are for the purpose of insuring prompt action. If an employee does not pursue the next step of a procedure within the time period specified, it shall constitute an abandonment of the complaint. If an investigating administrator does not respond within the time period specified, the employee may proceed to the next level of the complaint procedure. Nothing in this Rule shall prohibit the Associate Superintendent of Human Resources and the employee from jointly agreeing in writing to extend time lines set forth in this Rule.
 - C. At any level of the complaint procedure, the investigating administrator may require meetings with the employee and/or the alleged offending person to seek resolution or to further the investigation. Failure by the complainant to participate in any such meeting shall constitute an abandonment of the complaint. Failure of the alleged offending party to participate in any such meetings shall subject such offending party to discipline, as appropriate.
 - D. No retaliation of any kind will be permitted against any employee who makes a good faith complaint pursuant to this Rule, or against any person who in good faith participates in or cooperates with an investigation of alleged unlawful discrimination or unlawful harassment ~~(including sexual harassment)~~.
- All persons are prohibited from knowingly proving false statements or knowingly submitting false information during the complaint process. Any person who does so may be subject to disciplinary action outside of and in addition to any disciplinary action under this Rule.
- E. Information regarding an individually identifiable student or employee will only be shared with an employee filing a complaint or with other persons, if allowed by law and in accordance with District policies and rules.
 - F. To the extent permitted by law and in accordance with District policies and rules, the identity of employees filing complaints pursuant to this Rule and any documents generated or received pertaining thereto, will be kept confidential. Information may be disclosed if necessary to further an investigation or appeal, or if necessary to carry out appropriate discipline. The District may disclose information to District personnel, law enforcement authorities, and others when necessary to enforce this Rule or when required or allowed by law.
 - G. The proper law enforcement agency will be contacted promptly when there is a reasonable suspicion that a violation of a state or federal criminal law may have been committed.
 - H. Working days shall mean: (i) days when school is in session for students during the school year; and (ii) all weekdays when school is in recess for summer vacation, excluding any national holidays.

Related Policies and Rules: 1100.4, 4001, 4001.1, [4001.3](#), 4100, 4163.3, 5010, 5010.1, 5010.2, [5010.3](#) 5020, 5020.1, 6002

Legal Reference: Nebraska Fair Employment Practice Act (Neb. Rev. Stat. §48-1101 et seq.)
 Neb. Rev. Stat. §79-544; 79-896; 79-820; 79-801; 79-802; 48-901 to 48-912
 Age Discrimination in Employment Act
 Title VII Civil Rights Act
 Rehabilitation Act 1973 and Rehabilitation Act Amendments
 Title IX of the Education Amendments of 1972
[34 C.F.R. §§ 106.30, 106.44, 106.45 \(2020\)](#)
 The Americans with Disabilities Act of 1990

Equal Employment Opportunity Act
Nebraska Equal Opportunity in Education Act (Neb. Rev. Stat. §79-2,114 to 79-2,124)

Rule Approved: September 20, 2010
Revised: July 9, 2018; [November 16, 2020](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 4100.3: Human Resources - Employment Contracts

Meeting Date: November 16, 2020

**Background/
Description:**

Action Desired: Approval of Rule 4100.3: Human Resources - Employment Contracts

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

A handwritten signature in cursive script, appearing to read "Jim Duffin", is written in black ink on a light-colored rectangular background.

Human Resources

Employment Contracts

4100.3

Every contract to which the District is a party shall contain a provision stating that the District will not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions, or privileges of employment, because of his or her race, color, religion, national origin, [sex, sexual orientation](#), gender, [gender identity](#), marital status, disability, or age.

Employment contracts for certificated personnel will also contain:

- 1) a provision whereby the employed person affirms that he or she holds or will hold, at the beginning of the contract term, a valid certificate properly registered with the Human Resources Office;
- 2) a provision that he or she is not under contract with another school district in this state during any portion of the time contemplated by the contract; and
- 3) a provision that there shall be no penalty for release from the contract.

Legal Reference: Neb. Rev. Stat. §§79-817; 79-818; 79-819; 79-820; 48-1122

Rule Approved: April 6, 1992

Revised: December 21, 1998; October 16, 2006; January 21, 2013; [November 16, 2020](#)

Reaffirmed: January 8, 2018; July 9, 2018

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 4155.1: Human Resources - Code of Ethics

Meeting Date: November 16, 2020

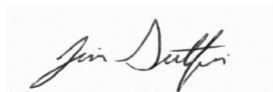
**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District's legal counsel.

Action Desired: Approval of Rule 4155.1: Human Resources - Code of Ethics

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

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Human Resources

Code of Ethics

4155.1

Standards of Ethical and Professional Performance

The District Board hereby endorses and communicates to its staff the generally accepted minimal standards of professional practices adopted by the Nebraska State Board of Education.

I. Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-866 Neb. Rev. Stat. for holders of public school certificates.

II. Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of race, color, religion, national origin, [sex](#), [sexual orientation](#), gender, [gender identity](#), marital status, disability, or age.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services certificate is issued in Nebraska.

- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Commissioner and the District Superintendent any known violation of Principle I, letter G; Principle III, letter E; or Principle IV, letter B.
- J. Shall seek no reprisal against any individual who has reported a violation of this code of ethics.

III. **Principle II - Commitment to the Student:**

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Millard Board of Education.
- G. Shall not discipline students using corporal punishment.

IV. **Principle III - Commitment to the Public:**

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

- A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory, and shall not have a misdemeanor conviction involving abuse,

neglect, or sexual misconduct as defined in Sections 003.11 through 003.14 of 92 NAC 21 (an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections for the Revised Statutes of Nebraska in parenthesis):

1. Assault (third degree) (28-310)
 2. Child Enticement (28-311)
 3. Stalking (28-311.03)
 4. Hazing (28-311.06)
 5. Unlawful Intrusion (28-311.08)
 6. Violating a Harassment Protection Order (28-311.09)
 7. False Imprisonment (28-315)
 8. Sexual Assault (third degree) (28-320)
 9. Domestic Assault (28-323)
 10. Child/Vulnerable Adult Contact with Methamphetamine (28-457)
 11. Abandonment of Spouse or Child (28-705)
 12. Child Abuse (28-707)
 13. Contributing to the Delinquency of a Child (28-709)
 14. Prostitution (28-801)
 15. Keeping a Place of Prostitution (28-804)
 16. Debauching a Minor (28-805)
 17. Public Indecency (28-806)
 18. Sale of Obscene Material to Minor (28-808)
 19. Obscene Motion Picture Show, Admitting Minor (28-809)
 20. Obscene Literature Distribution (28-813)
 21. Sexually Explicit Conduct (28-813.01)
 22. Resisting Arrest (28-904 (1)(a)), when the conviction involves use or threat of physical force or violence against a police officer
 23. Indecency with an Animal (28-1010)
 24. Intimidation by Phone Call (28-1310)
 25. Violating a Protection Order (42-924)
- Other convictions related to such crimes including:**
26. Attempt to Commit a Crime (28-201)
 27. Criminal Conspiracy (28-202)

28. Accessory to a Felony (28-204)

29. Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this Rule, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of a certificate to teach, administer, or provide special services in schools.

F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

V. Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

- A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

VI. Principle V - Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

Legal Reference: Neb. Rev. Stat. §§79-859, 79-866; 92 NAC 27, 92 NAC 21

Rule Approved: October 7, 1974

Millard Public Schools

Revised: August 3, 1992; January 5, 1998; May 3, 2004; September 7, 2010; [November 16, 2020](#)
Reaffirmed: June 2, 2003, October 1, 2018

Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 4163.3 – Human Resources: Remedial Action Investigation/Procedure

Meeting Date: November 16, 2020

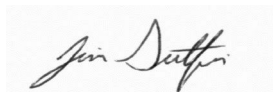
**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District’s legal counsel.

Action Desired: Approval of Rule 4163.3 – Human Resources: Remedial Action Investigation/Procedure

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

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Human Resources

Remedial Action – Investigation/Procedure

4163.3

- I. All District personnel shall conduct themselves in such a manner so as to promote the educational responsibilities and purposes of the District in respecting the rights of students, District personnel, parents, third party businesses, service providers, or contractors and any other persons related to the District in any other capacity.
- II. When conduct of District personnel fails to meet District standards, violates students' rights or adversely reflects upon the District in the community, the conduct shall be reported to the Superintendent or designee.
- III. When a complaint, charge or allegation of inappropriate conduct ([except for sexual harassment](#)) by District personnel is received by any District personnel, from any source, the procedure shall be as follows:
 - A. The Superintendent shall be notified of the complaint, charge, or allegation of inappropriate conduct together with the information available.
 - B. The Superintendent or designee immediately shall initiate and conduct such investigation of the complaint, charge, allegations or related matters deemed reasonable.
 - C. Such investigation may be conducted by District officials or by designated third parties and will be conducted so as not to interfere with any concurrent or related investigation by any law enforcement or administrative agency. The proper law enforcement agency will be contacted immediately when there is a reasonable suspicion that a violation of a state or federal criminal law may have been committed and, if requested by the law enforcement authorities, the conduct of any further investigation by the District shall be suspended until the law enforcement authorities conclude their own investigation.
 - D. During the pendency of any investigation performed by the District, the Superintendent or designee may temporarily suspend, transfer, remove, or reassign the person in question when the Superintendent determines it to be in the best interests of the District, including but not limited to the safety of the students, personnel and other people associated with or related to the District, would best be served by the temporary suspension, transfer, removal or reassignment of the personnel in question.
 - E. Any such temporary suspension, transfer, removal, or reassignment may or may not result in the loss of any compensation or benefits or in the change of any job classification. Such temporary suspension, transfer, or reassignment shall not exceed thirty (30) days unless extended by mutual agreement of the District and personnel.
 - F. Unless prohibited by specific direction of law enforcement authorities involved, any personnel who is the subject of any investigation shall be notified and advised of the complaint, charge or allegation reported to the District, and will be afforded the opportunity to respond to all charges or allegations of unprofessional or inappropriate conduct. Such initial notification shall be given within a reasonable period of time, but is not necessarily required to be given before the commencement of any investigation.
 - G. Upon completion of such investigation, the Superintendent or his or her designee will take appropriate action.
- IV. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment (~~including~~ [excluding](#) sexual harassment) shall follow the procedures of District Rule 4001.2. [Complaints by personnel or job applicants regarding sexual harassment shall follow the procedures of District Rule 4001.3.](#)

_____ Complaints by students or parents regarding unlawful discrimination or unlawful harassment (~~including~~ excluding sexual harassment) shall follow the procedures of District Rule 5010.2. Student complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.

Related Policies and Rules: 1100.4, 4001, 4001.1, 4001.2, 4001.3, 4140, 4140.1, 4140.2, 4155, 4155.1, 4165, 4165.1, 4165.2, 4172, 4172.1, 4173, 4173.1, 4510, 5010, 5010.1.1, 5010.2, 5010.3, 5020, 5020.1, 5020.2, 6002

Rule Approved: June 5, 2000

Date Revised: December 3, 2007; September 20, 2010, October 20, 2014,
July 9, 2018, November 16, 2020

Reaffirmed: December 2, 2019

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 4325.1 – Human Resources: Grievance Procedure

Meeting Date: November 16, 2020

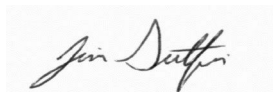
**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District’s legal counsel.

Action Desired: Approval of Rule 4325.1 – Human Resources: Grievance Procedure

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

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Human Resources

Grievance Procedure

4325.1

- I. Any employee who has a grievance not otherwise covered by a grievance procedure included within a collective bargaining agreement or other specific grievance procedure (except for claims of sexual harassment) shall use the procedure set forth in this Rule. Complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3. The District shall consider the grievance abandoned and moot if the grievant fails to comply with the requirements and time limitations set forth in this Rule.
- II. The purpose of a grievance procedure is to resolve, as quickly as possible, problems which may arise concerning conditions of employment of District personnel. Nothing in this procedure will be construed as limiting the right of any employee having a grievance to discuss the matter informally with the employee's administrator or immediate supervisor. Employees are encouraged to discuss a contemplated grievance informally with his or her administrator or immediate supervisor prior to filing a grievance.
- III. At any stage of the grievance procedure, a grievant may select another person or an employee organization to assist the grievant with the grievance and to appear with and as a representative of the grievant at any step in the grievance procedure. No reprisals of any kind shall be taken against any employee who utilizes the District's grievance procedure or any other personnel participating in the grievance procedure.
- IV. This grievance procedure shall not apply to a certificated employee's suspension without pay, or a proposed non-renewal, cancellation, termination, reduction in force, or amendment of a certificated employee's contract all of which shall be administered in accordance with Nebraska Law and shall be specifically exempt from this grievance procedure.
- V. Information relating to an individually identifiable student or employee will only be disclosed to the person or persons filing the complaint or grievance, his or her designated representative or to other designated persons, provided such disclosure is allowed by law and in accordance with District policies and rules.
- VI. The time limits in these procedures are for the purpose of insuring prompt action. If an employee does not pursue the next step of a procedure within the time period specified, it shall constitute an abandonment of the grievance. If an investigating administrator does not respond within the time period specified, the employee may proceed to the next level of the grievance procedure. Nothing in this Rule shall prohibit the Associate Superintendent of Human Resources and the employee from jointly agreeing in writing to extend time lines set forth in this Rule.
- VII. Procedure
 - A. Step 1: An employee shall, within ten (10) working days after the occurrence of the event or condition which is the subject of the grievance or the last of a series of events and conditions which constitute the grievance, make an appointment with and meet and discuss the matter with his/her immediate supervisor. In the event that the immediate supervisor is the subject of the grievance, the employee shall, within the same ten (10) working day time limitation, proceed to Step 2 of the procedure. Every effort will be made to resolve the grievance informally at this level. The immediate supervisor shall give the employee an oral response within ten (10) working days of such meeting. Due to the importance of resolving the grievance at this level, the meeting with the supervisor is important and essential, and the failure of the employee to attend such a meeting will constitute an abandonment of the grievance.
 - B. Step 2: If the employee is not satisfied with the resolution of the grievance at Step 1, he or she may formalize the grievance by filing a formal written grievance with the Associate Superintendent of Human Resources within five (5) working days after the supervisor's oral response at Step 1.
 1. The written grievance must be signed, contain a complete statement of the facts constituting the grievance, and state the relief sought and why the response at Step 1 was not acceptable.
 2. The Associate Superintendent of Human Resources will notify the supervisor that he or she has received such a formal written grievance and will forward the formal written grievance to the supervisor. The supervisor shall, within five (5) working days of receipt

of the formal grievance, create a written response and forward the written response to the employee and to the Associate Superintendent of Human Resources.

3. Upon receipt of the formal written grievance and the supervisor's written response, the Associate Superintendent of Human Resources shall investigate the grievance. As part of the investigation, the Associate Superintendent of Human Resources may meet with the employee and undertake such investigation as the Associate Superintendent of Human Resources deems appropriate. The Associate Superintendent of Human Resources may, in his or her discretion, designate another District administrator, other than any previously involved supervisor, or administrator, to conduct the investigation and grievance resolution when appropriate.
 4. The Associate Superintendent of Human Resources or his/her designee shall complete a written report and provide the employee with a copy of such written report within ten (10) working days of receiving the formal written grievance and the supervisor's written response. Such written report shall summarize the facts, the determinations made, and, to the extent permissible, any corrective actions to be implemented.
- C. Step 3: If the employee is not satisfied with the resolution of the grievance at Step 2, he/she may appeal to the District's Superintendent by filing a formal written appeal with the Superintendent within five (5) working days after receipt of the written report by the Associate Superintendent of Human Resources.
1. The written appeal must be signed, contain a complete statement of the facts constituting the grievance and appeal, state the relief sought, and the reason the previous resolution was not acceptable.
 2. Upon receipt of the formal written appeal, the Superintendent may, if he/she deems it necessary, investigate the grievance appeal. As part of any such investigation, The Superintendent may, in his or her sole discretion, designate another District administrator, other than any previously involved administrators, to conduct the investigation and grievance appeal resolution when appropriate.
 3. The Superintendent or designee shall complete a written decision and provide the grievant employee with a copy of such written decision within ten (10) working days of receiving the formal Step 3 written appeal. Such decision shall summarize the facts, the determinations made, and, to the extent permissible, any corrective actions to be implemented. The Superintendent's decision and any action taken shall be final.

D. Definitions:

1. "Grievance" shall mean a claim based upon an event or condition which concerns the terms and conditions of employment. Employee complaints regarding unlawful discrimination or unlawful harassment (~~including except~~ sexual harassment) shall follow the procedures of District Rule 4001.2.
2. "Grievant" shall mean the employee or employees claiming a grievance.
3. "Interested party" shall mean any employee or group of employees who may be directly and materially affected by the decision of the grievance.
4. "Working days" shall mean: (i) days when school is in session for students during the school year; and (ii) all weekdays when school is in recess for summer vacation, excluding any national holidays.

Related Policies and Rules: 4325; 4001; 4001.1; 4001.2, [4001.3](#)

Rule Approved: October 7, 1974

Revised: May 20, 1985; November 17, 1986; August 16, 1993; March 18, 2002

(4325.2 included in this Rule: March 18, 2002); December 21, 2009; September 20, 2010;

July 2, 2012; July 9, 2018; [November 16, 2020](#)

Millard Public Schools

Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 5010.1 – Student Services: Non-Discrimination and Harassment

Meeting Date: November 16, 2020

**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District’s legal counsel.

Action Desired: Approval of Rule 5010.1 – Student Services: Non-Discrimination and Harassment

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

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Student Services

Non-Discrimination and Harassment

5010.1

I. Unlawful Discrimination and Unlawful Harassment Prohibited. The District is committed to offering a learning environment to its students that is free from unlawful discrimination and unlawful harassment (~~including sexual harassment~~) and will not tolerate unlawful discrimination or unlawful harassment (~~including sexual harassment~~). All students are responsible for creating and maintaining an environment free of such unlawful discrimination and unlawful harassment (~~including sexual harassment~~). The District does not discriminate on the basis of race, color, religion, national origin, ~~gender~~, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws (hereinafter “protected status”).

A. Unlawful discrimination is defined as unfavorable or disparate treatment of a person or class of persons when that person’s protected status is a factor in such unfavorable or disparate treatment.

B. Disparate or unfavorable treatment of similarly situated students is not necessarily unlawful discrimination. Treating a person unfavorably in comparison to other similarly situated students may be unlawful when that person’s protected status is a factor in the disparate or unfavorable treatment.

~~II. Harassment by Students. Sexual harassment is considered a form of sex discrimination. Sexual harassment by District students of other District students or of District personnel, on District property or any other place where governing law permits the District to discipline students for such misconduct, is strictly prohibited. Any student who retaliates against any person who testifies at, or assists or participates in, an investigation, proceeding, or hearing relating to a sexual harassment complaint shall be subject to discipline. Sexual harassment occurs when an adverse action is taken, or a hostile environment is created, or a *quid pro quo* relationship is created.~~

~~III.~~ II. Complaints. Complaints by students or parents regarding unlawful discrimination or unlawful harassment (~~including excluding sexual harassment~~) shall follow the procedures of District Rule 5010.2. Complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.

~~IV.~~ III. Retaliation Prohibited. Retaliation is also strictly prohibited and shall be grounds for discipline. There shall be no retaliation by the District or its personnel against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of unlawful discrimination or unlawful harassment (~~including sexual harassment~~). The initiation of a complaint in good faith about behavior that may violate the District’s policy shall not result in any adverse action.

~~V.~~ IV. Definitions.

A. “Adverse action” is defined as a response by a harassing party which is directed at the complainant as a direct result of the complainant’s failure to succumb to the ~~sexual~~ harassment. Adverse actions may include, but are not limited to, any form of physical or verbal intimidation or threat, job loss, increase in work responsibilities without adequate compensation or training, and lateral transfers without a reduction in pay or benefits if the complainant is transferred to an undesirable location in the office, or any change in or interference with the complainant’s education and is a result of his or her reaction to unlawful discrimination or unlawful harassment (~~including sexual harassment~~).

~~B. “Hostile environment” is defined as an educational environment which is permeated with a consistent pattern of sexually discriminatory intimidation, ridicule, and insult that is sufficiently severe enough to alter the conditions of the complainant’s employment or education and create an abusive environment. Examples of actions creating a hostile environment include, but are not limited to, unwanted touching, body contact, pinching, patting, name calling, repeated propositions, written messages, notes, cartoons, and graffiti.~~

~~C. “Quid pro quo” relationship includes, but is not limited to, a superior of the complainant making submission or rejection to requests for sexual favors explicitly or impliedly, a term or condition or privilege of education.~~

~~D.B.~~ "Retaliation" shall include, but is not limited to, adverse actions against a complainant for his or her reaction to unlawful discrimination or unlawful harassment (~~including sexual harassment~~), taken by the person responsible for the unlawful discrimination or unlawful harassment (~~including sexual harassment~~), or by any other party so long as the adverse action is the result of the complainant's reaction to unlawful discrimination or unlawful harassment (~~including sexual harassment~~).

~~E.~~ "Sexual harassment" shall mean an unwelcome verbal or nonverbal conduct of a sexual nature which is directed at or to a specific student or students or conduct that has the purpose or effect of unreasonably interfering with a student's work or performance, or which creates an intimidating, hostile, or offensive educational environment. Examples include, but are not limited to, unwanted touching, pinching, patting, verbal comments of a sexual nature, sexual name calling, pressure to engage in sexual activity, repeated propositions, written messages, notes, cartoons, graffiti, and unwanted body contact.

~~F.C.~~ "Title IX Coordinator" shall mean the District's Associate Superintendent of Human Resources.

~~G.D.~~ "Unlawful Harassment" is defined as unwelcomed repetitive conduct affecting the learning environment with the effect of unreasonably interfering with the ability of a student to perform in the school related program or activity and creates an intimidating, offensive or hostile learning environment, which is based in whole or in part on the student's protected status.

Legal Reference: 20 U.S.C. § 1681 *et seq.*

Related Policies and Rules: 1100.4, 4001, 4001.1, 4001.2, 4001.3, 4100, 4163.3, 5010, 5010.21, 5010.23, 5020, 5020.1, 6002

Rule Approved: November 20, 1995

Millard Public Schools

Revised: March 17, 1997; October 2, 2000; September 20, 2010; July 9, 2018; November 16, 2020
(Renumbered from 5420.1 on September 20, 2010)

Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 5010.2 – Student Services: Discrimination and Harassment Complaint Procedure

Meeting Date: November 16, 2020


**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District’s legal counsel.

Action Desired: Approval of Rule 5010.2 – Student Services: Discrimination and Harassment Complaint Procedure

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:



Student Services

Non-Discrimination and Harassment Complaint Procedure

5010.2

I. Complaint and Reporting Procedures.

- A. All students and parents are responsible for helping the District to prevent unlawful discrimination and unlawful harassment (~~including sexual harassment~~). Students and parents who believe that they, or their children, have been subjected to or have witnessed any conduct by a District employee or student which constitutes unlawful discrimination or unlawful harassment (~~including~~excluding sexual harassment) should follow the following complaint and reporting procedures. Complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.
1. Students and parents are encouraged to directly advise the offending person that such conduct is offensive and must stop. If such an effort is unsuccessful or too uncomfortable or the student or parent desires not to directly communicate with the offending person, then the student or parent should report the matter to a teacher, counselor, assistant principal or principal, or any other available District personnel.
 2. When a student or parent reports unlawful discrimination or unlawful harassment (~~including sexual harassment~~) to a teacher or counselor, the teacher or counselor shall:
 - a. If the alleged offending person is a District staff member or other adult, immediately report the matter to the building principal.
 - b. If the alleged offending person is a student, depending on the seriousness of the alleged conduct, the teacher or counselor shall either:
 - (i) Immediately report the matter to an assistant principal or the building principal, or
 - (ii) Immediately investigate the matter in accordance with the District's student discipline procedures and, if it is concluded that a violation of the District's Standards for Student Conduct has occurred, impose discipline sanctions pursuant to the Standards for Student Conduct and undertake other appropriate actions to redress any such conduct and prevent its future recurrence.
 3. When an assistant principal or building principal receives such a report of unlawful discrimination or unlawful harassment (~~including sexual harassment~~), they shall:
 - a. If the alleged offending person is a District staff member or other adult, immediately report the matter to the District's Associate Superintendent of Human Resources.
 - b. If the alleged offending person is a student, the assistant principal or building principal shall immediately investigate the matter in accordance with the District's student discipline procedures and, if it is concluded that a violation of the District's Standards for Student Conduct has occurred, impose discipline sanctions pursuant to the Standards for Student Conduct and undertake other appropriate actions to redress any such conduct and prevent its future recurrence.
 4. When the Associate Superintendent of Human Resources receives such a written report of unlawful discrimination or unlawful harassment (~~including~~excluding sexual harassment) by a District staff member, he or she shall follow the procedures outlined in District Rule 4001.2. For reports of sexual harassment by a staff member, the procedures outlined in District Rule 4001.3 shall be used.

5. When any other District personnel receive such a report of unlawful discrimination or unlawful harassment (~~including sexual harassment~~), they shall immediately report the matter to an assistant principal or the building principal.
- B. Unless prohibited by law or District policies or rules, the investigation and resolution of the complaint or report will be discussed with the student or parent making the complaint, within ten (10) working days of the alleged discrimination ~~or sexual harassment~~ being reported.
 - C. If the student or parent is not satisfied with the resolution of their complaint, they may use the grievance procedures set forth in Section II of this Rule.
- II. Formal Complaint Procedures. Any student or parent who is not satisfied with the resolution of their complaint of unlawful discrimination or unlawful harassment (~~including sexual harassment~~) may initiate the following formal complaint procedures which are intended to assist students and parents in the fair and prompt resolution of their complaints and concerns regarding discrimination and sexual harassment.
- A. Level 1. A student or parent shall within ten (10) working days after the occurrence of the event which is the subject of the formal complaint, make an appointment with and meet and discuss the matter with the building principal. Every effort will be made to resolve the formal complaint at this level. The building principal shall give the student or parent an oral response within seven (7) working days of such meeting. Due to the importance of resolving the formal complaint at the building level, the meeting with the building principal is important and essential, and the failure of the student or parent to attend such a meeting will constitute an abandonment of the formal complaint.
 - B. Level 2. If the student or parent is not satisfied with the resolution of their formal complaint at Level 1, they may appeal by filing a formal written appeal with the building principal within seven (7) working days after the building principal's oral response at Level 1.
 1. The written appeal must be signed, contain a complete statement of the facts constituting the appeal, and the reasons why the building principal's response is not acceptable.
 2. The building principal will notify their supervisor and the Associate Superintendent of Human Resources that they have received such a formal written appeal. The building principal shall, within seven (7) working days of receipt of the formal appeal, create a written response and forward the written response to the student or parent, and also forward the formal written appeal and their written response to the Associate Superintendent of Human Resources.
 3. Upon receipt of the formal written appeal and the building principal's written response, the Associate Superintendent of Human Resources shall investigate the appeal and attempt to resolve it. As part of the investigation, the Associate Superintendent of Human Resources may meet with the student or parent, if the student or parent so requests, and undertake any such investigation as the Associate Superintendent of Human Resources deems appropriate. The Associate Superintendent of Human Resources may, in his or her discretion, designate another District administrator, other than any previously involved supervisor, assistant principal or principal, to conduct the investigation and appeal resolution when appropriate.
 - a. The Associate Superintendent of Human Resources or his/her designee shall complete a written report within ten (10) working days of receiving the formal written appeal and the building principal's written response. Such written report shall summarize the facts, the determinations made, and to the extent permissible, any corrective actions to be implemented. The Associate Superintendent of Human Resources shall provide the student or parent with a copy of such written report within two (2) working days of its completion.
 - C. Level 3. If the student or parent is not satisfied with the resolution of their appeal at Level 2, they may appeal to the District's Superintendent by filing a formal written appeal with the Superintendent within seven (7) working days after receipt of the written report at Level 2.

1. The written appeal must be signed, contain a complete statement of the facts constituting the complaint and appeal, and the reasons the Level 2 resolution is not acceptable.
2. Upon receipt of the formal written appeal, the Superintendent may, if he/she deems it necessary, investigate the appeal. As part of any such investigation, the Superintendent may undertake any such investigation deemed appropriate. The Superintendent may, in his or her discretion, designate another District administrator, other than any previously involved administrator(s), to conduct the investigation and appeal resolution when appropriate.
3. The Superintendent or designee shall complete a written report within ten (10) working days of receiving the formal Level 3 written appeal. Such written report shall summarize the facts, the determinations made, and to the extent permissible, any corrective actions to be implemented. The Superintendent's decision and any action taken shall be final. The Superintendent shall provide the student or parent with a copy of such final written decision within two (2) days of its completion.

III. General Provisions.

- A. Nothing in this Rule shall be construed as limiting the ability of students or parents who have a complaint regarding unlawful discrimination or unlawful harassment (~~including sexual harassment~~) from discussing the matter informally with the building principal or any appropriate District administrators or staff members, or as limiting the involvement of the administration in informally addressing and resolving any such complaints. Students and parents are encouraged to discuss a contemplated complaint informally with the building principal or other District administrators or staff members prior to filing a complaint.
- B. The time limits in these procedures are for the purpose of insuring prompt action. If a student or parent does not pursue the next step of a procedure within the time period specified, it shall constitute an abandonment of the complaint. If an investigating administrator does not respond within the time period specified, the employee may proceed to the next level of the procedure. Nothing in this Rule shall prohibit the parties from jointly agreeing in writing to extend time lines set forth in this Rule.
- C. No retaliation of any kind will be permitted against any student or parent who makes a good faith complaint pursuant to this Rule, or against any person who in good faith participates in or cooperates with an investigation of alleged unlawful discrimination or unlawful harassment (~~including sexual harassment~~).

All persons are prohibited from knowingly proving false statements or knowingly submitting false information during the complaint process. Any person who does so may be subject to disciplinary action outside of and in addition to any disciplinary action under this Rule.

- D. Information regarding an individually identifiable student or employee will only be shared with a student or parent filing a complaint, or with other persons, if allowed by law and in accordance with District policies and rules.
- E. To the extent permitted by law and in accordance with District policies and rules, the identity of students and parents filing complaints pursuant to this Rule and any documents generated or received pertaining thereto, will be kept confidential. Information may be disclosed if necessary to further an investigation, complaint, or appeal, or if necessary to carry out appropriate discipline. The District may disclose information to District personnel, law enforcement authorities, and others when necessary to enforce this Rule or when required or allowed by law.
- F. The proper law enforcement agency will be contacted promptly when there is a reasonable suspicion that a violation of a state or federal criminal law may have been committed.

- G. Working days shall mean: (i) days when school is in session for students during the school year; and
(ii) all weekdays when school is in recess for summer vacation, excluding any national holidays.

Related Policies and Rules: 1100.4, 4001, 4001.1, 4001.2, 4001.3, 4100, 4163.3, 5010, 5010.1, 5010.3, 5020,
5020.1, 6002, 6640

Rule Approved: September 20, 2010

Revised: July 9, 2018, November 16, 2020

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 5020.1 – Student Services: Equal Educational Opportunity

Meeting Date: November 16, 2020

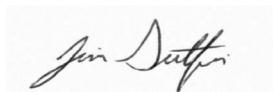
**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District’s legal counsel.

Action Desired: Approval of Rule 5020.1 – Student Services: Equal Educational Opportunity

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

A handwritten signature in black ink, appearing to read "Jim Duffin", is placed on a light gray rectangular background.

Student Services

Equal Educational Opportunity

5020.1

- I. General Statement. No student shall on the basis of sex, [sexual orientation](#), [gender or gender identity](#) be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity in a manner which violates federal, state, or local law, or District policies or rules.
- II. Appointment of Title IX Coordinator. The Associate Superintendent of Human Resources, or his or her designee, shall serve as the District's Title IX Coordinator. The Title IX Coordinator shall be responsible for investigating any complaints under Title IX and the Nebraska Equal Opportunity in Education Act, and for coordinating the procedures for students complaining of a violation of this Rule.
- III. Complaints. Complaints by students or parents regarding unlawful discrimination or unlawful harassment (~~including~~ [excluding](#) sexual harassment) shall follow the procedures of District Rule 5010.2. [Complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.](#)

Legal Reference: 20 U.S.C. § 1681
 34 C.F.R. § 106.1 *et seq.*
[34 C.F.R. §§ 106.30, 106.44, 106.45 \(2020\)](#)
 Nebraska Equal Opportunity in Education Act.

Related Policies and Rules: 1100.4, 4001, 4001.2, [4001.3](#), 4100, 4163.3, 5010, 5010.1, [5010.2](#), [5010.3](#), 5020, 6002, 6640

Rule Approved: November 20, 1995

Revised: August 7, 2000; April 21, 2008; September 20, 2010;
 February 19, 2018, July 9, 2018; [November 16, 2020](#)

Millard Public Schools
 Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 5450.1 – Student Services: Student Attire and Grooming

Meeting Date: November 16, 2020

**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District’s legal counsel.

Action Desired: Approval of Rule 5450.1 – Student Services: Student Attire and Grooming

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:

A handwritten signature in cursive script, appearing to read "Jim Duffin", is written in black ink on a light-colored rectangular background.

Student Services

Student Attire and Grooming

5450.1

- I. Prohibited Attire and Grooming. Students are required to avoid attire ~~or grooming~~ that disrupts or interferes with the educational process. Attire or grooming which contains the following expressions or which has the following effects is prohibited and will subject the student to disciplinary proceedings:
 - A. Vulgar or obscene. Vulgar or obscene expressions are those which the average person, applying contemporary community standards, would find that when taken as a whole, appeal to prurient interests; or, the expressions depict or describe in a patently offensive way sexual conduct in a manner prohibited by applicable law; or, the expressions, taken as a whole, lack serious literary, artistic, political, or scientific value.
 - B. Defamatory. Expressions shall be considered defamatory when they include libelous falsehoods about individuals. In order to be defamatory, the libelous falsehood must be made with actual malice; that is, with the knowledge that it is false or with reckless disregard of whether or not it is false.
 - C. Invasion of privacy of others. Invasion of privacy includes exploitation of an individual's personality; providing information of an individual's private affairs with which the public has no legitimate concern; or wrongful intrusion into an individual's private activities in a manner that can cause mental suffering, shame, or humiliation to a person of ordinary sensibilities.
 - D. Criticism of school officials or advocacy of violation of District Policies or Rules. Such expressions are prohibited to the extent that there is evidence that supports a reasonable judgment that substantial disruption of or material interference with the normal operation of the school or school activities will result, as provided in Section I (F) below.
 - E. Discriminatory. Expressions which attack or promote discrimination against groups or individuals on the basis of race, color, religion, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, or age.
 - F. Substantial disruption or material interference with the educational process. Such expressions are prohibited when there is information which causes school administrators to reasonably forecast that a substantial disruption of or material interference with the normal operation of the school or school activities may occur, or injury to persons, damage to property, or interference with the rights of others may result if permitted.
 - G. Highly controversial. Expressions that are highly controversial and advance or advocate a certain viewpoint or lifestyle, which has an inflammatory effect. An indication of whether something is controversial is whether the topic would reasonably offend some groups or would be shocking to teachers, parents, and/or students. To be prohibited under this subsection, the expression must substantially interrupt or materially interfere with the educational process.
 - H. Sexual harassment. The expression violates District Rule 5420.1 or constitutes prohibited sexual harassment.
- II. Health or Safety Risk. Student attire or grooming which creates a health or safety risk to the student or others is prohibited. Students refusing to immediately change attire or grooming, which creates a health or safety risk to the student or others will subject the student to disciplinary proceedings.

- III. Request for Hearing. Any student who believes that the District has unfairly deprived the student of the student's freedom of expression by the District's refusal to permit the wearing of a certain style of attire or grooming may request a review of the perceived deprivation. The complaining student requesting a hearing must follow the procedures set forth in District Rule 5510.1.

Related Policies and Rules: ~~5400.1~~, 5010.1, [5010.2](#), 5510.3+, [5400.1](#).

Rule Approved: July 20, 1992

Revised: April 21 1997; October 2, 2000; June 7, 2004, September 4, 2012; April 16, 2018; [November 16, 2020](#)

Renumbered from 5138.1: October 2, 2000

Reaffirm: November 15, 2010

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 5510.1 – Student Services: Freedom of Expression

Meeting Date: November 16, 2020

**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District's legal counsel.

Action Desired: Approval of Rule 5510.1 – Student Services: Freedom of Expression

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

A handwritten signature in cursive script, appearing to read "Jim Duffin", is written in black ink on a light-colored rectangular background.

Student Services

Freedom of Expression

5510.1

- I. Prohibited Expressions. Students have the right to freely express their opinions and ideas under the First Amendment. This right, however, is not unlimited, and students are prohibited from using the following types of expression:
 - A. Vulgar or obscene. Vulgar or obscene expressions are those which the average person, applying contemporary community standards, would find that when taken as a whole, appeal to prurient interests; or, the expressions depict or describe in a patently offensive way sexual conduct in a manner prohibited by applicable law; or, the expressions, taken as a whole, lack serious literary, artistic, political, or scientific value.
 - B. Defamatory. Expressions shall be considered defamatory when they include libelous falsehoods about individuals. In order to be defamatory, the libelous falsehood must be made with actual malice; that is, with the knowledge that it is false or with reckless disregard of whether or not it is false.
 - C. Invasion of privacy of others. Invasion of privacy includes exploitation of an individual's personality; providing information of an individual's private affairs with which the public has no legitimate concern; or wrongful intrusion into an individual's private activities in a manner that can cause mental suffering, shame, or humiliation to a person of ordinary sensibilities.
 - D. Criticism of school officials or advocacy of violation of District Policies or Rules. Such expressions are prohibited to the extent that there is evidence that supports a reasonable judgment that substantial disruption of or material interference with the normal operation of the school or school activities will result, as provided in Section I (F) below.
 - E. Discriminatory. Expressions which attack or promote discrimination against groups or individuals on the basis of race, color, religion, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, or age.
 - F. Substantial disruption or material interference with the educational process. Such expressions are prohibited when there is information which causes school administrators to reasonably forecast that a substantial disruption of or material interference with the normal operation of the school or school activities may occur, or injury to persons, damage to property, or interference with the rights of others may result if permitted.
 - G. Highly controversial. Expressions that are highly controversial and advance or advocate a certain viewpoint or lifestyle, which has an inflammatory effect. An indication of whether something is controversial is whether the topic would reasonably offend some groups or would be shocking to teachers, parents, and/or students. To be prohibited under this subsection, the expression must substantially disrupt or materially interfere with the educational process.
 - H. Sexual harassment. The expression violates District Rule 5010.1 or constitutes prohibited sexual harassment.
- II. Buttons, Badges, and Armbands. It will be a violation of this Rule if expressions prohibited under the preceding Section I of this Rule are contained on buttons, badges, armbands, or clothing, or are in some other manner displayed by a student or student group.
- III. Bulletin Boards, Distribution of Printed Material, and Circulation of Petitions. It will be a violation of this

Rule if expressions prohibited under Section I of this Rule are contained on a bulletin board, printed material, poster, e-mail, class assignment, or any other written or electronic medium.

IV. Request for Hearing. Any student or student group believing that the District has unfairly abridged the student's or student group's freedom of expression, may request a review of the perceived abridgement. The following procedures shall be followed by the student or student group and the District:

- A. The student or student group shall make a written request to the school principal or principal's designee. The written request will include the expression that the student or student group believes is being abridged.
- B. The principal or principal's designee shall schedule a meeting within five (5) school days of receipt of the written request. The meeting will consist of the principal or principal's designee, the student or representative of the student group and, if desired by the student or student group, the student's or student group's representative's parent.
- C. Within two (2) school days of the meeting, the principal or principal's designee shall make a written determination of whether or not the student or student group's freedom of expression has been unfairly abridged. The written determination shall be mailed to the student or student group's representative's home address.
- D. If the student or student group is dissatisfied with the principal's or principal's designee's determination, the student or student group may appeal the determination by making a written appeal to the Superintendent within five (5) school days of receipt of the principal's or principal's designee's determination. The appeal shall consist of the following:
 1. The student's or student group's written request to the principal;
 2. The principal's or principal's designee's written determination; and
 3. A statement of why the student or student group believes that the determination of the principal or principal's designee is in error.
- E. The Superintendent or Superintendent's designee may schedule a meeting with the student or a representative of the student group if the Superintendent or Superintendent's designee deems it necessary or desirable. Within five (5) school days of receipt of the appeal, the Superintendent or Superintendent's designee shall make a written disposition of the appeal. The written disposition shall be mailed to the student's or student group's representative's home address. The decision of the Superintendent or his/her designee shall be final.

~~F. If the student or student group is dissatisfied with the Superintendent's or Superintendent's designee's determination, the student or student group may appeal the determination by making a written appeal to the District's Board by delivering a written appeal to the Board Secretary within five (5) school days of receipt of the Superintendent or Superintendent's designee's written disposition. The written appeal shall consist of the following:~~

- ~~1. The appeal documents delivered to the Superintendent; and~~
- ~~2. The Superintendent or Superintendent's designee's written disposition.~~

~~G. The Board will schedule the matter for a hearing at either the next regularly scheduled Board meeting, or the meeting following the next regularly scheduled Board meeting unless the parties agree to an alternative date.~~

~~H. The Board hearing will permit both the student or student group and the administration to present evidence and argument in a manner designed to enable both parties to fully disclose their position.~~

~~I. Within five (5) school days of the Board hearing, the Board will render a written decision of the appeal. The written decision shall be mailed to the home address of the student or the student group's representative. The decision of the Board shall be final.~~

Related Policies and Rules: [5010](#), [5010.3](#), 5400.1, 5450.1, 5510, 5520.1

Rule Approved: April 21, 1997

Revised: April 2, 2001; June 7, 2004; September 4, 2012; January 20, 2020;
[November 16, 2020](#)

Reaffirmed: June 1, 2009

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 6910.1 – Curriculum, Instruction, and Assessment: Screening Procedures for Volunteers in the Classroom

Meeting Date: November 16, 2020


**Background/
Description:** Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District's legal counsel.

Action Desired: Approval of Rule 6910.1 – Curriculum, Instruction, and Assessment: Screening Procedures for Volunteers in the Classroom

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:



Curriculum, Instruction, and Assessment

Screening Procedures for Volunteers in the Classroom

6910.1

- I. All persons interested in serving as volunteers in the Millard Public Schools who will have an ongoing volunteer schedule and will have direct contact with students and who are not current District employees, current students, parents or grandparents of current students, shall apply through the school where he or she wishes to volunteer and shall provide the following information on an approved Millard Public Schools volunteer application form:
 - A. Statistical and directory information including, but not limited to, name, address, telephone number, email address, and current or former place of employment (if any).
 - B. Names of not less than three references to be contacted directly by the principal or designee at the site where the person wants to volunteer. Applicants shall supply a phone number and email address for each reference.
 - C. A written authorization to permit the District to obtain a criminal background check and check of the Child/Adult Abuse and Neglect Registry/Register for purposes of evaluating the Applicant's ability and fitness to serve as a volunteer in the District.
- II. For all interested volunteers whose volunteer services may result in interaction with students and which may not be directly and continuously supervised by District personnel, the Associate Superintendent for Educational Services or designee and the principal or designee shall undertake the following Applicant screening procedures:
 - A. All application forms shall be reviewed by the building principal or designee and the Associate Superintendent for Educational Services or designee.
 - B. The principal or designee at the site where the person wants to volunteer shall contact each person identified as a reference on the application.
 - C. The Associate Superintendent for Educational Services or designee shall submit the applicant's paperwork for a criminal background check and a check of the Child/Adult Abuse and Neglect Central Registry/Register.
- III. While the application is being processed and all references and background checks made, the Applicant shall not be placed in a temporary volunteer position by the principal and/or the program staff.
- IV. When all reference and background checks are completed and are determined to be satisfactory and consistent with the District's policy, the Associate Superintendent for Educational Services or designee shall contact the principal and/or program staff and advise that the volunteer has been approved.
- V. In the event the reference and criminal background checks reveal information that appears to be unsatisfactory, not consistent with the District's policy, or otherwise indicates that the Applicant is not qualified or fit to serve as a volunteer, the District shall provide the Applicant such notice as may be required by law.
- VI. If the Applicant's references or the Associate Superintendent for Educational Services or designee review of the Child/Adult Abuse and Neglect Registry/Register shows that the Applicant is not qualified to serve as a volunteer, the Associate Superintendent for Educational Services or designee shall send a letter to the Applicant advising that the Applicant has been denied.
- VII. All references and reference checks shall be strictly confidential and shall not be available to any person, including the Applicant.

- VIII. All information other than reference information obtained or gathered in the application and screening process shall be strictly confidential and shall not be available to any person other than the Applicant.
- IX. Volunteers are expected to perform approved volunteer services under the supervision of a Millard Public Schools employee.
- X. Volunteers shall be subject to the District's personnel policies and rules, including but not limited to non-discrimination and harassment, [sexual harassment](#), appropriate boundaries with students, behavior and conduct on District property, dress, use of tobacco, substance use, use of District computers and property, confidentiality, corporal punishment and physical contact, and safety and security.
- XI. Volunteers in the Millard Public Schools are intended to enrich the learning experiences for students through the performance of volunteer services. Persons interested in serving as volunteers so as to fulfill community work requirements for other agencies shall not be accepted.
- XII. The District reserves the right for the Associate Superintendent for Educational Services to require any individual, including current District employees, current students, parents, or grandparents of current students, to complete a criminal background check and a check of the Child/Adult Abuse and Neglect Central Registry/Register prior to being allowed to perform any volunteer service or participate in any District-related activity.
- XIII. The Superintendent or his/her designee may grant an exception to the requirements herein if, in an emergency situation, the Superintendent or his/her designee deems that an exception is in the best interest of the class activity, District, and student(s).

Rule Approved: February 21, 2000

Revised: May 7, 2007; March 4, 2013, July 6, 2020, [November 16, 2020](#)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 6910.2 – Curriculum, Instruction, and Assessment: Screening Procedures for Volunteers in Extracurricular Programs

Meeting Date: November 16, 2020


Background/Description: Changes due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Rule has been reviewed by the District’s legal counsel.

Action Desired: Approval of Rule 6910.2 – Curriculum, Instruction, and Assessment: Screening Procedures for Volunteers in Extracurricular Programs

Policy / Strategic Plan Reference: N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:



Curriculum, Instruction, and Assessment

Screening Procedures for Volunteers in Extracurricular Programs

6910.2

- I. All persons interested in serving as volunteers in any extracurricular program offered by the Millard Public Schools who will have an ongoing volunteer schedule and will have direct contact with students who are not current District employees, current students, parents or grandparents of current students, shall apply through the school where he or she wishes to volunteer and shall provide the following information on an approved Millard Public Schools volunteer application form:
 - A. Statistical and directory information including, but not limited to, name, address, telephone number, email address, and current or former place of employment (if any).
 - B. Names of not less than three references to be contacted directly by the principal or designee at the site where the person wants to volunteer. Applicants shall supply a phone number and email address for each reference.
 - C. A written authorization to permit the District to obtain a criminal background check and check of the Child/Adult Abuse and Neglect Central Registry/Register for purposes of evaluating the Applicant's ability and fitness to serve as a volunteer in the District.
- II. For all interested volunteers in an extracurricular program whose volunteer services may result in interaction with students, the Human Resources Department shall undertake the following Applicant screening procedures:
 - A. All application forms shall be reviewed by the building principal or designee and the Human Resources Department.
 - B. The principal or designee at the site where the person wants to volunteer shall contact each person identified as a reference on the application.
 - C. The Human Resources Department shall submit the applicant's paperwork for a criminal background check and a check of the Child/Adult Abuse and Neglect Central Registry/Register.
- III. While the application is being processed and all references and background checks made, the Applicant shall not be placed in a temporary volunteer position in an extracurricular program by the principal and/or the program staff.
- IV. When all reference checks and background check are completed and are determined to be satisfactory and consistent with the District's policy, the Human Resources Department shall contact the principal and/or program staff and advise that the volunteer in an extracurricular program has been approved.
- V. In the event the reference and criminal background checks reveal information that appears to be unsatisfactory, not consistent with the District's policy, or otherwise indicates that the Applicant is not qualified or fit to serve as a volunteer, the District shall provide the Applicant such notice as may be required by law.
- VI. If the Applicant's references or the Human Resources Department review of the Child/Adult Abuse and Neglect Registry/Register shows that the Applicant is not qualified to serve as a volunteer, the Human Resources Department shall send a letter to the Applicant advising that the Applicant has been denied.
- VII. All references and reference checks shall be strictly confidential and shall not be available to any person, including the Applicant.

- VIII. All information other than reference information obtained or gathered in the application and screening process shall be strictly confidential and shall not be available to any person other than the Applicant.
- IX. Volunteers are expected to perform approved volunteer services under the supervision of a Millard Public Schools employee.
- X. Volunteers shall be subject to the District's personnel policies and rules, including but not limited to non-discrimination and harassment, [sexual harassment](#), appropriate boundaries with students, behavior and conduct on District property, dress, use of tobacco, substance use, use of District computers and property, confidentiality, corporal punishment and physical contact, and safety and security.
- XI. Volunteers in the Millard Public Schools are intended to enrich the learning experiences for students through the performance of volunteer services. Persons interested in serving as volunteers so as to fulfill community work requirements for other agencies shall not be accepted.
- XII. The District reserves the right for the Associate Superintendent for Human Resources to require any individual, including current District employees, current students, parents, or grandparents of current students, to complete a criminal background check and a check of the Child/Adult Abuse and Neglect Central Registry/Register prior to being allowed to perform any volunteer service or participate in any District-related activity.
- XIII. The Superintendent or his/her designee may grant an exception to the requirements herein if, in an emergency situation, the Superintendent or his/her designee deems that an exception is in the best interest of the class activity, District, and student(s).

Related Policies and/or Rules: 6910

Date of Adoption: June 5, 2006

Revised: December 4, 2006; May 7, 2007; March 4, 2013, July 6, 2020, [November 16, 2020](#)

Millard Public Schools

Omaha NE

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 7305.1: Technology - District Internet Web Pages and Social Media Sites

Meeting Date: November 16, 2020

**Background/
Description:**

Action Desired: Approval of Rule 7305.1: Technology - District Internet Web Pages and Social Media Sites

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:



Technology

District Internet Web Pages and Social Media Sites

7305.1

I. Definitions

- A. Social Media - is the collective of online communications channels dedicated to community-based input, online interaction, content sharing, and collaboration (e.g., websites and applications dedicated to forums, blogging, social networking, and social curation).
- B. Approved Social Media Site – All social media sites must be approved by the Executive Director of Technology for technical requirements and compliance issues. In addition, approved social media sites must have been reviewed and approved by the Director of Communications and/or have been approved by the Associate Superintendent for Educational Services for use in student learning activities and teacher-parent-student communications about learning. -
- C. Professional Responsibility – The employee may use District approved social media sites to support communication and/or instruction. Professional responsibility occurs when there is the presentation of oneself as a representative of the District or employee thereof, whose activities are job related and is subject to the District’s policies, rules, procedures, and guidelines.
- D. Personal Responsibility – the presentation of oneself in a manner that is outside professional responsibility in all comments, posting, etc. Personal responsibility encompasses that which is not job related.

II. Accountability

- A. District employees who utilize web or social media sites in pursuit of their professional responsibilities are subject to the District’s Code of Ethics (Policy 4155 and Rule 4155.1) [and the District’s Professional Boundaries and Staff Relationships with Students \(Policy 4153 and Rule 4153.1\)](#).
- B. Each staff member who creates a web page or any part of a web page or supervises the creation of a web page or uses an approved social media site or any part of an approved social media site or supervises the creation of an approved social media site is responsible for the content and must inform the Superintendent/designee or Principal/designee of the existence and the intent/purpose of the page prior to such web site or approved social media site being accessible on the Internet. This includes student-produced web pages and social media content.
- C. Each web page or approved social media author or contributing web page and approved social media site author shall assume professional responsibility for the information being educationally appropriate, current, accurate (including having correct spelling and grammar), and adhering to District policies and rules. This includes students who author or contribute to the creation of a web page or approved social media site.
- D. All District or building web pages and approved social media sites shall have a staff member who shall monitor and be responsible for approving the content of the information, which is accessible on each web and approved social media site.
- E. The content of the information shall be in compliance with the District’s policies and rules including, but not limited to, the standards, criteria, and limitations of District Policies and Rules 1115.1(I), 1306.1, 3150.1, 4001, 4145.1, [4153](#), [4153.1](#), [4155](#), 4155.1, 4156.1, 5010, 5020, 5300.3, 5400.6, 5510.1(I), 5800.1, 6002, 6265, 6605.1(I), 7100.1, and 7310.1, which are incorporated herein.
- F. Guidelines for web pages and the use of approved social media sites shall be established by the Superintendent or designee and shall be available to staff.-

III. Professional Responsibility and Personal Responsibility

- A. Professional Responsibility. When using District web pages and/or approved social media sites, staff may not engage in the following:
1. Simultaneously identify oneself as a District employee and send, solicit, or display materials that are offensive, including sexually oriented material, graphic depictions of violence, or material that offends or harasses on the basis of race, color, religion, national origin, [sex](#), [sexual orientation](#), gender, [gender identity](#), marital status, disability, or age.
 2. Unprofessional communication that could negatively impact the District's reputation or interfere with the District's core mission, or unprofessional/inappropriate communication regarding members of the District's community.
 3. Acting as a representative of the District, or acting in a way that would infer that one is a District representative or acting for and on behalf of the District when not authorized to do so (e.g., contacting the media or government officials with District e-mail, responding to complaints or questions about District business on Internet discussion groups, etc.).
 4. Sending, receiving, printing or otherwise disseminating proprietary data, trade secrets or other confidential information in violation of District policy, proprietary agreements or other contractual terms. Using District-owned data or work product for personal gain. Using District trademarks (e.g., name, logos), or branding without authorization from the Office of Communications.
 5. Inappropriately sharing confidential information related to District business, including but not limited to, personnel actions, internal investigations, research material, or student information.
 6. Any activity in violation of local, state, or federal law as it relates to the staff member's employment with the District, including, but not limited to, defamatory remarks; destruction of District data or equipment; or accessing or sharing information in violation of HIPAA, FERPA, CIPA, or COPPA. This includes any activity that would cause the District to not be in compliance with state or federal law.
 7. Any activity in violation of District policies and rules, including, but not limited to the standards, criteria, and limitations of District Policies and Rules 1115.1(I), 1306.1, 3150.1, 4001, 4145.1, [4153](#), [4153.1](#), [4155](#), 4155.1, 4156.1, 5010, 5020, 5300.3, 5400.6, 5510.1(I), 5800.1, 6002, 6265, 6605.1(I), 7100.1, and 7310.1, which are incorporated herein.
- B. Personal Responsibility. When using non-District web pages and/or personal social media sites outside of the duties as a staff member of the District, staff should consider the following:
1. For certificated staff, the District's Code of Ethics and the State Standards of Professional Practice are applicable.
 2. [The requirements for all staff under the Professional Boundaries and Staff Relationships with Students Policy and Rule.](#)
 - ~~2~~[3](#). District staff are responsible for all matters which they post or publish.
 - ~~3~~[4](#). All matters which may be posted or published, including photographs, should reflect high standards of professionalism and professional discretion, and should not negatively or adversely impact relations with students, parents, other staff, or the community.
 - ~~4~~[5](#). Staff should not "friend" students or parents on their personal Facebook pages until the student has been graduated from the District for a least one year.

IV. Privacy

- A. All reasonable steps shall be taken to insure that the use of the Internet or approved social media sites shall not abridge the right of privacy of students or staff as provided by law, including but not limited to FERPA, HIPAA, CIPA, and COPPA.
- B. Staff may publish student photographs and first names (except for those students who have a Letter of Directory Information on file). Exceptions beyond first names may be made by the Superintendent or their designee, or the Principal or their designee, for other identifying information when special circumstances dictate (e.g., athletic contests, special achievements, student recognitions).
- C. Group and individual photographs may be published without permission if names are not used.
- D. Student Directory Information (as described below) may be made available on District web pages in compliance with the District's policies and rules. Directory information appropriate for the web includes the following:
 - 1. First and last name ;
 - 2. Current grade level;
 - 3. Participation in officially recognized activities and sports;
 - 4. Weight and height of members of athletic teams;
 - 5. Degrees and awards received; and
 - 6. Photographs

V. ~~Project PAYBAC®-Partners~~Partners for Education, PTO/PTA Organizations, and Booster Clubs

- A. ~~Project PAYBAC®-partners~~Partners for Education, PTO/PTA organizations, and Booster Clubs may be identified as supporters of the District.
- B. There shall be no web links to commercial web sites that are of a promotional nature except as approved by the Superintendent or designee.
- C. District or building web sites may contain links to governmental agencies, District affiliated organizations which were organized and exist for the sole purpose of supporting the District's educational and extracurricular programs, other educational institutions, public libraries, and public museums.

VI. Fundraising Activities

- A. Information about school-related fundraising activities can be published including information about the product, the name of the sponsor and/or telephone number.
- B. There shall be no on-line purchasing and such use of the District's computers is strictly prohibited unless authorized by the Superintendent or designee.
- C. District and building websites shall not facilitate online purchasing unless authorized by the Superintendent or designee.

VII. Interactive Use

- A. District e-mail addresses of staff and Board members are allowed to be published.
- B. When District e-mail addresses are published, the following disclaimer should appear on that page: “These e-mail addresses are for use by staff, students, and parents relating to school business only. Solicitation is prohibited.”
- C. Individual student’s e-mail addresses may be disseminated but must be protected by a unique password for each student on servers as identified in Section VIII.

VIII. Where Information Resides

- A. All digital information shall be accessible to the Internet on District-controlled servers or District-controlled cloud based services under the District’s domain name approved by the Superintendent or designee.
- B. All District policies and rules apply regardless of where the web sites reside.

IX. Not an Open or Public Forum

- A. The District does not by this Rule create or establish an open or public forum and reserves the sole and absolute right to determine the acceptable District web pages and approved social media sites.
- B. The District reserves the right to monitor, review, and audit the use of District web pages and approved social media sites. The District further reserves the right to search District web pages and approved social media sites as part of any investigation into unauthorized use or prohibited or illegal conduct.

- X. Violations of this Rule may result in disciplinary action.

Related Policies and Rules: 1115, 1306.1, [4155](#), [4155.1](#), [4153](#), [4153.1](#), 5510.1, 5710, 5800.1, 5800.3, 6605.1, 7100, 7100.1, 7100.2, 7100.3, 7305, 7310, 7310.1

Rule Adopted: July 17, 2000

Revised: September 10, 2001; May 2, 2005; October 6, 2008; May 21, 2012; October 1, 2012, December 5, 2016; [November 16, 2020](#)

Millard Public Schools
Omaha, Nebraska

Renumbered from 1102.1: May 2, 2005

AGENDA SUMMARY SHEET

Agenda Item: Adoption of Rule 4001.3: Human Resources - Sexual Harassment Complaint Procedure

Meeting Date: November 16, 2020


**Background/
Description:** Adoption of new rule due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Policy has been reviewed by the District's legal counsel.

Action Desired: Adoption of Rule 4001.3: Human Resources - Sexual Harassment Complaint Procedure

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:



Human Resources

Sexual Harassment Complaint Procedure

4001.3

The District is committed to making the schools free from sexual harassment and discrimination, harassment, intimidation, and bullying. Sexual harassment is a form of sexual discrimination under Title IX of the Education Amendment to the Civil Rights Act of 1972 and is prohibited by both Federal and State law. The District strictly prohibits sexual harassment of students and staff by other students, employees, or other persons at school, within the educational environment or program, or at any District sponsored or District related activity. The District shall ensure that all school personnel receive information about their rights to be free from sexual harassment, the District's procedures for reporting and investigating complaints of sexual harassment, and with whom any complaint should be reported and/or filed.

Definitions

Sexual Harassment: Conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the District conditioning the provision of an aide, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcomed conduct determined by a reasonable person to be so severe, persuasive, and objectively offensive that effectively denies a person equal access to employment, teaching, or the District's educational program or activity; or
- (3) Sexual assault as defined in 20 U.S.C. 1092, dating violence as defined in 34 U.S.C. 12291, domestic violence as defined in 34 U.S.C. 12291, or stalking as defined in 34 U.S.C. 12291.

Sexual Harassment also includes, but is not limited to, unwelcomed sexual advances, requests, or other verbal, visual or physical conduct of a sexual nature made by either student or staff within the educational setting under any of the following conditions:

- (1) Submission of the conduct as explicitly or implicitly made a term or a condition of an individual's academic status or progress; or
- (2) Submission, or rejection of, the conduct by the individual is used as a basis of academic decisions effecting the individuals; or
- (3) The conduct has the purpose or effect of having a negative impact on the individual's academic performance or of creating an intimidating, hostile or offensive educational or work environment; or
- (4) Submission to, or rejection of, the conduct by the individual is used as a basis for any decision effecting the individual regarding benefits or services, honors programs, or activities available at or through the District; or
- (5) Deliberate written or oral comments, gestures, or physical contacts of a sexual nature or demeaning to one's gender, which are unwelcome or interfere with the school environment; or
- (6) Implicit or Explicit sexual behavior by a fellow student, District employee, or other person within the school environment that has the effect of controlling, influencing, or otherwise effecting the school environment; or
- (7) Unwelcome suggestive, vulgar, or obscene letters, notes, posters, calendars, or other visual products or derogatory comments, slurs, and/or jokes of a sexual nature that is sufficiently persistent and pervasive.

Hostile Educational Environment: A hostile educational environment is created when sexual harassment is sufficiently severe and objectively offensive and persistent or pervasive.

Complainant: Any individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal Complaint: A document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment. The

formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic transmission by using the contact information listed for the Title IX Coordinator or by any additional method designated by the District.

Supportive Measures: Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or to the Respondent before or after the filing of a formal complaint or where no complaint has been filed. Supportive measures are designed to restore or preserve equal access to employment, teaching, or the District's educational programs or activities without unreasonably burdening either party, including measures designed to protect the safety of all parties or the District's educational environment.

Supportive measures may include, but are not limited to the following: counseling, extensions of deadlines, modifications of work schedules, campus escort services, mutual restrictions on contact between parties, changes in work, leaves of absence, increase security, and other similar measures.

Title IX Coordinator: The Associate Superintendent of Human Resources is the Title IX Coordinator for the District. The mailing address for the Title IX Coordinator is 5606 South 147th Street, Omaha, Nebraska 68137. Phone: 402-715-8200. Email Address: TitleIX@mpsomaha.org The Title IX Coordinator is identified in all District Non-Discrimination Notices and publications, and is directed to coordinate the District's compliance efforts.

The District's Title IX Coordinator shall receive all reports of sex discrimination including sexual harassment. Any person may report sex discrimination including sexual harassment (whether or not the person reporting is the person alleged to be the victim of the conduct that could constitute sex discrimination or sexual harassment), in person, by email, by telephone, by using the contact information listed herein, or by any other means that results in the Title IX Coordinator receiving the verbal or written report.

Working Days: any days when school is in session for students during the school year and all weekdays when school is in recess for summer vacation, excluding any national holidays.

Reporting Sexual Harassment

Any staff member or job applicant who believes that he or she has been the victim of sexual harassment or harassment because of sex by a student, teacher, administrator or other employee of the District or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the District, is encouraged to immediately report the alleged acts to an appropriate District employee or directly to the Title IX Coordinator.

Any teacher, administrator, or other school official who has notice or received notice that a staff member or applicant has or may have been the victim of sexual harassment or harassment based upon the staff member or applicant's sex by a student, teacher, administrator, or other employee of the District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the District, is required to immediately report the alleged acts to an appropriate District employee or directly to the Title IX Coordinator. Any District employee who receives a report of sexual harassment, or harassment because of one's sex, shall inform the Building Principal or Title IX Coordinator immediately.

Upon receipt of a report, the Building Principal shall notify the District Title IX Coordinator immediately. The Building Principal may request but shall not insist that a formal complaint be submitted to the Title IX Coordinator. A written statement of the facts alleged or as reported will be forwarded as soon as practical by the Building Principal to the Title IX Coordinator. In the event a Building Principal is provided a written statement, the Building Principal shall forward the written statement to the Title IX Coordinator within 24 hours of a report being made whether or not a Complainant decides to pursue a formal complaint.

Required Response

The District, upon receipt of a formal complaint, or upon receipt of actual knowledge of sexual harassment in an educational program or activity, shall respond promptly in a manner that is not deliberately indifferent. The employment, teaching, and educational program or activity includes locations, events, or circumstances over which the District exercises substantial control over both the Respondent and the context in which the sexual harassment

occurs and also includes any building owned or controlled by the District. The District's response shall treat the Complainant and Respondent equitably by offering supportive measures to the Complainant and Respondent and by following a grievance process before imposition of any disciplinary actions or sanctions against the Respondent.

The protections of this Rule apply to all students, employees, parents, and visitors to District property or District-sponsored activities or events. The District will investigate and address alleged prohibited conduct regardless of where it occurs.

For any party under the Rule under 19 years old, all written notifications provided pursuant to this Rule will be directed to the party's parents/guardians.

The grievance process may be temporarily delayed and/or timelines extended for good cause as determined by the Title IX Coordinator with written notice to the parties explaining the reason(s) for the delay. Whenever the Title IX Coordinator determines that the District's Sexual Harassment Grievance process should be suspended to cooperate with law enforcement, the Title IX Coordinator shall provide written notice to all parties of such determination and provide the parties with a reasonable estimate of the length of the anticipated suspension.

Investigations begin with presumptions that the Respondent did not engage in any prohibited conduct, and that the Complainant is credible. A determination that the Non-Discrimination and Harassment Policy has been violated and credibility determinations will only be made at the conclusion of an investigation. In no event will past sexual behavior of a Complainant be considered, except in the limited circumstance where the evidence is offered to prove consent or that someone other than the Respondent committed the alleged misconduct.

In determining whether prohibited conduct occurred, an objective evaluation of all relevant evidence will be made and the following will be considered:

1. the surrounding circumstances;
2. the nature of the conduct;
3. the relationships between the parties involved;
4. past incidents; and
5. the context in which the alleged incidents occurred.

Sexual Harassment Grievance Process - Steps

1. Receipt of Notice of Prohibited Conduct

Upon receiving notice of conduct that could constitute prohibited conduct, the Title IX Coordinator or his/her designee will promptly contact the Complainant in a confidential manner to discuss the availability of supportive measures and to explain the process for filing a formal complaint.

2. Filing a Formal Complaint

An individual may file a formal complaint by submitting a written complaint in person, by mail, by telephone, or by e-mail to the Title IX Coordinator or his/her designee. If a verbal report of prohibited conduct is made, the Complainant will be asked to submit a written complaint. If a Complainant refuses or is unable to submit a written complaint, the Title IX Coordinator may cause a written summary of the verbal complaint to be made and either submit the written summary to the Complainant for signature or sign the complaint as provided below.

If a Complainant does not file a formal complaint, the Title IX Coordinator in their sole discretion may sign a formal complaint and initiate the grievance process. The Title IX Coordinator will initiate the grievance process over the wishes of the Complainant only where such action is not clearly unreasonable in light of the known circumstances.

3. Investigation and Informal Resolution

Upon receipt of a formal complaint, the Title IX Coordinator shall appoint a separate investigator and decision-maker, provide a written notice of allegations to both the Complainant and the Respondent identifying the factual basis of the allegation including sufficient details known at the time, stating that the

Respondent is presumed not responsible for the alleged conduct, and that a determination of responsibility will be made at the end of the grievance process.

No disciplinary sanctions shall be applied without following the sexual harassment grievance process prescribed herein when a formal complaint has been filed.

The notice of allegations shall be provided to both parties with sufficient time to prepare a response before any initial interview of the Respondent is conducted.

Informal Resolution Process

After the formal complaint is received and notice of allegations has been provided to all parties, the Title IX Coordinator may offer or request an informal resolution process, such as mediation or restorative justice, in lieu of a full investigation and determination. In no event will an informal resolution be facilitated to resolve a complaint of staff-on-student sexual harassment. In order for the informal resolution processes to be implemented, all parties must voluntarily agree in writing. In the event that a resolution is reached during the informal resolution process and agreed to in writing by the parties, then the terms of the agreed upon resolution will be implemented and any alleged harassment will be eliminated and the formal complaint will be dismissed. The Complainant is then precluded from filing a second complaint concerning the original allegation. At any time prior to agreeing to a resolution, any party may withdraw from the informal resolution process and resume the grievance process.

If the informal resolution process does not occur or is not utilized, the designated investigator will interview the Complainant, witnesses, and the Respondent and review relevant records.

District employees and students are expected to fully participate in investigations, but in no event will a Complainant be subjected to any disciplinary sanctions or consequences for refusing or failing to participate.

The written notice of allegations shall also state that the parties have an equal right to retain an advisor of their choice, who may be but is not required to be an attorney, and that the parties have an equal right to inspect and review evidence obtained during an investigation. The District shall not be responsible for any fees or costs related to any advisor selected by either of the parties provided however, if requested, the District shall provide District employees to act as an advisor, if so requested.

The District shall provide an equal opportunity for each of the parties to present fact and expert witnesses and other inculpatory or exculpatory evidence during the investigation and shall not restrict the ability of the parties to discuss the allegations or gather evidence.

Within 20 working days of receiving the formal complaint the District shall send written notice of any investigative interviews or meetings and advise the parties and their advisors of all evidence gathered directly related to the allegations ten (10) working days prior to the issuance of the final investigative report to allow the parties the opportunity to inspect, review, respond, and produce any additional evidence.

Once the investigator's report summarizing the relevant evidence is completed, the investigator simultaneously will send the report and supporting evidence to:

- _____ (a) parties for their review and written response;
- _____ (b) the decision-maker;
- _____ (c) the Title IX Coordinator.

The parties will have ten (10) working days to submit a response to the investigator's report, including proposed relevant questions for the decision-maker to ask the other party and/or any witnesses. In his/her sole discretion, the decision-maker may re-interview parties and/or witnesses to ask follow-up questions.

The decision-maker will review the investigation file and report, and may, but is not required to take the following steps:

- (a) re-interview a party or witness, and
- (b) gather additional evidence if deemed necessary.

No later than 20 working days after receipt of the investigator's report, the decision-maker simultaneously will issue to the parties a written determination as to whether the preponderance of the evidence shows that the Non-Discrimination and Harassment Policy was violated.

The written determination shall be provided to each party and will include the following information as appropriate:

- (a) identification of the allegations,
- (b) a description of the procedural steps taken,
- (c) findings of fact,
- (d) conclusion regarding application of the student discipline code or policies/procedures applicable to employees to the facts,
- (e) a concise statement of the rationale supporting the conclusion on each allegation,
- (f) what, if any, disciplinary sanctions imposed on the Respondent,
- (g) what, if any, remedies will be instituted, and
- (h) notice of the appeal procedure.

The decision-maker's determination is final, unless a timely appeal is filed.

4. Appeal

The party seeking an appeal shall file written notice with the Title IX Coordinator no later than 20 working days after the date of the decision-maker's written decision or after the date that a formal complaint is dismissed. The written notice shall state the grounds for the appeal. The Title IX Coordinator will designate an appeal officer to decide the appeal and notify all parties that an appeal has been filed.

No later than 10 working days after an appeal is filed, the appealing party may submit a written statement in support of an appeal. The other party or parties may submit a written statement no later than 10 working days after the appealing party's written statement is submitted or 10 working days from the appealing party's deadline if the appealing party does not to submit a written statement. Written statements shall be submitted to the Title IX Coordinator who will provide them to the other party or parties and the appeal officer when received.

The appeal may be considered due to the following reasons only:

- (a) procedural irregularity that affected the determination,
- (b) new evidence that was not reasonably available at the time the determination was made, or
- (c) conflict of interest or bias on behalf of the Title IX Coordinator, investigator, or decision-maker.

The review of the investigation and written determination may include any of the following steps:

- (a) review of the evidence gathered and written reports and determinations,
- (b) re-interviewing a party or witness, and
- (c) gathering additional evidence if deemed necessary.

The appeal officer shall prepare a written response to the appeal within 15 days after the deadline to submit written statements in support of or challenging the determination. Copies of the written response on appeal shall be provided simultaneously to the Complainant, the Respondent, and the Title IX Coordinator. The decision of the appeal officer shall be final.

District Action

If the investigation and decision making results in a finding that the Complaint's report was factual and Respondent or other individuals violated the Non-Discrimination and Harassment Policy, the District will take prompt, corrective action to ensure that such discriminatory conduct ceases and take appropriate action to prevent any reoccurrence. The

District will make all reasonable efforts to remedy discriminatory effects on the Complainant and any others who may be affected.

Disciplinary actions and the range of sanctions and remedies for responsible persons shall be consistent with the District's existing student code of conduct, professional code of conduct and staff discipline, Board of Education policies and rules and District procedures, and any applicable state and federal laws, and shall be implemented at the conclusion of the process.

A formal complaint will be dismissed if the conduct alleged:

- 1) Did not constitute sexual harassment as defined in Title IX and/or Title IX regulations;
- 2) Did not occur in the employment, teaching, or District's educational programs or activities; or
- 3) Did not occur against a person in the United States.

A formal complaint may be dismissed if at any time during the investigation:

- 1) The Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein;
- 2) The Respondent is no longer enrolled or employed by the District; or
- 3) Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Available Interim Measures

The District shall take steps to ensure equal access to the employment, teaching, and District's educational programs or activities and protect the Complainant as necessary, including taking interim measures during the process and before the final outcome of an investigation. The District shall notify the staff of the options to avoid contact with the alleged Respondent where available. As appropriate, the District shall consider a change in working situation when possible. The District shall assess opportunities to provide increased monitoring, supervision, or security at locations or activities where the alleged discrimination and sexual harassment occurred. Nothing in this rule shall prohibit the District from placing an employee on administrative leave during the pendency of the grievance process, nor from removing a Respondent from the employment, teaching, or learning environment on an emergency basis if the District undertakes an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any staff member or student justifies removal and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

Potential remedies for staff who have been subjected to sexual harassment or harassment because of sex include, but are not limited to:

- (1) Direct intervention or consequences applied to the Respondent;
- (2) Supportive Services available to either the Complainant or the Respondent through the District's assistance program;
- (3) The District may issue statements to its staff or the community making it clear that the District does not tolerate sexual harassment or harassment because of sex and will respond to any reports about such incidents;
- (4) Non-discrimination training for students, employees, or parents/guardians and families.

Employees who have committed sexual harassment or harassment because of sex in violation of the Non-Discrimination and Harassment Policy will be subject to employee discipline up to and including termination. Incidents of sexual harassment, depending on their nature, may also be referred to law enforcement and reported to child protective services and other state and federal agencies, as appropriate.

Retaliation

No District employee, representative, or agent may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any rights or privileges protected by this rule or because the individual has made a

report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or determination under this rule.

The District prohibits retaliation against any participant in the reporting, complaint, or grievance process. A separate uniform complaint may be filed if retaliation occurs against any individual involved in the processing of a discrimination, harassment, or bullying complaint. Each complaint shall be investigated properly and in a manner which respects the privacy of all parties concerned. Follow-up with the student or employee will occur promptly to ensure that the harassment and/or retaliation has stopped and that there will be no further retaliation.

All persons are prohibited from knowingly proving false statements or knowingly submitting false information during the complaint process and any person who does so may be subject to disciplinary action outside of and in addition to any disciplinary action under this Rule.

Confidentiality and Retention of Investigation Information and Records

Except as necessary to complete a thorough investigation and grievance process as required by law, the identity of the Complainant(s), Respondent(s), witnesses, disclosure of the information, evidence, and records which is required to be disclosed to the parties or the designated representatives, the information, records, and evidence gathered in the investigation will otherwise be maintained in strict confidence by the District. The District is not responsible, nor can it control any re-publication or disclosure of such information, evidence or records by the participating witnesses, parties or representatives.

The Title IX Coordinator will retain investigation files for a time period of no less than seven (7) years, and investigation determination notices will be permanently retained in individual employee and student files. Where a charge or civil action alleging discrimination, harassment, or retaliation has been filed, all relevant records will be retained until final disposition of the matter.

Training

The District will provide annual training to employees on identifying and reporting acts that may constitute discrimination, harassment or retaliation. The Title IX Coordinator, designated investigators, designated decision-makers, designated appeal officer, and any District administrators who are designated to facilitate informal resolution processes, will receive additional annual training on this policy and implementation of the grievance process.

The District will provide, as appropriate, instruction to staff regarding discrimination, harassment, and retaliation.

Related Policies and Rules: 1100.4, 4001, 4001.1, 4001.2, 4100, 4163.3, 5010.1, 5010.2, 5010.3, 5020, 5020.1, 6002, 6640

Legal Reference: Nebraska Fair Employment Practice Act (Neb. Rev. Stat. §48 1101 et seq.)
Neb. Rev. Stat. §79-544; 79-896; 79-820; 79-801; 79-802; 48-901 to 48-912
Age Discrimination in Employment Act
Title VII Civil Rights Act
Rehabilitation Act 1973 and Rehabilitation Act Amendments
Title IX of the Education Amendments of 1972
34 C.F.R. §§ 106.30, 106.44, 106.45 (2020)
The Americans with Disabilities Act of 1990
Equal Employment Opportunity Act
Nebraska Equal Opportunity in Education Act (Neb. Rev. Stat. §79-2,114 to 79-2,124)

Rule Adopted: November 16, 2020

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Adoption of Rule 5010.3 – Student Service: Sexual Harassment Complaint Procedure

Meeting Date: November 16, 2020

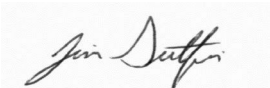
**Background/
Description:** Adoption of new rule due to recent regulatory change and to ensure consistency in related Board Policies and Rules. This Policy has been reviewed by the District’s legal counsel.

Action Desired: Adoption of Rule 5010.3 – Student Service: Sexual Harassment Complaint Procedure

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Dr. Kevin Chick, Associate Superintendent Human Resources
Jake Curtiss, Director of Employee Relations

Superintendent’s Signature:



Student Services

Sexual Harassment Complaint Procedure

5010.3

The District is committed to making the schools free from sexual harassment and discrimination, harassment, intimidation, and bullying. Sexual harassment is a form of sexual discrimination under Title IX of the Education Amendment to the Civil Rights Act of 1972 and is prohibited by both Federal and State law. The District strictly prohibits sexual harassment of students and staff by other students, employees, or other persons at school, within the educational environment or program, or at any District sponsored or District related activity. The District shall ensure that its students receive age appropriate instruction about their rights to be free from sexual harassment, the District's procedures for reporting and investigating complaints of sexual harassment, and with whom any complaint should be reported and/or filed.

Definitions

Sexual Harassment: Conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the District conditioning the provision of an aide, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcomed conduct determined by a reasonable person to be so severe, persuasive, and objectively offensive that effectively denies a person equal access to the District's educational program or activity; or
- (3) Sexual assault as defined in 20 U.S.C. 1092, dating violence as defined in 34 U.S.C. 12291, domestic violence as defined in 34 U.S.C. 12291, or stalking as defined in 34 U.S.C. 12291.

Sexual Harassment also includes, but is not limited to, unwelcomed sexual advances, requests, or other verbal, visual or physical conduct of a sexual nature made by either student or staff within the educational setting under any of the following conditions:

- (1) Submission of the conduct as explicitly or implicitly made a term or a condition of an individual's academic status or progress; or
- (2) Submission, or rejection of, the conduct by the individual is used as a basis of academic decisions effecting the individuals; or
- (3) The conduct has the purpose or effect of having a negative impact on the individual's academic performance or of creating an intimidating, hostile or offensive educational or work environment; or
- (4) Submission to, or rejection of, the conduct by the individual is used as a basis for any decision effecting the individual regarding benefits or services, honors programs, or activities available at or through the District; or
- (5) Deliberate written or oral comments, gestures, or physical contacts of a sexual nature or demeaning to one's gender, which are unwelcome or interfere with the school environment; or
- (6) Implicit or Explicit sexual behavior by a fellow student, District employee, or other person within the school environment that has the effect of controlling, influencing, or otherwise effecting the school environment; or
- (7) Unwelcome suggestive, vulgar, or obscene letters, notes, posters, calendars, or other visual products or derogatory comments, slurs, and/or jokes of a sexual nature that is sufficiently persistent and pervasive.

Hostile Educational Environment: A hostile educational environment is created when sexual harassment is sufficiently severe and objectively offensive and persistent or pervasive.

Complainant: Any individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal Complaint: A document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment. The formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic transmission by using the contact information listed for the Title IX Coordinator or by any additional method designated by the District.

Supportive Measures: Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or to the Respondent before or after the filing of a formal complaint or where no complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District's educational programs or activities without unreasonably burdening either party, including measures designed to protect the safety of all parties or the District's educational environment.

Supportive measures may include, but are not limited to the following: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work, leaves of absence, increase security, and other similar measures.

Title IX Coordinator: The Associate Superintendent of Human Resources is the Title IX Coordinator for the District. The mailing address for the Title IX Coordinator is 5606 South 147th Street, Omaha, Nebraska 68137. Phone: 402-715-8200. Email Address: TitleIX@mpsomaha.org. The Title IX Coordinator is identified in all District non-discrimination notices and publications, and is directed to coordinate the District's compliance efforts.

The District's Title IX Coordinator shall receive all reports of sex discrimination including sexual harassment. Any person may report sex discrimination including sexual harassment (whether or not the person reporting is the person alleged to be the victim of the conduct that could constitute sex discrimination or sexual harassment), in person, by email, by telephone, by using the contact information listed herein, or by any other means that results in the Title IX Coordinator receiving the verbal or written report.

Working Days: any days when school is in session for students during the school year and all weekdays when school is in recess for summer vacation, excluding any national holidays.

Reporting Sexual Harassment

Any student (or parent/legal guardian) who believes that the student has been the victim of sexual harassment or harassment because of sex by a student, teacher, administrator or other employee of the District or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the District, is encouraged to immediately report the alleged acts to an appropriate District employee or directly to the Title IX Coordinator.

Any teacher, administrator, or other school official who has notice or received notice that a student has or may have been the victim of sexual harassment or harassment based upon the student's sex by a student, teacher, administrator, or other employee of the District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the District, is required to immediately report the alleged acts to an appropriate District employee or directly to the Title IX Coordinator. Any District employee who receives a report of sexual harassment, or harassment because of one's sex, shall inform the Building Principal or Title IX Coordinator immediately.

Upon receipt of a report, the Building Principal shall notify the District Title IX Coordinator immediately. The Building Principal may request but shall not insist that a formal complaint be submitted to the Title IX Coordinator. A written statement of the facts alleged or as reported will be forwarded as soon as practical by the Building Principal to the Title IX Coordinator. In the event a Building Principal is provided a written statement, the Building Principal shall forward the written statement to the Title IX Coordinator within 24 hours of a report being made whether or not a Complainant decides to pursue a formal complaint.

Required Response

The District, upon receipt of a formal complaint, or upon receipt of actual knowledge of sexual harassment in an educational program or activity, shall respond promptly in a manner that is not deliberately indifferent. An educational program or activity includes locations, events, or circumstances over which the District exercises substantial control over both the Respondent and the context in which the sexual harassment occurs and also includes any building owned or controlled by the District. The District's response shall treat the Complainant and Respondent equitably by offering

supportive measures to the Complainant and Respondent and by following a grievance process before imposition of any disciplinary actions or sanctions against the Respondent.

The protections of this Rule apply to all students, employees, parents, and visitors to District property or District-sponsored activities or events. The District will investigate and address alleged prohibited conduct regardless of where it occurs.

For any party under the Rule under 19 years old, all written notifications provided pursuant to this Rule will be directed to the party's parents/guardians.

The grievance process may be temporarily delayed and/or timelines extended for good cause as determined by the Title IX Coordinator with written notice to the parties explaining the reason(s) for the delay. Whenever the Title IX Coordinator determines that the District's Sexual Harassment Grievance process should be suspended to cooperate with law enforcement, the Title IX Coordinator shall provide written notice to all parties of such determination and provide the parties with a reasonable estimate of the length of the anticipated suspension.

Investigations begin with presumptions that the Respondent did not engage in any prohibited conduct, and that the Complainant is credible. A determination that the non-discrimination and harassment policy has been violated and credibility determinations will only be made at the conclusion of an investigation. In no event will past sexual behavior of a Complainant be considered, except in the limited circumstance where the evidence is offered to prove consent or that someone other than the Respondent committed the alleged misconduct.

In determining whether prohibited conduct occurred, an objective evaluation of all relevant evidence will be made and the following will be considered:

1. the surrounding circumstances;
2. the nature of the conduct;
3. the relationships between the parties involved;
4. past incidents; and
5. the context in which the alleged incidents occurred.

Sexual Harassment Grievance Process - Steps

1. Receipt of Notice of Prohibited Conduct

Upon receiving notice of conduct that could constitute prohibited conduct, the Title IX Coordinator or his/her designee will promptly contact the Complainant in a confidential manner to discuss the availability of supportive measures and to explain the process for filing a formal complaint.

2. Filing a Formal Complaint

An individual may file a formal complaint by submitting a written complaint in person, by mail, by telephone, or by e-mail to the Title IX Coordinator or his/her designee. If a verbal report of prohibited conduct is made, the Complainant will be asked to submit a written complaint. If a Complainant refuses or is unable to submit a written complaint, the Title IX Coordinator may cause a written summary of the verbal complaint to be made and either submit the written summary to the Complainant for signature or sign the complaint as provided below.

If a Complainant does not file a formal complaint, the Title IX Coordinator in his/her sole discretion may sign a formal complaint and initiate the grievance process. The Title IX Coordinator will initiate the grievance process over the wishes of the Complainant only where such action is not clearly unreasonable in light of the known circumstances.

3. Investigation and Informal Resolution

Upon receipt of a formal complaint, the Title IX Coordinator shall appoint a separate investigator and decision-maker, provide a written notice of allegations to both the Complainant and the Respondent identifying the factual basis of the allegation including sufficient details known at the time, stating that the

Respondent is presumed not responsible for the alleged conduct, and that a determination of responsibility will be made at the end of the grievance process.

No disciplinary sanctions shall be applied without following the sexual harassment grievance process prescribed herein when a formal complaint has been filed.

The notice of allegations shall be provided to both parties with sufficient time to prepare a response before any initial interview of the Respondent is conducted.

Informal Resolution Process

After the formal complaint is received and notice of allegations has been provided to all parties, the Title IX Coordinator may offer or request an informal resolution process, such as mediation or restorative justice, in lieu of a full investigation and determination. In no event will an informal resolution be facilitated to resolve a complaint of staff-on-student sexual harassment. In order for the informal resolution processes to be implemented, all parties must voluntarily agree in writing. In the event that a resolution is reached during the informal resolution process and agreed to in writing by the parties, then the terms of the agreed upon resolution will be implemented and any alleged harassment will be eliminated and the formal complaint will be dismissed. The Complainant is precluded from filing a second complaint concerning the original allegation. At any time prior to agreeing to a resolution, any party may withdraw from the informal resolution process and resume the grievance process.

If the informal resolution process does not occur or is not utilized, the designated investigator will interview the Complainant, witnesses, the Respondent, and review relevant records.

District employees and students are expected to fully participate in investigations, but in no event will a Complainant be subjected to any disciplinary sanctions or consequences for refusing or failing to participate.

The written notice of allegations shall also state that the parties have an equal right to retain an advisor of their choice, who may be but is not required to be an attorney, and that the parties have an equal right to inspect and review evidence obtained during an investigation. The District shall not be responsible for any fees or costs related to any advisor selected by either of the parties provided however, if requested, the District shall provide District employees to act as an advisor, if so requested.

The District shall provide an equal opportunity for each of the parties to present fact and expert witnesses and other inculpatory or exculpatory evidence during the investigation and shall not restrict the ability of the parties to discuss the allegations or gather evidence.

Within 20 working days of receiving the formal complaint the District shall send written notice of any investigative interviews or meetings and advise the parties and their advisors of all evidence gathered directly related to the allegations ten (10) working days prior to the issuance of the final investigative report to allow the parties the opportunity to inspect, review, respond, and produce any additional evidence.

Once the investigator's report summarizing the relevant evidence is completed, the investigator simultaneously will send the report and supporting evidence to:

- _____ (a) parties for their review and written response;
- _____ (b) the decision-maker;
- _____ (c) the Title IX Coordinator.

The parties will have ten (10) working days to submit a response to the investigator's report, including proposed relevant questions for the decision-maker to ask the other party and/or any witnesses. In his/her sole discretion, the decision-maker may re-interview parties and/or witnesses to ask follow-up questions.

The decision-maker will review the investigation file and report, and may, but is not required to take the following steps:

- (a) re-interviewing a party or witness, and
- (b) gathering additional evidence if deemed necessary.

No later than 20 working days after receipt of the investigator's report, the decision-maker simultaneously will issue to the parties a written determination as to whether the preponderance of the evidence shows that the Non-Discrimination and Harassment Policy was violated.

The written determination shall be provided to each party and will include the following information as appropriate:

- (a) identification of the allegations,
- (b) a description of the procedural steps taken,
- (c) findings of fact,
- (d) conclusion regarding application of the student discipline code or policies/procedures applicable to the facts,
- (e) a concise statement of the rationale supporting the conclusion on each allegation,
- (f) what if any disciplinary sanctions imposed on the Respondent,
- (g) what if any remedies will be instituted, and
- (h) notice of the appeal procedure.

The decision-maker's determination is final, unless a timely appeal is filed.

4. Appeal

The party seeking an appeal shall file written notice with the Title IX Coordinator no later than 20 working days after the date of the decision-maker's written decision or after the date that a formal complaint is dismissed. The written notice shall state the grounds for the appeal. The Title IX Coordinator will designate an appeal officer to decide the appeal and notify all parties that an appeal has been filed.

No later than 10 working days after an appeal is filed, the appealing party may submit a written statement in support of an appeal. The other party or parties may submit a written statement no later than 10 working days after the appealing party's written statement is submitted or 10 working days from the appealing party's deadline if the appealing party does not to submit a written statement. Written statements shall be submitted to the Title IX Coordinator who will provide them to the other party or parties and the appeal officer when received.

The appeal may be considered due to the following reasons only:

- (a) procedural irregularity that affected the determination,
- (b) new evidence that was not reasonably available at the time the determination was made, or
- (c) conflict of interest or bias on behalf of the Title IX Coordinator, investigator, or decision-maker.

The review of the investigation and written determination may include any of the following steps:

- (a) review of the evidence gathered and written reports and determinations,
- (b) re-interviewing a party or witness, and
- (c) gathering additional evidence if deemed necessary by the appeal officer.

The appeal officer shall prepare a written response to the appeal within 15 working days after the deadline to submit written statements in support of or challenging the determination. Copies of the written response on appeal shall be provided simultaneously to the Complainant, the Respondent, and the Title IX Coordinator. The decision on the appeal officer shall be final.

District Action

If the investigation and decision making results in a finding that the Complaint's report was factual and Respondent or other individuals violated the Non-Discrimination and Harassment Policy, the District will take prompt, corrective

action to ensure that such discriminatory conduct ceases and take appropriate action to prevent any reoccurrence. The District will make all reasonable efforts to remedy discriminatory effects on the Complainant and any others who may be affected.

Disciplinary actions and the range of sanctions and remedies for responsible persons shall be consistent with the District's existing student code of conduct, professional code of conduct and staff discipline, Board of Education policies and rules and District procedures, and any applicable state and federal laws, and shall be implemented at the conclusion of the process.

A formal complaint will be dismissed if the conduct alleged:

- 1) Did not constitute sexual harassment as defined in Title IX and/or Title IX regulations;
- 2) Did not occur in the District's educational programs or activities; or
- 3) Did not occur against a person in the United States.

A formal complaint may be dismissed if at any time during the investigation:

- 1) The Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein;
- 2) The Respondent is no longer enrolled or employed by the District; or
- 3) Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Available Interim Measures

The District shall take steps to ensure equal access to its educational programs and activities and protect the Complainant as necessary, including taking interim measures during the process and before the final outcome of an investigation. The District shall notify the student and/or his or her parents/guardian of the options to avoid contact with the alleged Respondent where available. As appropriate, the District shall consider a change in academic and extracurricular activities or the student's living, transportation, dining, and/or working situation. The District shall assess opportunities to provide increased monitoring, supervision, or security at locations or activities where the alleged discrimination and sexual harassment occurred. Nothing in this rule shall prohibit the District from placing a non-student employee on administrative leave during the pendency of the grievance process, nor from removing a Respondent from the educational program on an emergency basis if the District undertakes an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student justifies removal and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

Potential remedies for students who have been subjected to sexual harassment or harassment because of sex include, but are not limited to:

- (1) Direct intervention or consequences applied to the Respondent;
- (2) Supportive Services available to either the Complainant or the Respondent through the District's assistance program;
- (3) The District may issue statements to its student population, staff or the community making it clear that the District does not tolerate sexual harassment or harassment because of sex and will respond to any reports about such incidents;
- (4) Non-discrimination training for students, employees, or parents/guardians and families.

A student who violates the District policies prohibiting sexual harassment will be subject to intervention or discipline consistent with the Code of Student Conduct. Such intervention or discipline may include counseling, parent/guardian conference, detention, suspension, transfer, or expulsion. Incidents of sexual harassment, depending on their nature, will be referred to law enforcement and reported to child protective services, as appropriate.

Retaliation

No District employee, representative, or agent may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any rights or privileges protected by this rule or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or determination under this rule.

The District prohibits retaliation against any participant in the reporting, complaint, or grievance process. A separate uniform complaint may be filed if retaliation occurs against any individual involved in the processing of a discrimination, harassment, or bullying complaint. Each complaint shall be investigated properly and in a manner which respects the privacy of all parties concerned. Follow-up with the student or employee will occur promptly to ensure that the harassment and/or retaliation has stopped and that there will be no further retaliation.

All persons are prohibited from knowingly proving false statements or knowingly submitting false information during the complaint process and any person who does so may be subject to disciplinary action outside of and in addition to any disciplinary action under this Rule.

Confidentiality and Retention of Investigation Information and Records

Except as necessary to complete a thorough investigation and grievance process as required by law, the identity of the Complainant(s), Respondent(s), witnesses, disclosure of the information, evidence, and records which is required to be disclosed to the parties or the designated representatives, the information, records, and evidence gathered in the investigation will otherwise be maintained in strict confidence by the District. The District is not responsible, nor can it control any re-publication or disclosure of such information, evidence or records by the participating witnesses, parties or representatives. The Title IX Coordinator will retain investigation files for a time period of no less than seven (7) years, and investigation determination notices will be permanently retained in individual employee and student files. Where a charge or civil action alleging discrimination, harassment, or retaliation has been filed, all relevant records will be retained until final disposition of the matter.

Training

The District will provide annual training to employees on identifying and reporting acts that may constitute discrimination, harassment or retaliation. The Title IX Coordinator, designated investigators, designated decision-makers, designated appeal officer, and any District administrators who are designated to facilitate informal resolution processes, will receive additional annual training on this policy and implementation of the grievance process.

The District will provide, as appropriate, instruction to students regarding discrimination, harassment, and retaliation.

Related Policies and Rules: 1100.4, 4001, 4001.1, 4001.2, 4001.3, 4100, 4163.3, 5010.1, 5010.2, 5020, 5020.1, 6002, 6640

Legal Reference: Title VI of the Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
34 C.F.R. §§ 106.30, 106.44, 106.45 (2020)
Section 504 of the Rehabilitation Act of 1973
Age Discrimination Act of 1975
Nebraska Equal Opportunity in Education Act

Rule Adopted: November 16, 2020

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

- Agenda Item:** Approval of Schematic Design for Morton Elementary School
- Meeting Date:** November 16, 2020
- Background/Description:** The progressive steps for construction projects are generally as follows:
1. Schematic Design (SD) * *Board Meeting Presentation*
 - “50 thousand feet view” – initial design and cost estimates
 2. Design Development (DD)
 - “10 thousand feet view” – refined design and cost estimates
 3. Construction Documents (CD) * *Board Meeting Presentation*
 - Final design and cost estimates for contractors to bid the project.
 4. Bidding/Awarding of Contract (BA) * *Board Meeting Presentation*
 - The receipt of bids and award of the construction contract.
 5. Contract Administration (CA)
 - Supervision and documentation of the construction project.

Attached is the Schematic Design and initial cost estimates for the Morton Elementary School project. Morton Elementary is one of the renovation projects budgeted in the 2020 bond.

The budget construction cost during the bond preparation process was \$1,175,568. This total cost is spread over several bond categories as indicated below:

Major Renovations:	\$431,568
Energy Efficiency:	\$265,000
Summer Projects:	<u>\$479,000</u>
Total	\$1,175,568

The Schematic Design Estimate is \$1,264,387. The difference in the estimates is due primarily to increased scope recommended in the Schematic Design Process such as: increased ceiling replacement in main office area and in the kitchen (\$30,000); additional vinyl wall covering removal and replacement at interior walls (\$7,000); refinishing of interior doors (\$11,000); additional toilet specialties and finishes associated with reworking the existing special education restroom (\$3,000); and additional plumbing demolition work associated with the new walk in freezer (\$13,000).

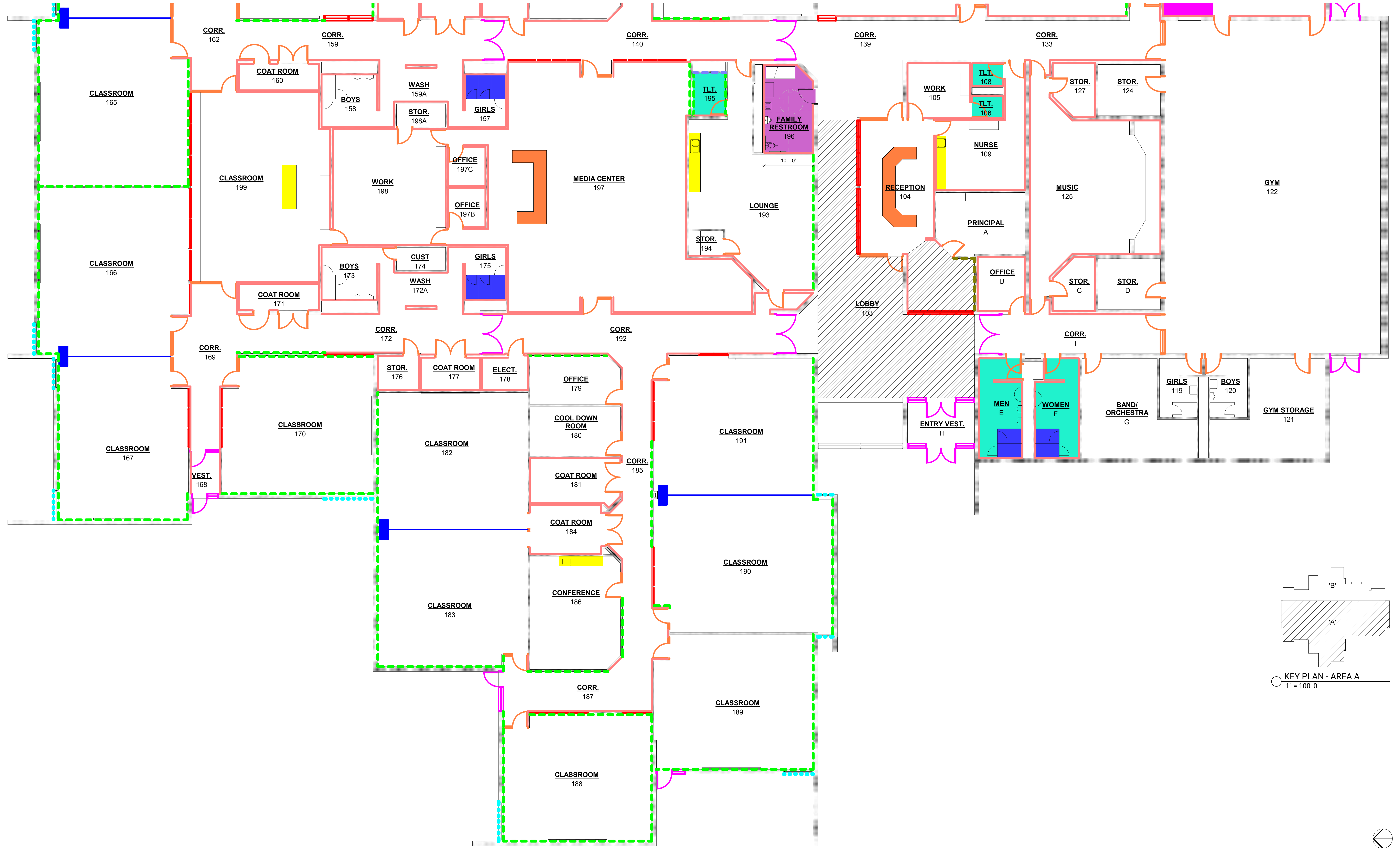
BCDM Architects will be present to answer any questions.

- Action Desired:** It is recommended that the schematic design for the Morton Elementary School project be approved as submitted.
- Policy / Strategic Plan Reference:** N/A

Responsible Person(s): Chad Meisgeier, Chief Financial Officer

Superintendent's Signature:

A handwritten signature in cursive script, appearing to read "Jim Deitrich", is displayed within a light gray rectangular box.

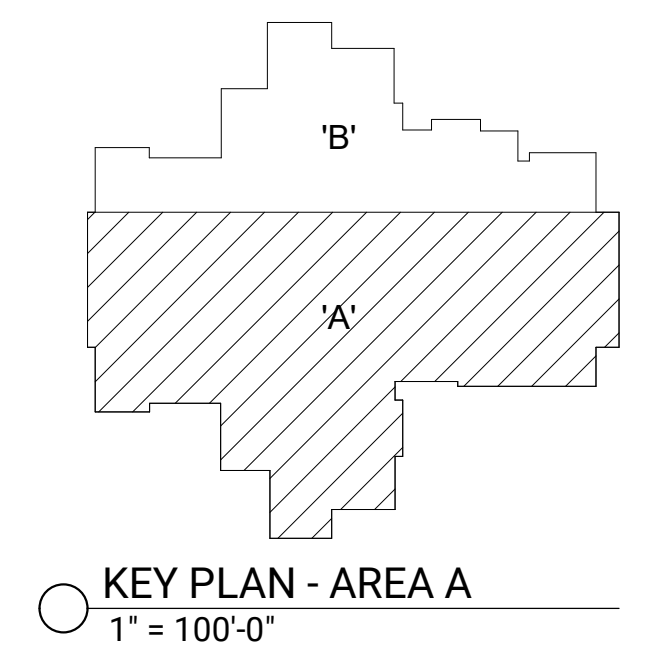


① FLOOR PLAN
1/8" = 1'-0"

FLOOR PLAN LEGEND

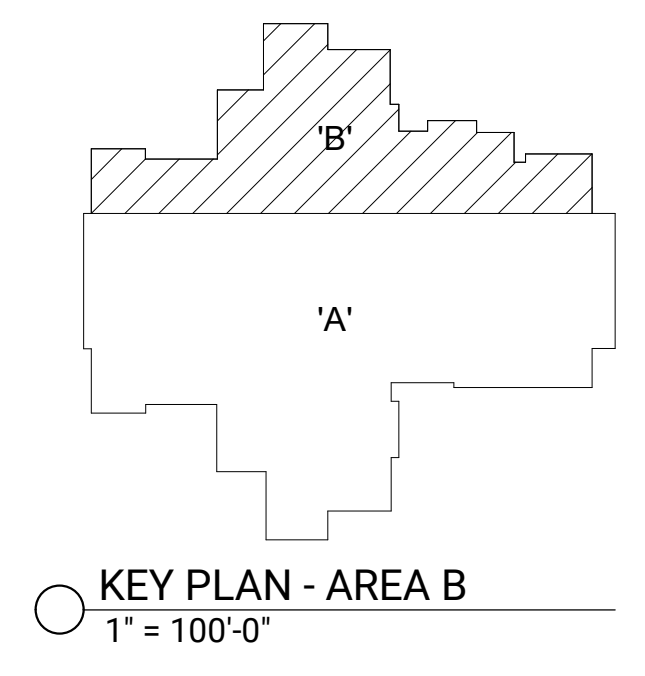
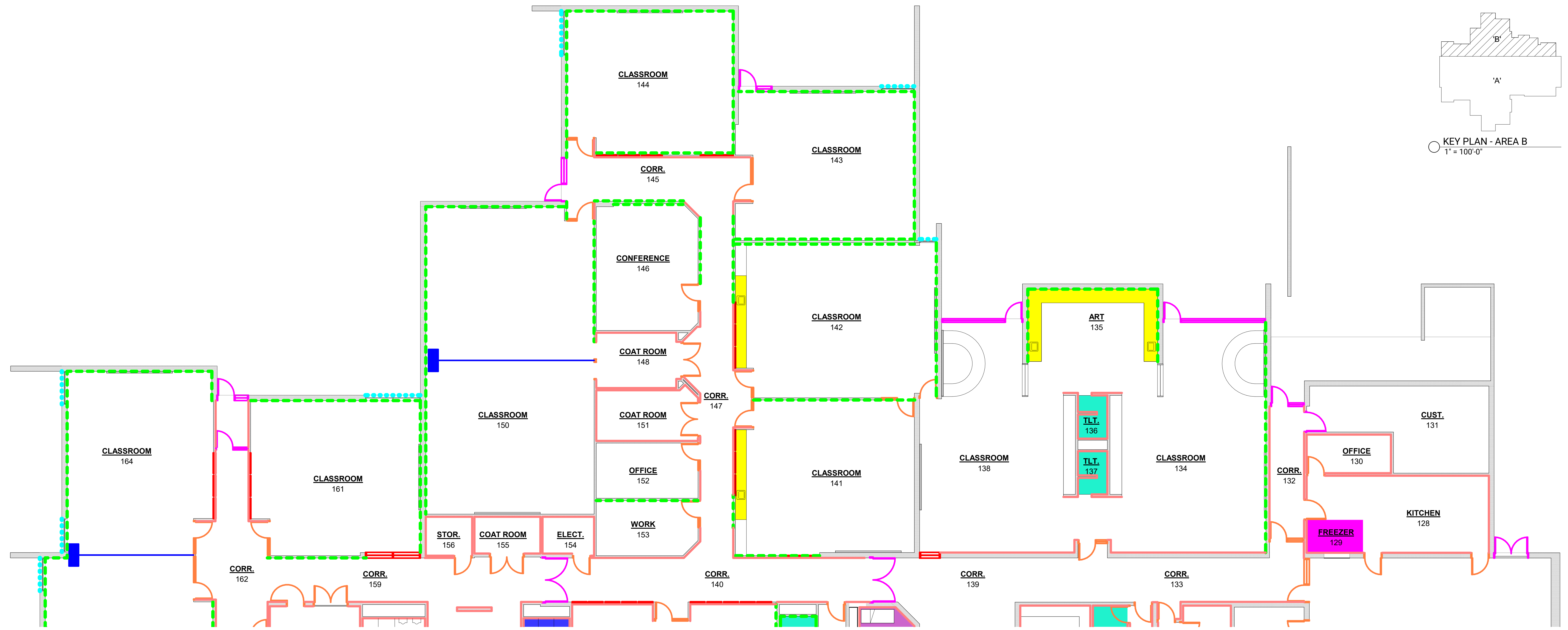
-  REFINISH WOOD DOORS AND PAINT HM FRAME
-  DEMO TACK WALL COVERING, REPLACE WITH NEW GYP & PAINT
-  DEMO WALLPAPER & PAINT
-  NEW TACK BOARDS / WHITE BOARDS
-  NEW PORCELAIN TILE
-  NEW TACK BOARDS / WHITE BOARDS
-  PAINT WALLS
-  NEW SOLID SURFACE COUNTERTOP
-  PAINT HM WINDOWS & NEW EXTERIOR WINDOW SHADE
-  NEW DESK
-  PAINT HM WINDOW FRAME
-  NEW TOILET PARTITIONS AND ACCESSORIES
-  DEMO OPERABLE PARTITION, INFILL W/ METAL STUDS AND GWB
-  DEMO WALL TILE AND REPLACE WITH NEW PORCELAIN TILE
-  NEW WALK-IN FREEZER
-  50 FIRST FEET REMODEL
-  NEW FAMILY RESTROOM

ADDITIONAL SCOPE NOT SHOWN ON PLAN:
 - REPLACE FIRE ALARM SYSTEM - ENTIRE BUILDING
 - REPLACE THREE DOMESTIC HOT WATER HEATERS



MPS MORTON ELEMENTARY - INTERIOR RENOVATIONS

MILLARD PUBLIC SCHOOLS



① FLOOR PLAN
1/8" = 1'-0"



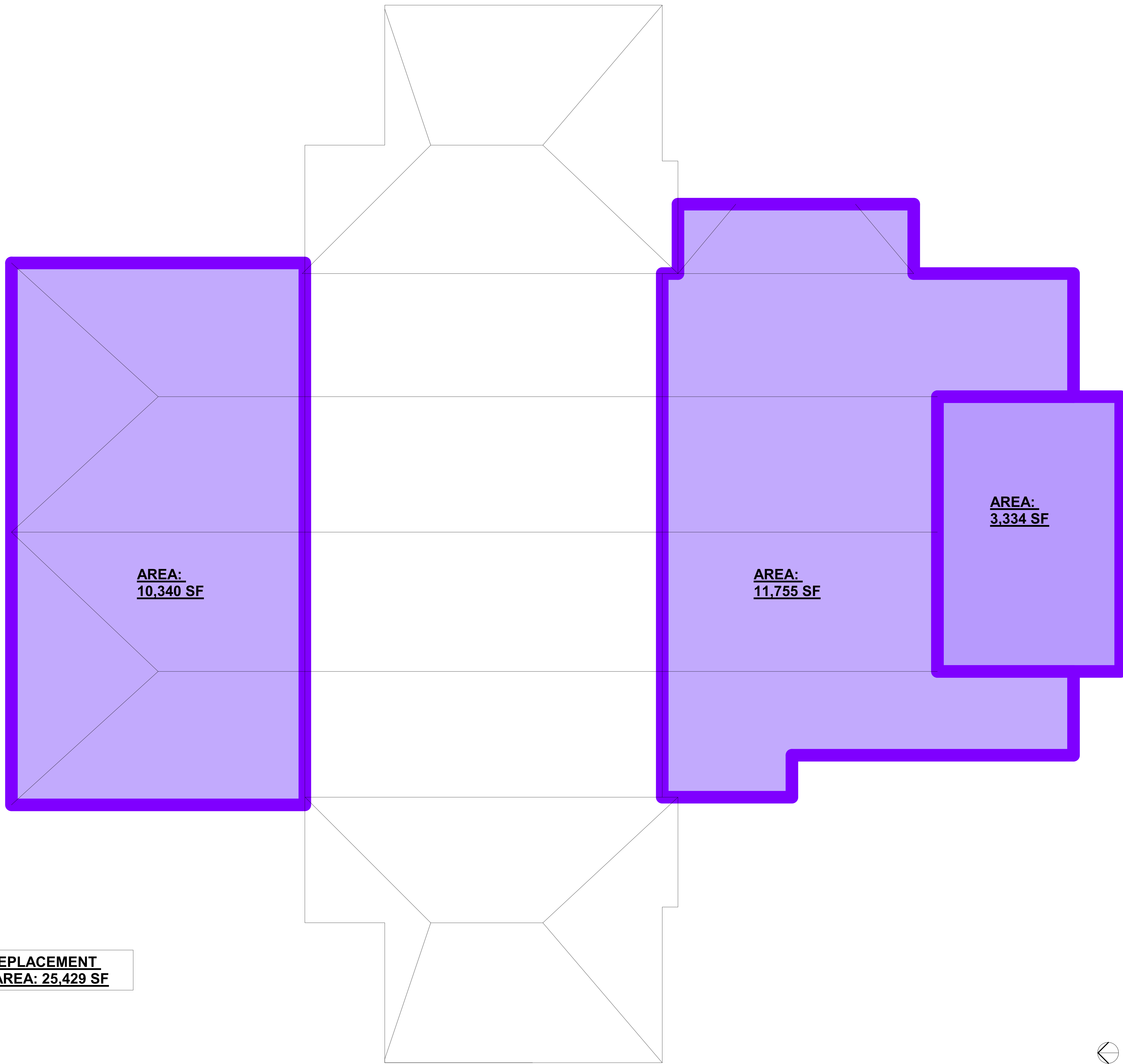
FLOOR PLAN LEGEND

- REFINISH WOOD DOORS AND PAINT HM FRAME
- PAINT HM DOORS AND HM FRAME
- DEMO TACK WALL COVERING, REPLACE WITH NEW GYP & PAINT
- DEMO WALLPAPER & PAINT
- NEW TACK BOARDS / WHITE BOARDS
- PAINT WALLS
- PAINT HM WINDOWS & NEW EXTERIOR WINDOW SHADE
- PAINT HM WINDOW FRAME
- DEMO OPERABLE PARTITION, INFILL W/ METAL STUDS AND GWB
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- NEW PORCELAIN TILE
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- NEW TOILET PARTITIONS AND ACCESSORIES
- 50 FIRST FEET REMODEL
- NEW FAMILY RESTROOM
- NEW WALK-IN FREEZER

ADDITIONAL SCOPE NOT SHOWN ON PLAN:
 - REPLACE FIRE ALARM SYSTEM - ENTIRE BUILDING
 - REPLACE THREE DOMESTIC HOT WATER HEATERS

MPS MORTON ELEMENTARY - INTERIOR RENOVATIONS

MILLARD PUBLIC SCHOOLS



ROOF REPLACEMENT
TOTAL AREA: 25,429 SF

① ROOF PLAN
3/32" = 1'-0"

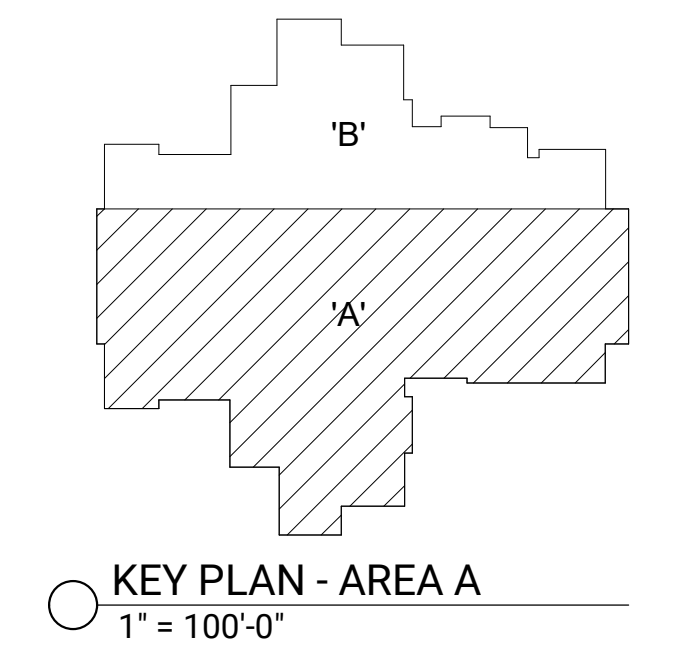


MPS MORTON ELEMENTARY - INTERIOR RENOVATIONS




MILLARD PUBLIC SCHOOLS



① REFLECTED CEILING PLAN - AREA A
1/8" = 1'-0"

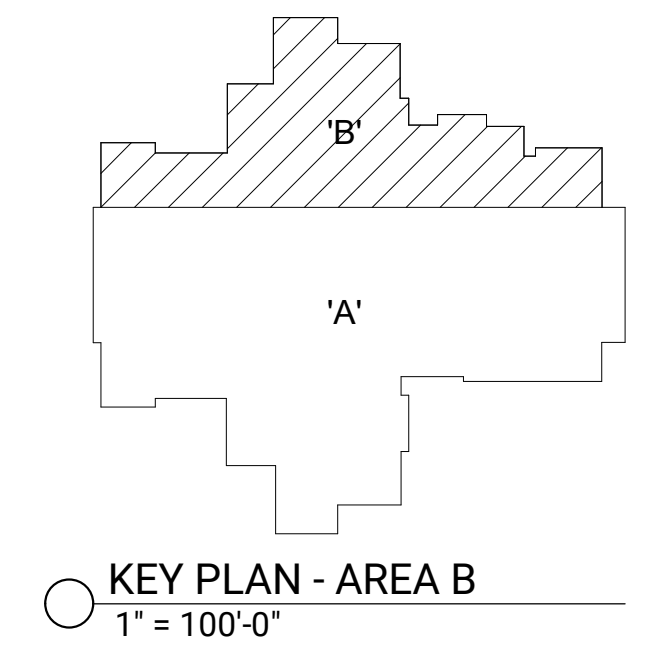


REFLECTED CEILING PLAN LEGEND

-  NEW ACOUSTIC TILE CEILING
-  NEW CLEANABLE ACOUSTIC TILE CEILING
-  EXISTING CEILING TO REMAIN

MPS MORTON ELEMENTARY - INTERIOR RENOVATIONS

MILLARD PUBLIC SCHOOLS



① REFLECTED CEILING PLAN - AREA B
1/8" = 1'-0"



REFLECTED CEILING PLAN LEGEND

- NEW ACOUSTIC TILE CEILING
- NEW CLEANABLE ACOUSTIC TILE CEILING
- EXISTING CEILING TO REMAIN

MPS MORTON ELEMENTARY - INTERIOR RENOVATIONS

MILLARD PUBLIC SCHOOLS

MORTON ELEMENTARY SCHOOL - 2020 BOND - INTERIOR RENOVATION
SD PROBABLE COST ESTIMATE
11/6/2020

DIVISION	DESCRIPTION	COST
1	GENERAL CONDITIONS	\$ 164,920
2	Existing Conditions	\$ -
3	CONCRETE	\$ -
4	MASONRY	\$ -
5	METALS	\$ -
6	WOOD PLASTICS & COMPOSITES	\$ -
7	THERMAL / MOISTURE PROTECTION	\$ 354,000
8	DOORS & WINDOWS	\$ -
9	FINISHES	\$ 211,605
10	SPECIALTIES	\$ 14,500
11	EQUIPMENT	\$ 42,500
12	FURNISHINGS	\$ 88,862
13	SPECIAL CONSTRUCTION	\$ -
14	CONVEYING SYSTEMS	\$ -
21	FIRE SUPPRESSION	\$ -
22	PLUMBING	\$ 260,000
23	HEATING VENTILATING & AIR CONDITIONING	\$ -
26	ELECTRICAL	\$ 128,000
27	SPECIAL SYSTEMS	\$ -
31	EARTHWORK	\$ -
32	EXTERIOR IMPROVEMENTS	\$ -
	TOTAL	\$ 1,264,387

**AGENDA SUMMARY
SHEET**

- Agenda Item:** Award of Contract for North Middle School Intercom Replacement
- Meeting Date:** November 16, 2020
- Background/
Description:** This is a summer project funded with the proceeds from the 2020 bond issue.
- Copies of the engineer's letter and the bid tab are attached. A representative from Morrissey Engineering will be present to answer any questions.
- Action Desired:** It is recommended that the contract for the North Middle School Intercom Replacement be awarded to Tred-Mark Communications in the amount of \$130,000 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.
- Policy /
Strategic Plan
Reference:** N/A
- Responsible Person(s):** Chad Meisgeier, Chief Financial Officer

Superintendent's Signature:



November 5, 2020

Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Attn: Steve Mainelli

Project #20244: North Middle School Intercom Replacement
RE: Bid Proposals dated November 5, 2020

Mr. Mainelli:

Bids were received for the North Middle School Intercom Replacement at MPS Support Services Center on November 5th, 2020 at 9:30 a.m. Per the attached bid tab, five bids were received. The low bid was submitted by Tred-Mark Communications in the amount of \$130,000. Tred-Mark Communications has satisfactorily completed several projects with Morrissey Engineering and MPS in the past.

The bid amount of \$130,000 is lower than the original estimate of \$275,000. This can be attributed to several factors. The cost of classroom telephones and licensing being changed from a project cost to a separate contract between the District and the District's phone provider, saving the District contractor mark-ups. Also, several large projects in the Omaha area have been put on hold due to COVID, creating a competitive bidding environment for electrical and technology projects.

Following discussions with district staff, we recommend awarding the bid to Tred-Mark Communications in the amount of \$130,000 (one hundred thirty thousand dollars).

Tred-Mark Communications indicated on their Bid Proposal they would finish by July 30st, 2021 per the specifications.

Please advise if you require any additional information.

Sincerely,



Jeff Hemje, PE

Enclosure

PROJECT: MPS North MiddleSchool Intercom System Replacement

BID DATE: 11/5/2020

BID TIME: 10:00 AM

MEI PROJECT NO.: 20244



BID TABULATION

BIDDERS	Base Bid	Addendum #1	Addendum #2	Unit Price	Bid Bond	Comments
Computer Cable Connection	\$189,757	Yes		\$250	Yes	
Electronic Sound	\$161,870	Yes	Yes	\$385	Yes	
Kidwell, Inc.	\$157,519	Yes		\$256	Yes	
Miller Electric	\$135,161	Yes	Yes	\$295	Yes	
Tred-Mark Communications	\$130,000	Yes	Yes	\$295	Yes	

Bids to replace the intercom system at North Middle School as described in construction documents dated 10/13/20

**AGENDA SUMMARY
SHEET**

Agenda Item: Award of Contract for West High School Intercom Replacement

Meeting Date: November 16, 2020

**Background/
Description:** This is a summer project funded with the proceeds from the 2020 bond issue.

Copies of the engineer's letter and the bid tab are attached. A representative from Morrissey Engineering will be present to answer any questions.

Action Desired: It is recommended that the contract for the West High School Intercom Replacement be awarded to Computer Cable Connection in the amount of \$305,757 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Chad Meisgeier, Chief Financial Officer

Superintendent's Signature:



November 5, 2020

Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Attn: Steve Mainelli

Project #20247: West High School Intercom Replacement
RE: Bid Proposals dated October 29, 2020

Mr. Mainelli:

Bids were received for the West High School Intercom Replacement at MPS Support Services Center on October 29th, 2020 at 9:30 a.m. Per the attached bid tab, four bids were received. The low bid was submitted by Computer Cable Connection, Inc. in the amount of \$305,757. Computer Cable Connection has satisfactorily completed several projects with Morrissey Engineering and MPS in the past including one previous intercom system replacement.

The bid amount of \$305,757 is significantly lower than the original estimate of \$1,050,000. This can be attributed to several factors. During design it was discovered that data cabling recently installed as part of a separate district project was able to be utilized for this project, significantly reducing the amount of new cabling needed. Additionally, the cost of classroom telephones and licensing was changed from a project cost to a separate contract between the District and the District's phone provider, saving the District contractor mark-ups. Finally, several large projects have been put on hold due to COVID, creating a competitive bid environment for electrical and technology projects. Based on these changes, our revised estimate for the scope of work that was bid is \$400,000.

Following discussions with district staff, we recommend awarding the bid to Computer Cable Connection in the amount of \$305,757 (three hundred five thousand, seven hundred fifty seven dollars).

Computer Cable Connection indicated on their Bid Proposal they would finish by July 30st, 2021 per the specifications.

Please advise if you require any additional information.

Sincerely,



Jeff Hemje, PE

Enclosure

PROJECT: MPS West High School Intercom System Replacement

BID DATE: 10/29/2020

BID TIME: 10:00 AM

MEI PROJECT NO.: 20247



BID TABULATION

BIDDERS	Base Bid	Addendum #1	Addendum #2	Unit Price	Bid Bond	Comments
Computer Cable Connection	\$305,757	Yes	Yes	\$250	Yes	
Kidwell, Inc.	\$329,280	Yes	Yes	\$256	Yes	
Miller Electric	\$353,186	Yes	Yes	\$295	Yes	
Tredmark Communications	\$332,000	Yes	Yes	\$300	Yes	

**AGENDA SUMMARY
SHEET**

Agenda Item: Award of Contract for Harvey Oaks Elementary School Chiller Replacement

Meeting Date: November 16, 2020

**Background/
Description:** This is a summer project funded with the proceeds from the 2020 bond issue.

Copies of the engineer's letter and the bid tab are attached. A representative from Morrissey Engineering will be present to answer any questions.

Action Desired: It is recommended that the contract for the Harvey Oaks Elementary School Chiller Replacement be awarded to Ray Martin Company in the amount of \$186,000 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Chad Meisgeier, Chief Financial Officer

Superintendent's Signature:



November 6, 2020

Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Attn: Jeremy Madson

Project #20232: Harvey Oaks Elementary Chiller Replacement
RE: Bid Proposals dated October 29, 2020

Jeremy:

Bids were received for the Harvey Oaks Elementary Chiller Replacement at MPS Support Services Center on October 29th, 2020 at 9:00 a.m. The project includes the replacement of an air cooled chiller, associated hydronic piping and hydronic specialties, electrical work, and temperature controls associated with the chiller. An add alternate was requested to replace approximately 150' of original (1978) buried chilled water piping. The MPS initial estimate for the project was for \$250,000.

Per the attached bid tab, nine bids were received. The low base bid was submitted by Ray Martin Company in the amount of \$149,500. Ray Martin Company bid Alternate #1 at \$36,500 which combined with their base bid gave them the lowest combined bid price of \$186,000.

Ray Martin Company has satisfactorily completed several projects with Morrissey Engineering and MPS in the past. Our estimate for the project construction cost including alternate #1 was \$218,000 (two-hundred, eighteen-thousand dollars). Ray Martin Company has successfully completed several projects for Millard Public Schools in the past as the prime contractor. Therefore, we are recommending accepting the combined base bid and add alternate #1 from Ray Martin Company in the amount of \$186,000 (one-hundred, eighty-six thousand dollars).

Ray Martin Company indicated on their Bid Proposal they would complete the project by July 30st, 2021 per the specifications.

Please advise if you require any additional information.

Sincerely,



Jason Eickmeier, PE

Enclosure

PROJECT: MPS Harvey Oaks Elementary Chiller Replacement

BID DATE: 10/29/2020

BID TIME: 9:00 AM

MEI PROJECT NO.: 20232



BID TABULATION

BIDDER	Base Bid	Alternate #1	Addendum #1	Addendum #2	Addendum #3	Bid Bond	Comments
Fluid Mechanical	\$193,700	\$21,700	YES	YES	YES	YES	
Grunwald Mechanical	\$169,400	\$25,820	YES	YES	YES	YES	
Johnson Controls	\$165,841	No Bid	YES	YES	YES	YES	
Mechanical Systems	\$191,200	\$36,000	YES	YES	YES	YES	
MMC Contractors	\$198,300	\$25,250	YES	YES	YES	YES	
Prairie Mechanical	\$172,800	\$32,400	YES	YES	YES	YES	
Rasmussen Mechanical	\$220,834	\$27,780	YES	YES	YES	YES	
Ray Martin	\$149,500	\$36,500	YES	YES	YES	YES	
Waldinger Corporation	\$203,100	\$29,460	YES	YES	YES	YES	

Bids to replace the chiller at Harvey Oaks Elementary as described in construction documents dated 10/08/20, and addendums 1, 2 and 3.

**AGENDA SUMMARY
SHEET**

Agenda Item: Award of Contract for Neihardt Elementary School Chiller Replacement

Meeting Date: November 16, 2020

**Background/
Description:** This is a summer project funded with the proceeds from the 2020 bond issue.

Copies of the engineer's letter and the bid tab are attached. A representative from Morrissey Engineering will be present to answer any questions.

Action Desired: It is recommended that the contract for the Neihardt Elementary School Chiller Replacement be awarded to MMC Contractors in the amount of \$395,750 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Chad Meisgeier, Chief Financial Officer

Superintendent's Signature:



November 6, 2020

Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Attn: Jeremy Madson

Project #20236: Neihardt Elementary Chiller Replacement
RE: Bid Proposals dated November 5, 2020

Jeremy:

Bids were received for the Neihardt Elementary Chiller Replacement Project at MPS Support Services Center on November 5, 2020 at 9:00 a.m. The project includes the replacement of an air-cooled chiller, water cooled chiller, associated hydronic piping and hydronic specialties, electrical work, and temperature controls associated with the chiller. The MPS initial estimate for the project was \$300,000.

The initial project scope included the like for like replacement of an original water-cooled chiller and an air-cooled chiller added during an addition project. Having unequally sized chillers of different types is an unconventional arrangement for this type of application and requires the district maintenance staff to maintain additional types of equipment. In order to simplify the building operation and maintenance it was recommended to MPS to revise the project scope to replace both chillers with a single air-cooled chiller. This will result in less equipment to maintain and will simplify the operation of the building. A new platform was included around the roof mounted chiller to improve maintenance.

As part of the process to apply for OPPD energy rebates associated with the project, the existing temperature controls throughout the building were evaluated and it was discovered that there is a large quantity of obsolete pneumatic controls throughout the building. A \$70,000 allowance was added to the project scope via addendum to support replacement of the remaining pneumatic controls.

Per the attached bid tab, seven bids were received. The low base bid was submitted by Prairie Mechanical in the amount of \$337,000. This bid was \$58,750 lower than the next lowest bidder, MMC Contractors. Morrissey Engineering contacted Prairie Mechanical to discuss the completeness of their bid and it was determined that they had made a clerical/mathematical error and had omitted the temperature control allowance. If this had been included with their bid, they would have been the third lowest bidder. Prairie Mechanical has withdrawn their bid and released their bid bond.

The lowest complete bid was submitted by MMC Contractors in the amount of \$395,750.

MMC Contractors has satisfactorily completed several projects with Morrissey Engineering and MPS in the past. Our estimate for the project construction cost including the temperature control allowance was \$417,000 (four-hundred, seventeen-thousand dollars). Therefore, we are recommending accepting the base bid from MMC Contractors in the amount of \$395,750 (three-hundred ninety-five thousand, seven-hundred and fifty dollars).

MMC Contractors indicated on their Bid Proposal they would complete the project by July 30st, 2021 per the specifications.

Please advise if you require any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Eickmeier". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jason Eickmeier, PE

Enclosure

PROJECT: MPS Neihardt Elementary Chiller Replacement
BID DATE: 11/5/2020
BID TIME: 9:00 AM
MEI PROJECT NO.: 20236



BID TABULATION

BIDDER	Base Bid	Addendum #1	Addendum #2	Addendum #3	Bid Bond	Comments
Fluid Mechanical	\$424,800	YES	YES	YES	YES	
Grunwald Mechanical	\$399,101	YES	YES	YES	YES	
Johnson Controls	\$495,303	YES	YES	YES	YES	
Mechanical Systems	\$454,720	YES	YES	YES	YES	
MMC Contractors	\$395,750	YES	YES	YES	YES	
Prairie Mechanical	\$337,000	YES	YES	YES	YES	BID WITHDRAWN DUE TO OMISSION OF PNEUMATIC TEMPERATURE CONTROL REPLACEMENT ALLOWANCE
Ray Martin	\$449,300	YES	YES	YES	YES	

Bids to replace the chiller at Neihardt Elementary as described in construction documents dated 10/15/20, and addendums 1, 2 and 3.



2842 Tucker St.
Omaha, NE 68112
Phone: 402-331-4050
Fax: 402-331-4078

September 9, 2020

To whom it may concern:

Prairie Mechanical request to withdraw our Bid for project No: 20236 Neihardt Elementary chiller project due to clerical/mathematical results in omission of the allowance added via addendum and request to be released from our bid bond.

Sincerely,

Mark Hainline

Mark Hainline

Account Manager

Phone: 402.331.4050

Cell: 402.521-4013

Fax: 402.331.4078

mhainline@prairiemech.com

A large, semi-transparent watermark of the Prairie Mechanical Corporation logo is centered on the page. It features the word "PRAIRIE" in large, bold, white, sans-serif letters, with "MECHANICAL CORPORATION" in smaller, yellow, sans-serif letters below it. The logo is set against a light gray background with a yellow arc above and below the text, and four white hexagonal shapes at the corners.

**AGENDA SUMMARY
SHEET**

Agenda Item: Award of Contract for North High School Lighting Project

Meeting Date: November 16, 2020

**Background/
Description:** This is a summer project funded with the proceeds from the 2020 bond issue. This contract award is for the first of four phases.

Copies of the engineer's letter and the bid tab are attached. A representative from Morrissey Engineering will be present to answer any questions.

Action Desired: It is recommended that the contract for the North High School Lighting Project be awarded to Downs Electric in the amount of \$308,114 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

**Policy /
Strategic Plan
Reference:** N/A

Responsible Person(s): Chad Meisgeier, Chief Financial Officer

Superintendent's Signature:



November 5, 2020

Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Attn: Steve Mainelli

Project #20246: Millard North Lighting Upgrade – Phase 1
RE: Bid Proposals dated October 29, 2020

Mr. Mainelli:

Bids were received for the Millard North High School Lighting Upgrade Phase 1 at MPS Support Services Center on October 29th, 2020 at 10:30 a.m. Per the attached bid tab, five bids were received. The low base bid was submitted by Downs Electric in the amount of \$260,030 (two hundred sixty thousand thirty dollars). Downs Electric has successfully completed multiple projects for Millard Public Schools. The bids included alternates to change the type of luminaire and to add scope to the project. After discussion with District personnel, keeping the base specified luminaire and adding the scope in Alternate 2A is desired.

The total bid amount with alternate 2A included of \$308,114 is much lower than the original project estimate of \$500,000. We feel a few factors attributed to this great bid. First, prices of LED luminaires have continued to come down as they are somewhat of a technology commodity. Second, several large projects have been put on hold due to Covid so there is a general need for electrical work. A final consideration is that this project was bid earlier than normal so most electricians do not have any backlog for next summer at this point. We were advised by Downs Electric that they bid very aggressively for that reason, they saw this as a very desirable project and they now have known work for next summer.

Following discussions with district staff, we recommend awarding base bid and alternate 2A to Downs Electric in the amount of \$308,114 (three hundred eight thousand one hundred fourteen dollars)

Downs Electric indicated on their Bid Proposal they would finish by July 30th, 2021 per the specifications.

Please advise if you require any additional information.

Sincerely,



Andrew Lang, PE

Enclosure

PROJECT: MPS North High School Lighting Upgrade - Phase 1

BID DATE: 10/29/2020

BID TIME: 10:30 AM

MEI PROJECT NO.: 20246



BID TABULATION

BIDDERS	Base Bid	Alt #1	Alt #2A	Alt #2B	Addendum #1	Addendum #2	Bid Bond	Comments
Downs Electric	\$260,030	\$25,192	\$48,084	\$51,886	Yes	Yes	Yes	
IES Commercial	\$320,590	\$21,665	\$57,900	\$61,050	Yes	Yes	Yes	
Kidwell, Inc.	\$378,674	\$32,159	\$74,196	\$77,947	Yes		Yes	No Acknowledgement of Addendum #2
Strategic Electric	\$340,210	\$34,840	\$59,460	\$78,700	Yes	Yes	Yes	
Superior Lighting	\$328,633	\$44,637	\$63,882	\$70,898	Yes	Yes	Yes	

Bids to replace the existing interior lighting at North High School as described in construction documents dated 10/13/20

AGENDA SUMMARY SHEET

Agenda Item: Approval K-12 Social Studies Framework

Meeting Date: November 16, 2020

Background/Description: In November 2019, the Nebraska Department of Education adopted new social studies standards. By law, districts are then required to either adopt the standards as written or adopt standards that are equal to or more rigorous than the state adopted standards.

Therefore, the K-12 Social Studies Framework: Part I is being presented for approval. The Framework includes: Millard Public Schools Mission and Beliefs; K-12 Social Studies Philosophy; Millard Essential Learner Outcomes (6110.1); Curriculum Planning Committee, and Community Focus Group; the Timeline of Developmental Events; and the K-12 Social Studies Matrix containing Nebraska State and Standards and Indicators and Millard Standards and Indicators going beyond the required state standards. The appendix includes Middle-Level Course Descriptions and the 9-12 Proposed Course Sequence and Course Descriptions.

The K-12 Social Studies Curriculum Planning Committee consisted of 37 district members. The K-12 Social Studies Framework: Part I is being presented for approval. This approval will allow us to begin considering what is included in courses and instructional materials. Part II: Textbook/Instructional Materials Selection will be presented for approval during 2021-2022 school year.

Action Desired: Approval K-12 Social Studies Framework, Part I

Policy/Strategic Plan Reference: Strategy 2: We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.

Responsible Person(s): Dr. Heather Phipps, Dr. Tony Weers, Andy Defreece, Nichole Schwab, Ellen Kramer, and Matthew Scott

Superintendent's Signature:



K-12

Social Studies Framework

Part I: K-12 Matrix
November 16, 2020



The Millard School District does not discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission to or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 4001.2. School personnel or job applicant complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3. Complaints by students or parents regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 5010.2. Student or parent complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.

Table of Contents

District Mission, Beliefs, and Philosophy	4
Millard Essential Learner Outcomes	5
Curriculum Planning Committee Members	8
Community Focus Group Members	9
Research Subcommittees	10
Timeline of Social Studies Curriculum Cycle Meetings	11
Introduction of K-12 Social Studies Matrix	13
Matrix: Content Standards and Indicators	14
<ul style="list-style-type: none"> ● Elementary Courses ● Secondary Courses 	
Appendix	47
<ul style="list-style-type: none"> ● Introduction to K-12 Social Studies Courses and Electives 	

District Mission and Beliefs

Social Studies Philosophy

District Mission:

The mission of the Millard Public Schools is to guarantee that each student demonstrates the character, knowledge, and skills necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that engages and challenges all students.

District Beliefs:

We Believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- Shaping and developing character is the shared responsibility of the individual, family, school, and community
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Educated and involved citizens are necessary to sustain our democratic society.
- All schools are accountable to the community.
- Public education benefits the entire community and is the shared responsibility of all.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.
- Excellence is worth the investment.

K - 12 Social Studies Philosophy Statement:

Social Studies education prepares students to be actively engaged citizens in a culturally diverse and democratic society. Through an integrated study of disciplines with multiple perspectives, students are empowered with the knowledge and skills necessary to think critically and make informed personal and civically responsible decisions in an interdependent world.

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·
- FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·
- CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·
- COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will apply writing skills and strategies to communicate.
- Students will learn and apply speaking, listening, and presentation skills and strategies to communicate.
- Students will identify, locate, and evaluate information.

MATHEMATICS

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

SOCIAL STUDIES

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and

international levels.

- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

FINANCIAL WELL-BEING

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

CREATIVITY AND INNOVATION

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

COLLABORATION AND TEAMWORK

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

CITIZENSHIP AND PERSONAL RESPONSIBILITY

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013

Millard Public Schools
Omaha, Nebraska

Millard Public Schools 2020 Social Studies Curriculum Planning Committee Members

Under the facilitation of Nichole Schwab, Ellen Kramer, and Matthew Scott, Curriculum & Instruction MEP Facilitators

Elementary

Jason Bealle - 5th Grade, Ackerman
Nicole Burton - Administrator, Rohwer
Angela Carter - 3rd Grade, Morton
Conni Charles - Montessori, Norris
Nichole Christie - 2nd Grade, Norris
Jimmy Feeney III - Administrator, Bryan
Traci Gunter - 4th Grade, Upchurch
Cathy Hall - 3rd Grade IB, Aldrich
Rachel Harding - 5th Grade, Reeder
Karen Hutton - Special Education, Cottonwood
Tonya Larson - 1st Grade, Willowdale
Kirshell McClannan - Teacher Librarian, Cody
Alison McFarland - Kindergarten, Holling Heights
Diana Weis - 5th Grade Core, Cather

Secondary

Dr. Jennifer Allen - Administrator, West HS
Angela Bosak - Psychology, Horizon HS (Spring 2020) History, West HS (Fall 2020)
Bryant Bull - History, West HS
David Diehl - History, North HS
Matt Geerts - Administrator, South HS
Eric Grandgenett - Administrator, Andersen MS
Jessica Hacker - Geography/History, North HS
Brad Krebs - 8th Grade, Russell MS
Karen Newton - Special Education, West HS
Melissa O'Mara - 6th Grade, Beadle MS
Brent Snow - Administrator, Russell MS
Matt Turner - History, Government & Economics, South HS
Jerrold Warren - 7th Grade, Central MS
Meryl Zadina - History, South HS

District

Dr. Angela Daigle - Library Services Department Head
Andy DeFreece - Director of Elementary and Early Childhood Education
Ellen Kramer - K-5 Science, Social Studies, & Health Curriculum & Instruction MEP Facilitator
Monica Hutfles - K-12 HAL Program Facilitator
Dr. Kara Hutton - Coordinator of Special Programs
Nichole Schwab - 6-12 Social Studies Curriculum & Instruction MEP Facilitator
Matthew Scott - K-5 Mathematics Curriculum & Instruction MEP Facilitator
Stan Segal - MEP Technology Facilitator
Dr. Tony Weers - Director of Secondary Education

Millard Public Schools 2020 Social Studies Community Focus Group

145

Under the facilitation of Nichole Schwab, Ellen Kramer, and Matthew Scott, Curriculum & Instruction MEP Facilitators

Dr. Kristy Carlson	University of Nebraska Medicine and MPS Parent
Andy DeFreece	Director of Elementary and Early Childhood Education, MPS
Marni Driessen	Omaha Public Schools Curriculum Specialist and MPS Parent
Dr. LaTrina Hall	University of Nebraska-Omaha Service Learning Academy
Matt Hilderbrand	Papillion - La Vista Public Schools Principal and MPS Parent
Amanda Humphrey	MPS Parent
Abby Jung	Director of Education Services, Durham Museum
Angela McGraw	Assistant Director of Secondary Partnerships, Metro Community College
Dr. Elizabeth Mulkerrin	Vice President of Education, Henry Doorly Zoo
Julie Sigmon	Omaha STEM Ecosystem, Henry Doorly Zoo
Dr. Tony Weers	Director of Secondary Education, MPS

Under the facilitation of Nichole Schwab, Ellen Kramer, and Matthew Scott, Curriculum & Instruction MEP Facilitators, members of the Curriculum Planning Committee engaged in analysis and discussions about concerns, opportunities, weaknesses, and strengths of Social Studies education in Millard Public Schools. From this analysis and discussion seven research topics were determined:

- **Inquiry**, inquiry-based instruction in Social Studies education
- **Standards**, examining the 4 elements of the C3 Inquiry Arc and engaged citizenship embedded within the 2019 Nebraska Social Studies Standards
- **Elementary Instructional Time**
- **Assessment** that aligns with instructional shifts in Social Studies education
- **Engaged Citizenship**
- **Best Practices** that support achievement in Social Studies education
- **Literacy** connections to Social Studies instruction

Timeline of Social Studies Curriculum Cycle Meetings

Phase I (2020) Elementary & Secondary

Date	Group/Purpose
January 23, 2020	Social Studies Curriculum Planning Committee (CPC) Kick Off Orientation to the Phase I process, roles of committee members, introduction to C3 Framework
February 27, 2020	CPC Meeting #1 Professional Learning on pedagogical shifts (inquiry) in Social Studies, review of data book, identification of critical issues, development of research subcommittees and research questions
March 5, 2020	Community Focus Group Explained state and district policies, curriculum adoption process, shifts in Social Studies teaching and learning Discussed critical issues and vision for Social Studies education in order for students to be successful beyond high school
Timeline Adjustments due to Covid-19 Pandemic	
February 28, 2020 - September 14, 2020	Social Studies Research Subcommittees conducted research on seven critical issues and research questions
September 15, 2020	CPC Virtual Meeting Provide updates, expectations, and timeline, gather questions from CPC members, provide template/criteria for video presentations for research groups
September 15, 2020 - September 24, 2020	Independent CPC Work Research groups prepare 2-minute video presentations on research
October 1, 2020	CPC Virtual Meeting <ul style="list-style-type: none"> ● Members shared feedback from video reviews over research ● Determined how the research will inform work going forward ● Developed philosophy statement ● Orientation to framework template ● Next steps: Does the standard statement align with our vision/philosophy for SS Ed?

October 22, 2020	<p>CPC Virtual Meeting</p> <p>Began drafting a Philosophy Statement and collected input from CPC members about the structure of state standards</p>
October 27, 2020	<p>CPC Virtual Meeting</p> <p>Secondary members (9-12) of Curriculum Planning Committee discussed potential course offerings, including course sequences for secondary level</p>
October 29, 2020	<p>CPC Virtual Meeting</p> <p>Completed review of the Philosophy Statement and framework structure</p>
November 3, 2020	<p>CPC Virtual Meeting</p> <p>Secondary members (9-12) of Curriculum Planning Committee developed individual course frameworks for all high school courses</p>
November 16, 2020	<p>K-12 Social Studies Framework proposal submitted to Board of Education for approval</p>

Introduction

The K-12 Social Studies Standards and Indicators are sequenced in the following Matrix.

Nomenclature

The nomenclature for the standards and indicators is as follows:

SS Social Studies State Standard

M Millard

K-12 Grade Level

1-4 Discipline

- 1. Civics
- 2. Economics
- 3. Geography
- 4. History

1 Topic

a Indicator

Example:

SS 6.1.1 ←(Standard) Investigate the foundations, structures, and functions of governmental institutions.				
SS 6.1.1.a ←(Indicator) Analyze the different forms of government through the study of early civilizations.				
SS. content area	6. grade level	1. discipline	1. topic	a indicator
Social Studies	Grade 6	Civics	Forms and Function of Government	Analyze the different forms of government through the study of early civilizations

Discipline: Civics					
Topic: Forms and Functions of Government					
SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities. SS 3.1.1 Analyze the structure and function of local governments. SS 4.1.1 Synthesize and justify the structure and function of Nebraska’s government. SS 5.1.1 Synthesize and justify the structure and function of the United States government.					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.1.1.a Describe a rule and analyze its purpose.	SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives.	SS 2.1.1.a Contribute to developing rules by considering multiple points of view.	SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.	SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska’s Constitution and government.	SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.
SS K.1.1.b Identify roles in a family structure and explain their importance.	SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.	SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.	SS 3.1.1.b Communicate how and why a community creates laws.	SS 4.1.1.b Analyze the origin, structure, and function of Nebraska’s state government.	SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.
			SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.	SS 4.1.1.c Communicate how a bill becomes a law in the Nebraska unicameral.	SS 5.1.1.c Analyze how colonial and new states’ governments’ laws affected majority groups and marginalized groups within their population.
			SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government.	SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.	SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.
				SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government.	SS 5.1.1.e Justify the principles of the American Republic.

SS 5.1.1.f Analyze and contrast forms of government.

Discipline: Civics
Topic: Civic Participation

SS K.1.2 Demonstrate positive and productive citizenship skills.
 SS 1.1.2 Demonstrate positive and productive citizenship skills.
 SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.
 SS 3.1.2 Describe the impact of individual and group decisions at the community level.
 SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.
 SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.1.2.a Model citizenship skills.	SS 1.1.2.a Model and communicate citizenship skills.	SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.	SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.	SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.	SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.
SS K.1.2.b Communicate patriotic symbols, songs, actions, and cultural celebrations.	SS 1.1.2.b Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.	SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.	SS 3.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.	SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays.	SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.
SS K.1.2.c Communicate historical background and significance of national holidays.	SS 1.1.2.c Communicate historical background and significance of national holidays.	SS 2.1.2.c Communicate historical background and significance of national holidays.	SS 3.1.2.c Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.	SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.	SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.
	SS 1.1.2.d Compare and contrast historical and	SS 2.1.2.d Investigate ways to be actively	SS 3.1.2.d Identify and engage in opportunities to	SS 4.1.2.d Identify and engage in opportunities to	SS 5.1.2.d Explore models of group and individual

	current government figures that exemplify civic engagement.	engaged to improve family, school, and community.	serve the local community.	serve the state.	actions that illustrate civic ideas in the founding of the United States.
		SS 2.1.2.e Model and communicate characteristics of good citizenship.	SS 3.1.2.e Engage in discourse that demonstrates respect and consideration of multiple points of view.	SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved.	
			SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy.	SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.	

Discipline: Economics
Topic: Economic Decision Making

SS K.2.1 Differentiate between wants and needs in decision-making.
 SS 1.2.1 Explain how scarcity necessitates making choices.
 SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
 SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.
 SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.
 SS 5.2.1 Not addressed at this level

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.2.1.a Classify wants and needs and explain subsequent choices.	SS 1.2.1.a Identify gains and losses when choices are made.	SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.	SS 3.2.1.a Identify goods and services funded through state or local taxes.	SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.	
				SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.	

Discipline: Economics
Topic: Financial Literacy

SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.
 SS 1.2.2 Compare spending and saving opportunities.
 SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.
 SS 3.2.2 Evaluate choices and consequences for spending and saving.
 SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people’s spending and saving choices.
 SS 5.2.2 Not addressed at this level

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.2.2.a Explain the purposes of money.	SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.	SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.	SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.	SS 4.2.2.a Identify financial institutions in the community and their purposes.	

Discipline: Economics
Topic: Exchange and Markets

SS K.2.3 Not addressed at this level
 SS 1.2.3 Explain that resources are used to produce goods and services.
 SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.
 SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.
 SS 4.2.3 Investigate how resources are used to make other goods and produce services.
 SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	SS 1.2.3.a Categorize human and natural resources used to create goods and services.	SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.	SS 3.2.3.a Indicate various markets where buyers and sellers meet.	SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.	SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.
		SS 2.2.3.b. Describe how people in their communities earn income/wages through work.			

SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.

Discipline: Economics
Topic: National Economy

SS K.2.4 Not addressed at this level.
 SS 1.2.4 Not addressed at this level.
 SS 2.2.4 Identify the goods and services governments provide.
 SS 3.2.4 Describe how the local community trades with other communities.
 SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services
 SS 5.2.5 Summarize characteristics of economic institutions in the United States. .

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		SS 2.2.4.a Identify goods and services that local governments provide.	SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.	SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.	SS 5.2.5.a Describe the importance of financial institutions to households and businesses.
		SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.		SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska’s economy and surrounding states.	SS 5.2.5.b Explain the rules and laws that protect and support consumers.
					SS 5.2.5.c Identify goods and services funded through federal taxes.

Discipline: Economics
Topic: Global Economy

SS K.2.5 Not addressed at this level
 SS 1.2.5 Not addressed at this level
 SS 2.2.5 Not addressed at this level
 SS 3.2.5 Not addressed at this level
 SS 4.2.5 Not addressed at this level
 SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.
					SS 5.2.6.b Explain how trade impacts relationships between countries.

Discipline: Geography
Topic: Location and Place

SS K.3.1 Explore where (spatial) and why people, places and environments are organized in the world.
 SS 1.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.
 SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.
 SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.
 SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.
 SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.3.1.a Communicate personal directions to describe relative locations of people and objects.	SS 1.3.1.a Identify the four cardinal directions.	SS 2.3.1.a Compare and contrast maps and globes.	SS 3.3.1.a Identify and apply map elements.	SS 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska.	SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.
SS K.3.1.b Identify locations in the school and around the classroom.	SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.	SS 2.3.1.b Identify and describe locations in neighborhoods.	SS 3.3.1.b Use a map to identify location and distribution of physical and human features.	SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.	SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.

SS K.3.1.c Identify geographic tools as representations of local and distant places.	SS 1.3.1.c Create and use maps.	SS 2.3.1.c Identify and apply map elements.	SS 3.3.1.c Determine why things are located where they are in the community.	SS 4.3.1.c Determine why things are located where they are in Nebraska.	SS 5.3.1.c Determine why things are located where they are in the United States.
SS K.3.1.d Identify the difference between land and water on a globe.	SS 1.3.1.d Distinguish between continents and oceans.	SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes.	SS 3.3.1.d Locate specific places on maps and globes.	SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and land masses.	
		SS 2.3.1.e Explain why things are located where they are in neighborhoods.	SS 3.3.1.e Identify the continents, oceans, and hemispheres.		

Discipline: Geography
Topic: Regions

SS K.3.2 Explore places and regions.
 SS 1.3.2 Explore places and regions.
 SS 2.3.2 Compare places and regions.
 SS 3.3.2 Compare the characteristics of places and regions.
 SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.
 SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.3.2.a Identify physical characteristics of place.	SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.	SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.	SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.	SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.	SS 5.3.2.a Identify criteria used to define regions within the United States.
SS K.3.2.b Identify human characteristics of place.	SS 1.3.2.b Identify and differentiate between human features.	SS 2.3.2.b Describe local places and regions.	SS 3.3.2.b Compare and contrast local places and regions with other places and regions.	SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.	SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.
	SS 1.3.2.c Explain how places change over time.	SS 2.3.2.c Explain how places and regions change over time.	SS 3.3.2.c Explain how and why places and regions change over time.		

Discipline: Geography
Topic: Human-Environment Interaction

SS K.3.3 Explore the relationship between humans and their physical environment.
 SS 1.3.3 Explore the relationship between humans and their physical environment.
 SS 2.3.3 Describe relationships between humans and the physical environment.
 SS 3.3.3 Explain relationships between humans and the physical environment.
 SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.
 SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.3.3.a Identify types of weather and the impact of weather on everyday life.	SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life.	SS 2.3.3.a Identify examples of Earth's physical processes.	SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environment to suit their needs.	SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.	SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.
SS K.3.3.b Identify the four seasons.	SS 1.3.3.b Identify Earth's natural resources.	SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.	SS 3.3.3.b Identify ecosystems.	SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues.	SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.
SS K.3.3.c Inquire about how people prepare for and respond to severe weather.	SS 1.3.3.c Describe how people adapt to their physical environment.	SS 2.3.3.c Match resources to their sources.	SS 3.3.3.c Explain the importance of Earth's natural resources.	SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska.	SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.
		SS 2.3.3.d Describe how people adapt to their physical environment.	SS 3.3.3.d Describe how humans develop communities in local settings.	SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.	

Discipline: Geography
Topic: Movement

SS K.3.4 Recognize that people belong to different groups and live in different settings
 SS 1.3.4 Describe the characteristics of culture.
 SS 2.3.4 Describe different groups of people and the different settings where they live.
 SS 3.3.4 Compare and contrast the characteristics of local cultures.
 SS 4.3.4 Compare and contrast the characteristics of culture statewide.
 SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.3.4.a Identify students as members of various groups.	SS 1.3.4.a Identify cultural traits.	SS 2.3.4.a Describe cultures of the local community and other communities.	SS 3.3.4.a Compare and contrast cultural traits within a community.	SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.	SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.
SS K.3.4.b Identify places in the community where people may live.	SS 1.3.4.b Describe the characteristics of individual culture.	SS 2.3.4.b Identify examples of cultural markers in the community.	SS 3.3.4.b Describe examples of how and why cultures change in a community.	SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.	SS 5.3.4.b Compare and contrast population characteristics of the United States.
					SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.

Discipline: Geography
Topic: Geospatial Skills and Geo-literacy

SS K.3.5 Use geographic skills to make connections to students' lives.
 SS 1.3.5 Use geographic skills to make connections to students' lives.
 SS 2.3.5 Use geographic skills to make connections to students' lives.
 SS 3.3.5 Use geographic skills to make connections to issues and events.
 SS 4.3.5 Use geographic skills to make connections to issues and events.
 SS 5.3.5 Use geographic skills to interpret issues and events.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom.	SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.	SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.	SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community.	SS 4.3.5.a Identify and evaluate how changes in human and physical geography have shaped Nebraska.	SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.
				SS 4.3.5.b Explain the	SS 5.3.5.b Analyze aspects

				interrelationships of human or physical geographic characteristics of places in Nebraska.	of human and physical geography that have shaped the settlement and development of Early America.
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Discipline: History
Topic: Change, Continuity, and Context

SS K.4.1 Recognize patterns of continuity and change over time in themselves and others.
 SS 1.4.1 Recognize patterns of continuity and change over time in families.
 SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.
 SS 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).
 SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.
 SS 5.4.1 Investigate patterns of continuity and change over time from the PreColumbian era through the Constitution.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.4.1.a Identify concepts of time and chronology.	SS 1.4.1.a List and describe life events over time.	SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.	SS 3.4.1.a Describe community events over time using maps and other artifacts.	SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.	SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.
SS K.4.1.b Identify the sequence of personal events and their impact.	SS 1.4.1.b Compare and contrast family life from earlier times and today.	SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.	SS 3.4.1.b Compare and contrast how different communities have changed over time.		

Discipline: History
Topic: Multiple Perspectives

SS K.4.2 Recognize different perspectives of events.
 SS 1.4.2 Identify multiple perspectives of diverse family traditions.
 SS 2.4.2 Compare multiple perspectives of events within neighborhoods.
 SS 3.4.2 Describe and explain multiple perspectives of events within a community.
 SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 5.4.2 Describe and explain multiple perspectives of historical events in the PreColumbian era through the Constitution including marginalized and underrepresented groups.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.4.2.a Compare perspectives of self and others.	SS 1.4.2.a Compare and contrast family traditions across cultures.	SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.	SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.	SS 4.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.	SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.
			SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community.	SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history.	SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.

Discipline: History

Topic: Historical Analysis and Interpretation

SS K.4.3 Identify historical people, events, and symbols.
 SS 1.4.3 Describe historical people, events, and symbols.
 SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.
 SS 3.4.3 Select past and current events and people relevant to the community.
 SS 4.4.3 Analyze past and current events throughout Nebraska history.
 SS 5.4.3 Analyze past and current events and challenges from the PreColumbian era through the Constitution.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.4.3.a Recognize historical people from a variety of cultures.	SS 1.4.3.a Identify the contributions of historical people.	SS 2.4.4.a Construct and answer questions about neighborhood history.	SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents.	SS 4.4.3.a Analyze key sources in Nebraska history to determine credibility and context.	SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.
SS K.4.3.b Identify symbols of the United States.	SS 1.4.3.b Identify symbols of the United States.	SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.	SS 3.4.3.b Identify how decisions affected events in a community.	SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.	

SS K.4.3.c Differentiate between stories from the present and the past.	SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.	SS 2.4.4.c Gather and present historical information about a neighborhood.			
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Discipline: History
Topic: Historic Inquiry and Research

SS K.4.4 Develop historical inquiry and research skills.
SS 1.4.4 Develop historical inquiry and research skills.
SS 2.4.4 Develop historical inquiry and research skills.
SS 3.4.4 Develop historical inquiry and research skills.
SS 4.4.4 Develop historical inquiry and research skills.
SS 5.4.4 Apply the inquiry process to construct and answer historical questions.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
SS K.4.4.a Construct questions about personal history.	SS 1.4.4.a Construct and answer questions about family history.	SS 2.4.4.a Construct and answer questions about neighborhood history.	SS 3.4.4.a Construct and answer questions about multiple community histories from viewpoints of that community.	SS 4.4.4.a Construct and answer questions about Nebraska history.	SS 5.4.4.a Construct and answer questions about the PreColumbian era through the Constitution based on multiple sources.
SS K.4.4.b Identify and cite appropriate sources when conducting historical research.	SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.	SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.	SS 3.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.	SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.	SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.
SS K.4.4.c Gather and communicate historical information.	SS 1.4.4.c Gather and communicate historical information about families.	SS 2.4.4.c Gather and present historical information about a neighborhood.	SS 3.4.4.c Gather and communicate historical information about the community.	SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.	SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.

Secondary Social Studies Standards Matrix

Discipline: Civics						
Topic: Forms and Functions of Governments						
SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.	SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.	SS 8.1.1.a Identify and describe the different systems of government.			SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution.	SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution.
SS 6.1.1.b Identify the development of written laws and artifacts.	SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.	SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.			SS HS.1.1.b Evaluate the structure of American constitutional government.	SS HS.1.1.b Evaluate the structure of American constitutional government.
SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.	SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.	SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.			SS HS.1.1.c Analyze the functions of United States government and its outcomes.	SS HS.1.1.c Analyze the functions of United States government and its outcomes.
SS 6.1.1.d Investigate important government principles.		SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and			SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its	SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its

		history.			outcomes.	outcomes.
		SS 8.1.1.e Describe how important government principles are shown in American government.			SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.	SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.
		SS 8.1.1.f Analyze the development and significance of political parties in the United States.	SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.		SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.	SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.
					SS HS.1.1.g Analyze the roles that political parties have played in the United States.	SS HS.1.1.g Analyze the roles that political parties have played in the United States.
			SS HS.1.1.h Analyze United States foreign policy issues.		SS HS.1.1.h Analyze United States foreign policy issues.	SS HS.1.1.h Analyze United States foreign policy issues.

Discipline: Civics
Topic: Civic Participation

SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.
 SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.
 SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.
 SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.1.2.a Describe ways individuals participate in the political process.	SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.	SS 8.1.2.a Demonstrate ways individuals participate in the political process.			SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape	SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape

					policy.	policy.
SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.	SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.	SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.			SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.	SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.
	SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.	SS 8.1.2.c Demonstrate civic engagement.	SS HS.1.2.c Engage and reflect on participation in civic activities.	SS HS.1.2.c Engage and reflect on participation in civic activities.	SS HS.1.2.c Engage and reflect on participation in civic activities.	SS HS.1.2.c Engage and reflect on participation in civic activities.
		SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.			SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.	SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.
		SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.			SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.	SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.
			SS HS.1.2.f Analyze various media sources for accuracy and perspective.	SS HS.1.2.f Analyze various media sources for accuracy and perspective.	SS HS.1.2.f Analyze various media sources for accuracy and perspective.	SS HS.1.2.f Analyze various media sources for accuracy and perspective.

Discipline: Economics
Topic: Economic Decision Making

SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.
 SS 7.2.1 Not addressed at this level.
 SS 8.2.1 Not addressed at this level.
 SS HS.2.1 Apply economic concepts that support rational decision making.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.
SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.

Discipline: Economics
Topic: Financial Literacy

SS 6.2.2 Not addressed at this level
 SS 7.2.2 Not addressed at this level
 SS 8.2.2 Understand personal and business financial management.
 SS HS.2.2 Develop a plan to support short- and long-term goals.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
		SS 8.2.2.a Identify skills for future financial success.	Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS HS.2.2.a Develop a budget using a financial record keeping tool.
		SS 8.2.2.b Understand	Financial Literacy	Financial Literacy	Financial Literacy	SS HS.2.2.b Compare

		tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.	Requirement	Requirement	Requirement	166 and contrast different types of banking accounts and features.
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS HS.2.2.c Assess the effects of taxes on personal income.
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS HS.2.2.d Compare and contrast possible career choices.

SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS HS.2.3.a Compare and contrast the costs and benefits of different types and sources of credit and debt.
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS HS.2.3.b Investigate strategies to effectively manage debt and factors that influence credit ratings.

SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS HS.2.4.a Explain the importance of saving and investing early to ensure financial security.

			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS HS.2.4.b Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.
			Financial Literacy Requirement	Financial Literacy Requirement	Financial Literacy Requirement	SS HS.2.4.c Examine appropriate and cost effective risk management strategies.

Discipline: Economics
Topic: Exchange and Markets

SS 6.2.3 Explain the interdependence of producers and consumers.
SS 7.2.3 Not addressed at this level.
SS 8.2.3 Not addressed at this level.
HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.2.3.a Identify producers and consumers for Ancient civilizations.			SS HS.2.5.a Summarize the role of competition, markets, and prices.	SS HS.2.5.a Summarize the role of competition, markets, and prices.	SS HS.2.5.a Summarize the role of competition, markets, and prices.	SS HS.2.5.a Summarize the role of competition, markets, and prices.
SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.			SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.	SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.	SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.	SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.
			SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.	SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.	SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.	SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.

			SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.	SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.	SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.	SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.
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Discipline: Economics
Topic: National Economy

SS 6.2.4 Not addressed at this level
 SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.
 SS 8.2.4 Justify and debate economic decisions made by North American societies.
 SS HS.2.6 Explain how economic institutions impact different individuals and various groups.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.	SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.			SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.	SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.
	SS 7.2.4.b Identify the relationships between diverse socioeconomic groups and their economic systems in the modern world.	SS 8.2.4.b Explain how tax revenues are collected and distributed.	SS HS.2.6.b Calculate and describe the impact of economic indicators.		SS HS.2.6.b Calculate and describe the impact of economic indicators.	SS HS.2.6.b Calculate and describe the impact of economic indicators.
		SS 8.2.4.c Describe the progression of money and its role in early United States history.			SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.	SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.

SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.
 SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	SS 7.2.5.a Define the government's role in various economic systems.		SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.		SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.	SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.
	SS 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.					
	SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.					

SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.		SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.	SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.
			SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.		SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.	SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.
					SS HS.2.8.c Critique government policies and regulations in areas of market	SS HS.2.8.c Critique government policies and regulations in areas of market

					failure.	failure.
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SS HS.2.9 Examine the government’s influence on economic systems through fiscal policy.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
					SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.	SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.
					SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.	SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.

Discipline: Economics Topic: Global Economy						
SS 6.2.5 Not addressed at this level SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.	SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.	SS HS.2.10.a Explore comparative advantage among different countries.	SS HS.2.10.a Explore comparative advantage among different countries.	SS HS.2.10.a Explore comparative advantage among different countries.	SS HS.2.10.a Explore comparative advantage among different countries.

		SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.	SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.	SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.	SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.	SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.
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<p align="center">Discipline: Geography Topic: Location and Place</p>						
<p>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface. SS 7.3.1 Not addressed at this level. SS 8.3.1 Not addressed at this level. SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface.</p>						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.			SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.			
SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.			SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.		SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.	

<p align="center">Discipline: Geography Topic: Regions</p>
<p>SS 6.3.2 Not addressed at this level SS 7.3.2 Evaluate how regions form and change over time. SS 8.3.2 Examine how regions form and change over time.</p>

SS HS.3.2 Evaluate how regions form and change over time.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	SS 7.3.2.a Classify physical and human characteristics of places and regions.	SS 8.3.2.a Evaluate physical and human characteristics of places and regions.	SS HS.3.2.a Analyze physical and human processes that shape places and regions.	SS HS.3.2.a Analyze physical and human processes that shape places and regions.		
	SS 7.3.2.b Interpret the impact of land and water features on human decisions.	SS 8.3.2.b Determine the impact of land and water features on human decisions.	SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time.	SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time.	SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time.	
	SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.	SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.	SS HS.3.2.c Evaluate the interdependence of places and regions.	SS HS.3.2.c Evaluate the interdependence of places and regions.	SS HS.3.2.c Evaluate the interdependence of places and regions.	

Discipline: Geography
Topic: Human Environment Interaction

SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.
 SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
 SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
 SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.	SS 7.3.3.a Explain the impact of natural processes on human and physical environments.	SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.	SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.			
SS 6.3.3.b Summarize	SS 7.3.3.b Research	SS 8.3.3.b Analyze	SS HS.3.3.b Evaluate	SS HS.3.3.b Evaluate		

how early humans utilized and adapted to their physical environment.	and describe how humans have utilized and adapted to their physical environment.	how humans have utilized and adapted to their physical environment.	how humans have utilized and adapted to their physical environment.	how humans have utilized and adapted to their physical environment.		
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Discipline: Geography
Topic: Movement

SS 6.3.4 Interpret and summarize patterns of culture around the world.
 SS 7.3.4 Examine and interpret patterns of culture around the world.
 SS 8.3.4 Not addressed at this level.
 SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.	SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.		SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.	SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.	SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.	
SS 6.3.4.b Explain how cultural diffusion occurs.	SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.		SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.	SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.		
			SS HS.3.4.c Analyze the relationships of sovereign nations and the role of	SS HS.3.4.c Analyze the relationships of sovereign nations and the role of	SS HS.3.4.c Analyze the relationships of sovereign nations and the role of	

			multinational organizations on conflict and cooperation both between and within countries.	multinational organizations on conflict and cooperation both between and within countries.	multinational organizations on conflict and cooperation both between and within countries.
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Discipline: Geography
Topic: Geospatial Skills and Geo-literacy

SS 6.3.5 Not addressed at this level
 SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.
 SS 8.3.5 Not addressed at this level.
 SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.		SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.			
	SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.		SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.			
			SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in			

Discipline: History
Topic: Change, Continuity and Context

SS 6.4.1 Analyze patterns of continuity and change over time in world history.
 SS 7.4.1 Compare patterns of continuity and change over time in world history.
 SS 8.4.1 Analyze patterns of continuity and change over time in United States history.
 HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.	SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.	SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.			SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.	SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.
SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.	SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.	SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.			SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.	SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.
					SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.	SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

Discipline: History
Topic: Multiple Perspectives

SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.
 SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.
 SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
 SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history.	SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.	SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.			SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.	SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.
SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.	SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.	SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.			SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.	SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
 SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
 SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
 SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.	SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.	SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.			SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.	SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.
SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the	SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the	SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or			SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or	SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or

world.	world.	individuals might understand historical events similarly or differently.			individuals might understand historical events similarly or differently.	177 individuals might understand historical events similarly or differently.
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Discipline: History Topic: Historical Analysis and Interpretation
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SS 6.4.4 Interpret and evaluate sources for historical context. SS 7.4.4 Analyze and interpret sources for perspective and historical context. SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
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Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.4.4.a Compare and contrast primary and secondary sources of history.	SS 7.4.4.a Compare and contrast primary and secondary sources of history.	SS 8.4.4.a Compare and contrast primary and secondary sources of history.			SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.	SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.
SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.	SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.	SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.			SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.	SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.
			SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.		SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.	SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.
					SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and	SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and

					relevant contemporary issues.	relevant contemporary issues.
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Discipline: History
Topic: Historical Inquiry and Research

SS 6.4.5 Apply the inquiry process to construct and answer historical questions.
 SS 7.4.5 Apply the inquiry process to construct and answer historical questions.
 SS 8.4.5 Apply the inquiry process to construct and answer historical questions.
 SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.	SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.	SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources.			SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.	SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.
SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.	SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.	SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.			SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.	SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.
SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.	SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.	SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.			SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.	SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.
					SS HS.4.5.d (US) Synthesize historical information to create new understandings.	SS HS.4.5.d (US) Synthesize historical information to create new understandings.

					SS HS.4.5.e (US) Communicate inquiry results within a historical context.	179 SS HS.4.5.e (US) Communicate inquiry results within a historical context.
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Discipline: World History Topic: Change, Continuity, and Context						
HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
				SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.		
				SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order.		
				SS HS.4.1.c (WLD) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.		

Discipline: World History Topic: Multiple Perspectives						
SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

				SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.		180
				SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.		

SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
				SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.		
				SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.		

Discipline: World History Topic: Historical Analysis and Interpretation						
SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12

				SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.		181
				SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.		
				SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.		
				SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.		

Discipline: World History						
Topic: Historical Inquiry and Research						
SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.						
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
				SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.		
				SS HS.4.5.b (WLD) Locate, evaluate, and		

				cite appropriate sources for research about selected topics in world history, including primary and secondary sources.		
				SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.		
				SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.		
				SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.		

Appendix

Introduction

The K-12 Social Studies courses on the following page provides a listing of all required and elective courses offered to Millard Public School students. It provides an overall course sequence.

In addition to maintaining the current Social Studies course offerings the Curriculum Planning Committee (CPC) has proposed one additional High School elective.

K-12 Social Studies Courses and Electives

Elementary

Kindergarten Social Studies

1st Grade Social Studies

2nd Grade Social Studies

3rd Grade Social Studies

4th Grade Social Studies

5th Grade Social Studies

Middle School

Ancient Civilizations 6

World Geography 7, proposed name change to World Studies 7

American History 8, proposed name change to United States History 8

High School

World Geography

Advanced Placement® Human Geography

World History

Advanced Placement® World History

United States History

Advanced Placement® United States History

United States Government and Economics

Advanced Placement® United States Government and Politics

World Religions

Human Diversity

International Relations

Introduction to Behavioral Science

Sociology

Psychology

Advanced Placement® Psychology

Law Studies

Advanced Placement® European History

Advanced Placement® Comparative Government, proposed deletion

International Baccalaureate® Programme Courses:

IB Early Modern World History SL/HL I

IB History of the Americas HL II

IB Psychology SL

IB Theory of Knowledge I

Middle School Social Studies Restructured, Redesigned and Proposed Course Description Proposals

All proposed courses will be implemented during the 2022-23 school year

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
World Geography 7	World Studies 7	A change in name and course description from <i>World Geography 7</i> to <i>World Studies 7</i> aligns with the grade level unbanding within the NDE Standards. The 7th grade standards in <i>World Studies</i> encompasses all disciplines: Civics, Economics, Geography, and History.
American History 8	United States History 8	A change in name from <i>American History 8</i> to <i>United States History 8</i> parallels the course title within the NDE Standards. The naming of this course aligns with our high school course offering: <i>United States History</i> .

Ancient Civilizations 6

Students will study cultures of the Eastern Hemisphere from Pre-History through the Middle Ages while incorporating geography, history, government, culture, and economics. Students will participate in engaging activities and build critical thinking skills using primary and secondary sources. Current events will be included throughout the year.

World Studies 7

Students will develop critical thinking and problem-solving skills as they examine specific historical ideas, beliefs, and themes while analyzing how individuals and societies have changed over time. Students will further develop understanding of fundamental geographic concepts and processes, economic reasoning, and demographics of the world. Major significant local, national, and world events will be utilized throughout the course.

United States History 8

Students will study history through a chronological approach emphasizing the social and political impact of the development of the United States. The course begins with a review of early explorers, early colonization, and events leading up to the American Revolution. A detailed study of the United States Constitution through the Gilded Age.

9-12 Restructured, Redesigned and Proposed Courses: Rationale

All proposed courses will be implemented during the 2022-23 school year

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
AP Comparative Government	AP Psychology becomes a yearlong course	The course content for AP Psychology was designed to be a yearlong course. In Millard, we have required a semester of Psychology as a prerequisite to a semester-long AP Psychology course. This proposal moves AP Psychology to a yearlong course and removes the Psychology prerequisite.

AGENDA SUMMARY SHEET

Agenda Item: Approval of High School and Middle School Handbook and Registration Guides 2021-2022

Meeting Date: November 16, 2020

Background/

Description:

Major changes to the Millard Public Schools High School and Middle School Curriculum Handbook and Registration Guides for the 2021-2022 school year include the following:

Middle school academic seminar moved from 8th grade to 7th grade.

Addition of the STEM Academy.

Addition of the AP Capstone Program.

Business and Information Technology has been split into two new areas. Business, Marketing, and Management and Communication and Information Systems. This change aligns with the career fields used by the Nebraska Department of Education.

Action Desired: Approval of High School and Middle School Handbook and Registration Guides 2021-2022

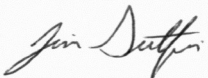
Policy / Strategic Plan

Reference:

Parameter: We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of student, staff, family and community support

Responsible Person: Dr. Heather Phipps, Dr. Anthony Weers, Dr. Melanie Olson, Dr. Jennifer Allen, Mary Bayne, Andy Pinkall, Dr. Emili Brosnan, Heather Spessard_Schroer, Heather Daubert, Megan Septak, Anna Thoma, Katie Hadan, Pat Meeker, and Curriculum & Instruction MEP Facilitators.

Superintendent's Signature:



HIGH SCHOOL

Curriculum Handbook and Registration Guide



MILLARD
★
MILLARD



Millard Public Schools

Millard Board of Education

Dave Anderson
Stacy Jolley
Mike Kennedy
Amanda McGill Johnson
Mike Pate
Linda Poole

JIM SUTFIN, Ed.D., SUPERINTENDENT

NOTICE OF NON-DISCRIMINATION

The Millard School District does not discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission to or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 4001.2. School personnel or job applicant complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3. Complaints by students or parents regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 5010.2. Student or parent complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3.

It is the intent of District and High School administrators to offer all courses and programs as noted within the 2021-2022 High School Curriculum Handbook and Registration Guide. However, courses and/or program offerings may be canceled due to budget constraints and/or low enrollment numbers.



Dear Students:

The high school years hold some of the most exciting times in your life. We encourage you to fully engage in student life, select and participate in a variety of challenging courses while utilizing digital learning tools, participate in activities and make new friends while in high school. Millard Public Schools' goal is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship. The Millard Essential Learner Outcomes not only include the Academic Skills and Applications you will master prior to graduation but also the College and Career Readiness Skills needed for your post-secondary endeavors. Your desire to learn and the decisions you make determine your future success!

We are pleased with the diverse opportunities in our high schools, consisting of a variety and depth of courses offered including twenty-six Advanced Placement® courses, Air Force Junior Reserve Officer Training (AFJROTC), the AP Capstone™ Program, Early College, Intern Omaha, the International Baccalaureate® Programme, and several MPS Career Academies. Some programs may require an application or transfer to the host high school. Detailed information about all of these opportunities is included on the following pages.

We encourage you to consider your course selections carefully. As you focus on college and career readiness standards, challenge yourself to take full advantage of the academic opportunities offered in Millard. Students considering post-secondary education should enroll in the most challenging English, mathematics, science, social studies, and world language courses in addition to your elective opportunities in order to best be prepared for success. In addition, refer to your results from Pre-ACT™ and/or Advanced Placement® exams to help you select classes that will prepare you for college and career. Universities, colleges, and trade schools look for students who take the most rigorous courses available to them while in high school. Take advantage of the opportunities to learn and mature mentally, physically and socially, so you can be best prepared for your future career.

The Personal Learning Plan (PLP) helps you focus on personal, academic and post-secondary plans. Use your PLP while working with your parents, advisor and counselor to make academic choices. Your future plans are contingent on the decisions you make today. Carefully consider graduation requirements, MPS Diploma Paths, and your post-secondary goals as you select courses.

We wish you success in the 2021-2022 school year.

A handwritten signature in purple ink, appearing to read "JK", with a long horizontal flourish extending to the right.

Julie Kemp
Principal
Keith Lutz Horizon High School

A handwritten signature in black ink, appearing to read "Brian Begley", with a long horizontal flourish extending to the right.

Brian Begley
Principal
Millard North High School

A handwritten signature in black ink, appearing to read "Heidi Weaver", with a long horizontal flourish extending to the right.

Heidi Weaver
Principal
Millard South High School

A handwritten signature in black ink, appearing to read "Greg Tiemann", with a long horizontal flourish extending to the right.

Greg Tiemann, Ed.D.
Principal
Millard West High School

Introduction and Graduation Requirements	
Introduction	1
Graduation Requirements - Classes of 2022 and Beyond	2
Additional Graduation Information	4
Personal Learning Plan.....	5
Assessment Requirements.....	6
Four Year Plan - Classes of 2022 and Beyond.....	10
International Baccalaureate® 4-Year Plan	11
Course Descriptions	
Art	15
Business, Marketing and Management.....	19
Communication and Information Systems	24
English Learner (EL).....	28
Family and Consumer Sciences.....	30
Language Arts: English and Reading	33
Mathematics	42
Music	48
Physical Education	52
Science	57
Skilled and Technical Sciences	62
Social Studies	67
Special Education	72
World Language	76
Specialized Programs	
Academies in Millard High Schools.....	87
Business and Entrepreneurship Academy	89
Business and Logistics Management Academy	92
Education Academy	95
Health Sciences Academy	98
STEM Academy	101
Advanced Placement® Courses	103
Air Force Junior Reserve Officer Training Corps (AFJROTC) Program.....	104
AP Capstone™	106
Early College.....	108
International Baccalaureate® Middle Years Programme	116
International Baccalaureate® Diploma Programme.....	119
Other Opportunities.....	125
Academies at Metropolitan Community College	128
Planning Resources	
Post-secondary Planning: Personal Learning Plans, ACT® and Advanced Placement®	137
Personal Learning Plan Rubric.....	138
MPS Diploma Paths	139
Business, Marketing, and Management.....	141
Communication and Information Systems	142
Health Sciences	144
Human Sciences and Education	145
Industrial, Manufacturing, and Engineering Systems.....	146
Dual Enrollment Opportunities	148
College Athletics Eligibility and Planning: NCAA, NAIA, NJCAA	149
Quick Reference Table of all Millard Courses	151
Credit Count Form - Classes of 2022 and Beyond	166

Introduction and Graduation Requirements

The *Curriculum Handbook and Registration Guide* provides information about the academic programs offered by Millard Public Schools for the 2021-2022 year. The handbook contains information on graduation requirements and course offerings, and provides additional resources to serve as a registration guide.

High school course selection is an important decision that helps students prepare for graduation and post-secondary endeavors. In addition to meeting graduation requirements, students should select the most challenging courses that allow them to explore or strengthen areas of interest and prepare for post-secondary education and careers.

The handbook is divided into four sections:

- Section I provides information on the Board of Education approved graduation requirements. A Four Year Plan Sheet is provided to assist in thoughtful discussions and decisions towards post-secondary plans.
- Section II describes all courses, is organized by academic discipline, and contains flowcharts and tables explaining course sequences.
- Section III describes specialized programs including Academies in Millard high schools, Advanced Placement® courses, AFJROTC, AP Capstone™, International Baccalaureate®, Early College, and Academies at Metropolitan Community College.
- Section IV provides information on post-secondary planning, Personal Learning Plans, ACT® scores and Core Curriculum, Advanced Placement® courses, Diploma Paths, Dual Enrollment opportunities, and NCAA, NAIA, and NJCAA athletic eligibility. A master quick-reference table and credit count form are provided within this section.

To earn a diploma from Millard Public Schools, each student must meet three criteria:

- Complete course and credit requirements
- Meet the Essential Learner Outcomes of College and Career Readiness in Reading, Mathematics, and Writing
- Complete a Personal Learning Plan (PLP)

Students should use their Personal Learning Plans (PLP) as a tool to help identify and document their accomplishments, strengths, and interests. Students record their goals, create plans for accomplishing these goals, and document progress. With careful planning, students can prepare for post-secondary education and careers while also completing graduation requirements.

Specialized programs listed in the chart below are open to all Millard students. Information about these programs is located in the specialized programs section.

Millard Special Programs	Location	How to get involved...
AFJROTC	Millard South	Attend or transfer to Millard South.
AP Capstone™	Millard West	Attend or transfer to Millard West.
Early College	Millard South	Attend or transfer to Millard South. Submit application in January of 8 th grade.
International Baccalaureate® Programme	Millard North	Attend or transfer to Millard North.
Millard Academies		
Business and Entrepreneurship Academy	Millard South	Submit an application in November of 10 th grade. Participate in an interview conducted in December. Application is found on Career Academy Website.
Business and Logistics Management Academy	Millard North	
Education Academy	Millard West	
Health Sciences Academy	Keith Lutz Horizon	
STEM Academy	Millard West	
Additional Opportunities		
Academies at Metropolitan Community College (MCC)	MCC Campus (varies)	Attend home high school for half the day and travel to MCC for the other half day.
Intern Omaha	Intern Job Site (varies)	Work a paid internship during the fall and spring semester of senior year on a part-time basis.
University of Nebraska Medical Center (UNMC) Academy	UNMC	Attend home high school for half the day and travel to UNMC for the other half day.
Zoo Academy	Henry Doorly Zoo	Attend home high school for half the school day and travel to the Zoo for the other half day.

GRADUATION REQUIREMENTS CLASSES OF 2022 and Beyond

Program	Total Course/Subject Credits	Course or Subject Areas	Credits	University of Nebraska System Requirements**
Language Arts	40	English 9	10	4 years All courses must include intensive reading and writing
		English 10	10	
		English 11	10	
		Oral Communications	5	
		Choice of an English Course	5	
<i>Oral Communications:</i> <ul style="list-style-type: none"> • Competitive Debate • Debate (Debate I) • Forensics: Competitive Speech (Forensics) • Speech • Combination of IB Language A1, IB Language B, and Theory of Knowledge I & II • Professional Speaking (Education Academy) 		<i>English Selected Courses:</i> <ul style="list-style-type: none"> • AP English Language and Composition • AP English Literature and Composition • College Writing (Research Methods) • Contemporary Literature • Creative Writing • Global Perspectives through Literature • IB English HL II • Literacy for Life • Literature and Film • Media Analysis (21st Century Media Literacy) • Popular Genres in Literature 		
Social Studies	30	World Geography – 9 th	5	3 years 1 course American History and/or World History 1 course History, American Government and/or Geography 1 course Social Science
		World History – 10 th	10	
		United States History – 11 th or 12 th	10	
		United States Government & Economics – 11 th or 12 th	5	
Mathematics	30	Algebra I or Algebra I: Foundations 1	10	4 years* Algebra I, Geometry, Algebra II and 1 year that builds on Algebra II *UNL requires 4 years of mathematics *UNO and UNK require 3 years of mathematics
		A mathematics course numbered 220 or higher	10	
		An additional mathematics course	10	
		Note: Computer Science courses may not be applied toward mathematics credit.		
Science	30	Biology – 9 th	10	3 years of natural science At least 2 courses selected from Biology, Chemistry, Physics and Earth Sciences 1 course must include laboratory instruction
		Chemistry or Physical Science: Chemistry – 10 th	10 or 5	
		Physics or Physical Science: Physics – 11 th	10 or 5	
		Choice of Science Elective (dependent upon choice of 5 or 10 credit Chemistry and Physics courses)	0 - 10	

GRADUATION REQUIREMENTS CLASSES OF 2022 and Beyond

Program	Total Course/Subject Credits	Course or Subject Areas	Credits	University of Nebraska System Requirements**
Physical Education	15	See course descriptions for grade appropriate selections	15	
Health Education	5	Healthy Living	5	
Financial Literacy	5	<ul style="list-style-type: none"> • Personal Finance • Financial Literacy (Business and Entrepreneurship Academy) • Life Skills & Career Opportunities (AFJROTC) 	5	
Fine and Performing Arts	5	Choice of Fine and Performing Arts selected courses: <ul style="list-style-type: none"> • Any art course • Any music course • Theatre and Performance I (Drama I) • Theatre Appreciation 	5	
Human Resources	5	Choice of a Human Resources course: <ul style="list-style-type: none"> • Adult Life and Parenting • Child Development • Human Diversity • IB Psychology SL (NHS) • IB Theory of Knowledge I (NHS) • International Relations • Introduction to Behavioral Sciences • Psychology • Sociology 	5	
Electives	65	A total of 65 additional credits selected from any course areas	65	2 years of the same World Language

** The University of Nebraska has three undergraduate campuses: University of Nebraska-Lincoln, University of Nebraska-Omaha, and University of Nebraska-Kearney.

** In addition, students must graduate in the upper half of their high school class, have an ACT® score of 20 or higher, or an SAT® score of 950 or higher.

Credit Summary					
Language Arts: English	40	Physical Education	15	Human Resources	5
Social Studies	30	Health Education	5	Electives	65
Mathematics	30	Financial Literacy	5		
Science	30	Fine and Performing Arts	5	Total	230

ADDITIONAL GRADUATION INFORMATION

1. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements. Should a “pass-fail” grading system be utilized in a course, only a “pass” grade will fulfill graduation requirements.
2. Students should be aware of the entrance requirements of post-secondary schools they may choose to attend.
3. In order to provide flexibility in such situations as transfers and special needs, course waivers may be submitted by staff and approved by the principal.
4. Grading Guidelines for Second – Twelfth Grade (Board of Education Rule 6330.1)

The Millard Public Schools Grading Guidelines for second through twelfth grade shall be used to report achievement, academic progress, and compute Grade Point Averages (GPA) where applicable.

Number Grade	Letter Grade	% Grade Range	Standard Grade Points	Weighted Grade Points
1 =	A =	100-93 =	20 Grade points or	25 Grade points
2 =	B =	92-85 =	15 Grade points or	20 Grade points
3 =	C =	84-77 =	10 Grade points or	15 Grade points
4 =	D =	76-69 =	5 Grade points or	10 Grade points
5 =	F =	68-0 =	0 Grade points	0 Grade points
P =	P =	Pass =	0 Grade points	0 Grade points
F =	F =	Fail =	0 Grade points	0 Grade points

Weighted grade points will apply to Advanced Placement[®] courses, to those courses taken for International Baccalaureate[®] purposes wherein students are required to meet IB requirements for standard level (SL) or higher level assessment, and to those courses which are beyond the Advanced Placement[®] course sequence within a specific content area as identified in the *Millard Public Schools High School Curriculum Handbook and Registration Guide*. IB Middle Years Programme and IB Diploma prerequisite courses do not qualify for weighted grade points.

A student’s Grade Point Average (GPA) shall be calculated by dividing the total Grade Points achieved (standard and weighted) by the total course credits attempted.

Graduates will be recognized for honors in accordance with the following Grade Point Averages:

Summa Cum Laude	4.0 and above
Magna Cum Laude	3.75-3.99
Cum Laude	3.50-3.74

5. It is strongly recommended that each student take at least 6 classes each semester, 3 per semester in a 4x4 block schedule. All students must register for a minimum of 4 classes, 2 in a 4x4 block, each semester. Credit is not given for study halls.
6. **ELIGIBILITY FOR ACTIVITIES:** In order to participate in interscholastic athletic competition and/or activities, Millard Public Schools requires that a student be enrolled in at least 20 credit hours per semester (Millard West and Keith Lutz Horizon block, 10 credits per term) and has consistent attendance as well as having received 20 credit hours (Millard West and Keith Lutz Horizon block, 10 credits per term) the immediate preceding semester.
7. **CURRICULUM OPTIONS AVAILABLE TO PARENTS:** In a diverse society, there may be occasional situations when parents are uncomfortable with the use of a particular book or unit in their child’s school. If families should find themselves in this position, Millard Public Schools has a long-standing policy that, at the request of parents, students may be excused from using such materials. When such a request is made, the teacher will provide alternative materials for the student. Parents should contact the principal’s office or their child’s teacher if they have questions about this policy.

PERSONAL LEARNING PLAN

In addition to 230 credits required for graduation, each student must also meet the Essential Learner Outcomes of College and Career Readiness and successfully complete his or her Personal Learning Plan (PLP).

Personal Learning Plans (PLPs) assist each student to set and achieve challenging educational goals tailored to his or her abilities, interests, and aspirations. The Personal Learning Plan includes a focus on personal, academic and career/college areas. The Personal Learning Plan defines specific expectations for each grade level of high school.

During each of their four years, students are asked to create short-term and long-term S.M.A.R.T. Goals (Specific and Strategic, Measurable, Attainable, Results-Oriented, Time-Bound) which are then monitored by the student and his or her advisor throughout the school year. Each year students also reflect on experiences that support their preparation for college and career.

Requirements include the following:

Freshman

- 8th-9th Transition Survey
- Complete Career Interest Profiler
- Complete Learning Style Inventory 2.0
- Build Resumé
- Complete Do What You Are 2.0
- Do What You Are Reflection
- Service Learning Record and Reflection

Sophomore

- Take Pre-ACT™
- Build Resumé
- Complete Do What You Are 2.0
- Do What You Are Reflection
- Service Learning Record and Reflection

Junior

- Take ACT® Assessment
- Complete Graduation Survey
- Build Resumé
- Complete Do What You Are 2.0
- Do What You Are Reflection
- Service Learning Record and Reflection

Senior

- Millard Senior Survey Class of 2018 and Beyond
- Complete Game Plan Survey
- Complete Graduation Survey
- Counselor Interview
- Build Resumé
- Complete Do What You Are 2.0
- Do What You Are Reflection
- Service Learning Record and Reflection

The PLP will be completed using the Naviance/Naviance Student website and embedded in required courses. Student progress will be monitored and recorded in Naviance by a school representative such as an advisor, counselor, and/or an administrator. Parents are encouraged to visit their child's Personal Learning Plan to hold conversations, to monitor progress, and to encourage their child's efforts.

At least one month prior to graduation, the Senior PLP must be completed and finalized through Naviance/Naviance Student. Transfer students are expected to complete a Personal Learning Plan with the understanding that the principal (or designee) may waive previous requirements based on the entrance date of the student.

Students and parents may access Naviance/Naviance Student from the link on each high school web page.

ASSESSMENT REQUIREMENTS

In addition to 230 credits required for graduation, each student must also meet the Essential Learner Outcomes of College and Career Readiness in Reading, Mathematics, and Writing, and complete his or her Personal Learning Plan (PLP) from Board of Education Rule 6315.1.

Secondary Grade Level Measurements:

- 10th Grade MPS Writing Assessment
 Pre-ACT™
- 11th Grade ACT® Assessment

III. **Effect of Student Performance**

- A. When a student has successfully met the Essential Learner Outcomes of College and Career Readiness metric for each outcome:
1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 2. Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, students shall be eligible for a graduation diploma from the Millard Public Schools.
- B. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcome of College and Career Readiness, the following shall occur:
1. The school/district will initiate a consistent and collaborative problem solving and intervention model called Multi-Tiered Systems of Support (MTSS). Records of problem solving and intervention strategies are required.
 2. Utilizing the MTSS problem solving process, school representatives will offer the student learning activities that address recognized Essential Learner Outcomes of College and Career Readiness deficiencies. Learning activities may include, but are not limited to, the following:
 - a. Differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction);
 - b. Before or after school tutorials;
 - c. Study hall tutorials;
 - d. Change of interdisciplinary teams or level of instruction;
 - e. Repeat of specific course(s) of study;
 - f. Assignment to and attendance at specific class(es) designed to address deficiencies;
 - g. Attendance at summer school; and/or
 - h. Use of specific District identified interventions designed to support student achievement.
 3. If the student is verified with a disability the IEP Team may reconvene to review the problem solving and intervention strategies and to ensure that the IEP is written to assist the student in areas of weakness and that appropriate accommodations are in place.
 4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.
 5. If the student is identified as an English Language Learner (ELL), a school team responsible for planning the student's academic program may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.
- C. Procedures for high school students
1. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness as measured by the ACT® Assessment, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review the student's results of the Nebraska State Accountability Test. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by Nebraska State Accountability Test for each outcome, then
 - i. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.

- ii. Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, the students shall be eligible for a graduation diploma from the Millard Public Schools.
 - c. Students may submit additional ACT[®] results for consideration in meeting the College and Career Ready metrics from testing occasions for which they have independently registered.
 2. If after review of the student's results of the Nebraska State Accountability Test a student has not met the College and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review the student's results of Pre-ACT[®] Aspire Assessment. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by Pre-ACT[®] Assessment for each outcome, then
 - i. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - ii. Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, the students shall be eligible for a graduation diploma from the Millard Public Schools.
 3. If after review of the student's results of the student's results of Pre-ACT[®] Assessment a student has not met the College and Career Readiness metric for the Essential Learner Outcomes of College and Career Readiness, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review and administer locally-developed Essential Learner Outcome assessments. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by locally-developed ELO assessments for each outcome, then
 - i. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - ii. Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools. Upon successful completion of the required number of credits and Personal Learning Plan as defined by Policy 6320 and Rule 6320.1, the students shall be eligible for a graduation diploma from the Millard Public Schools.
 - iii. The student shall be retested using the appropriate Essential Learner Outcomes of College and Career Readiness assessment. Students shall be given the opportunity to be retested multiple times until the requisite College and Career Readiness metric is achieved. Students shall be given notice of the opportunities for retesting.
 4. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite College and Career Readiness metrics are achieved for high school Essential Learner Outcomes of College and Career Readiness assessments.
 5. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and may consider lowering the College and Career Readiness metric requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the College and Career Readiness metric.
 - a. Applications for approval of lowered College and Career Readiness metric requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.
 - b. If the lowered College and Career Readiness metric is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools as provided in Rule 6320.1.
- B. Demonstration of Proficiency

Additional opportunities are available to demonstrate student proficiency. After review of ACT[®] Assessment, Nebraska State Accountability Tests or Pre-ACT[®] and one or more attempts on Essential Learner Outcome of College and Career Readiness locally-developed assessments without achieving the College and Career

Readiness metric, students, under building supervision, shall participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, or science (science for class of 2017 or prior). A student who successfully meets the standards and requirements of a Demonstration of Proficiency shall have met one of the essential criteria for graduating from the Millard Public Schools. Mechanisms by which students may demonstrate proficiency include:

1. Performance portfolios comprised of District developed course assessment scores for reading, writing, and math.
2. Approved Advanced Placement® course grades of a “C” or higher or an approved AP exam score of a 2 or higher for an AP English course as evidence of Reading and Writing competency, or grades of a “C” or higher or an AP exam score of a 2 or higher for an AP mathematics exam. All AP courses and exams used for this purpose shall have been provided by and/or taken while enrolled in an accredited institution.
3. Approved dual enrollment course grades as evidence of Reading, Writing, or Mathematics competencies e.g. the Metropolitan Community College (MCC) Developmental Math Course.
4. Measures of Academic Progress (MAP) RIT score in high school Reading or Mathematics comparable to near College and Career Ready ACT score.

IV. District Procedures for Opting Out of Recommended Reteaching

- A. Should a student participating in the Assessment Program not meet the requisite College and Career Readiness metric and be recommended for one of the problem solving and intervention strategies listed above, including placement in a specific required course, the student's parent(s)/guardian(s) shall have the right to refuse placement of their student within the recommended strategy and either:
 1. Request an alternative teaching strategy; or
 2. Refuse such placement at all.
- B. Such requests for an alternative teaching strategy shall be submitted in writing to the appropriate building principal. The building principal or designee shall respond within thirty (30) calendar days.

V. District Procedures for New Students

- A. At the high school level, incoming students who enroll after district administration of Pre-ACT® or ACT® Assessment may provide verified results of these assessments from prior administration. If verified results are not provided, students will take all high school locally-developed assessments designated per Essential Learner Outcome of College and Career Readiness.

VI. District Procedures for Students with Disabilities and ELL Students

Pursuant to the Assessment Accommodations section of the District's Assessment Procedures Manual, all students are to participate in the District's regular assessments and the only students to be excluded are those with a disability or language proficiency which has excluded the student from the norm sample of the standardized assessment, and/or those students who have not participated in the area and/or level of the curriculum that the assessment measures. Even for such students, they are not totally exempt and they must take an alternate assessment.

A. Procedures for Students with Disabilities

The preceding assessments may not be appropriate for some students with disabilities whose individualized education programs prescribe a different course of instruction and/or different requirements for graduation. The participation of students with disabilities, the provision of accommodations, and the provision of alternate assessments will be in accordance with the District's Assessment Procedures, which include the process for identifying appropriate assessment accommodations and alternate assessments.

B. Procedure for ELL Students

Students must meet all graduation requirements in the English language to earn a Millard Public Schools diploma. ELL students who have not demonstrated adequate English language proficiencies may postpone testing according to district procedures.

VII. Student's Right to Appeal

- A. Students who have not achieved the necessary high school College and Career Readiness metrics as approved by the Millard Board of Education may appeal the denial of a diploma.
- B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cutscore is due to:
 1. The failure of the District to provide a reasonable accommodation that was previously requested by the student and denied by the District.
 2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

VIII. Procedures for Appeal

- A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cutscore required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.

- B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's decision and the reasons therefore.
- C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent, or designee for a hearing before the Millard Board of Education, or a committee of the Board consisting of not less than two(2) members or more than three (3) members to be held on the issue whether the decision of the Superintendent or designee was unreasonable.
- D. Such hearing shall be held before the Millard Board of Education or committee within thirty (30) days of the date the request for hearing was received. If a hearing request is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.
- E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education or committee.
- F. The parties may, by mutual written agreement, extend the time for hearing or final determination.
- G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.
- H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education or committee shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.
- I. The decision of the Millard Board of Education or committee shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education or committee shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing. When conducting such proceedings, the Millard Board of Education or committee shall be exercising a judicial function and deciding a dispute of adjudicative facts.

GRADUATION

Upon successful completion of the required credits, assessments, and a Personal Learning Plan, a student shall be eligible for a diploma from the Millard Public Schools.

Four Year Plan Sheet: Classes of 2022 and Beyond

Requirements	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total Credits
Language Arts (35)	<ul style="list-style-type: none"> • English 9 <input type="checkbox"/> • English 9/Literacy Enrichment • Honors English 9 <input type="checkbox"/> 	<ul style="list-style-type: none"> • English 10 <input type="checkbox"/> • English 10/Literacy Enrichment • Honors English 10 <input type="checkbox"/> 	<ul style="list-style-type: none"> • English 11 <input type="checkbox"/> 		
Mathematics (30)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Science (30)	<ul style="list-style-type: none"> • Biology <input type="checkbox"/> 	<ul style="list-style-type: none"> • Chemistry or Physical Science: Chemistry <input type="checkbox"/> • Physics or Physical Science: Physics <input type="checkbox"/> 	<ul style="list-style-type: none"> • Chemistry or Physical Science: Chemistry <input type="checkbox"/> • Physics or Physical Science: Physics <input type="checkbox"/> 		
Social Studies (30)	<ul style="list-style-type: none"> • World Geography <input type="checkbox"/> 	<ul style="list-style-type: none"> • World History <input type="checkbox"/> 	<ul style="list-style-type: none"> • United States History or U.S. Govt. & Economics <input type="checkbox"/> 	<ul style="list-style-type: none"> • United States History or U.S. Govt. & Economics <input type="checkbox"/> 	
Human Resources (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Adult Life and Parenting • Child Development • Introduction to Behavioral Sciences • Psychology • Sociology • Human Diversity • International Relations 					
Health (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Healthy Living (preferred 10th grade) 					
Physical Education (15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fine and Performing Arts (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Financial Literacy (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Personal Finance • Financial Literacy (Business and Entrepreneurship Academy) 					
Oral Communications (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> • Debate (Debate I) • Forensics: Competitive Speech (Forensics) • Speech • Professional Speaking (Education Academy) 					
Electives (65)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total Credits By Grade					

Name: _____ Date: _____ Advisor: _____

Post-secondary goal/career: _____

Name _____ Graduation Year _____

MYP _____ YES _____ NO _____

INTERNATIONAL BACCALAUREATE® FOUR YEAR PLAN

IB Group/Course	9th grade	10th grade	11th grade	12th grade
Group I: Language A	1. Honors English 9	1. Honors English 10	1. IB English: Literature HL I	1. IB English: Literature HL II
Group II: Language B	2.	2.	2.	2. IB SL
Group III: Individuals and Societies	3.	3.	3.	3.
Group IV: Experimental Sciences	4. Biology	4.	4.	4.
Group V: Mathematics new courses to consider	5.	5.	5.	5.
Group VI: Arts and Electives	6.	6.	6.	6.
	7.	7.	7. Sem. 1: Sem. 2: TOK	7. Sem. 1: TOK Sem. 2: US Gov't
Zero Hour <i>These courses are not guaranteed to be offered, and students may take only a zero or eighth hour class.</i>				
Eighth Hour <i>These courses are not guaranteed to be offered, and students may take only a zero or eighth hour class.</i>				
Summer School <i>These courses are not guaranteed to be offered or open for enrollment.</i>				
Alternate Courses				

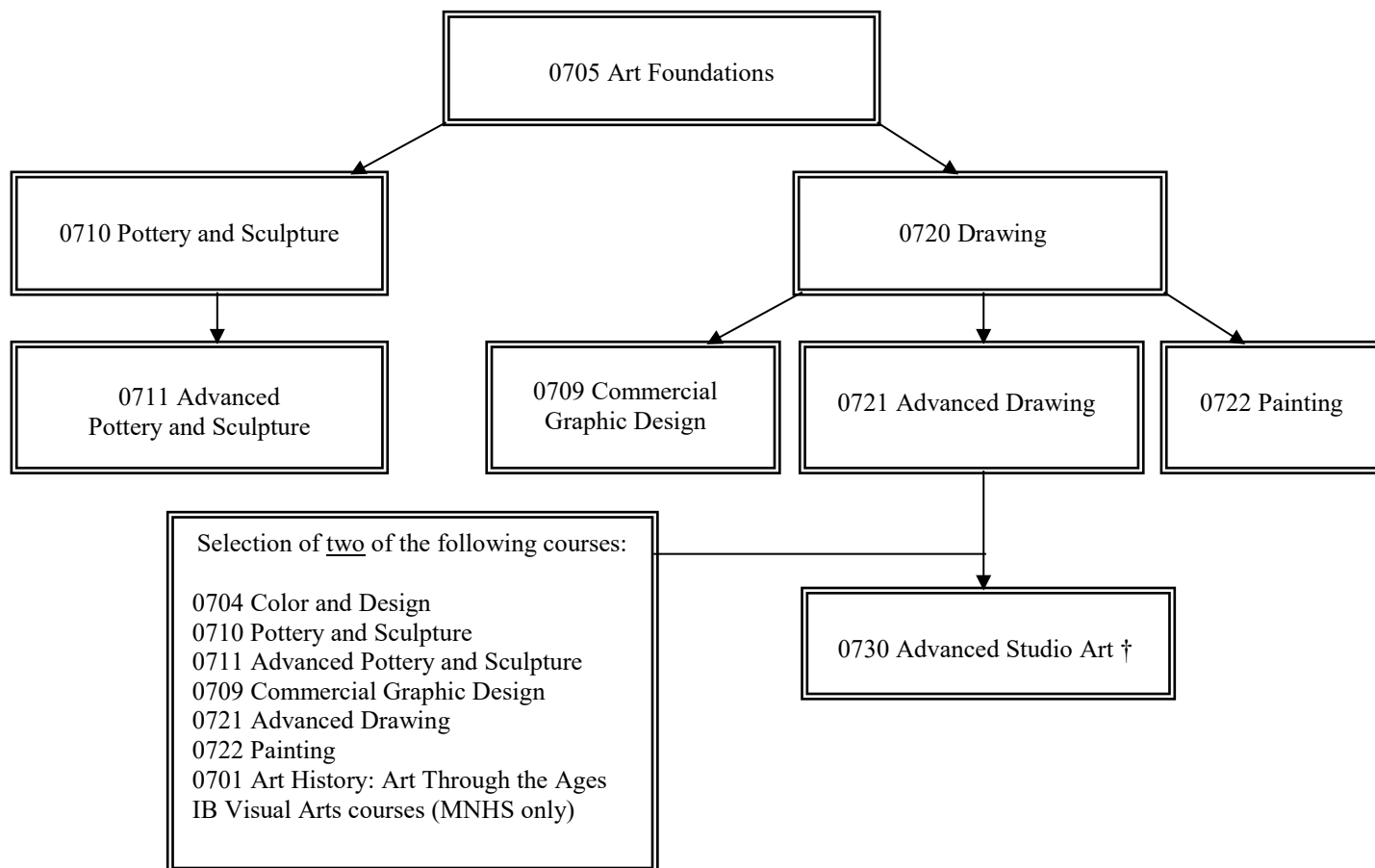
NOTES/COMMENTS:

- Theory Of Knowledge (TOK) is a Human Resources class
- Remember to include other graduation requirements:

3 semesters of PE	Fine and Performing Arts
Healthy Living	Personal Finance

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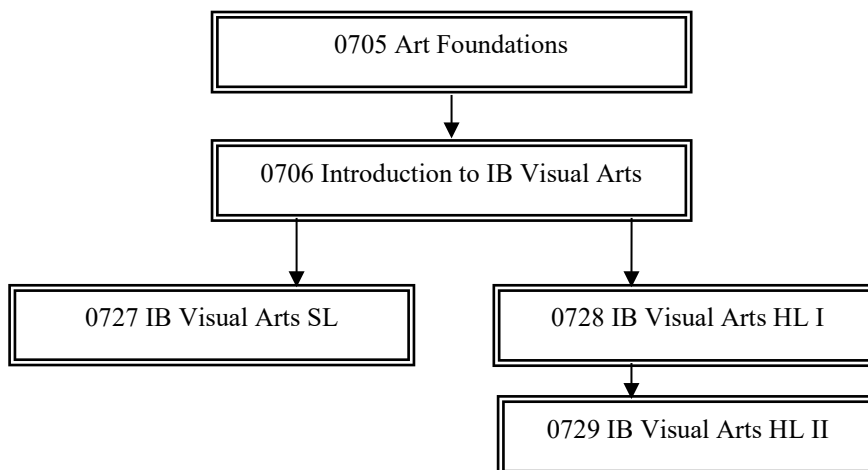
Course Descriptions

ART

† See course descriptions for additional requirements

Stand-Alone Art Courses

**MILLARD NORTH HIGH SCHOOL
IB DIPLOMA PROGRAMME STUDENTS ONLY**



ART

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
ART										
0701	Art History: Art Through the Ages	5		F				•	•	•
0704	Color and Design	5		F			•	•	•	•
0705	Art Foundations	5		F			•	•	•	•
0709	Commercial Graphic Design	5			0720			•	•	•
0710	Pottery and Sculpture	5			0705		•	•	•	•
0711	Advanced Pottery and Sculpture	5			0710		•	•	•	•
0720	Drawing	5			0705		•	•	•	•
0721	Advanced Drawing	5			0720			•	•	•
0722	Painting	5			0720			•	•	•
0730 A/B	Advanced Studio Art	10			0721+			•	•	•
0706 A/B	Introduction to IB Visual Arts	10	10-11		0705			•		
0727 A/B	IB Visual Arts SL	10	11-12		0706			•		
0728 A/B	IB Visual Arts HL I	10	11		0706			•		
0729 A/B	IB Visual Arts HL II	10	12		0728			•		

F = Fulfills Fine and Performing Arts Graduation Requirement

† = See course descriptions for additional requirements

Please refer to each course description for prerequisites.

Note that Art Foundations is the prerequisite course for all art courses except for the following two courses:

- Color and Design
- Art History: Art Through the Ages

ART

Materials for basic projects will be provided; however, students who select specialized projects may be required to purchase extra materials. Students may donate money, materials, or equipment to defray cost of consumable materials or appropriate personal equipment. Students who qualify for free and reduced waivers should discuss costs with their instructors.

0701 ART HISTORY: ART THROUGH THE AGES

5 Credits

Description: Art History: Art Through the Ages is an art history class that investigates the many roles of the visual arts and artists through historical, political, and other social contexts. This is a non-production art class. It is not a prerequisite for any other art course, but is highly recommended for enrollment in Advanced Studio Art. This course fulfills the Fine and Performing Arts Graduation Requirement.

Prerequisites: None

0704 COLOR AND DESIGN

5 Credits

Description: This course gives the student an opportunity to explore the expressive qualities of color and design theory. Projects will involve two-dimensional and three-dimensional media. This course is not a prerequisite for any other art course. This course fulfills the Fine and Performing Arts Graduation Requirement.

Prerequisites: None

0705 ART FOUNDATIONS

5 Credits

Description: This course enables students to communicate ideas through a variety of media and techniques. Students will work with the elements of art and the principles of design through exploration of both two-dimensional and three-dimensional art forms. In addition to art production, students will use a variety of learning strategies including reading, analyzing, and responding to develop a deeper understanding of art. This course fulfills the Fine and Performing Arts Graduation Requirement and is a prerequisite for most art courses.

Prerequisites: None

0706 INTRODUCTION TO IB VISUAL ARTS

10-11

North only

10 Credits

Description: This course will introduce the student to the IB perspective through art curriculum developed by Millard Public Schools. Students will be involved in studio production and the development of a research workbook. Studio production will emphasize the following: exploration of visual design, personal and global influences on artwork created, technical skill development, and production of work with imagination, originality and creativity. Research workbooks will emphasize personal research, awareness of cultural, historical and social dimensions of themes, examination of visual and functional qualities of art and relationship of visual and written self-expression. A variety of media will be incorporated into the curriculum. Projects will include the following: observational drawing, contour drawing, design concepts, fantasy and surrealism, and perspective units.

Prerequisites: Art Foundations

0709 COMMERCIAL GRAPHIC DESIGN

5 Credits

Description: In Commercial Graphic Design, students will explore and experience the numerous aspects of computerized graphic design and advertising utilizing technology as a tool to relay principles of artistic design. A visual arts approach, including the principles of art, will be emphasized which includes the essential areas of typography, layout, design and illustration.

Prerequisites: Drawing

0710 POTTERY AND SCULPTURE

5 Credits

Description: Pottery and Sculpture is a course in which students will explore a variety of hand-building and sculptural techniques. Introduction to the potter's wheel is covered as well as simple glaze methods. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

Prerequisites: Art Foundations

0711 ADVANCED POTTERY AND SCULPTURE

5 Credits

Description: This is a course that involves three-dimensional art production. Students learn advanced hand-building and sculpture techniques, further development on the potter's wheel, more complex glaze application, and surface decoration. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

Prerequisites: Pottery and Sculpture

0720 DRAWING

5 Credits

Description: Drawing is a course that provides students with an in-depth study of drawing techniques, processes, and media. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

Prerequisites: Art Foundations

0721 ADVANCED DRAWING

5 Credits

Description: This course provides the student an advanced experience in drawing techniques, composition development, and media. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

Prerequisites: Drawing

0722 PAINTING

5 Credits

Description: Painting is a course designed to give students an in-depth experience in painting techniques and media usage. Students will develop an understanding of realistic, abstract, and non-objective painting styles. In addition to art production, students will use a variety of learning strategies including reading, writing, and analyzing to develop a deeper understanding of art.

Prerequisites: Drawing

0727 IB VISUAL ARTS SL **11-12** **North only** 10 Credits

Description: IB Visual Arts SL will immerse the art student in a year-long experience of studio production and the completion of a research workbook. Emphasis will be placed on the studio production, with each student completing a body of work to be displayed and evaluated at the end of the year. Research workbooks will include student's personal research; awareness of cultural, historical and social dimensions of themes; examination of visual and functional qualities of art; and relationship of visual and written self-expression. The development of original ideas, the discovery of creative solutions, global study and the acquisition of technical skills by the student will be the core areas of evaluation at the end of the course in both the studio and workbook areas. The curriculum will involve a variety of problem solving units with an emphasis on the following: aesthetic qualities of a body of work, relationship between form and meaning in visual arts and the social and cultural functions of the visual arts.

Prerequisites: Introduction to IB Visual Arts

0728 IB VISUAL ARTS HL I **11** **North only** 10 Credits

Description: IB Visual Arts involves the advanced art student in year one of a two-year rigorous and comprehensive art program that combines both studio work and research in the form of a research workbook. Each student will be engaged in a two-year commitment to the development of ideas, discovery of creative solutions and acquisition of technical skills. Studio emphasis will be on the following: aesthetic quality of a body of work, relationship between form and meaning in visual arts and the social and creative functions of the visual arts. Each student will be responsible for a visual display of the portfolio by the teacher and an IB evaluator. Research workbooks will emphasize personal research; awareness of cultural, historical and social dimensions of themes; examination of visual and functional qualities of art; and relationship of visual and written self-expression.

Prerequisites: Introduction to IB Visual Arts

0729 IB VISUAL ARTS HL II **12** **North only** 10 Credits

Description: IB Visual Arts involves the advanced art student in the second of a two-year rigorous and comprehensive art program that combines both studio work and research in the form of a research workbook. Each student will be engaged in a two-year commitment to the development of ideas, discovery of creative solutions and the acquisition of technical skills. Studio emphasis will be on the following: aesthetic quality of a body of work, relationship between form and meaning in visual arts and the social and creative functions of the visual arts. Each student will be responsible for a visual display of the portfolio by the teacher and an IB evaluator. Research workbooks will emphasize personal research; awareness of cultural, historical and social dimensions of themes; examination of visual and functional qualities of art; and relationship of visual and written self-expression.

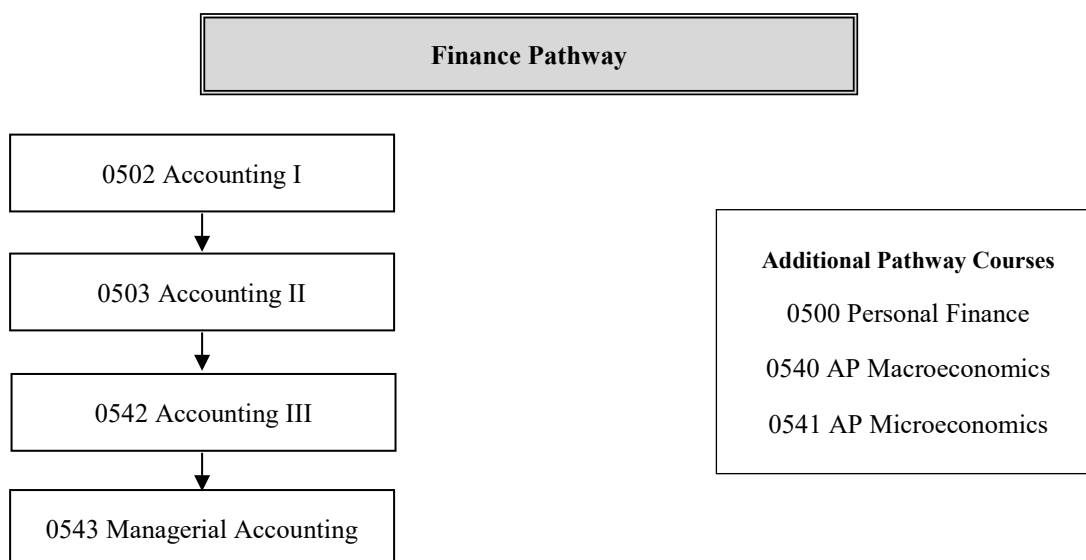
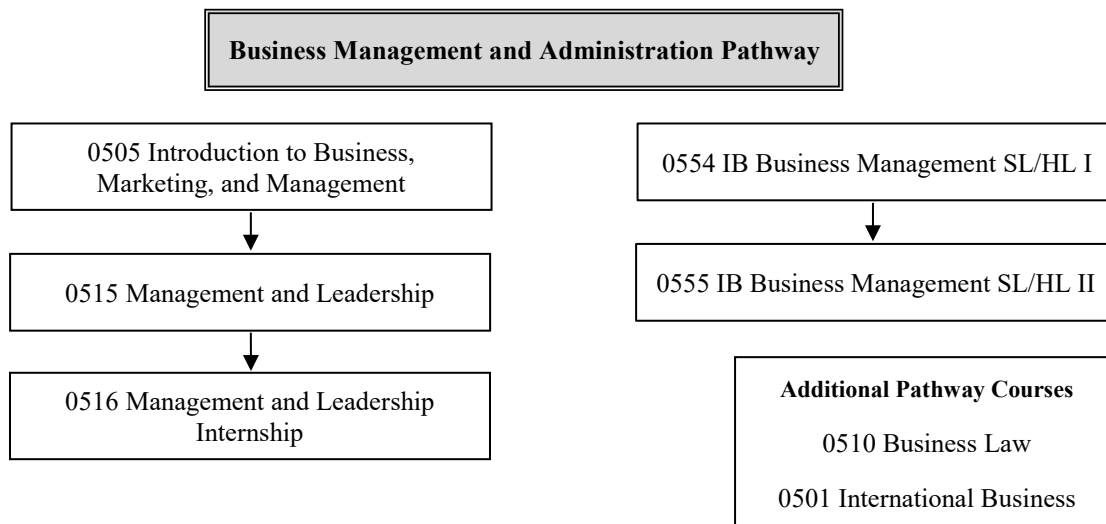
Prerequisites: IB Visual Arts HL I

0730 ADVANCED STUDIO ART 10 Credits

Description: This is an intensive two-semester studio art class designed for the serious art student. Students will complete assigned projects each semester following the specific art curriculum. Artwork will be compiled into a personal portfolio. This portfolio can be used for possible submission to art schools or universities. Art History: Art Through the Ages is recommended, but not required.

Prerequisites: Advanced Drawing, plus two other offerings in the visual arts.

BUSINESS, MARKETING, AND MANAGEMENT



Students who complete a single pathway are encouraged to expand their knowledge by completing an additional pathway

BUSINESS, MARKETING, AND MANAGEMENT

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
BUSINESS, MARKETING, AND MANAGEMENT										
Business Management and Administration Pathway										
0505	Introduction to Business Marketing and Management	5						•	•	•
0515	Management and Leadership	5	11-12					•	•	•
0516 A/B	Management and Leadership Internship	10	11-12		†			•	•	•
0501	International Business	5						•	•	•
0510	Business Law	5						•	•	•
0554 A/B	IB Business Management SL/HL I	10	11					•		
0555 A/B	IB Business Management SL/HL II	10	12		0554			•		
Finance Pathway										
0500	Personal Finance	5		FL			•	•	•	•
0502	Accounting I	5						•	•	•
0503	Accounting II	5			0502			•	•	•
0542	Accounting III	5			0503			•	•	•
0543	Managerial Accounting	5			0542			•	•	•
0540	AP Macroeconomics	5			0204 or 0211			•	•	•
0541	AP Microeconomics	5			0204 or 0211			•	•	•
Marketing Pathway										
0550	Merchandise Marketing	5						•	•	•
0551	Sports and Entertainment Marketing	5						•	•	•
0552 A/B	Marketing	10	11-12					•	•	•
0553 A/B	Advanced Marketing	10	11-12		0552			•	•	•
V0553 A/B	Advanced Marketing	10	11-12		0552			•	•	•
0514 A/B	Marketing Internship	10	11-12		0552 or 0553†			•	•	•

FL = Fulfills Financial Literacy Graduation Requirement † = See course descriptions for additional requirements.

BUSINESS, MARKETING, AND MANAGEMENT

MARKETING PATHWAY

0550 MERCHANDISE MARKETING

5 Credits

Description: Students will develop skills in the areas of forecasting, target market analysis, and retail environment management. Merchandise Marketing is a specialized course to develop marketing knowledge and skills in the areas of merchandising and fashion. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: None

0551 SPORTS AND ENTERTAINMENT MARKETING

5 Credits

Description: Students will develop skills in the areas of event management, sponsoring, ticket marketing, branding, roles of public relations, and career opportunities as they relate to the sports and entertainment industry. Sports and Entertainment Marketing is a specialized course to develop marketing knowledge and skills related to the growing sports and entertainment industry. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: None

0552 MARKETING **11-12** 10 Credits

Description: Students will understand basic marketing and economic concepts, legal and ethical issues, selling, advertising and promotion. Students will apply communication, interpersonal, leadership, technology skills, employability, and career development strategies. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: None

0553 ADVANCED MARKETING **11-12** 10 Credits

Description: Students will apply concepts of business development to conduct market research analysis, create start-up plans and propose promotional activities for current businesses and local organizations. Students will demonstrate communication, interpersonal, leadership, technology skills, employability, and career development strategies in project-based activities. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: Marketing

V0553 ADVANCED MARKETING **11-12** 10 Credits

Description: This course will be offered in a blended learning instructional format. Blended learning courses use a combination of best practices, including online learning and face-to-face instruction. Teachers will communicate a schedule of face-to-face learning time for their course. When students are not meeting with a teacher, they will engage in “independent learning” in designated areas or may leave campus if they have open campus privileges. Students will be offered opportunities for collaboration or for quiet study in the library on days when they are not meeting in their classroom. This course follows the same curriculum guide and uses the same instructional materials as the traditional face-to-face course. The class is taught by Millard teachers and will begin and end on the same dates as the face-to-face course. Grades and credits are calculated the same in blended as traditional learning courses. Final exams will be administered during the regular final exam schedule. There are a limited number of sections that will be offered as the blended learning format. To participate in a blended learning course submit your request at the time of course registration.

Advanced Marketing students will apply concepts of business development to conduct market research analysis, create start-up plans and propose promotional activities for current businesses and local organizations. Students will demonstrate communication, interpersonal, leadership, technology skills, employability, and career development strategies in project-based activities. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: Marketing

0514 MARKETING INTERNSHIP **11-12** 10 Credits

Description: Students will enhance their skills in areas of advertising, customer service, display, employer/employee relationships, pricing, sales, and merchandise activities through part-time employment. Students must work an average of 10 hours per week to receive credit. Students enrolled in this course are eligible to participate in DECA. Students may enroll in only one internship course within the same semester.

Prerequisites: Concurrent enrollment in Marketing or Advanced Marketing

BUSINESS MANAGEMENT AND ADMINISTRATION PATHWAY

0505 INTRODUCTION TO BUSINESS MARKETING AND MANAGEMENT 5 Credits

Description: Students will explore the economic roles of consumer, worker, and citizen. Students will learn the basics of the business world and how it functions. Students will examine economics, accounting, marketing, management, and entrepreneurship. Concepts in this course will provide a background for other business courses students may take in high school or college, assist with consumer decision-making, and help to develop skills that employers seek in potential employees.

Prerequisites: None

0515 MANAGEMENT AND LEADERSHIP 11-12 5 Credits

Description: Students will examine the characteristics of a strong business leader. Students will learn what makes people successful and begin developing these traits. Major topics include the management functions of planning, organization, directing, and controlling. The intra-personal and human relations aspects of management are covered. This course is recommended for all students planning to major in Business in college.

Prerequisites: None

0516 MANAGEMENT AND LEADERSHIP INTERNSHIP 11-12 10 Credits

Description: Through this Internship, students will apply concepts studied in the Management and Leadership course. Internship experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students apply technical skills to address business applications of emerging technologies. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students enrolled in the Management and Leadership Internship must work an average of 10 hours per week. Students may enroll in only one internship course within the same semester.

Prerequisites: Concurrent enrollment with Management and Leadership one semester and another Business course the following semester

0501 INTERNATIONAL BUSINESS 5 Credits

Description: Students will understand the importance of international business and trade in the global economy and explore factors that influence success in the international business environment. Students will analyze techniques and strategies associated with marketing, distribution, and business management in a global economy. Students will explore the relationship of cultural, political, legal, economic, and ethical systems.

Prerequisites: None

0510 BUSINESS LAW 5 Credits

Description: Students will learn the legal principles under which a business operates. Students will develop an appreciation for law and a practical understanding of the legal framework within personal, social, and business functions. Students will analyze court systems, trial procedures, contracts, consumer protection, and civil, criminal, corporate, and consumer law.

Prerequisites: None

0554 IB BUSINESS MANAGEMENT SL/HL I 11 10 Credits

Description: Business Management SL/HL I is year one of an IB Diploma course to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. The course encourages the appreciation of ethical concerns at a local and global level. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate. Students will examine the characteristics of business organization and environment, human resource management, finance and accounting, marketing and operations management. Students will develop subject-specific skills, such as financial analysis. In addition to the core curriculum taught in the SL course, HL students are expected to complete extension areas of studies in each of the five units, adding depth and breadth to the course.

Prerequisites: None

0555 IB BUSINESS MANAGEMENT SL/HL II**12****10 Credits**

Description: Business Management SL/HL II is year two of a business management course in which students will continue to develop and expand their knowledge and understanding of business management theories, as well as continue to apply a range of tools and techniques. The course encourages the appreciation of ethical concerns at a local and global level. Students will develop the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis, and evaluation. Students will develop subject-specific skills, such as financial analysis. In addition to the core curriculum taught in the SL course, HL students are expected to complete extension areas of studies in each of the five units, adding depth and breadth to the course.

Prerequisites: IB Business Management SL/HL I

FINANCE PATHWAY**0500 PERSONAL FINANCE****5 Credits**

Description: Students will learn the skills necessary to manage their financial resources for lifetime financial security. Students will gain knowledge in taxes, banking and financial services, checkbook, savings and investments, retirement, loans and interest, credit card debt, e-commerce, identity fraud and theft, and insurance. This course fulfills the Financial Literacy Graduation Requirement.

Prerequisites: None

0502 ACCOUNTING I**5 Credits**

Description: Students will learn the accounting cycle, record financial transactions, and prepare financial statements. This is the first in a sequence of courses that prepares students for careers in business and college-level accounting.

Prerequisites: None

0503 ACCOUNTING II**5 Credits**

Description: Students will expand their understanding of accounting principles by learning to analyze and interpret financial data. In addition, students will apply the analysis of financial data to propose accounting adjustments. This is the second in a sequence of courses that prepares students for careers in business and college-level accounting.

Prerequisites: Accounting I

0542 ACCOUNTING III**5 Credits**

Description: Students will continue their understanding of advanced accounting concepts. Students will evaluate financial planning and decision-making for operating activities and capital investments. This course will expand student accounting knowledge to understand corporate accounting. Accounting III is strongly recommended for students planning on majoring in Business in college.

Prerequisites: Accounting II

0543 MANAGERIAL ACCOUNTING**5 Credits**

Description: Students will learn how to provide accounting information to assist management in decision-making, planning and control. Budgeting, management decision-making, financial statement analysis and statements of cash flows will be covered in this course. Managerial Accounting is strongly recommended for students planning on majoring in Business in college.

Prerequisites: Accounting III

0540 ADVANCED PLACEMENT[®] MACROECONOMICS**5 Credits**

Description: Students will study a variety of economic theories and analyze their practical application in the real world with a focus on the decision-making of individuals, businesses, and the government. Students will evaluate the economy as a whole, including economic measures, economic growth, fiscal policy, monetary policy, and international economics. Extensive mathematics skills are not required; however, the ability to analyze graphs and charts is essential. Completion of this course will prepare students to take the Advanced Placement[®] Macroeconomics exam.

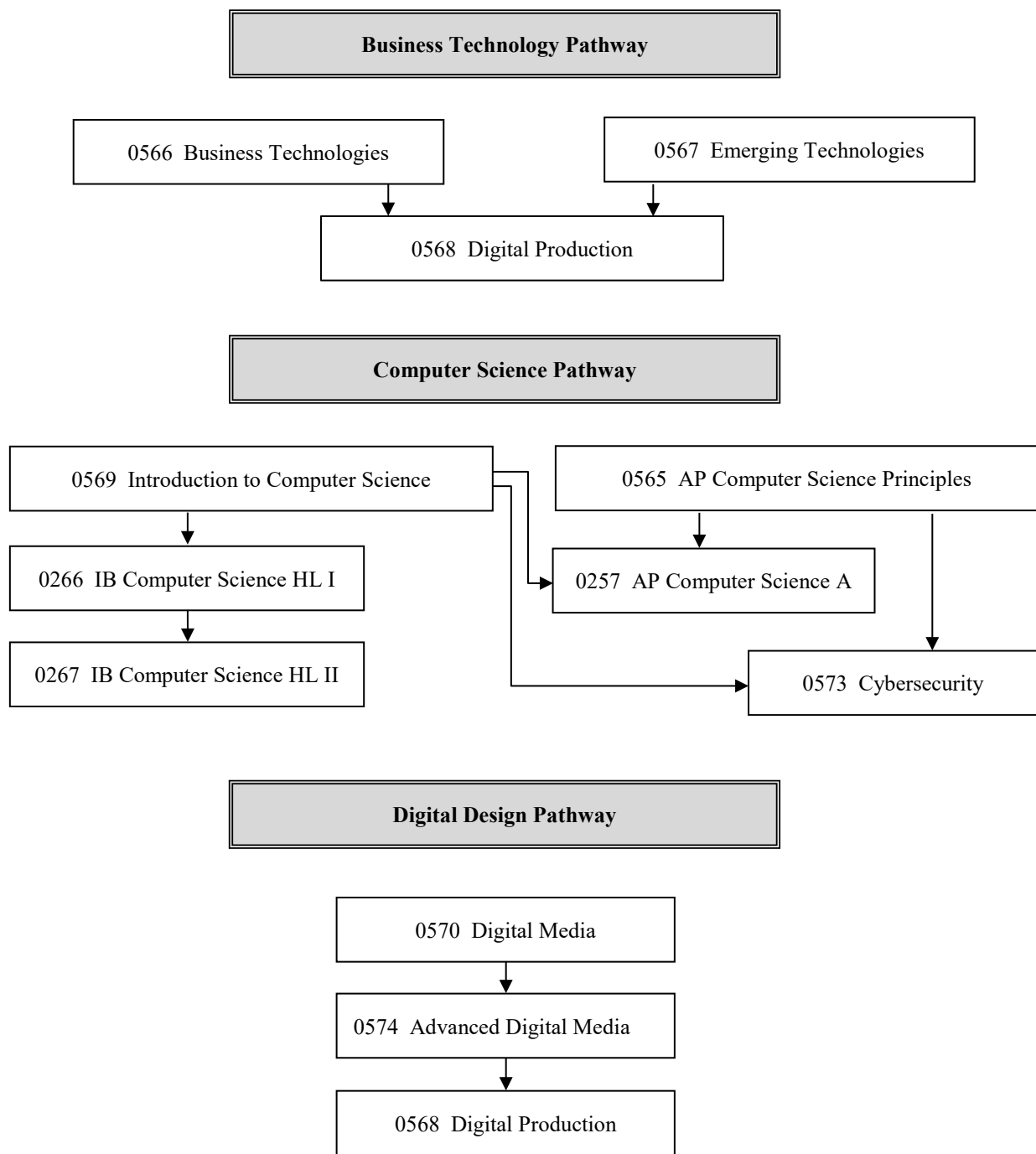
Prerequisites: Alg I/Geo: Foundations 2 or Algebra I

0541 ADVANCED PLACEMENT[®] MICROECONOMICS**5 Credits**

Description: Students will study a variety of economic theories and analyze their practical application in the real world with a focus on supply and demand for products, labor markets, and the role of competition in a free market system. Extensive mathematics skills are not required; however, the ability to analyze graphs and charts is essential. Completion of this course will prepare students to take the Advanced Placement[®] Microeconomics exam.

Prerequisites: Alg I/Geo: Foundations 2 or Algebra I

COMMUNICATION AND INFORMATION SYSTEMS



Students who complete a single pathway are encouraged to expand their knowledge by completing an additional pathway

COMMUNICATION AND INFORMATION SYSTEMS

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
COMMUNICATION AND INFORMATION SYSTEMS										
Business Technology Pathway										
0566	Business Technologies	5					•	•	•	•
0567	Emerging Technologies	5						•	•	•
Computer Science Pathway										
0266 A/B	IB Computer Science HL I	10	11		0563 †			•		
0267 A/B	IB Computer Science HL II	10	12		0266			•		
0569	Introduction to Computer Science	5						•	•	•
0565 A/B	AP Computer Science Principles	10						•	•	•
0257 A/B	AP Computer Science A	10			0563, 0565, or 0569			•	•	•
0573	Cybersecurity	5			0563, 0565 or 0569			•	•	•
Digital Design Pathway										
0570	Digital Media	5						•	•	•
0568	Digital Production	5			0561, 0562, 0566, 0567, or 0574			•	•	•
0574	Advanced Digital Media	5			0562 or 0570			•	•	•

† = See course descriptions for additional requirements.

COMMUNICATION AND INFORMATION SYSTEMS

BUSINESS TECHNOLOGY PATHWAY

0567 BUSINESS TECHNOLOGIES

5 Credits

Description: Students will think analytically and manipulate information using productivity software. Students will demonstrate digital citizenship while practicing professional communication techniques by collaborating and communicating via the Internet. Students will apply the legal, ethical, and social responsibilities of computing.

Prerequisites: None

0567 EMERGING TECHNOLOGIES

5 Credits

Description: Students will explore emerging technologies as it applies to their success for high school, college, and career. The course will emphasize digital citizenship, communication practices, word processing, presentations, and data analysis. Students will apply the legal, ethical, and social responsibilities of computing.

Prerequisites: None

COMPUTER SCIENCE PATHWAY

0569 INTRODUCTION TO COMPUTER SCIENCE

5 Credits

Description: Students will learn to code in a text-based computing language. Computer science is a foundational part of every career field in an increasingly digital world. Programming in this course will focus on establishing a basis for using computational thinking techniques, creativity, and refining practices. Students will apply the legal, ethical, and social responsibilities of computing.

Prerequisites: None

0565 ADVANCED PLACEMENT® COMPUTER SCIENCE PRINCIPLES

10 Credits

Description: Students will learn the foundational concepts of computer science and will be challenged to explore how computing and technology can influence the world. This course is more than a traditional introduction to programming; it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. Students will employ creativity and problem solving to explore and create computational artifacts. Students will apply the legal, ethical, and social responsibilities of computing. This course will prepare students to take the Advanced Placement® Computer Science Principles exam.

Prerequisites: None

0257 ADVANCED PLACEMENT® COMPUTER SCIENCE A

10 Credits

Description: Students will utilize object-oriented programming methodology for problem solving and algorithm development. This course also includes the study of data structures, design, and abstraction. Students will utilize object-oriented programming methodology for problem solving and algorithm development. This course also includes the study of data structures, recursion, best design practices, and abstraction. Students will apply the legal, ethical, and social responsibilities of computing. Completion of this course will prepare students to take the Advanced Placement® Computer Science exam.

Prerequisites: Computer Science Programming, Introduction to Computer Science or Advanced Placement® Computer Science Principles

0573 CYBERSECURITY

5 Credits

Description: Students will investigate the practice of protecting systems, networks, and programs from digital attacks. The course will introduce broad tools and concepts applied to both offensive and defensive data management. Students will apply philosophical and computational thinking to a variety of cybersecurity practices that influence all individuals, corporations, and nations. Through a broad range of computer science topics, students will apply the legal, ethical, and social responsibilities of computing.

Prerequisites: Computer Science Programming or Introduction to Computer Science or Advanced Placement® Computer Science Principles

0266 IB COMPUTER SCIENCE HL I

11

10 Credits

Description: Computer Science HL I is year one of a two-year, rigorous and practical problem solving course, centered on the study of general purpose thinking machines. Students will apply philosophical and computational thinking to a variety of computing topics including: big data, networks, cyber security, algorithms, and the global impact technology has on society. This course also promotes the appreciation of the legal, ethical, and social responsibilities of computing.

Prerequisites: Computer Science Programming or Introduction to Computer Science and completion of or concurrent enrollment in Algebra II

0267 IB COMPUTER SCIENCE HL II

12

10 Credits

Description: Computer Science HL II is year two of a two-year, rigorous and practical problem solving course, centered on the study of pure logic and computational thinking. Students will develop skills in the art of designing algorithms which solve real problems. This will be supported by practical activities focused on programming in Java with emphasis on object-oriented programming. Students will design and create programs that dynamically respond to a wide variety input in a meaningful and purposeful way. This course also provides an introduction into data structures, recursion, and creating graphical user interfaces (GUI).

Prerequisites: IB Computer Science HL I

DIGITAL DESIGN PATHWAY

0570 DIGITAL MEDIA

5 Credits

Description: Students will create, design, and produce digital media including graphics, video, and animations. Emphasis will be placed on the effective use of industry standard tools for interactive multimedia production. Students will apply the legal, ethical, and social responsibilities of computing.

Prerequisites: None

0574 ADVANCED DIGITAL MEDIA

5 Credits

Description: Students will develop advanced skills to plan, design, and create interactive projects using elements of texts, graphics, and digital imaging. These skills will prepare students for entry-level positions in the digital design field. This course will focus on effective page layout, image creation and manipulation, interactivity, content creation, and project management. Students will apply the legal, ethical, and social responsibilities of computing.

Prerequisites: Digital Media or Digital Design

0568 DIGITAL PRODUCTION

5 Credits

Description: Students will develop advanced skills to plan, design, and create interactive projects using elements of texts, graphics, and digital imaging. These skills will prepare students for entry-level positions in the digital design field. This course will focus on effective page layout, image creation and manipulation, interactivity, content creation, and project management. Students will apply the legal, ethical, and social responsibilities of computing.

Prerequisites: Advanced Digital Media, Business Technologies, Digital Design, Emerging Technologies, or Information Technology Applications

ENGLISH LEARNER (EL)

MILLARD SOUTH ONLY

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
ENGLISH LEARNER										
Beginning English Learner										
EL01 A/B	EL Beginning Reading	10			†				•	
EL02 A/B	EL Beginning Writing	10			†				•	
EL03 A/B	EL Beginning Communication	10			†				•	
Emerging English Learner										
EL04 A/B	EL Emerging Reading	10			†				•	
EL05 A/B	EL Emerging Writing	10			†				•	
EL06 A/B	EL Emerging Communication	10			†				•	
Progressing English Learner										
EL07 A/B	EL Progressing Literacy	10			†				•	
EL08 A/B	EL Progressing Communication	10			†				•	
Advanced English Learner										
EL09 A/B	EL Advanced Literacy and Communication I	10			†				•	
EL10 A/B	EL Advanced Literacy and Communication II	10			†				•	

† = See course descriptions for additional requirements.

ENGLISH LEARNER (EL)

***Beginning English Learner** courses are for students who are new arrivals to the United States or are in the beginning stages of acquiring the English language. Students are placed in beginning level courses based on their score on the English Language Proficiency Assessment or Screener. Beginning English Learners are typically a Level I in English proficiency. Through common themes presented in each of the three courses, students will learn basic vocabulary, read short texts, produce basic oral and written responses about topics and events happening in their everyday lives, and practice short, realistic conversational exchanges.*

EL01 EL BEGINNING READING

10 credits

Description: In this course, EL students will develop their literacy skills through a variety of reading activities. Students will learn strategies to support their development as active and critical readers and will explore a variety of text types including both fiction and informational texts. Using context clues, visual aids, and the understanding of how words are formed in their first language, students will learn to determine the meaning of words and phrases.

EL02 EL BEGINNING WRITING

10 credits

Description: Students in this course will begin to identify key words and phrases in written text. They will participate in written exchanges of information on familiar topics. Students will learn to recognize and use frequently occurring nouns, verbs, conjunctions, and prepositions in their writing. With support, the Beginning EL student will write about literary and informational texts and be able to express an opinion or idea.

EL03 EL BEGINNING COMMUNICATION

10 credits

Description: In this course, EL students learn English vocabulary, grammar, and sentence structure to assist them in the development of academic, cultural, and life skills. Students will learn to identify key words and phrases in oral communication and participate in short conversations. They will practice communicating information about familiar texts, topics, and experiences. With support, the Beginning EL student will use accurate English to communicate in grade-appropriate speech.

Emerging English Learner courses are for students who are still developing grade-level English skills. Students in Emerging English courses have a limited comprehension of the English language and need additional support. Emerging English learners are often at a Level 2 in English proficiency. Students will continue to develop their reading, writing, speaking, and listening skills through more complex topics and themes. Students will read and comprehend grade-appropriate short texts, begin to understand the writing process, and engage in academic conversation and dialogues.

EL04 EL EMERGING READING 10 credits

Description: In this course, EL students will expand their reading skills in order to become more mature readers. Students will apply a variety of reading strategies to determine the main ideas and summarize key points of the text.

EL05 EL EMERGING WRITING 10 credits

Description: Students in this course will expand their writing skills by creating original compositions of varying lengths, styles, and types. With support, they will compose written narratives or informational texts. They will learn to construct a claim about familiar topics and give reasons to support their claim. They will learn to produce simple and compound sentences and use common linking words to connect events.

EL06 EL EMERGING COMMUNICATION 10 credits

Description: The emerging English speakers will use expanding strategies to retell key details orally. They will continue to grow their English vocabulary of both conversational and academic words in order to participate in short conversations and respond to questions. Students will use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions to communicate.

*Students in **Progressing English Learner** courses have a fair to good comprehension of the English language but are still in need of additional language support. EL students at this level continue to develop conversational and academic skills that allow them to participate in dialogue, express their own ideas, and respond to the ideas and questions of others. Progressing English learners are typically at a Level 3 in English proficiency.*

EL07 EL PROGRESSING LITERACY 10 credits

Description: This course is designed for intermediate English learning students to continue progressing in the language domains of reading and writing. The course focus is to continue the development of English vocabulary and the understanding of grammatical structures. Students will develop further comprehension skills through fluency, summarizing, and sequencing events in a reading passage. They will use strategies such as recognizing text structures, using text features to locate information in textbooks, and use context clues to assist in comprehension. Students will continue to expand their writing capabilities through the practice of writing five paragraph essays and other larger writing tasks.

EL08 EL PROGRESSING COMMUNICATION 10 credits

Description: This course is designed for intermediate English learning students to continue progressing in the language domains of speaking and listening. Students will further develop communication skills through participating in classroom discussions, conversations, and oral presentations with fewer supports. Students in this course will strengthen their ability to express their own ideas using more content specific and academic language.

*Students taking the **Advanced English Learner** courses are typically at Levels 4 or 5 in English proficiency. Students taking these courses are participating in grade-appropriate oral and written exchanges of information and are cementing their knowledge of academic vocabulary in order to ask and answer questions that clarify ideas and conclusions. Students are nearing proficiency in speaking, listening, reading, and writing in English.*

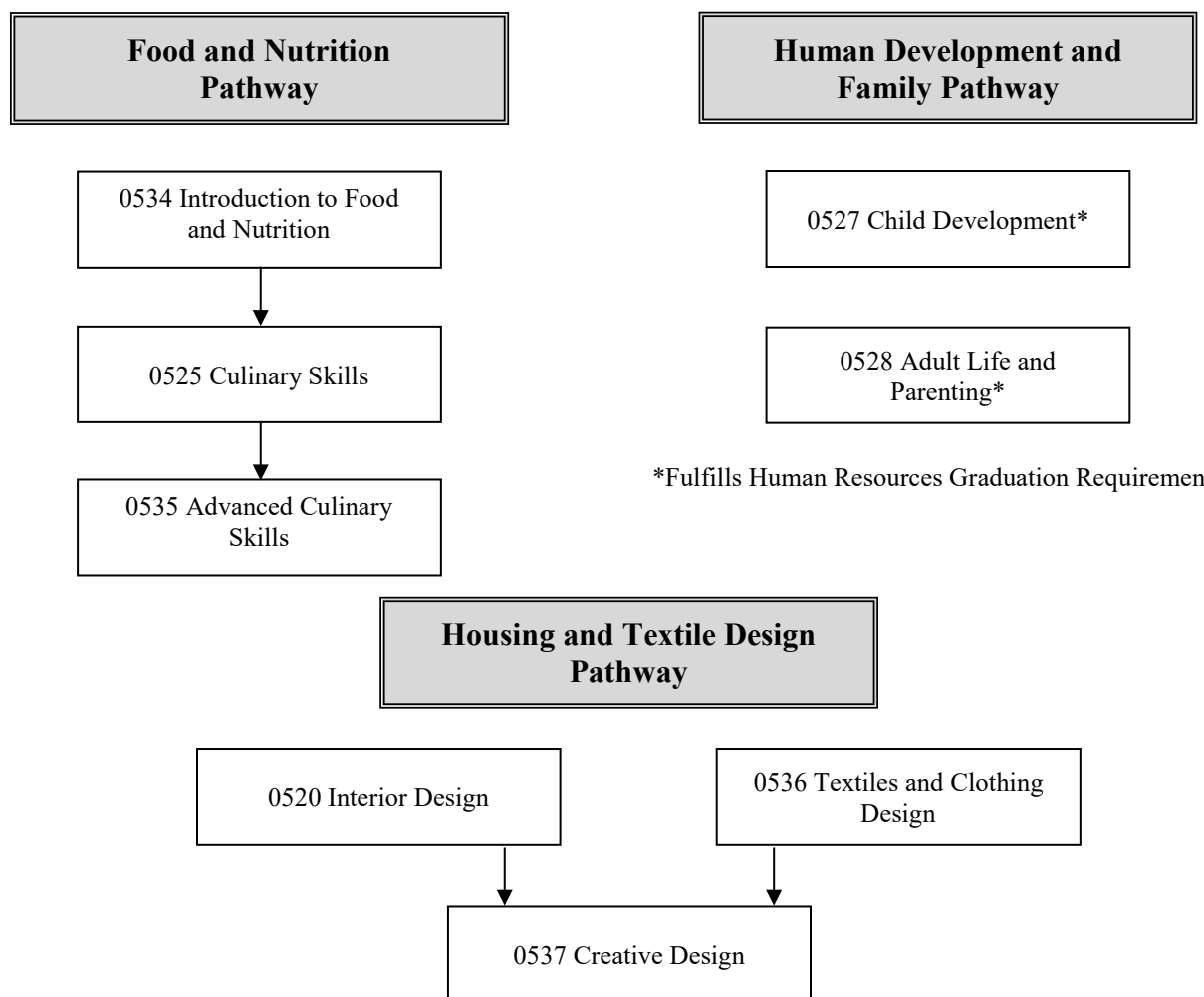
EL09 EL ADVANCED LITERACY AND COMMUNICATION I 10 credits

Description: Students in this course are nearing grade-level English language skills. Students will continue to interact and engage with grade-level texts to continue to advance their English grammar and vocabulary skills. Students will produce and present written and oral essays that demonstrate their ability to use the English language through speaking and writing.

EL10 EL ADVANCED LITERACY AND COMMUNICATION II 10 credits

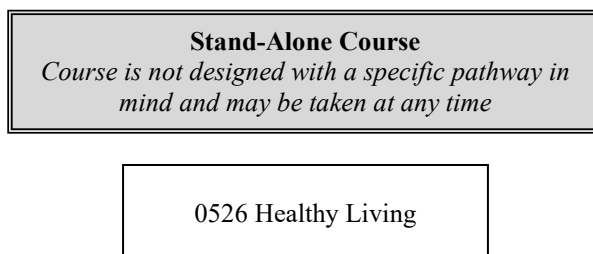
Description: This course is designed for students who are nearly proficient in the English language. The focus will be increased fluency in reading and comprehending more advanced materials in order to be successful in content classes. Students will develop comprehension strategies and build vocabulary skills, as well as develop the capacity for written and oral responses to a variety of informational texts and longer narrative books and passages.

FAMILY AND CONSUMER SCIENCES



Students who have enrolled in Family and Consumer Sciences courses may participate in Family, Career and Community Leaders of America (FCCLA).

Materials for basic projects will be provided; however, students with select specialized projects may be required to purchase extra materials. Students may donate money, materials or equipment to defray cost of consumable materials or provide appropriate personal equipment. Students who qualify for free and reduced meal waivers should discuss costs with their instructors.



Healthy Living is required of all students to meet state-mandated health education requirements. This course must be taken before the start of 12th grade, 10th grade preferred.

FAMILY AND CONSUMER SCIENCES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
FAMILY AND CONSUMER SCIENCES										
0520	Interior Design	5						•	•	•
0525	Culinary Skills	5			0534			•	•	•
0526	Healthy Living	5	9-11	H			•	•	•	•
0527	Child Development	5		HR			•	•	•	•
0528	Adult Life and Parenting	5		HR			•	•	•	•
0534	Introduction to Food and Nutrition	5						•	•	•
0535	Advanced Culinary Skills	5			0525			•	•	•
0536	Textiles and Clothing Design	5						•	•	•
0537	Creative Design	5			0520 or 0536			•	•	•

H = Fulfills Health Education Graduation Requirement

HR = Fulfills Human Resources Graduation Requirement

FAMILY AND CONSUMER SCIENCES

0534 INTRODUCTION TO FOOD AND NUTRITION

5 Credits

Description: Students will learn the basics of nutrition, food preparation and dietary decision-making utilizing digital resources and laboratory experiences. Students will incorporate skills to impact their present and future health and well-being.

Prerequisites: None

0525 CULINARY SKILLS

5 Credits

Description: Students will develop skills in safety, sanitation and basic food preparation techniques required in food preparation. This course is designed for students who want to expand their food preparation skills and/or pursue a career in culinary arts, food service, or the hospitality industry.

Prerequisites: Introduction to Food and Nutrition

0535 ADVANCED CULINARY SKILLS

5 Credits

Description: Students will advance their food preparation skills while applying management principles needed for the Food Service and Hospitality profession. This course will emphasize gourmet specialties, garnishes, and cultural influences.

Prerequisites: Culinary Skills

0520 INTERIOR DESIGN

5 Credits

Description: Students will evaluate and create floor plans for residential spaces. Students will utilize the elements and principles of design to create aesthetically pleasing spaces while considering functionality and eco-friendly design. Interior design is a project-oriented class that will use technology to enhance learning.

Prerequisites: None

0536 TEXTILES AND CLOTHING DESIGN

5 Credits

Description: Students will learn clothing construction techniques and garment design while working individually and collaboratively. Students will research careers in the textile, clothing, and design industry to explore employment and entrepreneurial endeavors. Students will design and create their own textile project using digital sewing equipment and patterns.

Prerequisites: None

0537 CREATIVE DESIGN

5 Credits

Description: Students will be using reasoning skills to solve practical real-world problems in the areas of fashion design and interior design. Students will create individualized design projects to be documented in a professional portfolio.

Prerequisites: Interior Design or Textiles and Clothing Design

0527 CHILD DEVELOPMENT

5 Credits

Description: Students will explore the physical, social, emotional, and intellectual factors that relate to the developing child from prenatal to age 5. This course will develop personal skills while also preparing students for child-related career fields by interacting with children, learning from guest speakers, and participating in problem-based scenarios. Students considering participating in the Education Academy sequence will take this course in 11th or 12th grade. This course fulfills the Human Resources Graduation Requirement.

Prerequisites: None

0528 ADULT LIFE AND PARENTING

5 Credits

Description: Students will analyze factors that influence human growth and development through a lifespan. Class activities will focus on impacts of life events, resource management, and support systems required throughout life. The course helps students enhance interpersonal relationships and understand the effect of these relationships on families, work, and society. This course fulfills the Human Resources Graduation Requirement.

Prerequisites: None

0526 HEALTHY LIVING**9-11 (10th grade preferred)**

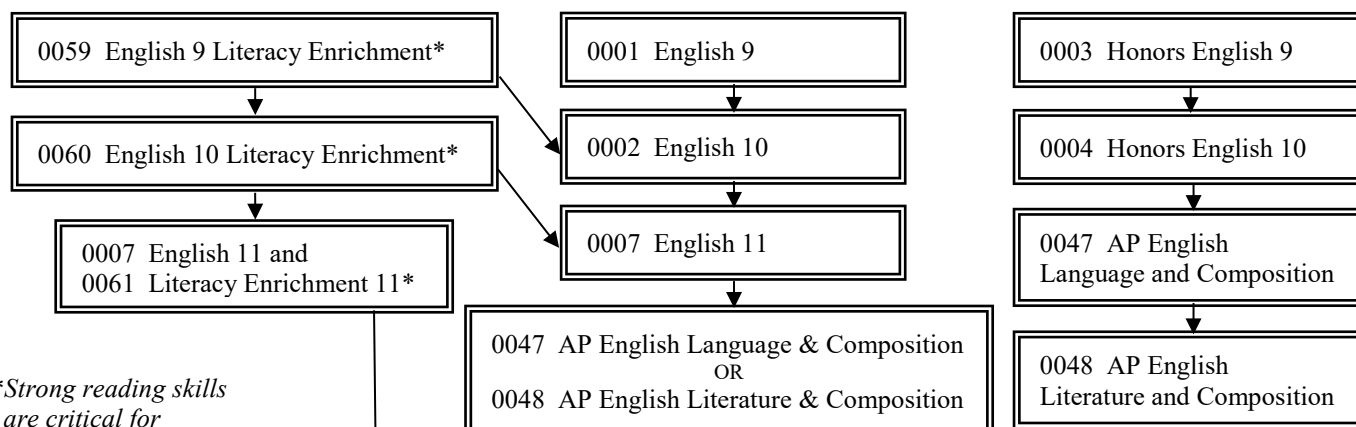
5 Credits

Description: Students will investigate concepts to support healthy living. Topics include self-concept, drug use and abuse, loss, death, depression, suicide, violence, stress, aging, friendships, dating, human sexuality, and digital citizenship. Students will practice critical thinking regarding their personal lives and apply problem solving and decision-making skills to deal with societal pressures. The theme throughout the course is abstinence from risky behaviors. In this course, the Millard Public Schools Character Traits: Trustworthiness, Responsibility, Respect, and Citizenship are incorporated into lessons and student activities. Healthy Living fulfills the Health Education Graduation Requirement. The curriculum meets local, state, and federal mandates for dating violence, drug education, health education, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED) training.

Current Board policy enables parents/guardians to request, for philosophical, religious, or ideological reasons, that their son/daughter be excused from units within this course or this graduation requirement. Students excused from Healthy Living would register for one of the Human Resources courses and provide proof of CPR/AED instruction within Millard Public Schools as a replacement. This replacement course is in addition to the required Human Resources course and means that students excused from Healthy Living will be required to take two Human Resources courses. Parent/Guardian should contact the principal's office for direction and assistance.

Prerequisites: None

LANGUAGE ARTS Preferred Sequences



**Strong reading skills are critical for success in high school, college and the work place. These courses fulfill the English requirement for Grades 9 and 10 while also providing elective credits.*

Selected students who have the need for further development and improvement of reading and writing skills and strategies are recommended for these courses.

English Selected Electives	
0033 Creative Writing	0067 Global Perspectives through Literature
0035 College Writing	0068 Contemporary Literature
0062 Literacy for Life	0069 Media Analysis
0065 Literature and Film	0076 Popular Genres in Literature

Oral Communications Graduation Requirement

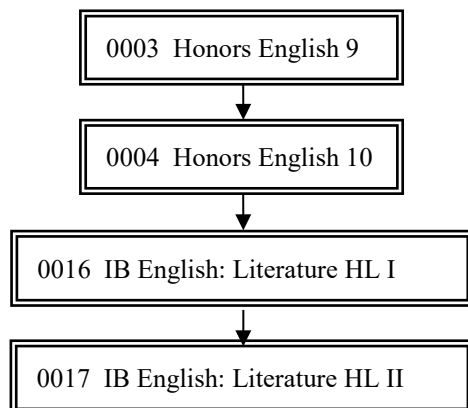
Students must take at least one of the following in high school.

- 0020 Speech
- 0021 Forensics: Competitive Speech
- 0022 Debate
- 0023 Competitive Debate

At North High School the combination of IB Language A1 and IB Language B and Theory of Knowledge I and II fulfills this requirement.

When planning for post-secondary coursework, note that most universities require four full years of English. Speech or Debate may not count as English for some colleges.

Sequence for North High IB Students



Additional General Electives: do not fulfill English credit

- | | |
|--|----------------------|
| 0013 Yearbook | 0073 IB Film SL * |
| 0020 Speech | 0074 IB Film HL I * |
| 0021 Forensics Competitive Speech: | 0075 IB Film HL II * |
| 0022 Debate | *North High only |
| 0023 Competitive Debate | |
| 0024 Theatre and Performance I ** | |
| 0025 Theatre and Performance Advanced Studies | |
| 0026 Theatre Technology | |
| 0039 Theatre Appreciation ** | |
| 0064 Introduction to Journalism, Photojournalism, and Broadcast Journalism | |
| 0066 Advanced Journalism | |
| 0077 Broadcast Journalism | |

**Fulfills Fine and Performing Arts requirement

LANGUAGE ARTS

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
LANGUAGE ARTS										
0001 A/B	English 9	10				•	•	•	•	•
0059 A/B	English 9 Literacy Enrichment	10/10			†	•	•	•	•	•
0003 A/B	Honors English 9	10				•		•	•	•
0002 A/B	English 10	10			0001 or 0059	•	•	•	•	•
0060 A/B	English 10 Literacy Enrichment	10/10			†	•	•	•	•	•
0004 A/B	Honors English 10	10			0003	•		•	•	•
0007 A/B	English 11	10			0002 or 0060	•	•	•	•	•
0061 A/B	Literacy Enrichment 11	10			†		•	•	•	•
0047 A/B	AP English Language and Composition	10			0004 or 0007	•		•	•	•
0048 A/B	AP English Literature and Composition	10			0004 or 0007	•		•	•	•
0016 A/B	IB English: Literature HL I	10	11		0004	•		•		
0017 A/B	IB English: Literature HL II	10	12		0016	•		•		
English Electives										
0033	Creative Writing	5			0004 or 0007	•	•	•	•	•
0035	College Writing	5			0004 or 0007	•		•	•	•
V0035	College Writing	5			0004 or 0007	•		•	•	•
0062	Literacy for Life	5			0007 or 0061		•	•	•	•
0065	Literature and Film	5			0004 or 0007	•		•	•	•
0067	Global Perspectives Through Literature	5			0004, 0007 or 0061	•		•	•	•
0068	Contemporary Literature	5			0004, 0007 or 0061	•	•	•	•	•
0069	Media Analysis	5			0004 or 0007			•	•	•
0076	Popular Genres in Literature	5			0004, 0007 or 0061		•	•	•	•
Oral Communications										
0020	Speech	5		OC		•	•	•	•	•
0021 A/B	Forensics: Competitive Speech	10		OC		•		•	•	•
0022	Debate	5		OC		•		•	•	•
0023 A/B	Competitive Debate	10		OC				•	•	•
Drama										
0024	Theatre and Performance I	5		F				•	•	•
0025	Theatre and Performance: Advanced Studies	5			0024			•	•	•
0026	Theatre Technology	5			0024 or 0039			•	•	•
0039	Theatre Appreciation	5		F				•	•	•
Journalism										
0064	Introduction to Journalism, Photojournalism, and Broadcast Journalism	5						•	•	•
0066 A/B	Advanced Journalism (20 credits at WHS)	10			0064†			•	•	•
0013 A/B	Yearbook (20 credits at WHS)	10			0064†			•	•	•
0077	Broadcast Journalism	5			0064			•	•	•
0073 A/B	IB Film SL	10	11-12					•		
0074 A/B	IB Film HL I	10	11					•		
0075 A/B	IB Film HL II	10	12		0074			•		

F = Fulfills Fine and Performing Arts Graduation Requirement

† = See course descriptions for additional requirements.

OC = Fulfills Oral Communications Graduation Requirement

Once the student has successfully completed Competitive Debate, Advanced Journalism, Broadcast Journalism, Forensics: Competitive Speech, Theatre and Performance: Advanced Studies, Theatre Technology, or Yearbook, the course may be repeated for elective credit (pending available space).

LANGUAGE ARTS

0001 ENGLISH 9

10 Credits

Introduction to Literature and Composition

Description: This course provides students with the opportunity to analyze, interpret, and respond to classic and contemporary literature including short stories, novels, poetry, drama, memoirs, film, non-fiction, and visual texts. Students will implement a variety of reading, writing, and speaking strategies to make thematic connections between classic and contemporary texts. Students will be introduced to analytical writing, writing in response to texts, and writing based on audience, purpose, and a range of structures.

Prerequisites: None

0002 ENGLISH 10

10 Credits

World Literature and Composition

Description: In World Literature and Composition, students will advance their language skills through reading, writing, speaking, and multiple literacies. Students will explore thematic connections between Western and World Literature using a multitude of texts including short stories, novels, poetry, non-fiction, drama, and visual and digital texts. Students will develop skills related to navigating complex texts, identifying and utilizing appropriate writing standards, and developing the research process. Students will analyze print and multi-media texts to prepare for the demands of the 21st century. Students will use literacy skills to create a variety of relevant products including, but not limited to, essays, presentations, and creative critical thinking activities.

Prerequisites: English 9 or English 9 Literacy Enrichment

0003 HONORS ENGLISH 9

10 Credits

World Literature and Advanced Composition

Description: This course provides an advanced curriculum from Contemporary, Western, and World Literature that will advance language skills through reading, writing, speaking, and multiple literacies. Students will explore thematic connections between a multitude of texts including short stories, novels, poetry, non-fiction, drama, and visual and digital texts. In World Literature and Advanced Composition, students will develop skills related to navigating complex texts, analytical writing, and developing the research process. This course will develop culturally literate people who use academic discourse to communicate effectively. Students who take this course are expected to be self-motivated learners with strong reading, writing, and critical thinking skills.

Prerequisites: None

0004 HONORS ENGLISH 10

10 Credits

American Literature and Advanced Composition

Description: Through this course, students will explore how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing challenging texts from a variety of genres through diverse cultural, racial, and gender perspectives and voices in historical and contemporary literature. By analyzing the authors' views and social context, students will continue to develop skills related to navigating complex texts, analytical writing, and developing the research process. Students who take this course will have high levels of language competencies and enjoy an academic challenge.

Prerequisites: Honors English 9

0007 ENGLISH 11

10 Credits

American Literature and Composition

Description: Through this course, students will explore how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing challenging texts from a variety of genres through cultural, racial, and gender perspectives in historical and contemporary literature. By analyzing the authors' views and social context, students will delve into deeper understanding of language, literature, and the writing and research process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction, and visual and digital texts. Students will be assessed using a variety of methods including, but not limited to, essays, presentations, and creative critical thinking activities.

Prerequisites: English 10 or English 10 Literacy Enrichment

0013 YEARBOOK**Stampede – NHS, The Patriot – SHS, Prowler – WHS**

10 Credits (20 at West HS)

Description: Make history! In this course, students will expand the skills of photography, layout and design, interviewing, and journalistic writing to capture the memories and tell the stories of the school year in a published yearbook. Attendance at school events outside of the regular school day is required. Student work can be submitted for local, state, and national contests, including the NSAA sponsored State Journalism Competition. The course may be repeated for elective credit.

Prerequisites: Intro to Journalism, Photojournalism, and Broadcast Journalism or permission from the instructor

0016 IB ENGLISH: LITERATURE HL I**11 North only**

10 Credits

Description: Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world. Throughout both HL I and HL II, students will study 13 texts, at least four of which will be works written in translation by authors on the Prescribed Reading List, at least five of which will be works written in English, and at least four works freely chosen by the school. Students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature.

Prerequisites: Honors English 10

0017 IB ENGLISH: LITERATURE HL II**12 North only**

10 Credits

Description: Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. Throughout both HL I and HL II, students will study 13 texts, at least four of which will be works written in translation by authors on the Prescribed Reading List, at least five of which will be works written in English, and at least four works freely chosen by the school. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

Prerequisites: IB English: Literature HL I

0020 SPEECH

5 Credits

Description: This is an introductory course designed to assist students in understanding and improving their skill in effective communication. Speech is a performance-based course that will allow students to apply the skills learned in class using a variety of activities, such as: public speaking, self-critique, and group work. In addition, all students will complete a mock job interview unit which assists in meeting graduation requirements. This course fulfills the Oral Communications Graduation Requirement.

Prerequisites: None

0021 FORENSICS: COMPETITIVE SPEECH

10 Credits

Description: Forensics is a two semester course designed for students interested in competitive speaking and acting activities. This course is developed around competitive events sanctioned by the Nebraska School Activities Association (NSAA) and the National Speech and Debate Association (NSDA). Students will be exposed to researching, writing, and presenting speeches, along with analyzing and performing works of literature. Students will be expected to compete in tournaments, a majority of which will take place on weekends. In addition, all students will complete a mock job interview unit which assists in meeting graduation requirements. Upon successful completion, this course may be repeated for elective credit (pending available space and instructor approval). This course fulfills the Oral Communications Graduation Requirement.

Prerequisites: None

0022 DEBATE

5 Credits

Description: Debate is a semester course designed to introduce students to the theory and practice of academic debate. The course will focus on argumentation, research, and delivery skills. In-class debate will be used to measure student understanding and application of skills. In addition, all students will complete a mock job interview unit which assists in meeting one of the Personal Learning Plan (PLP) graduation requirements. Students who enjoy competitive debate may choose to join the debate team, but doing so is not mandatory for this course. This course fulfills the Oral Communications Graduation Requirement.

Prerequisites: None

0023 COMPETITIVE DEBATE

10 Credits

Description: Competitive Debate is a one or two semester course designed for teaching advanced argumentation practice to members of the debate team. Instruction will focus on competitive debate strategies, advanced research and writing skills, and persuasive techniques. Students will be challenged to realize their individual debate potential. Students are required to participate in debate tournaments which often take place on weekends. In addition, all students will complete a mock job interview unit which assists in meeting graduation requirements. Upon successful completion, this course may be repeated for elective credit (pending available space). This course fulfills the Oral Communications Graduation Requirement.

Prerequisites: None

0024 THEATRE AND PERFORMANCE I

5 Credits

Description: This is a performance-based survey course designed to introduce students to many different aspects of theatre. Units include acting, script analysis, theatre history, and an overview of technical theatre. The acting unit consists of individual and group in-class performances, regular participation in acting exercises, and memorized scenes and monologues. Students will engage in script analysis, character analysis, analysis of the production process and viewed performances. The theatre history unit may include the origins of storytelling and evolution of the theatre, while the overview of technical theatre may include scenery, lighting, sound, and/or costuming/makeup. Successful completion of performances and projects is a course requirement. This course fulfills the Fine and Performing Arts Graduation Requirement and serves as a prerequisite for Theatre Performance: Advanced Studies and Theatre Technology.

Prerequisites: None

0025 THEATRE AND PERFORMANCE: ADVANCED STUDIES

5 Credits

Description: This is a performance-based course designed to further develop skills in theatre from production process to performance. Students will gain a deeper understanding of script and production processes, acting and audition techniques, and theatre history. Students may also be introduced to directing techniques, acting theory, theatre periods, acting and musical theatre styles, and viewed performances. Successful completion of performances and projects is a course requirement. A public performance may be a component of this course. Students who have successfully completed this course may elect to repeat it for additional semesters of theatre experience. Upon successful completion, this course may be repeated for elective credit (pending available space).

Prerequisites: Theatre and Performance I

0026 THEATRE TECHNOLOGY

5 Credits

Description: This is a course designed for students who wish to pursue knowledge of technical theatre and theatrical design. It emphasizes the backstage elements of theatre production including theatre safety, set design and construction techniques, scene painting, properties, lighting, costume/makeup design, stage management, and theatre administration skills. Students will gain hands-on experience with current theatre technologies including: the use of construction/power tools, computer-based set/light/sound design programs, as well as an electronic portfolio. Hands-on lab instruction and technical projects are a course requirement. Students may be required to attend and/or participate in a technical capacity for a production or performance outside of class. Students who have successfully completed this course may elect to repeat it for additional semesters of theatre experience.

Prerequisites: Theatre and Performance I or Theatre Appreciation

0033 CREATIVE WRITING

5 Credits

Description: Creative Writing is a semester long, advanced writing course for students who enjoy writing and want to improve their composition skills. Students will be required to write and read daily. Students will maintain a writer's notebook where they will experiment with a variety of writing genre; these genres may include but are not limited to short stories, poetry, and script writing. Creative writers are, by nature, readers and will read and analyze short stories and poetry as guides to develop their own writing. Students will be required to share their writing in small groups and with the class.

Prerequisites: Honors English 10 or English 11

0035 COLLEGE WRITING

5 Credits

Description: College Writing is a course designed to prepare students for writing and independent research at the collegiate level. Practice in academic inquiry and the proper method for organizing, researching, and writing a formal research paper are emphasized in this course. Because organizational skills and time management are important when working to meet deadlines for this course, this class is best suited for independent workers and motivated students.

Prerequisites: Honors English 10 or English 11

V0035 COLLEGE WRITING**11-12**

10 Credits

Description: This course will be offered in a blended learning instructional format. Blended learning courses use a combination of best practices, including online learning and face-to-face instruction. Teachers will communicate a schedule of face-to-face learning time for their course. When students are not meeting with a teacher, they will engage in “independent learning” in designated areas or may leave campus if they have open campus privileges. Students will be offered opportunities for collaboration or for quiet study in the library on days when they are not meeting in their classroom. This course follows the same curriculum guide and uses the same instructional materials as the traditional face-to-face course. The class is taught by Millard teachers and will begin and end on the same dates as the face-to-face course. Grades and credits are calculated the same in blended as traditional learning courses. Final exams will be administered during the regular final exam schedule. There are a limited number of sections that will be offered as the blended learning format. To participate in a blended learning course submit your request at the time of course registration. If you are in the Early College High School program check with your counselor or academic advisor on the eligibility of the course to meet Early College criteria.

College Writing is a course designed to prepare students for writing and independent research at the collegiate level. Practice in academic inquiry and the proper method for organizing, researching, and writing a formal research paper are emphasized in this course. Because organizational skills and time management are important when working to meet deadlines for this course, this class is best suited for independent workers and motivated students.

Prerequisites: Honors English 10 or English 11

0039 THEATRE APPRECIATION

5 Credits

Description: This non-performance course will assist in the understanding and appreciation of theatrical elements in the world around us. Units may include overviews of stage, film, television and radio characteristics; scenery, lighting, sound, and/or costuming/make-up; script and character analysis; analysis of viewed performances, and theatre history. Successful completion of projects is a course requirement. This course satisfies the Fine and Performing Arts Graduation Requirement and also counts as a prerequisite to Theatre Technology. Students interested in a performance-based course should refer to Theatre and Performance I.

Prerequisites: None

0047 ADVANCED PLACEMENT® ENGLISH LANGUAGE AND COMPOSITION

10 Credits

Description: Advanced Placement® English Language and Composition is a course for 11th and 12th grade students who are interested in pursuing rigorous advanced studies in language arts with a focus on close reading of non-fiction texts from a variety of periods, disciplines, and rhetorical contexts. Students will develop college level writing skills in the modes of exposition, analysis, and argumentation. Students will read and write with the intention to become informed citizens in order to engage in consequential conversations, projects, and writings about meaningful topics. Students will utilize outside sources from a variety of perspectives in order to make their own reasonable and informed contributions. Students will improve academic voice in their own writing through experimentation with various grammatical constructions, use of academic diction, and development of tone. Completion of this course will prepare students to take the Advanced Placement® English Language and Composition exam.

Prerequisites: Honors English 10 or English 11

0048 ADVANCED PLACEMENT® ENGLISH LITERATURE AND COMPOSITION

10 Credits

Description: Advanced Placement® English Literature and Composition is a course for 11th and 12th grade students interested in pursuing rigorous advanced studies in language arts with a focus on close reading of works of literary merit, including poetry, short stories, novels, and drama. Texts will be considered in historical context as well as through various lenses of interpretation. In addition, students will analyze literature focusing on how writers create meaning through literary techniques such as structure, style, theme, figurative language, imagery, symbolism, and tone. This course builds on literary analysis skills, which students will demonstrate through a variety of mediums. Students will improve academic voice in their own writing through experimentation with various grammatical constructions, use of academic diction, and development of tone. Completion of this course will prepare students to take the Advanced Placement® English Literature and Composition exam. In addition, students will have the opportunity to dual enroll through the University of Nebraska at Omaha for three college credits per semester. AP Literature and Composition is a rigorous, capstone course. Students who complete Advanced Placement® Language and Composition as juniors will be best prepared to succeed in this college-level course.

Prerequisites: Honors English 10 or English 11

0059 ENGLISH 9 LITERACY ENRICHMENT

10 English Credits/10 Elective Credits

Description: English 9 Literacy Enrichment is a skill building and study skills course designed for 9th grade students who need more practice with reading as evidenced by prior assessment results and literacy abilities demonstrated during middle school. This course uses best practices in building reading and writing skills based on individual student needs. Diagnostic and benchmark assessments are used to monitor student progress. Lessons are designed to build skills in reading and writing so that students can successfully complete the English 9 curriculum, gain strategies and skills needed for future success, and meet the standards on district reading and writing tests.

Prerequisites: Need for reading improvement; placement recommendation from Building Data Team

0060 ENGLISH 10 LITERACY ENRICHMENT

10 English Credits/10 Elective Credits

Description: English 10 Literacy Enrichment is a skill building and study skills course designed for 10th grade students who need more practice with reading as evidenced by prior assessment results, including standardized test scores, and literacy abilities demonstrated in ninth grade. This course uses best practices in building reading and writing skills based on individual student needs. Diagnostic and benchmark assessments are used to monitor student progress. Lessons are designed to build skills in reading so that students can successfully complete the English 10 curriculum, gain strategies and skills needed for future success, and meet the standards on district reading tests.

Prerequisites: Need for reading improvement; either English 9 or English 9 Literacy Enrichment

0061 LITERACY ENRICHMENT 11

10 Elective Credits

Description: Literacy Enrichment is a skill building and study skills course designed for 11th grade students who need more practice with reading as evidenced by previous assessment results. This course uses best practices in building reading skills based on individual student needs. Diagnostic and benchmark assessments are used to monitor student progress. Lessons are designed to build skills in reading so that students gain literacy strategies and skills needed for future success and meet the standards on district and state reading assessments. This course will focus more on building additional reading skills and is taken in addition to the required English 11 course.

Prerequisites: Need for reading skills improvement; either English 10 or English 10 Literacy Enrichment

0062 LITERACY FOR LIFE

5 Credits

Description: Literacy for Life is a one semester course designed for students who are looking to improve literacy skills while preparing for future careers. Coursework includes the everyday skills required in professional and workplace communication. Students will also read literary and informational text to explore its relevance to their lives and to realize the impact each person has on a community.

Prerequisites: English 11 or Literacy Enrichment 11

0064 INTRODUCTION TO JOURNALISM, PHOTOJOURNALISM, and BROADCAST JOURNALISM

5 Credits

Description: Explore all aspects of journalism with this introductory course. Students will learn the skills needed to be a student journalist by taking and editing photos, filming and editing news and feature videos, writing journalistically, and designing newspaper and yearbook layouts. Successful completion of this course is required for students who wish to take Yearbook, Advanced Journalism, or Broadcast Journalism courses.

Prerequisites: None

0065 LITERATURE AND FILM

5 Credits

Description: Students will analyze literature and companion films in order to understand the complex decision making necessary for adaptation. Students will read short stories, novels, and/or plays from a variety of genres. Possible genres include: Comedy/Romantic Comedy, Thriller/Mystery/Film Noir, Western/Action & Adventure, Science Fiction/Fantasy, and “Based on a True Story.” This course will focus on introducing film terminology, structure, history, and film as a literature form. Students will apply close reading skills in order to produce analytical writing. Students will be assessed using methods including, but not limited to, essays and critical-thinking activities.

Prerequisites: Honors English 10 or English 11

0066 ADVANCED JOURNALISM

10 Credits (20 at West HS)

Hoofbeat – North HS, Common Sense – South HS, Catalyst – West HS

Description: Get published! Students will be the voice of the student body as they tell the stories of the school, express opinions, and go in-depth on topics of interest. Students will also hone their skills in photography, layout and design, and interviewing. The stories may be published through a variety of mediums such as online, print, social media, broadcast, and podcast. Attendance at school events outside of the regular school day may be required. Student work can be submitted for local, state and national contests, including the NSAA sponsored State Journalism Competition. The course may be repeated for elective credit.

Prerequisites: Intro to Journalism, Photojournalism, and Broadcast Journalism or permission from the instructor.

0067 GLOBAL PERSPECTIVES THROUGH LITERATURE

5 Credits

Description: Global Perspectives Through Literature is a course that continues to develop the skills established in previous English courses. Students will study a variety of texts, including short stories, novels, poetry, drama, memoirs, graphic novels, film, and images from countries other than the United States and Western Europe. Students will be exposed to a range of thematic units that focus on diverse perspectives and voices from around the world. Students will be assessed using a variety of methods, including essays, presentations, and critical-thinking activities.

Prerequisites: Honors English 10, English 11, or Literacy Enrichment 11

0068 CONTEMPORARY LITERATURE

5 Credits

Description: Contemporary Literature is a course that will engage students in a focused study of contemporary literature written over the last two decades. Students will critically examine why different genres of contemporary literature appeal to different readerships, how and why different readers determine if a book is worth reading, and the role that literature may play in their lives. Students will study critically-acclaimed fiction and nonfiction selections and will be expected to read a minimum of five novels, at least two as a whole class, some in small groups, and some independently, during the semester. Students will rigorously respond to text through a variety of methods, including, but not limited to, discussion, essays, critical-thinking activities, journals, and blogs.

Prerequisites: Honors English 10, English 11, or Literacy Enrichment 11

0069 MEDIA ANALYSIS

5 Credits

Description: This course is an introduction to mass media: what it is, how it affects us, and how we react to it. This course requires nonfiction readings (e.g., essays, articles, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) to identify and explain an author's use of rhetorical strategies and techniques. Students will access, analyze, and create messages in a variety of media forms. Students will apply critical analysis skills to media messages in order to become more informed citizens and independent thinkers. Students will write for a variety of audiences, both in creation of their own media products, and analysis of media messages (compare/contrast, cause/effect, and analysis pieces). The course will incorporate research skills in an effort to evaluate, use, and cite primary and secondary sources.

Prerequisites: Honors English 10, English 11, or Literacy Enrichment 11

0073 IB FILM SL

11-12

North only

10 Credits

Description: Film is both a powerful communication medium and an art form. This one year film course aims to develop students' skills so they become adept in both interpreting and making film texts. The IB film course will involve the student in a comprehensive examination of the nature of film. The three compulsory parts of the course will include an in-depth study of textual analysis, the detailed study of film sequences and contextualizing meanings within a larger framework; film theory and history, the study of films and film-making traditions from more than one culture; creative process-techniques and organization of production; the development of creative, analytic and production skills with film-making.

Prerequisites: None

0074 IB FILM HL I

11

North only

10 Credits

Description: Film is both a powerful communication medium and an art form. This first year film course of a two year program aims to develop students' skills so they become adept in both interpreting and making film texts. The IB film course will involve the student in a comprehensive examination of the nature of film. The three compulsory parts of the course will include an in-depth study of textual analysis, the detailed study of film sequences and contextualizing meanings within a larger framework; film theory and history, the study of films and film-making traditions from more than one culture; creative process-techniques and organization of production; the development of creative, analytic, and production skills with film-making.

Prerequisites: None

0075 IB FILM HL II

12

North only

10 Credits

Description: Film is both a powerful communication medium and an art form. This second year film course builds on the first year course of study and aims to further develop students' skills so they become adept in both interpreting and making film texts. The IB film course will involve the student in a comprehensive examination of the nature of film. The three compulsory parts of the course will include an in-depth study of textual analysis, the detailed study of film sequences, and contextualizing meanings within a larger framework; film theory and history, the study of films and film-making traditions from more than one culture; creative process-techniques and organization of production; the development of creative, analytic, and production skills with film-making.

Prerequisites: IB Film HL I

0076 POPULAR GENRES IN LITERATURE

5 Credits

Description: This course will examine popular genres throughout the ages. Students will enjoy reading, writing about, responding to, and discussing short stories and novels -- contemporary and classics. Selections will come from the following focus genres: sports literature, crime and detective collections, fantasy, action/adventure, dystopian/science-fiction, and creative nonfiction. This class will be assessed using a variety of methods, including, but not limited to, essays, presentations, journals, and creative critical thinking activities.

Prerequisites: Honors English 10, English 11, or Literacy Enrichment 11

0077 BROADCAST JOURNALISM

5 Credits

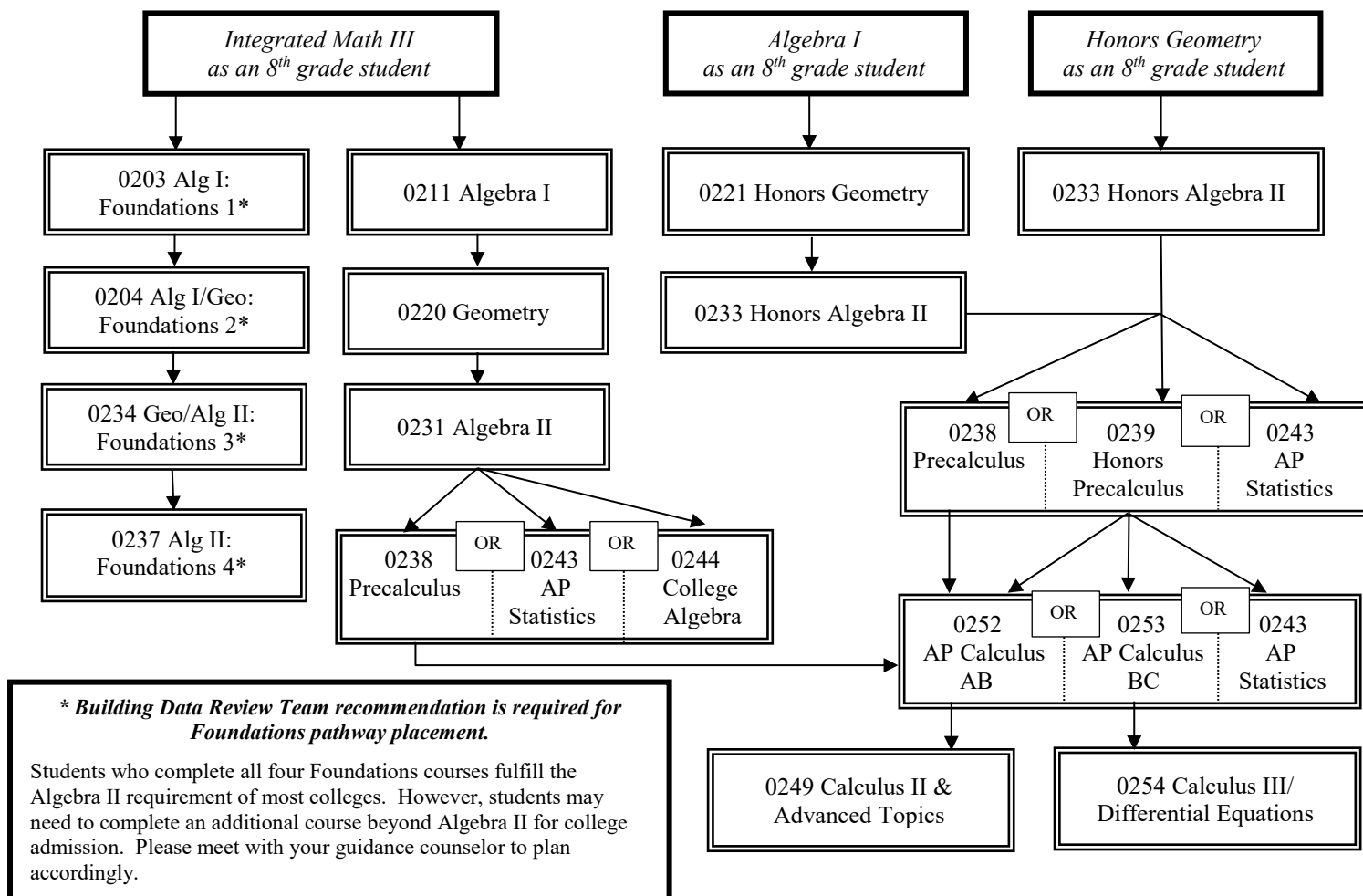
Description: Students will create projects in a variety of media, such as video broadcast, website, podcast and social media. Students will expand their media skills of photography and videography, interviewing, reporting, writing, and editing to create professional products while meeting deadlines. Attendance at school events outside of the regular school day is required. Student work can be submitted for local, state, and national contests, including the NSAA sponsored State Journalism Competition. The course may be repeated for elective credit.

Prerequisites: Intro to Journalism, Photojournalism, and Broadcast Journalism or permission from the instructor

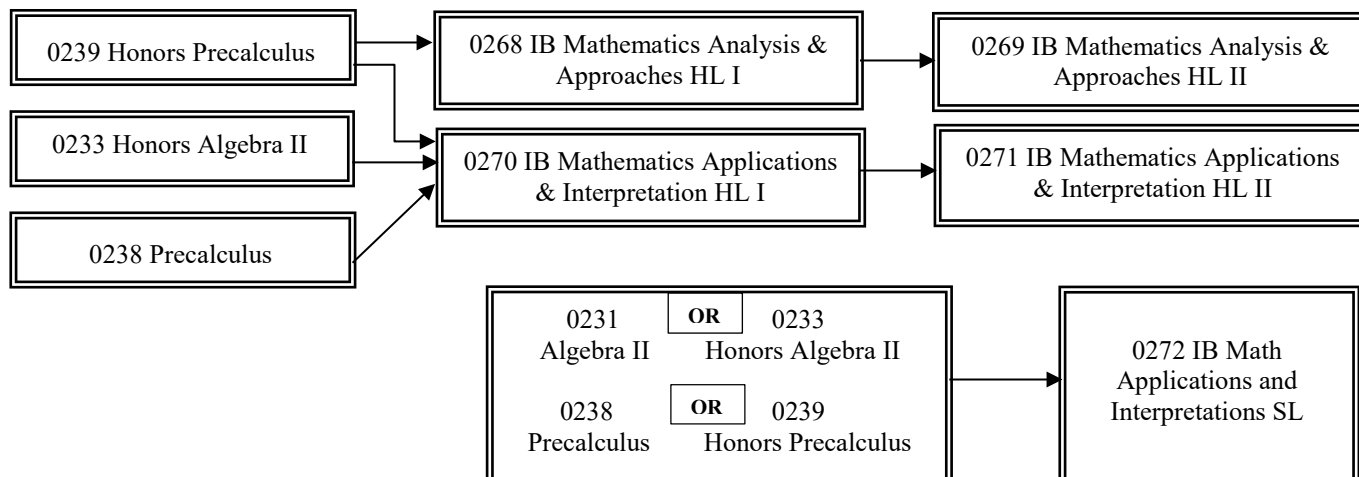
MATHEMATICS

A student's 8th grade mathematics course determines where a student enters this flowchart in 9th grade.

Advanced Placement® (AP) Statistics can be taken any time after successful completion of Algebra II and concurrently with another mathematics course.



Millard North High School IB Diploma Programme Students Only



MATHEMATICS

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
MATHEMATICS										
0203 A/B	Alg I: Foundations 1	10			†	•	•	•	•	•
0204 A/B	Alg I/Geo: Foundations 2	10			0203†	•	•	•	•	•
0208 A/B	Modular Mathematics	10	12		†			•	•	•
0211 A/B	Algebra I	10				•	•	•	•	•
0212 A/B	Algebra I Enrichment	10						•	•	•
0220 A/B	Geometry	10			0211 or 0204†	•	•	•	•	•
0221 A/B	Honors Geometry	10			0211	•		•	•	•
0234 A/B	Geo/Alg II: Foundations 3	10			0204†	•	•	•	•	•
0237 A/B	Alg II: Foundations 4	10			0234†	•	•	•	•	•
0231 A/B	Algebra II	10			0220 or 0234	•	•	•	•	•
0233 A/B	Honors Algebra II	10			0221	•		•	•	•
0238 A/B	Precalculus	10			0231	•		•	•	•
0239 A/B	Honors Precalculus	10			0233	•		•	•	•
0243 A/B	AP Statistics	10			0231	•		•	•	•
0244 A/B	College Algebra	10			0231	•	•	•	•	•
V0244 A/B	College Algebra	10			0231	•		•	•	•
0249 A/B	Calculus II and Advanced Topics	10			0252	•		•	•	•
0252 A/B	AP Calculus AB	10			0238 or 0239	•		•	•	•
0253 A/B	AP Calculus BC	10			0239	•		•	•	•
0254 A/B	Calculus III/Differential Equations*	10			0253	•		*	*	*
0268 A/B	IB Mathematics Analysis & Approaches HL I	10	11		0233			•		
0269 A/B	IB Mathematics Analysis & Approaches HL II	10	12		0268			•		
0270 A/B	IB Mathematics Applications & Interpretation HL I	10	11		0233			•		
0271 A/B	IB Mathematics Applications & Interpretation HL II	10	12		0270			•		
0272 A/B	IB Mathematics Applications & Interpretation SL	10	11		0231			•		

† = See course descriptions for additional requirements.

All students must successfully complete 30 credits of mathematics in high school in order to meet the minimum graduation requirement. All students should complete 3 to 4 years of mathematics including Algebra II or Alg II: Foundations 4 for minimum college preparation.

School calculators are available for use in all mathematics classes. Students may also use their own calculators.

*Pending instructor availability – may need to arrange schedule to attend available instructor’s assigned high school.

MATHEMATICS

0203 ALG I: FOUNDATIONS 1

10 Credits

Description: Students who would benefit from reinforcement in basic algebraic skills in order to successfully master algebra concepts may be recommended for this course. Students will solve linear equations and inequalities and analyze solutions. Successful completion of both Alg I: Foundations 1 and Alg I/Geo: Foundations 2 will satisfy the Algebra I graduation requirement. Upon completion, students should enroll in either Alg I/Geo: Foundations 2 or Algebra I.

Prerequisites: Placement recommendation from Building Data Team

0204 ALG I/GEO: FOUNDATIONS 2

10 Credits

Description: Students will investigate and solve problems involving systems of equations, polynomials, exponential equations, and quadratics. They will also study basic two- and three-dimensional geometric concepts including trigonometry and proofs. Successful completion of both Alg I: Foundations 1 and Alg I/Geo: Foundations 2 will satisfy the Algebra I graduation requirement. Upon completion, students should enroll in either Geo/Alg II: Foundations 3 or Geometry.

Prerequisites: Alg I: Foundations 1 and/or placement recommendation from Building Data Team

0208 MODULAR MATHEMATICS

12

10 Credits

Description: This program is designed for seniors looking to improve their mathematics skills to the level needed to enroll and be successful in a college-level mathematics course. Students will have the opportunity to complete the track that will satisfy the mathematics requirement for many associate and bachelor degree programs. Students can pursue one of two options: 1. The Academic track for students intending to earn a four-year bachelor's degree, or 2. The Trades/Business track for students pursuing a two-year associate degree/certification. Students will refresh basic computational, geometry, algebra, data and problem-solving skills in an online modular environment. Topics include fractions, decimals, ratios, proportions, percents, and operations with integers. In the Academic track, additional topics include solving linear equations and inequalities, operations with polynomials, factoring, integer exponents, and representing various equations on a graph. In the Trades track, students learn the math skills required in career/technical fields. Students review arithmetic operations and apply ratios and proportions, measurement concepts, algebraic operations, geometric relationships and right triangle trigonometry to problem-solving of technical applications. In the Business track, students learn the mathematics skills required to solve problems related to business occupations. Topics include: percentages, checking accounts and services, payroll, payroll taxes, cash and trade discounts, property and sales taxes, simple and compound interest, installment purchases, loan payment plans and annuities. Successful candidates for this course are self-motivated and able to work independently, have ACT[®] mathematics scores between 13 and 20 inclusive, a GPA above 2.0, and a good attendance record.

Prerequisites: Placement recommendation from Building Data Team and/or Instructor

Dual Enrollment Credit: This course is offered for dual enrollment credit from Metropolitan Community College in student's choice of one of three tracks. Academic: MATH 0910, MATH 0930, MATH 0931, and MATH 1315 (4.5 credits) or *Trades*: MATH 0910 and MATH 1240 (4.5 credits) or *Business*: MATH 0910 and MATH 1220 (4.5 credits).

0211 ALGEBRA I

10 Credits

Description: Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of the middle school courses: Integrated Math II and III. Algebra I is designed for students who have a strong understanding of the basics of arithmetic, demonstrated algebraic readiness, and who understand mathematics in a more abstract form.

Prerequisites: None

0212 ALGEBRA I ENRICHMENT

10 Credits

Description: Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of the middle school courses: Integrated Math II and III. Algebra I is designed for students who have a strong understanding of the basics of arithmetic, demonstrated algebraic readiness, and who understand mathematics in a more abstract form. *This course is for elective credit only and does not apply toward graduation requirement for Mathematics.*

Prerequisites: None

0220 GEOMETRY

10 Credits

Description: Students will study the properties and applications of geometric figures in two and three dimensions. This includes inductive and deductive thinking skills in problem solving situations as well as transformations, right triangle trigonometry, properties of circles, and perimeter, area, and volume applications. Writing proofs to prove properties of geometric figures is emphasized.

Prerequisites: Algebra I or Alg I/Geo: Foundations 2

0221 HONORS GEOMETRY

10 Credits

Description: Students will study the properties and applications of geometric figures in two and three dimensions. This includes inductive and deductive thinking skills in problem solving situations as well as transformations, right triangle trigonometry, properties of circles, and perimeter, area, and volume applications. Writing proofs to prove properties of geometric figures is emphasized. This course will go into greater depth than Geometry and is recommended for students who plan to pursue Advanced Placement® or International Baccalaureate® mathematics classes.

Prerequisites: Algebra I

0231 ALGEBRA II

10 Credits

Description: Students will explore a variety of advanced, integrated algebraic topics such as systems of equations and inequalities, higher-ordered polynomials, and advanced functions. Algebra II completes the three-year mathematics sequence required by many colleges.

Prerequisites: Geometry or Geo/Alg II: Foundations 3

0233 HONORS ALGEBRA II

10 Credits

Description: Students will further develop understanding of a variety of advanced algebraic topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions and discrete mathematics topics. This course will go into greater depth than Algebra II and is recommended for students who plan to pursue Advanced Placement® or International Baccalaureate® mathematics classes.

Prerequisites: Honors Geometry

0234 GEO/ALG II: FOUNDATIONS 3

10 Credits

Description: Students will investigate geometric concepts including both two- and three-dimensional figures, apply geometric properties to solve problems, prove geometric theorems, and use coordinate geometry. Additionally, students will expand their understanding of algebraic concepts. Upon completion, students should enroll in Alg II: Foundations 4 or Algebra II for completion of Algebra II content.

Prerequisites: Alg I/Geo: Foundations 2 and/or placement recommendation from Building Data Team

0237 ALG II: FOUNDATIONS 4

10 Credits

Description: Students will investigate a variety of advanced algebraic topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions, and discrete mathematics topics.

Prerequisites: Geo/Alg II: Foundations 3 and/or placement recommendation from Building Data Team

0244 COLLEGE ALGEBRA

10 Credits

Description: Students will investigate functions, matrices, and conic sections through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This course will assist students in preparation for introductory college mathematics courses. Students planning to take Calculus should enroll in Precalculus or Honors Precalculus.

Prerequisites: Algebra II

V0244 COLLEGE ALGEBRA

11-12

10 Credits

Description: This course will be offered in a blended learning instructional format. Blended learning courses use a combination of best practices, including online learning and face-to-face instruction. Teachers will communicate a schedule of face-to-face learning time for their course. When students are not meeting with a teacher, they will engage in “independent learning” in designated areas or may leave campus if they have open campus privileges. Students will be offered opportunities for collaboration or for quiet study in the library on days when they are not meeting in their classroom. This course follows the same curriculum guide and uses the same instructional materials as the traditional face-to-face course. The class is taught by Millard teachers and will begin and end on the same dates as the face-to-face course. Grades and credits are calculated the same in blended as traditional learning courses. Final exams will be administered during the regular final exam schedule. There are a limited number of sections that will be offered as the blended learning format. To participate in a blended learning course submit your request at the time of course registration.

College Algebra students will investigate functions, matrices, and conic sections through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This course will assist students in preparation for introductory college mathematics courses. Students planning to take Calculus should enroll in Precalculus or Honors Precalculus.

Prerequisites: Algebra II

0238 PRECALCULUS

10 Credits

Description: Students will investigate functions, conic sections, and trigonometry through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application.

Prerequisites: Algebra II

0239 HONORS PRECALCULUS

10 Credits

Description: Students will investigate functions, conic sections, and trigonometry through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This course will go into greater depth than Precalculus and is recommended for students who plan to pursue Advanced Placement® or International Baccalaureate® mathematics classes.

Prerequisites: Honors Algebra II

0243 ADVANCED PLACEMENT® STATISTICS

10 Credits

Description: Students will learn a variety of statistical concepts including exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Completion of this course will prepare students to take the Advanced Placement® Statistics exam.

Prerequisites: Algebra II

0249 CALCULUS II AND ADVANCED TOPICS

10 Credits

Description: Students will review Advanced Placement® Calculus AB topics and study the additional AP Calculus BC topics in greater depth. Advanced topics will also include various concepts from Calculus III, Discrete Mathematics, and Linear Algebra. Completion of this course will prepare students to take the Advanced Placement® Calculus BC exam.

Prerequisites: Advanced Placement® Calculus AB

0252 ADVANCED PLACEMENT® CALCULUS AB

10 Credits

Description: Advanced Placement® Calculus AB is a course in single variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. Algebraic, numerical, and graphical representations are emphasized throughout the course. Completion of this course will prepare students to take the Advanced Placement® Calculus AB exam.

Prerequisites: Precalculus or Honors Precalculus

0253 ADVANCED PLACEMENT® CALCULUS BC

10 Credits

Description: Advanced Placement® Calculus BC is a course in single variable calculus that includes all the topics of Advanced Placement® Calculus AB plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. Algebraic, numerical, and graphical representations are emphasized throughout the course. Completion of this course will prepare students to take the Advanced Placement® Calculus BC exam.

Prerequisites: Honors Precalculus

0254 CALCULUS III/DIFFERENTIAL EQUATIONS

10 Credits

Description: Calculus III/Differential Equations is a course investigating calculus topics including (but not limited to) vector analysis, partial differentiation, multiple integration, and functions of several variables. The differential equations portion of the course will focus primarily on (but not limited to) ordinary differential equations, solutions by series, Laplace transformations, and applications. This course provides a weighted grade as it exceeds Advanced Placement® Calculus level courses. Course offering is dependent upon instructor availability; students may need to arrange schedule to attend available instructor's assigned high school for this course.

Prerequisites: Advanced Placement® Calculus BC

0268 IB MATHEMATICS ANALYSIS & APPROACHES HL I**11 North only 10 credits**

Description: This is the first course in a two-year sequence culminating with the *Analysis & Approaches HL* exam in May of the student's senior year. This course is appropriate for students with excellent mathematics abilities who will enjoy becoming fluent in the construction of mathematical arguments and developing strong skills in mathematical thinking. They will also explore real and abstract applications of these ideas, with and without the use of technology. Students who take *Analysis & Approaches HL* will be those who enjoy the thrill of mathematical problem solving and generalization. This course is most appropriate for students who will go on to study college subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or quantitative economics, for example. There is an emphasis in this course on calculus and on algebraic, graphical, and numerical approaches.

Prerequisites: Honors Precalculus

0269 IB MATHEMATICS ANALYSIS & APPROACHES HL II**12 North only 10 credits**

Description: Students who have successfully completed *Analysis & Approaches HL I* will continue developing fluency in the construction of mathematical arguments and developing strong skills in mathematical thinking. They will continue exploring real and abstract applications of these ideas, with and without the use of technology. Students who take *Analysis & Approaches HL* will be those who enjoy the thrill of mathematical problem solving and generalization. This course is most appropriate for students who will go on to study college subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or quantitative economics, for example. There is an emphasis in this course on calculus and on algebraic, graphical, and numerical approaches. This is the second course in a two-year sequence culminating with the *Analysis & Approaches HL* exam in May.

Prerequisites: IB Mathematics Analysis & Approaches HL I

0270 IB MATHEMATICS APPLICATIONS & INTERPRETATION HL I**11 North only 10 credits**

Description: This is the first course in a two-year sequence culminating with the *Applications & Interpretation HL* exam in May of the student's senior year. This course is appropriate for students with strong mathematics abilities who are interested in describing our world mathematically and solving practical problems. They will also be interested in harnessing the power of technology while exploring mathematical models. Students who take *Applications & Interpretation HL* will be those who enjoy mathematics best when seen in a practical context. This course is most appropriate for students who will go on to study college subjects like social sciences, natural sciences, statistics, business, economics, psychology, and design, for example. This course emphasizes the applied nature of mathematics, and that interpretation of results in context is important.

Prerequisites: Honors Precalculus

0271 IB MATHEMATICS APPLICATIONS & INTERPRETATION HL II**12 North only 10 credits**

Description: Students who have successfully completed *Applications & Interpretation HL I* will engage further with describing our world mathematically and solving practical problems. They will also be interested in harnessing the power of technology while exploring mathematical models. Students who take *Applications & Interpretation HL* will be those who enjoy mathematics best when seen in a practical context. This course is most appropriate for students who will go on to study college subjects like social sciences, natural sciences, statistics, business, economics, psychology, and design, for example. This course emphasizes the applied nature of mathematics, and that interpretation of results in context is important. This is the second course in a two-year sequence culminating with the *Applications & Interpretation HL* exam in May.

Prerequisites: IB Mathematics Applications & Interpretation HL I

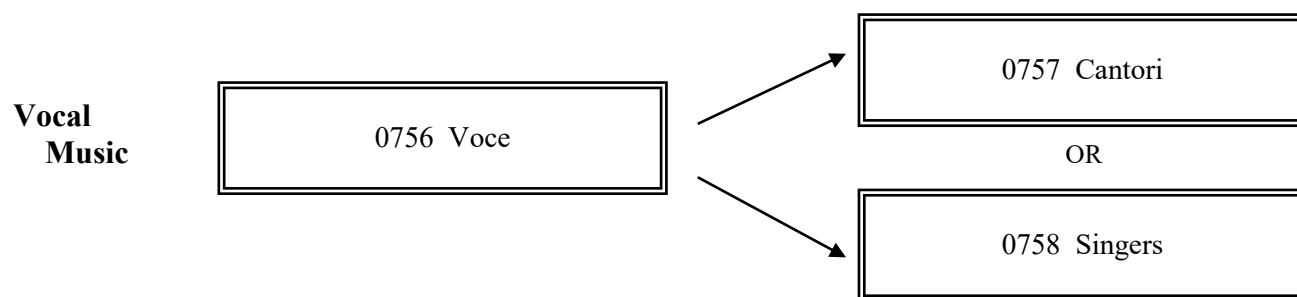
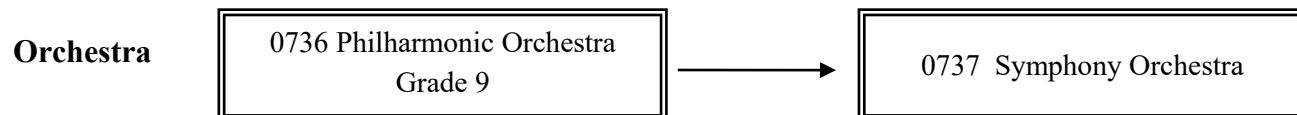
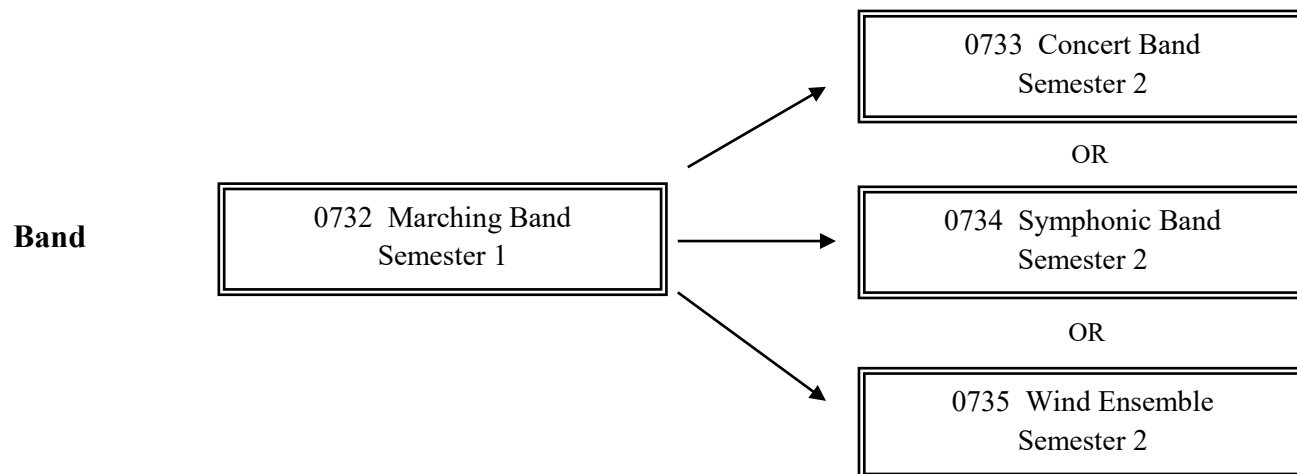
0272 IB MATHEMATICS APPLICATIONS & INTERPRETATION SL**11 or 12 North only 10 credits**

Description: This course is appropriate for students who are interested in describing our world mathematically and solving practical problems. They will also be interested in harnessing the power of technology while exploring mathematical models. Students who take *Applications & Interpretation SL* will be those who enjoy mathematics best when seen in a practical context. This course is most appropriate for students who will go on to study college subjects like social sciences, natural sciences, statistics, business, economics, psychology, and design, for example. This course emphasizes the applied nature of mathematics, and that interpretation of results in context is important.

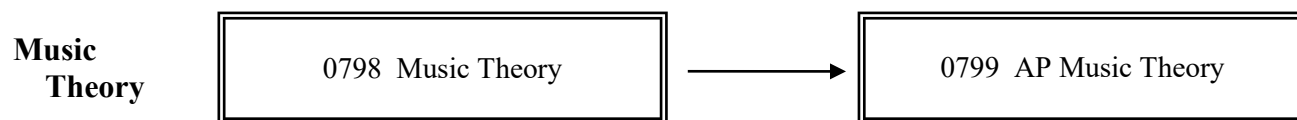
Prerequisites: Algebra II

MUSIC

Performance Courses



Non-Performance Courses



MUSIC

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
MUSIC										
0732	Marching Band	5		F	†			•	•	•
0733	Concert Band	5		F	†			•	•	•
0734	Symphonic Band	5		F	†			•	•	•
0735	Wind Ensemble	5		F	†			•	•	•
0736 A/B	Philharmonic Orchestra	10		F	†			•	•	•
0737 A/B	Symphony Orchestra	10		F	0736†			•	•	•
0756 A/B	Voce	10		F				•	•	•
0757 A/B	Cantori	10		F	†			•	•	•
0758 A/B	Singers	10		F	†			•	•	•
0746	Contemporary Ensemble	5		F				•	•	•
0798	Music Theory	5		F				•	•	•
0799	AP Music Theory	5			0798			•	•	•
0747	Music Connections	5		F				•	•	•
0767 A/B	IB Music SL - Band	10	11-12	F	†			•		
0769 A/B	IB Music SL - Orchestra	10	11-12	F	†			•		

F = Fulfills Fine and Performing Arts Graduation Requirement

† = See course descriptions for additional requirements.

Students may be asked to provide specialized attire or to make a donation in these courses in compliance with Rule 6750.1. Students who qualify for free and reduced meal waivers should discuss cost or instrument needs with their instructors.

MUSIC

0732 MARCHING BAND

5 Credits

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in band music literature. All students registered for Marching Band are required to participate in either Concert Band, Symphonic Band, or Wind Ensemble during second semester based on auditions. This course will include concerts outside of the school day.

Prerequisites: Successful completion of the previous year Band course or qualifying audition with the band director

0733 CONCERT BAND

5 Credits (15 at WHS)

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in progressing band music literature. All students registered for Concert Band are required to participate in Marching Band and Pep Band. This course will include concerts outside of the school day.

Prerequisites: Successful completion of the previous year Band course or qualifying audition with the band director

All Music courses can fulfill the Fine and Performing Arts Graduation Requirement.

0734 SYMPHONIC BAND

5 Credits (15 at WHS)

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in advancing band music literature. All students registered for Symphonic Band are required to participate in Marching Band and Pep Band. This course will include concerts outside of the school day.

Prerequisites: Successful completion of the previous year Band course or qualifying audition with the band director

0735 WIND ENSEMBLE

5 Credits (10 at WHS)

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in advanced music literature. All students registered for Wind Ensemble are required to participate in Marching Band and Pep Band. This course will include concerts outside of the school day.

Prerequisites: Successful completion of the previous year Band course or qualifying audition with the band director

0736 PHILHARMONIC ORCHESTRA

10 Credits (20 at WHS)

Description: Philharmonic Orchestra is geared for ninth grade ensemble which emphasizes fundamental skills that prepare students for Symphony Orchestra. Students will have opportunities for large ensemble, chamber music, and solo performances as part of a rigorous curriculum that develops artistry. Freshmen are encouraged to audition for special ensembles within the department. Instruction is differentiated to involve and challenge all students. Orchestra students will be asked to provide performance appropriate clothing and their instrument (some school instruments available for rental). This course will include concerts outside of the school day.

Prerequisites: Successful completion of eighth grade orchestra or recommendation of instructor

0737 SYMPHONY ORCHESTRA

10 Credits (20 at WHS)

Description: This orchestra continues the momentum built in Philharmonic Orchestra with great classical, pop, and jazz repertoire. A three year rotated cycle of study provides advanced skill development and keeps the orchestra fresh each year. Following Marching Band season, the string orchestra will be joined by wind, brass, and percussion players selected from the bands to form the full orchestra. Students will have opportunities for chamber music, conducting, solo performances, and participation in honor groups, contests, studio orchestra (jazz and pop), and chamber orchestra (by audition). Students will play for the director the previous year to determine proper placement in this group. This course will include concerts outside of the school day.

Prerequisites: Successful completion of Philharmonic Orchestra or recommendation of instructor

0756 VOCE

10 Credits (20 at WHS)

Description: This course is designed for any student who wants to sing. No experience necessary. Emphasis will be placed on developing basic vocal techniques and rehearsing skills, music literacy, and appropriate performance practice. Musical repertoire will range from Pop and Broadway to choral master works including sacred and secular texts. Emphasis will focus on developing vocal skills, choral rehearsal techniques, music literacy, and performing technique. This course will include concerts outside of the school day.

Prerequisites: None. Audition is NOT required for this class.

0757 CANTORI

10 Credits (20 at WHS)

Description: This is a course for students wanting to experience singing and performing in a large choral ensemble. Musical repertoire will range from Pop and Broadway to choral master works including sacred and secular texts. Emphasis will focus on developing vocal skills, choral rehearsal techniques, music literacy, and performing technique. This course will include concerts outside of the school day.

Prerequisites: Successful audition required for membership in class. Ensemble placement is based upon score of audition rubric.

0758 SINGERS

10 Credits (20 at WHS)

Description: This is a select mixed chorus designed for students who want to experience singing in a large ensemble. Emphasis will focus on advanced vocal technique and choral rehearsal skills, music literacy and sacred and secular texts. This is a yearlong class and will include concerts outside of the school day.

Prerequisites: Successful audition required for membership in class. Ensemble placement is based upon score of audition rubric.

All Music courses can fulfill the Fine and Performing Arts Graduation Requirement.

0746 CONTEMPORARY ENSEMBLE**North and South** 5 Credits

Description: Contemporary Ensemble is a course for students to explore music with more modern ensemble settings. The focus of this class will be to advance any skills the students already possess and focus on improvisation and composition. Students will improvise and compose music with the aid of electronic devices. Students will work in groups and alone to write, arrange, and share their work.

Prerequisites: None. This is a non-performance course.

0747 MUSIC CONNECTIONS

5 Credits

Description: In this course, students will learn about music connections by completing projects based on students' interest. Students will have the chance to explore careers in music, history and culture, styles and genres, connections with other disciplines, and evaluate and analyze music. Project based learning will occur varying from creating your own music video to discovering other musical opportunities.

Prerequisites: None. This is a non-performance course.

0767 IB MUSIC SL BAND**11-12****North only**

10 Credits

Description: This course will offer insights into melody, rhythm, intervals, triads, harmony, notation, ear training, and music history. It will also include an intense study of music theory, literature, international cultural studies, history, composition, and performance. This course will include concerts outside of the school day. (Band performance for IB credit)

Prerequisites: Successful completion of Band in both 9th and 10th grades and music theory assessment

0769 IB MUSIC SL ORCHESTRA**11-12****North only**

10 Credits

Description: This course will offer insights into melody, rhythm, intervals, triads, harmony, notation, ear training, and music history. It will also include an intense study of music theory, literature, international cultural studies, history, composition, and performance. This course will include concerts outside of the school day. (Orchestra performance for IB credit)

Prerequisites: Successful completion of Orchestra in both 9th and 10th grades and music theory assessment

0798 MUSIC THEORY

5 Credits

Description: A course which offers students insights into music with respect to melody, rhythm, intervals, triads, harmony, notation, ear training, and history. There will be a brief introduction to music history as it relates to music theory. This course is designed to educate students who wish to better understand the elements of music, with the aid of music technology.

Prerequisites: Previous musical experience is not required, but may be beneficial.

0799 ADVANCED PLACEMENT® MUSIC THEORY

5 Credits

Description: This course is an intense study of music theory, critical analysis of literature, history, and composition, with emphasis on individual student composition project and use of music technology. Students should have a strong background in music theory. Completion of this course will prepare students to take the Advanced Placement® Music Theory exam.

Prerequisites: Successful completion of Music Theory and/or permission of the Instructor

All Music courses can fulfill the Fine and Performing Arts Graduation Requirement.

PHYSICAL EDUCATION

The Physical Education requirement for graduation is 15 credit hours. The courses listed below are all the offerings in Physical Education, with each course worth 5 credits. In order for students to experience diverse physical activities, each Physical Education course may be taken only once to meet the required 15 credits towards graduation.

Once the 15 credits towards graduation are completed, Cross Training II, Weight Training and Conditioning II, Aquatics, and Advanced Performance may be repeated for elective credit (pending available space).

9th Grade Offerings			
0800	Sport Skills and Fitness	0810	Aquatics
0801	Cross Training I	0814	Athletic Training and Sports Injury*
0802	Cross Training II	0816	Advanced Performance
0808	Introduction to Aquatics	0817	Sport Officiating

10th Grade Offerings			
0800	Sport Skills and Fitness	0809	Lifeguard Training
0801	Cross Training I	0810	Aquatics
0802	Cross Training II	0814	Athletic Training and Sports Injury*
0805	Weight Training and Conditioning I	0816	Advanced Performance
0806	Weight Training and Conditioning II	0817	Sport Officiating
0808	Introduction to Aquatics		

11th & 12th Grade Offerings			
0800	Sport Skills and Fitness	0809	Lifeguard Training
0801	Cross Training I	0810	Aquatics
0802	Cross Training II	0814	Athletic Training and Sports Injury*
0803	Lifetime Fitness	0815	Athletic Training and Sports Injuries Internship*
0805	Weight Training and Conditioning I	0816	Advanced Performance
0806	Weight Training and Conditioning II	0817	Sport Officiating
0808	Introduction to Aquatics		

*elective credit only

PHYSICAL EDUCATION

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
PHYSICAL EDUCATION										
0800	Sport Skills and Fitness	5		PE			•	•	•	•
0801	Cross Training I	5		PE			•	•	•	•
0802	Cross Training II	5		PE	0801		•	•	•	•
0803	Lifetime Fitness	5	11-12	PE			•	•	•	•
0805	Weight Training and Conditioning I	5	10-12	PE			•	•	•	•
0806	Weight Training and Conditioning II	5	10-12	PE	0805		•	•	•	•
0808	Introduction to Aquatics	5		PE	†			•	•	•
0809	Lifeguard Training	5	10-12	PE	†			•	•	•
0810	Aquatics	5		PE	†			•	•	•
0814	Athletic Training and Sports Injury	5						•	•	•
0815 A/B	Athletic Training and Sports Injuries Internship	10	11-12		†			•	•	•
0816	Advanced Performance	5		PE	†			•	•	•
0817	Sport Officiating	5		PE	0800 or 0803			•	•	•

PE = Fulfills Physical Education Graduation Requirement

† = See course descriptions for additional requirements.

PHYSICAL EDUCATION

Students provide athletic shoes, sweatpants or shorts, t-shirt or sweatshirt, and cold weather attire as needed.

0800 SPORT SKILLS AND FITNESS

5 Credits

Description: Students will engage in lifelong individual/team activities while learning about the importance of fitness, nutrition, and exercise. Class activities last between five to ten class periods. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: None

Activities:

- | | |
|-----------------|------------------------------------|
| 1. Basketball | 6. Tennis |
| 2. Badminton | 7. Cooperative Games/Team Building |
| 3. Volleyball | 8. Softball |
| 4. Soccer | 9. Football |
| 5. Floor Hockey | 10. Fitness Knowledge/FitnessGram |

Optional Enrichment Activities:

1. Swimming/Aquatic activities (Pending instructor American Red Cross certification and pool availability)

0801 CROSS TRAINING I

5 Credits

Description: Students will learn about nutrition and fitness lifestyle concepts, while participating in aerobic/anaerobic exercise. These activities use continuous movement for a determined amount of time. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: None

Activities:

- | | |
|------------------------------------|---------------------------------|
| 1. Muscular Strength and Endurance | 4. Flexibility |
| 2. Cardiorespiratory Endurance | 5. Literature in Healthy Living |
| 3. Skill-related Fitness | 6. Movement Patterns |

Optional Enrichment Activities:

1. Core strengthening activities
2. Swimming/Aquatic activities (Pending instructor American Red Cross certification and pool availability)

0802 CROSS TRAINING II

5 Credits

Description: Students will build and expand their knowledge based on the learning experience gained from Cross Training I. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Cross Training I. Cross Training II may be repeated for elective credit after the required 15 credit Physical Education Graduation Requirement has been met and space is available.

Activities:

- | | |
|------------------------------------|---------------------------------|
| 1. Muscular Strength and Endurance | 4. Flexibility |
| 2. Cardiorespiratory Endurance | 5. Literature in Healthy Living |
| 3. Skill-related Fitness | 6. Movement Patterns |

Optional Enrichment Activities:

1. Core strengthening activities
2. Swimming/Aquatic activities (Pending instructor American Red Cross certification and pool availability)

0803 LIFETIME FITNESS

11-12

5 Credits

Description: Each student will develop a personal fitness and wellness plan while learning skills necessary to participate in leisure-type activities. These experiences will make the student aware of the importance of nutrition and exercise in achieving a healthy lifestyle. Lifestyle fitness concepts will be taught in the classroom on an alternating basis along with lifetime sport activities. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: None

Activities:

- | | |
|---------------------|-------------------------------------|
| 1. Badminton | 8. Softball |
| 2. Tennis | 9. Wellness Activities |
| 3. Fitness Exercise | 10. Pickleball |
| 4. Soccer | 11. Flag Football/Ultimate Football |
| 5. Ultimate Frisbee | 12. Fitness Knowledge/FitnessGram |
| 6. Basketball | 13. Nutrition |
| 7. Volleyball | |

Optional Enrichment Activities: Off campus experiences only with permission from the building principal

- | | |
|--|--------------------|
| 1. Frisbee Golf | 8. Bowling |
| 2. Roller Skating/Laser Runner | 9. Roller Hockey |
| 3. Floor Hockey | 10. Ice Skating |
| 4. Rock Climbing/Rappelling | 11. Batting Cages |
| 5. Ping Pong | 12. Guest Speakers |
| 6. Fitness/Health Centers/Weight Room | |
| 7. Swimming/Aquatic activities (Pending instructor American Red Cross certification and pool availability) | |

0805 WEIGHT TRAINING AND CONDITIONING I**10-12**

5 Credits

Description: Students will be introduced to weight training. Emphasis will be placed on safety, introduction of proper lifting techniques, establishing workout routines and record keeping while lifting appropriate loads and doing conditioning activities. Both free weights and universal gym weights will be used. This course fulfills the Physical Education Graduation Requirement. Enrollment is limited to one semester.

Prerequisites: None

Activities:

- | | |
|--|---|
| 1. Introduce weight lifting exercises | 6. Use free weights and universal gym weights |
| 2. Introduce and develop proper lifting techniques | 7. Conditioning activities |
| 3. Introduce and establish workout routines | 8. Fitness Knowledge/FitnessGram |
| 4. Introduce physiological and kinesiological concepts | 9. Nutrition |
| 5. Introduce weight training principles | |

0806 WEIGHT TRAINING AND CONDITIONING II**10-12**

5 Credits

Description: Students will expand on learning experiences gained from Weight Training & Conditioning I. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Weight Training & Conditioning I. Weight Training & Conditioning II may be repeated for elective credit after the required 15 credit Physical Education Graduation Requirement has been met and space is available.

Activities:

- | | |
|--|---|
| 1. Introduce advanced weight lifting exercises | 5. Apply advanced weight training principles |
| 2. Improve on proper lifting techniques | 6. Use free weights and universal gym weights |
| 3. Develop, assess, and select advanced workout routines | 7. Conditioning activities |
| 4. Apply physiological and kinesiological concepts | 8. Fitness Knowledge/FitnessGram |
| | 9. Nutrition |

0808 INTRODUCTION TO AQUATICS

5 Credits

Description: Students who are novice swimmers will further develop basic swimming strokes and water safety skills. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Students are required to furnish their own towels and swim suits. They should have the ability to dive into deep water. Students should be able to swim the length of the pool non-stop using the crawl stroke, breast stroke, or back stroke.

Activities:

- | | |
|--------------------------------------|-------------------|
| 1. Basic Water Safety Skills | 4. Water Sports |
| 2. Basic Swimming Strokes and Skills | 5. Water Aerobics |
| 3. Community Water Safety | 6. Nutrition |

0809 LIFEGUARD TRAINING**10-12**

5 Credits

Description: Students who are advanced swimmers will follow the program designed by the American Red Cross. Students who successfully complete this class may qualify to receive the Red Cross Certification in Lifeguard Training, First Aid & CPR for the Professional Rescuer. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Aquatics. Students are required to furnish their own towels, swim suit, and CPR mouth guards (BOE Rule 6750.1); be 15 years of age on or before the beginning of the course, swim 500 yards continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke, or a combination of both, but swimming on the back or side is not allowed. Swim goggles may be used. Candidates need to also tread water for two minutes, using only the legs and should place their hands under the armpits. Candidates need to also complete a timed event within 1 minute and 40 seconds:

- Starting in the water, swim 20 yards. Swim goggles are not allowed.
- Surface dive, feet-first or head-first, to a depth of 7-10 feet to retrieve a 10-pound object.
- Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath.
- Exit the water without using a ladder or steps.

Activities:

- | | |
|-----------------------|----------------------|
| 1. Advanced Swimming | 3. Water Safety |
| 2. Lifeguard Training | 4. First Aid and CPR |

0810 AQUATICS

5 Credits

Description: Students who are advanced swimmers will learn the benefits of fitness swimming and its effect on lifetime health. Major emphasis will be on safety, hydrodynamics and fitness concepts. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Students must be able to swim 500 yards continuously using the crawl stroke, backstroke and breaststroke in any combination. Students are required to furnish their own towels and swim suits. Aquatics may be repeated for elective credit after the required 15 credit Physical Education Graduation Requirement has been met and space is available.

Activities:

- | | |
|--------------------------------|---------------------------|
| 1. Fitness Programming | 5. Water Aerobics |
| 2. Training Concepts | 6. Community Water Safety |
| 3. Hydrodynamic Concepts | 7. Community CPR |
| 4. Fitness Swimming Activities | 8. Nutrition |

0814 ATHLETIC TRAINING AND SPORTS INJURY

5 Credits

Description: Students will learn about athletic training and the health care of the athlete. The primary focus of study will revolve around the prevention, recognition, treatment, and rehabilitation of injuries caused during physical activity or athletics. Basic knowledge of anatomy and physiology, emergency first aid, and the discussion of a variety of athletic injuries will be discussed in the traditional classroom format. In addition, students will gain hands-on experience in laboratory activities that include taping techniques, splinting methods, the use and principles of common modalities used to treat athletic injuries, as well as basic principles applied in the rehabilitation of injuries. **This course is for elective credit only and does not fulfill the 15 credit Physical Education Graduation Requirement.**

Prerequisites: None

0815 ATHLETIC TRAINING AND SPORTS INJURIES INTERNSHIP

11-12

10 Credits

Description: The Athletic Training and Sports Injuries Internship is designed as a mutually beneficial experience for Millard Athletic Training students and the high school. Athletic Training students volunteer their athletic training and first aid skills as support to a variety of sports activities. This coordination would take place with the head athletic trainer and various sports teams/organizations. The experience would enhance the athletic training students' skills while providing an important health care service. Students will be required to complete 80 hours of community service (within and/or out of school.) This course may be offered for Dual Enrollment (college credit) through UNO. **This course is for elective credit only and does not fulfill the 15 credit Physical Education Graduation Requirement.**

Prerequisites: Athletic Training and Sports Injury; students are required to be actively involved in the Student Athletic Trainer program while enrolled in this course.

0816 ADVANCED PERFORMANCE

5 Credits

Description: Designed for the highly motivated student interested in advanced performance training, this class will help build potential health and fitness career opportunities and knowledge of those careers. Focus is on incorporating intense training techniques, nutrition, goal setting, and research in the area of exercise science. Students will also participate in FitnessGram and develop a fitness and wellness plan. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Weight Training & Conditioning II or Cross Training II. Advanced Performance may be repeated for elective credit after the required 15 credit Physical Education Graduation Requirement has been met and space is available.

0817 SPORT OFFICIATING

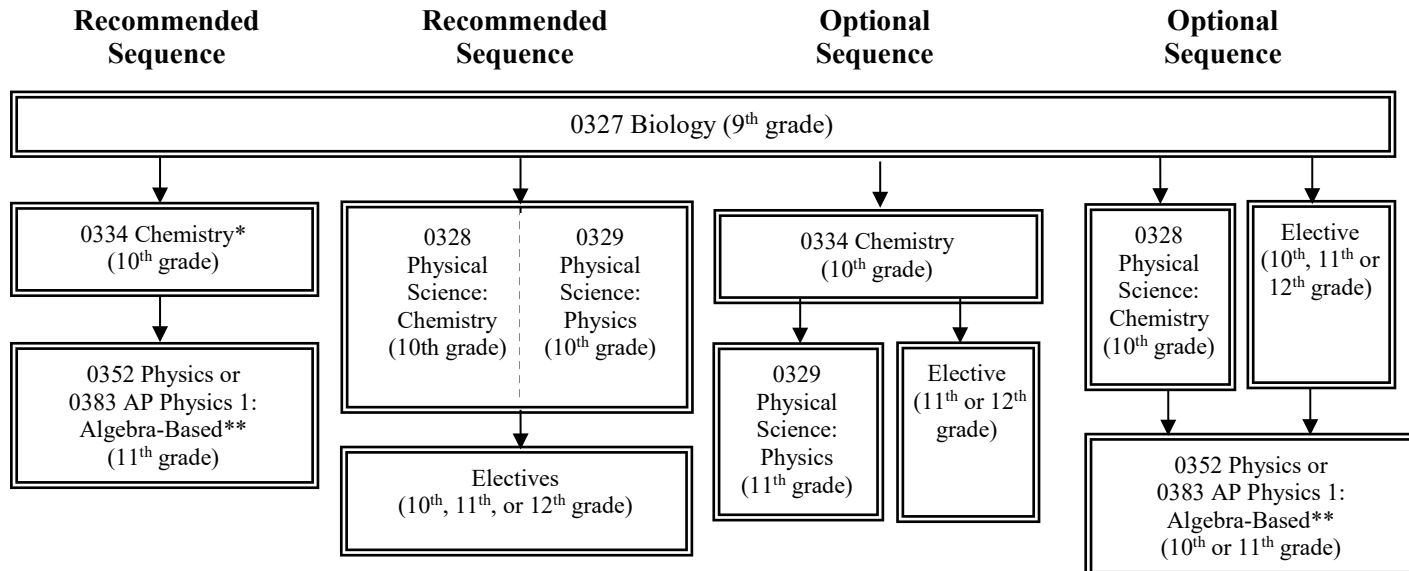
5 Credits

Description: Students will gain the knowledge and experience necessary to become an official in a variety of major sports including, but not limited to, basketball, football, volleyball, baseball, softball, and soccer. Coursework will include classroom activities, exercise, field experiences, guest speakers, and video lessons. Upon successful completion of this course, students interested in employment with youth organizations or the NSAA may pursue these activities at their own discretion. Students will participate in FitnessGram. This course fulfills the Physical Education Graduation Requirement.

Prerequisites: Sport Skills and Fitness or Lifetime Fitness

SCIENCE

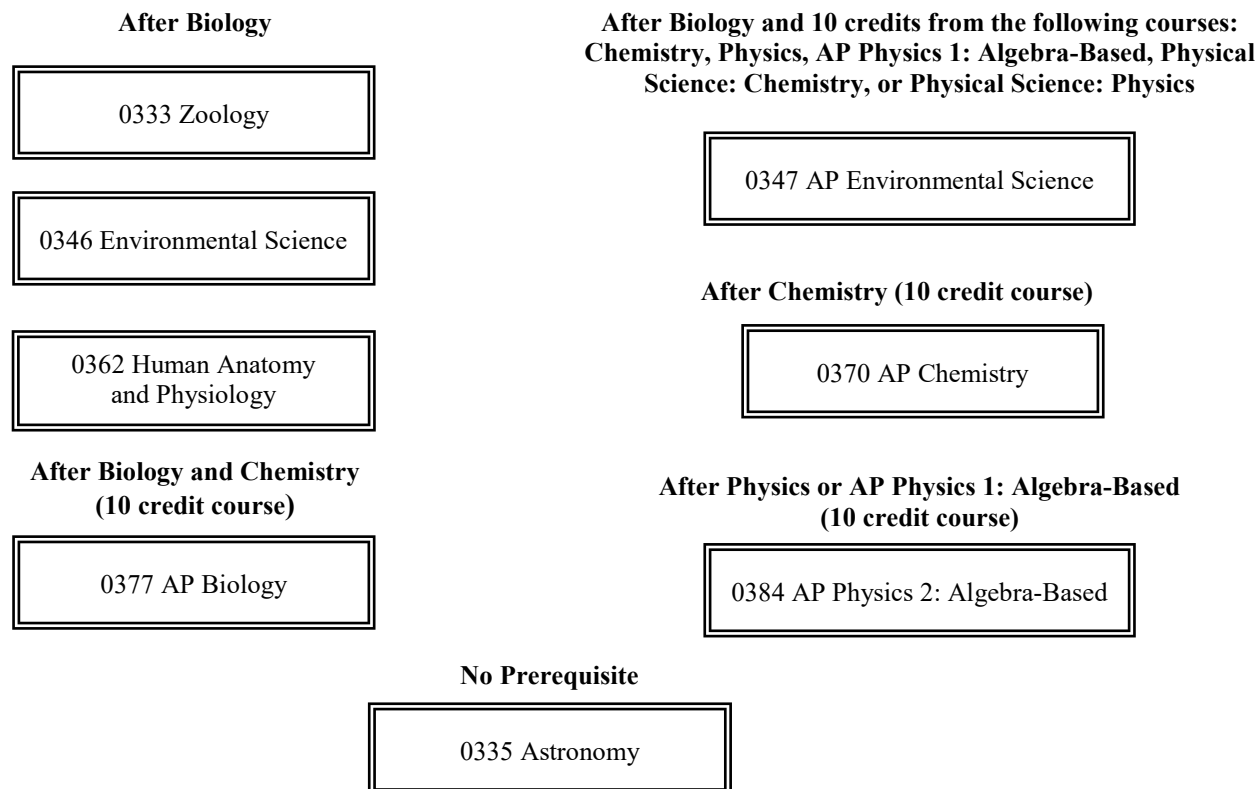
Required science courses: Follow one of the sequences depicted below.



*When taking Chemistry (0334) students must successfully complete the entire course. If 0334 Chemistry is dropped, a student will need to enroll in 0328 Physical Science: Chemistry.

**When taking Physics (0352) or AP Physics 1: Algebra-Based (0383) students must successfully complete the entire course. If 0352 Physics or 0383 AP Physics 1: Algebra-Based is dropped, a student will need to enroll in 0329 Physical Science: Physics.

Science electives: May be taken after the specified prerequisites listed below.



SCIENCE

All students must successfully complete 30 credits of science in order to meet the minimum graduation requirements.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
SCIENCE										
0321 A/B	Introduction to IB Chemistry and IB Physics	10	10	C, P	0327	•		•		
0327 A/B	Biology	10	9			•	•	•	•	•
0328	Physical Science: Chemistry	5	10-11	C	0327	•	•	•	•	•
0329	Physical Science: Physics	5	10-11	P	0327	•	•	•	•	•
0333	Zoology	5			0327	•	•	•	•	•
0334 A/B	Chemistry	10		C	0211, 0327	•	•	•	•	•
0335	Astronomy	5				•	•	•	•	•
0346	Environmental Science	5			0327	•	•	•	•	•
0347 A/B	AP Environmental Science	10			0327+	•		•	•	•
0352 A/B	Physics	10	10-11	P	0231 or 0233+, 0327	•		•	•	•
0362 A/B	Human Anatomy and Physiology	10			0327	•		•	•	•
0370 A/B	AP Chemistry	10			0231+	•		•	•	•
0371 A/B	IB Chemistry HL I	10	11		0321+	•		•		
0372 A/B	IB Chemistry HL II	10	12		0371	•		•		
0375 A/B	IB Biology SL	10	11-12		0334	•		•		
0376 A/B	IB Biology HL I	10	11		0334	•		•		
0377 A/B	AP Biology	10			0327, 0334	•		•	•	•
0378 A/B	IB Biology HL II	10	12		0376	•		•		
0383 A/B	AP Physics 1: Algebra-Based	10	10-12	P	0231 or 0233+, 0327	•		•	•	•
0384 A/B	AP Physics 2: Algebra-Based	10			0352 or 0383+	•		•	•	•
0380 A/B	IB Physics SL	10	11-12		0321+	•		•		
0381 A/B	IB Physics HL I	10	11		0321+	•		•		
0382 A/B	IB Physics HL II	10	12		0381	•		•		

† = See course descriptions for additional requirements

C = Fulfills the Chemistry Graduation Requirement

P = Fulfills the Physics Graduation Requirement

SCIENCE

0321 INTRODUCTION TO IB CHEMISTRY AND IB PHYSICS 10 North only 10 Credits

Description: Introduction to IB Chemistry and IB Physics will offer the Pre-Diploma Programme student basic concepts taught in IB Chemistry and IB Physics. Students will be able to make informed decisions as to which IB courses (Chemistry or Physics) they will choose the following year. Chemistry and Physics topics will be taught in an integrated manner within this Millard Public Schools developed course. Laboratory work will emphasize open-ended questions, and students will design experiments to answer these questions. Evaluation of student work will be based on IB models.

Prerequisites: Biology. Student must be enrolled in the DP program.

- 0327 BIOLOGY** 9 10 Credits
Description: Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, ecology, genetics, biochemistry and interdependence of organisms, and related Earth science concepts. Students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills, through inquiry and 3-Dimensional teaching and learning strategies.
Prerequisites: None
- 0333 ZOOLOGY** 5 Credits
Description: Zoology is an opportunity for students to explore the animal kingdom. In this lab course, students will use 3-Dimensional teaching and learning strategies to discover the various interactions and behaviors of animals in their environment and how humans are affecting the environment. In addition, students will examine the structure and function of animal systems through the dissections of preserved animals.
Prerequisites: Biology
- 0334 CHEMISTRY** 10 Credits
Description: In Chemistry, students develop a strong understanding of atomic structure, chemical properties, periodicity, and reactions while enhancing critical thinking and lab skills through hands-on experiences utilizing 3-Dimensional teaching and learning strategies. In addition, related space science concepts are explored. This college preparatory class is beneficial for all students going to college, not just students planning to major in science.
Prerequisites: Algebra I (or concurrent enrollment in Algebra I/Geo: Foundations 2), and Biology
- 0328 PHYSICAL SCIENCE: CHEMISTRY** 10-11 5 Credits
Description: In Physical Science: Chemistry, students explore traditional concepts of atomic structure, properties of matter, and interactions of matter, as well as related space science concepts, while enhancing critical thinking and lab skills through hands-on experiences utilizing 3-Dimensional teaching and learning strategies.
Prerequisites: Biology
- 0335 ASTRONOMY** 5 Credits
Description: This course offers an opportunity to explore various astronomy topics through 3-Dimensional teaching and learning strategies. Students will build their knowledge of the physical process that shaped the universe with emphasis on the development of an Earth Moon system, formation of the solar system, life cycles of stars, and Earth's space within the galaxy and universe. The goal of the course is to explore the universe and its development over time.
Prerequisites: None
- 0346 ENVIRONMENTAL SCIENCE** 5 Credits
Description: This course will help students become aware of how they fit into the delicate balance of their environment through 3-Dimensional teaching and learning strategies. Students will analyze natural and human-made environmental problems, evaluate their risks and examine potential actions for preventing or solving these problems. Critical thinking, utilization of lab skills, and participation in hands-on experiences will be significant components of this course.
Prerequisites: Biology
- 0352 PHYSICS** 10-11 10 Credits
Description: Students will investigate the physical world through hands-on, technology-based laboratory experiences that emphasize critical thinking and problem solving through 3-Dimensional teaching and learning strategies. This course will provide insight into topics of forces and motion, gravitation, heat, energy transformations, nuclear energy, electricity and magnetism, light, sound, and relevant Earth science concepts.
Prerequisites: Completion of or concurrent enrollment in Algebra II (or Algebra II: Foundations 4) and Biology
- 0329 PHYSICAL SCIENCE: PHYSICS** 10-11 5 Credits
Description: In Physical Science: Physics, students use hands-on, technology-based laboratory experiences to explore and verify Newton's three laws of motion, universal forces, energy transformations, heat, sound, light, nuclear physics, and related Earth science concepts through 3-Dimensional teaching and learning strategies.
Prerequisites: Biology

0347 ADVANCED PLACEMENT® ENVIRONMENTAL SCIENCE 10 Credits

Description: In this course, students learn about the interrelationships of the natural world. Students analyze natural and human-made environmental problems, evaluate their risks, and examine potential solutions for preventing or solving these problems. Critical thinking is necessary in this course that includes a strong laboratory and field investigation component. Completion of this course will prepare students to take the Advanced Placement® Environmental Science exam.

Prerequisites: Biology and 10 credits from the following courses: Chemistry, Physics, Physical Science: Chemistry, or Physical Science: Physics

0362 HUMAN ANATOMY AND PHYSIOLOGY 10 Credits

Description: This course is an in-depth study of the structure and function of human body systems. Through 3-Dimensional teaching and learning strategies, students will refine their laboratory skills and develop a conceptual understanding of the human body. Students will participate in dissection of preserved specimens, explore current health topics such as the cause and prevention of disease, and acquire health occupational skills.

Prerequisites: Biology

0370 ADVANCED PLACEMENT® CHEMISTRY 10 Credits

Description: This course provides a rigorous, in-depth study centered around six big ideas: atomic structure of matter, chemical bonding and interactions, chemical and physical changes of matter, rates of chemical reaction, laws of thermodynamics, and equilibrium. Advanced inquiry and reasoning skills will be developed in this course, including intensive laboratory experiences. Advanced Placement® Chemistry is designed to be equivalent to college level general chemistry courses; therefore, student expectations and outcomes will be similar. Completion of this course will prepare students to take the Advanced Placement® Chemistry exam.

Prerequisites: Chemistry and completion or concurrent enrollment in Algebra II

0371 IB CHEMISTRY HL I 11 North only 10 Credits

Description: IB Chemistry HL I is the first year, grade 11, of a two-year sequence for IB students testing Higher Level. This course provides an in-depth study of the structure of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry), states of matter (gases, liquids, solids, solutions), and reactions (reaction types, stoichiometry, equilibrium, kinetics, thermodynamics). IB Chemistry HL I is designed to be equivalent to college level general chemistry courses; therefore, student expectations and outcomes will be similar. In addition to the traditional classroom format, students participate in an intensive laboratory experience and become familiar with current scientific literature.

Prerequisites: IB student needs completion or concurrent enrollment in Algebra II and Introduction to IB Chemistry and IB Physics in 10th grade.

0372 IB CHEMISTRY HL II 12 North only 10 Credits

Description: This course provides an in-depth study of organic chemistry. Subjects will include chemical bonding, homologous series, functional groups, hydrocarbons, various substitution reactions, various addition reactions, various elimination reactions, acid-base reactions, and human biochemistry. IB Chemistry HL II is designed to be similar to introductory first semester Organic Chemistry courses offered at colleges and universities, therefore student expectations and outcomes will be similar. In addition to the traditional classroom format, students participate in an intensive laboratory experience and become familiar with current scientific literature.

Prerequisites: IB Chemistry HL I

0375 IB BIOLOGY SL 11-12 North only 10 Credits

Description: This one-year course provides an in-depth study of the major concepts and themes in biology. The course is designed to prepare a student to take the IB Standard Level examination or the AP examination. Approximately 25% of class time will be devoted to laboratory experiences, which will be a component of the student's internal assessment for the course. In addition to lecture/discussion and laboratory, class time will be used for IB students to work on an interdisciplinary Group 4 project.

Prerequisites: Chemistry

0376 IB BIOLOGY HL I 11 North only 10 Credits

Description: This course provides an in-depth study of the major concepts and themes in biology. This course is the first year of the two-year course designed to prepare a student to take the IB Biology Higher Level examination. It is equivalent to a college level General Biology course. Approximately 25% of class time will be devoted to laboratory experiences that will be a component of the student's internal assessment for the course.

Prerequisites: Chemistry

0377 ADVANCED PLACEMENT® BIOLOGY

10 Credits

Description: Advanced Placement® Biology provides an in-depth study of the rigorous components of the life sciences and emphasizes traditional and current biology concepts. This course is equivalent to a college-level introductory biology course and provides a strong preparation for post-high school science. This lab-based course may include the dissection of preserved specimens. AP Biology students should possess strong writing, reading, and analytical skills. Completion of this course will prepare students to take the Advanced Placement® Biology exam.

Prerequisites: Biology and Chemistry

0378 IB BIOLOGY HL II**12 North only** 10 Credits

Description: This course provides an in-depth study of the major concepts and themes in biology. This course is the second of the two-year course designed to prepare a student to take the IB Biology Higher Level examination. It is equivalent to a college level General Biology course. Approximately 25% of class time will be devoted to laboratory experiences, which will be a component of the student's internal assessment for the course. In addition to lecture/discussion and laboratory, class time will be used to work on an interdisciplinary Group 4 project.

Prerequisites: IB Biology HL I

0380 IB PHYSICS SL**11-12 North only** 10 Credits

Description: The standard level physics course is a study of classical and modern physics. The core syllabus describes a non-calculus-based study of the fundamental topics of physics. The emphasis is on personal experience in the scientific method. While focusing on the development of both scientific knowledge and scientific activity, students of IB Physics SL will make connections within the three domains of physics: laws of physics, experimental skills, and the social and historical aspects.

Prerequisites: Completion of Introduction to IB Chemistry and IB Physics and completion of or concurrent enrollment in Precalculus

0381 IB PHYSICS HL I**11 North only** 10 Credits

Description: This course is the first year of the two-year course designed to prepare a student to take the IB Physics Higher Level examination. The course is a study of classical and modern physics. The core syllabus describes a non-calculus-based study of the fundamental topics of physics. The emphasis is on personal experience in the scientific method. While focusing on the development of both scientific knowledge and scientific activity, students of Physics HL I will make connections within the three domains of physics: laws of physics, experimental skills, and the social and historical aspects.

Prerequisites: Completion of Introduction to IB Chemistry and IB Physics and completion of or concurrent enrollment in Precalculus

0382 IB PHYSICS HL II**12 North only** 10 Credits

Description: The second year of IB Higher Level Physics continues the study of classical and modern Physics. During the second year HL students will study the core syllabus in more depth. In addition to the greater detail of the core, HL students may cover medical and/or particle Physics. HL students will continue the emphasis on the scientific method and studying the impact of human activities on the Earth from a scientific viewpoint.

Prerequisites: IB Physics HL I

0383 ADVANCED PLACEMENT® PHYSICS 1: ALGEBRA-BASED**10-12** 10 Credits

Description: Students will engage in hands-on exploration while developing an understanding of Newtonian mechanics, including rotational dynamics and angular momentum; work, energy, and power; mechanical waves and sound; and electric circuits and relevant, heat, nuclear, and earth science topics. This course is the equivalent to a first-semester college course in algebra-based physics. Completion of this course will prepare students to take the Advanced Placement® Physics 1: Algebra-Based exam. Students who successfully completed 0329 Physical Science: Physics may also take this course as a science elective during eleventh or twelfth grade. Students who successfully completed 0352 Physics are encouraged to take 0384 AP Physics 2: Algebra-Based.

Prerequisites: Completion of or concurrent enrollment in Algebra II (or Algebra II: Foundations 4) and Biology

0384 ADVANCED PLACEMENT® PHYSICS 2: ALGEBRA-BASED

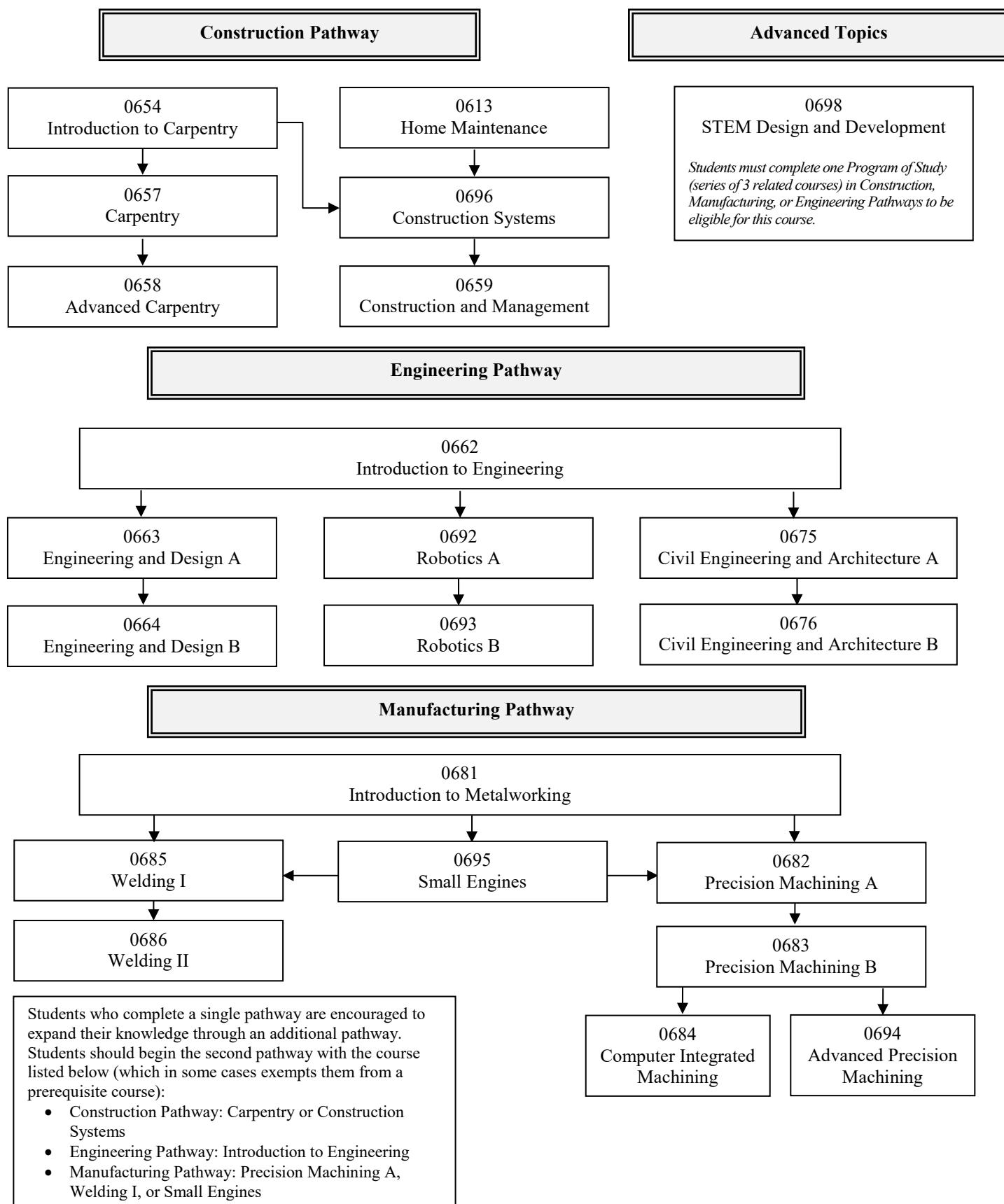
10 Credits

Description: Students will engage in hands-on exploration while developing an understanding of fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. This course is the equivalent to a second-semester college course in algebra-based physics. Completion of this course will prepare students to take the Advanced Placement® Physics 2: Algebra-Based exam.

Prerequisites: Physics or AP Physics 1: Algebra-Based and completion or concurrent enrollment in Precalculus or Honors Precalculus.

SKILLED AND TECHNICAL SCIENCES (STS)

Materials for basic projects will be provided; however, students who select specialized projects may be required to purchase extra materials. Students may donate money, materials, or equipment to defray the cost of consumable materials or provide appropriate personal equipment. Students who qualify for free and reduced meals waivers should discuss cost with their instructors.



SKILLED AND TECHNICAL SCIENCES (STS)

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
SKILLED AND TECHNICAL SCIENCES										
Construction Pathway										
0654	Introduction to Carpentry	5							•	•
0657	Carpentry	5			0654				•	•
0658	Advanced Carpentry	5			0657				•	•
0613	Home Maintenance	5							•	•
0696	Construction Systems	5			0613 or 0654				•	•
0659	Construction and Management	5			0696				•	•
Engineering Pathway										
0662	Introduction to Engineering	5							•	•
0663	Engineering and Design A	5			0662				•	•
0664	Engineering and Design B	5			0663				•	•
0675	Civil Engineering and Architecture A	5			0662				•	•
0676	Civil Engineering and Architecture B	5			0675				•	•
0692	Robotics A	5			0662				•	•
0693	Robotics B	5			0692				•	•
Manufacturing Pathway										
0681	Introduction to Metalworking	5							•	•
0682	Precision Machining A	5			0681				•	•
0683	Precision Machining B	5			0682				•	•
0684	Computer Integrated Machining	5			0683				•	•
0694	Advanced Precision Machining	5			0684				•	•
0695	Small Engines	5			0681				•	•
0685	Welding I	5			0681				•	•
0686	Welding II	5			0685				•	•
Advanced Topics										
0698 A/B	STEM Design and Development	10			***				•	•
*** Students must complete one Program of Study (series of 3 related courses) in Construction, Manufacturing, or Engineering Pathways to be eligible for this course.										

CONSTRUCTION PATHWAY

0654 INTRODUCTION TO CARPENTRY

5 Credits

Description: Introduction to Carpentry provides instruction in the use and safe handling of hand tools, portable power, and stationary power tools. Fundamental principles of project planning, design, fabrication, and career exploration are completed through multiple hands-on projects.

Prerequisites: None

0657 CARPENTRY

5 Credits

Description: Carpentry provides students with the skills and knowledge needed to correctly perform construction/woodworking operations using hand tools, power tools, and stationary power tools. Instruction emphasizes safe, proper operation and care of equipment, selection of construction materials, understanding processes, and the importance of design. Students will design, build, and finish multiple hands-on projects.

Prerequisites: Introduction to Carpentry

0658 ADVANCED CARPENTRY

5 Credits

Description: Advanced Carpentry provides students with advanced skills and knowledge needed to perform upper level construction/woodworking operations using woodworking tools and machines. Students will obtain job-related, entry-level skills in cabinet/furniture design, material selection, project estimating, and construction. Independent student projects within this class are based on student interests and abilities.

Prerequisites: Carpentry

0613 HOME MAINTENANCE

5 Credits

Description: Home Maintenance is an exploratory level course for all future homeowners. This course will introduce the learner to knowledge and skills in the areas of masonry, carpentry, plumbing, electricity, insulation, drywall, interior wall finish, exterior wall finish and repair, and basic auto. The students will also explore career opportunities in these areas.

Prerequisites: None

0696 CONSTRUCTION SYSTEMS

5 Credits

Description: Construction Systems introduces students to house construction framing basics, fasteners, materials, and print reading through hands-on project based activities. Included in the class will be hands-on experiences in material selection, framing of exterior/interior walls, door/window openings, and other common residential construction components.

Prerequisites: Home Maintenance or Introduction to Carpentry

0659 CONSTRUCTION AND MANAGEMENT

5 Credits

Description: Construction and Management provides students with a hands-on career exploratory experience in the construction industry. Students will study surveying and site preparation, residential construction styles, foundations, framing, roofing, siding, and applying construction management skills such as estimating and project planning to build a physical structure. Emphasis will be placed on basic entry-level skills, demonstration of employability skills, and development of an awareness of the opportunities in the building trades.

Prerequisites: Construction Systems

ENGINEERING PATHWAY

0662 INTRODUCTION TO ENGINEERING

5 Credits

Description: Introduction to Engineering encourages students to use a problem-solving model to explore the principles of robotics, engineering, architecture and design. Students will use sophisticated 3-dimensional modeling software to communicate the details of these products. Students will use this course to help decide which engineering path(s) they would like to explore further.

Prerequisites: None

0663 ENGINEERING AND DESIGN A

5 Credits

Description: How was your phone designed, why was it designed in that way? Have you ever taken something apart just to see how it works; or to improve it? In Engineering and Design A, we will continue to improve our design skills and begin taking the next step from design to creation using 3-D printers and laser technology.

Prerequisites: Introduction to Engineering

0664 ENGINEERING AND DESIGN B

5 Credits

Description: Ever flown a drone or ridden a bike and thought that you could improve it somehow, make it better than others? In Engineering and Design B students will continue learning about product design while developing the knowledge of tools and machines used in the creation of products. Students will learn about Electronics and Coding to create control devices, and the use of Computer Integrated Machining (CIM) to create precision parts for their products.

Prerequisites: Engineering and Design A

0675 CIVIL ENGINEERING AND ARCHITECTURE A

5 Credits

Description: Have you ever looked at a building, bridge or structure and wondered how they were built, thought about the amazing ability of humans to design and build structures that are as much art as they are function? Then you might be interested in Civil Engineering and Architecture A (CEA). In this course we will learn about the history of CEA and how generations of the past have solved engineering problems. Learn a design software program to help your ideas become a reality and apply engineering principles to real world problems.

Prerequisites: Introduction to Engineering

0676 CIVIL ENGINEERING AND ARCHITECTURE B

5 Credits

Description: Buildings and structures in our world can inspire and amaze us, but they also need to function well for their intended inhabitants and visitors. In Civil Engineering and Architecture B we will investigate design and architecture techniques involved in commercial construction. We will advance our Computer-Aided Design (CAD) skills developing a deeper understanding of Building Information Management (BIM), and we will learn how engineers and architects work together to create structures for the future.

Prerequisites: Civil Engineering and Architecture A

0692 ROBOTICS A

5 Credits

Description: In Robotics A students work with mechanical systems such as gear systems, mechanical advantage, motion, as well as programming. This hands-on course will have students problem solve and creatively think about robotic engineering tasks and challenges.

Prerequisites: Introduction to Engineering

0693 ROBOTICS B

5 Credits

Description: Robotics B expands on the concepts of Robotics A. Students will have to work with others as they are tasked with completing a challenge. These larger projects will require more advanced mechanism and programming skills to be able to successfully complete the required task. This course can be taken multiple times for credit.

Prerequisites: Robotics A

MANUFACTURING PATHWAY**0681 INTRODUCTION TO METALWORKING**

5 Credits

Description: This course provides the skills and technical knowledge for a beginning student in areas of industry, safety, material, equipment, and process understanding.

Prerequisites: None

0682 PRECISION MACHINING A

5 Credits

Description: Students will be introduced to the basic modern manufacturing process of metals.

Prerequisites: Introduction to Metalworking

0683 PRECISION MACHINING B

5 Credits

Description: Students will be introduced to modern manufacturing automated processes using computer numerical controlled tools and equipment Computer Numeric Control (CNC).

Prerequisites: Precision Machining A

0684 COMPUTER INTEGRATED MACHINING

5 Credits

Description: Students will use advanced computer numerical controlled tools and equipment (CNC) to produce parts and projects to industry standards and specifications.

Prerequisites: Precision Machining B

0694 ADVANCED PRECISION MACHINING

5 Credits

Description: Students will utilize tools and equipment to produce parts and projects within specifications using metal.

Prerequisites: Computer Integrated Machining

0695 SMALL ENGINES

5 Credits

Description: This course will provide students with basic knowledge and skills of the tools and systems needed to maintain small engines.

Prerequisites: Introduction to Metalworking

0685 WELDING I

5 Credits

Description: This course introduces students to arc welding and cutting processes.

Prerequisites: Introduction to Metalworking

0686 WELDING II

5 Credits

Description: This course is a continuation of learning the knowledge and skills of the welding industry.

Prerequisites: Welding I

ADVANCED TOPICS

0698 STEM DESIGN AND DEVELOPMENT

10 Credits

Description: STEM Design and Development is a collaborative course where students from diverse educational experiences come together as a team to define and solve real world problems through the use of science, technological skills, and engineering application.

Prerequisites: Students must complete one program of study (series of 3 related courses) in Construction, Manufacturing, or Engineering Pathways to be eligible for this course.

SOCIAL STUDIES

Required for Graduation <i>(Suggested Sequence)</i>		
9th Grade	10th Grade	11th or 12th Grade
0408 World Geography OR 0456 AP Human Geography	0420 World History OR 0424 AP World History	0449 United States History OR 0450 AP United States History <p style="text-align: center;">AND</p> 0414 United States Government and Economics OR 0415 AP United States Government and Politics

Electives	
0415	AP United States Government and Politics**
0422	World Religions
0424	AP World History**
0425	Human Diversity*
0426	International Relations*
0430	Introduction to Behavioral Science*
0431	Sociology*
0432	Psychology*
0433	IB Psychology* (North)
0442	Law Studies
0450	AP United States History**
0451	AP European History
0453	AP Psychology
0456	AP Human Geography**
0457	AP Comparative Government and Politics

*Fulfills Human Resources Graduation Requirement

**May be taken for elective credit if not taken to fulfill a Social Studies Graduation Requirement

IB Courses (North High School)	
11th-12th Grade	12th Grade
0458 IB Early Modern World History SL/HL I 0433 IB Psychology SL (HR) 0850 IB Theory of Knowledge I (HR)	0455 IB History of the Americas HL II

SOCIAL STUDIES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
SOCIAL STUDIES										
0408	World Geography	5	9			•	•	•	•	•
0414	United States Government and Economics	5	11-12			•	•	•	•	•
V0414	United States Government and Economics	5	11-12			•		•	•	•
0415	AP United States Government and Politics	5	11-12			•		•	•	•
0458 A/B	IB Early Modern World History SL/HL I	10	11-12			•		•		
0420 A/B	World History	10	10-12			•	•	•	•	•
0424 A/B	AP World History	10	10-12			•		•	•	•
0422	World Religions	5			0408 or 0456	•		•	•	•
0425	Human Diversity	5		HR		•	•	•	•	•
0426	International Relations	5		HR		•	•	•	•	•
0430	Introduction to Behavioral Sciences	5		HR		•		•	•	•
0431	Sociology	5	11-12	HR		•	•	•	•	•
0432	Psychology	5	11-12	HR		•	•	•	•	•
V0432	Psychology	5	11-12	HR		•		•	•	•
0433 A/B	IB Psychology SL	10	11-12	HR		•		•		
0442	Law Studies	5	11-12			•	•	•	•	•
0449 A/B	United States History	10	11-12			•	•	•	•	•
0450 A/B	AP United States History	10	11-12			•		•	•	•
0451 A/B	AP European History	10			0408 or 0456	•		•	•	•
0453	AP Psychology	5			0432	•		•	•	•
0455 A/B	IB History of the Americas HL II	10	12		0418	•		•		
0456 A/B	AP Human Geography	10				•		•	•	•
0457	AP Comparative Government and Politics	5			0420 or 0424	•		•	•	•
0850	IB Theory of Knowledge I	5	11	HR				•		

HR = Fulfills Human Resources Graduation Requirement

SOCIAL STUDIES

0408 WORLD GEOGRAPHY

9

5 Credits

Description: Students will function as global citizens. They will exhibit understanding of the interactions between humans and their physical environment, cultural diversity, global interdependence, and international cooperation and conflict. With this understanding, students will develop skills necessary to analyze historical and contemporary events.

Prerequisites: None

0414 UNITED STATES GOVERNMENT AND ECONOMICS

11-12

5 Credits

Description: Students will acquire knowledge and skills necessary to function as educated, concerned, and active citizens in our political and economic systems. Classroom learning is strengthened by participation and analysis of prior service learning through a culminating project.

Prerequisites: None

V0414 UNITED STATES GOVERNMENT AND ECONOMICS 11-12 5 Credits

Description: This course will be offered in a blended learning instructional format. Blended learning courses use a combination of best practices, including online learning and face-to-face instruction. Teachers will communicate a schedule of face-to-face learning time for their course. When students are not meeting with a teacher, they will engage in “independent learning” in designated areas or may leave campus if they have open campus privileges. Students will be offered opportunities for collaboration or for quiet study in the library on days when they are not meeting in their classroom. This course follows the same curriculum guide and uses the same instructional materials as the traditional face-to-face course. The class is taught by Millard teachers and will begin and end on the same dates as the face-to-face course. Grades and credits are calculated the same in blended as traditional learning courses. Final exams will be administered during the regular final exam schedule. There are a limited number of sections that will be offered as the blended learning format. To participate in a blended learning course submit your request at the time of course registration.

United States Government and Economics students will acquire knowledge and skills necessary to function as educated, concerned, and active citizens in our political and economic systems. Classroom learning is strengthened by participation and analysis of prior service learning through a culminating project.

Prerequisites: None

0415 ADVANCED PLACEMENT® UNITED STATES GOVERNMENT AND POLITICS 11-12 5 Credits

Description: Students will acquire knowledge and skills necessary to function as educated, concerned and active citizens in our political and economic system. Classroom learning is strengthened by participation and analysis of prior service learning through a culminating project. Completion of this course will prepare students to take the Advanced Placement® United States Government and Politics exam.

Prerequisites: None

0458 IB EARLY MODERN WORLD HISTORY SL/HL I 11-12 North only 10 Credits

Description: Students will examine the creation of global systems and the establishment of modern political, economic, and social institutions. The course traces the development of global systems like The Silk Road and The Indian Ocean Network, the final days of Islamic Spain, European and Asian Exploration, and the establishment of the New World. Students will explore the developments in thought through the European Enlightenment to critically examine the age of revolutions in the Americas from 1754 through 1812. IB Early Modern World History SL/HL I is taken as either a one year course for students studying history at the standard level, or as the first year of the two year higher level History of the Americas course.

Prerequisites: None

0420 WORLD HISTORY 10-12 10 Credits

Description: Students will examine the interaction of humans and their environment, development and interaction of cultures, and comparison of economic, political, and social structures in order to analyze their historical impact upon one another. This course explores the time period from prehistory to the present.

Prerequisites: None

0424 ADVANCED PLACEMENT® WORLD HISTORY 10-12 10 Credits

Description: Students will examine concepts such as the interaction of humans and the environment, development and interaction of cultures, comparison of economic, political and social structures in this college level course. This course covers the time periods from prehistory to the present. Completion of this course will prepare students to take the national Advanced Placement® exam in World History.

Prerequisites: None

0422 WORLD RELIGIONS 5 Credits

Description: Students will analyze the five major religions of the world: Buddhism, Christianity, Hinduism, Islam, and Judaism. Students will explore the basic tenets and history of each religion to evaluate the impact of people, events, ideas and symbols upon each other.

Prerequisites: World Geography or AP Human Geography

0425 HUMAN DIVERSITY 5 Credits

Description: Students will examine contemporary problems faced by social groups, characterized by race, ethnicity, gender, and socioeconomic status, in the United States. Historical contributions and struggles of these groups will be examined and related to present-day life. This course fulfills the Human Resources Graduation Requirement.

Prerequisites: None

0426 INTERNATIONAL RELATIONS

5 Credits

Description: Students will analyze the role of the United States in the international community and the problems faced by our nation. Through a problem-solving approach, major issues will be investigated using historical and contemporary sources with an emphasis on understanding these complex issues. This course fulfills the Human Resources Graduation Requirement.

Prerequisites: None

0430 INTRODUCTION TO BEHAVIORAL SCIENCES

5 Credits

Description: Students will explore the behavioral sciences through the disciplines of anthropology, sociology, and psychology to understand the perspective of each field of study. This course fulfills the Human Resources Graduation Requirement.

Prerequisites: None

0431 SOCIOLOGY

11-12

5 Credits

Description: Students will develop an understanding of group behavior and social interaction through analysis of the structure, values and functions of groups in various levels of our society. This course fulfills the Human Resources Graduation Requirement.

Prerequisites: None

0432 PSYCHOLOGY

11-12

5 Credits

Description: Students will research the discipline of Psychology as the scientific study of the individual and his/her behavior by connecting psychology to the world. This course fulfills the Human Resources Graduation Requirement.

Prerequisites: None

V0432 PSYCHOLOGY

11-12

5 Credits

Description: This course will be offered in a blended learning instructional format. Blended learning courses use a combination of best practices, including online learning and face-to-face instruction. Teachers will communicate a schedule of face-to-face learning time for their course. When students are not meeting with a teacher, they will engage in “independent learning” in designated areas or may leave campus if they have open campus privileges. Students will be offered opportunities for collaboration or for quiet study in the library on days when they are not meeting in their classroom. This course follows the same curriculum guide and uses the same instructional materials as the traditional face-to-face course. The class is taught by Millard teachers and will begin and end on the same dates as the face-to-face course. Grades and credits are calculated the same in blended as traditional learning courses. Final exams will be administered during the regular final exam schedule. There are a limited number of sections that will be offered as the blended learning format. To participate in a blended learning course submit your request at the time of course registration.

Psychology students will research the discipline of Psychology as the scientific study of the individual and his/her behavior by connecting psychology to the world. This course fulfills the Human Resources Graduation Requirement.

Prerequisites: None

0433 IB PSYCHOLOGY SL

11-12 North only

10 Credits

Description: This course enables students to promote an awareness of and respect for the psychological diversity of human beings with reference to their biological, social, and cultural influences. Students will develop an appreciation of the broad scope of psychology, as well as an understanding of the different theoretical approaches utilized in understanding behavior. They will be able to describe, compare, and evaluate the key ideas of all four of psychology’s major perspectives, as well as the historical and cultural contexts in which each developed. Students will be introduced to scientific methodology used in psychological inquiry, demonstrate their ability to design, conduct, and report a simple experiment, as well as review ethical practices and responsibilities essential to such inquiry. Ultimately, they will explore the practical applications of psychology and demonstrate the relevance of psychology to daily life, from the individual level to the global level representing an international perspective. This course fulfills the Human Resources Graduation Requirement.

Prerequisites: None

0442 LAW STUDIES

11-12

5 Credits

Description: Students will investigate the field of law and our criminal justice system. Topics include criminal behavior, the Bill of Rights, police work, prosecution, the courts, our correctional system, and civil and criminal law.

Prerequisites: None

0449 UNITED STATES HISTORY**11-12**

10 Credits

Description: Students will evaluate major events in United States history beginning with the Progressive Era and continuing towards the present to research, analyze and understand past, current and potential issues and events at the local, state and national levels.

Prerequisites: None

0450 ADVANCED PLACEMENT® UNITED STATES HISTORY**11-12**

10 Credits

Description: Students will study the history of the United States chronologically from the pre-colonial era moving toward the present. Completion of this college level course will prepare students to take the Advanced Placement® United States History exam.

Prerequisites: None

0451 ADVANCED PLACEMENT® EUROPEAN HISTORY

10 Credits

Description: Students will study European history since 1450 and examine cultural, economic, political, and social developments that played a fundamental role in shaping the world. Completion of this college level course will prepare students to take the Advanced Placement® exam in European History.

Prerequisites: World Geography or AP Human Geography

0453 ADVANCED PLACEMENT® PSYCHOLOGY

5 Credits

Description: Students will continue to focus on the concepts started in Psychology. Students will further evaluate the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will examine the psychological facts, principles, and phenomena associated with the major subfields of psychology. Completion of this course will prepare students to take the Advanced Placement® Psychology exam.

Prerequisites: Psychology

0455 IB HISTORY OF THE AMERICAS HL II**12 North only**

10 Credits

Description: The History of the Americas course uses the Americas as its regional option. It is a one-year curriculum where students will study common experiences in the Americas through a comparative analysis of the histories of the United States, Latin America, and Canada. The course will center on the following themes: history, politics, culture, society, economics, technology diplomacy, and international affairs. This course is offered with IB Early Modern World History SL/HL I as part of a two-year curriculum. It will focus on regional case studies of the Americas, and students will be testing at IB higher level.

Prerequisites: IB Early Modern World History SL/HL I

0456 ADVANCED PLACEMENT® HUMAN GEOGRAPHY

10 Credits

Description: Students will explore the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science practice. Completion of this course will prepare students to take the Advanced Placement® Human Geography exam.

Prerequisites: None

0457 ADVANCED PLACEMENT® COMPARATIVE GOVERNMENT AND POLITICS

5 Credits

Description: Students will be introduced to the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of settings. Six countries form the core of this course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The aim is to illustrate the rich diversity of political life, to analyze institutional alternatives, to explain differences in processes and policy outcomes, and to appreciate the importance of global and economic changes. Completion of this course will prepare students to take the Advanced Placement® Comparative Government and Politics exam.

Prerequisites: World History or AP World History

0850 IB THEORY OF KNOWLEDGE I**11 North only**

5 Credits

Description: The Theory of Knowledge course is a required component of all International Baccalaureate® Programme diploma candidates and is an elective course for students not working toward an IB diploma. The course may be seen as a matrix in which the distinct forms of knowledge specific to the various subject areas can be critically evaluated, compared and contrasted, and, to an appropriate degree, integrated. The Theory of Knowledge course is intended to encourage students to develop a critical awareness of what they and others know through analyzing concepts, arguments and the basis of value judgments. The course is taught as a two-year sequence beginning in the junior year. TOK I will satisfy the 5 credit Human Resources requirement in 11th grade.

Prerequisites: None

SPECIAL EDUCATION

All students must be verified with a special education disability to qualify for the following classes. Each course will be differentiated to fit the needs of the students based on the students' Individual Educational Program (IEP). These courses are NOT college preparatory; however, they do fulfill the necessary requirements for graduation. All listed courses may not be offered each semester due to insufficient student enrollment or staff availability.

Course	Course Name	Credits	Grade	Graduation Requirement		ACT Core	Horizon High School	North High School	South High School	West High School
SPECIAL EDUCATION										
0900 A/B	Fundamental English	10			†		•	•	•	
0903 A/B	Essentials of English 11	10	11		†		•	•	•	
0908 A/B	Fundamental Reading	10			†		•	•	•	
0920 A/B	Fundamental Mathematics	10			†		•	•	•	
0930 A/B	Fundamental Science	10			†		•	•	•	
0932 A/B	Essentials of Biology	10	9		†		•	•	•	
0933	Essentials of Human Anatomy and Physiology I	5	11-12		†		•	•	•	
0934	Essentials of Human Anatomy and Physiology II	5	11-12		†		•	•	•	
0935	Essentials of Environmental Science	5	10-12		†		•	•	•	
0936	Essentials of Physical Science: Chemistry	5	10-11	C	†		•	•	•	
0937	Essentials of Physical Science: Physics	5	10-11	P	†		•	•	•	
0940 A/B	Fundamental Social Studies	10			†		•	•	•	
0944	Essentials of United States Government & Economics	5	11-12		†		•	•	•	
0946	Essentials of World Geography	5	9		†		•	•	•	
0947	Essentials of Human Diversity	5		HR	†		•	•	•	
0948 A/B	Essentials of World History	10	10		†		•	•	•	
0949 A/B	Essentials of United States History	10	11-12		†		•	•	•	
0950	Fundamental Daily Living	5	10-12	H	†		•	•	•	
0951	Fundamental Independent Living	5			†		•	•	•	
0952	Career Readiness Skills and Exploration	5			†		•	•	•	
0953	College Readiness Skills and Exploration	5			†		•	•	•	
0960	Fundamental Personal Finance	5		FL	†		•	•	•	
0970 A/B	Fundamental Technology	10			†		•	•	•	
0971 A/B	Fundamental Prevocational Skills	10			†		•	•	•	
0972	Fundamentals of Speech	5		OC	†		•	•	•	
0973	Work Introduction Network I	5		HR	†		•	•	•	
0974	Work Introduction Network II	5			†		•	•	•	

C = Fulfills Chemistry Graduation Requirement

FL = Fulfills Financial Literacy Graduation Requirement

H = Fulfills Health Education Graduation Requirement

HR = Fulfills Human Resources Graduation Requirement

OC = Fulfills Oral Communications Graduation Requirement

P = Fulfills Physics Graduation Requirement

† = See course descriptions for additional requirements

SPECIAL EDUCATION

0900 FUNDAMENTAL ENGLISH

10 Credits

Description: This course is designed for students who require an alternate curriculum in written and oral expression. This course's grading system is pass/fail.

Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

0903 ESSENTIALS OF ENGLISH 11 American Literature and Composition

11

10 Credits

Description: Through this course, students will explore how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing texts from a variety of genres through cultural, racial, and gender perspectives in historical and contemporary literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing and research process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction, and visual and digital texts. Students will study a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities. Students will be assessed using a variety of methods including, but not limited to, essays, presentations, and creative critical thinking activities. Students may utilize additional/supplemental curriculum materials to meet their individual needs.

Prerequisites: IEP Team recommendation and approval by Special Education Dept. Head and Building Administrator

0908 FUNDAMENTAL READING

10 Credits

Description: This course is designed for students who require an alternate curriculum in reading. This course's grading system is pass/fail.

Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

0920 FUNDAMENTAL MATHEMATICS

10 Credits

Description: This course is designed for students who require an alternate curriculum in mathematics. This course's grading system is pass/fail.

Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

0930 FUNDAMENTAL SCIENCE

10 Credits

Description: This course is designed for students who require an alternate curriculum in science. This course's grading system is pass/fail.

Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

0932 ESSENTIALS OF BIOLOGY

9

10 Credits

Description: This course offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry, interdependence of organisms, and related Earth science concepts. Through inquiry, students develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills.

Prerequisites: IEP Team recommendation and approval by Special Education Dept. Head and Building Administrator

0936 ESSENTIALS OF PHYSICAL SCIENCE: CHEMISTRY

10-11

5 Credits

Description: In this course students explore traditional concepts of atomic structure, properties of matter, and interactions of matter, as well as related space science concepts, while enhancing critical thinking and lab skills through hands-on experiences utilizing 3-Dimensional teaching and learning strategies. Completion of this 5 credit course fulfills the chemistry graduation requirement.

Prerequisites: IEP Team recommendation and approval by Special Education Dept. Head and Building Administrator

0937 ESSENTIALS OF PHYSICAL SCIENCE: PHYSICS

10-11

5 Credits

Description: In this course students use hands-on, technology-based laboratory experiences to explore and verify Newton's three laws of motion, universal forces, energy transformations, heat, sound, light, nuclear physics, and related Earth science concepts through 3-Dimensional teaching and learning strategies. Completion of this 5 credit course fulfills the physics graduation requirement.

Prerequisites: IEP Team recommendation and approval by Special Education Dept. Head and Building Administrator

- 0933 ESSENTIALS OF HUMAN AND ANATOMY PHYSIOLOGY I** 11-12 5 Credits
0934 ESSENTIALS OF HUMAN AND ANATOMY PHYSIOLOGY II 11-12 5 Credits
Description: These courses are a basic study of the structure and function of human body systems. They are recommended for students interested in learning about the structure and function of the human body, exploring current health topics such as cause and prevention of disease, acquiring health occupational skills through 3-Dimensional teaching and learning strategies.
Prerequisites: IEP Team recommendation and approval by Special Education Dept. Head and Building Administrator
- 0935 ESSENTIALS OF ENVIRONMENTAL SCIENCE** 10-12 5 Credits
Description: This course will help students become aware of how they fit into the delicate balance of their environment through 3-Dimensional teaching and learning strategies. Students will analyze natural and human-made environmental problems, evaluate their risks, and examine potential actions for preventing or solving these problems. Critical thinking, utilization of lab skills, and participation in hands-on experiences will be significant components of this course.
Prerequisites: IEP Team recommendation and approval by Special Education Dept. Head and Building Administrator
- 0940 FUNDAMENTAL SOCIAL STUDIES** 10 Credits
Description: This course is designed for students who require an alternate curriculum in social studies. This course's grading system is pass/fail.
Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team
- 0946 ESSENTIALS OF WORLD GEOGRAPHY** 9 5 Credits
Description: Students will function as global citizens to exhibit understanding of the interactions between humans and their physical environment, cultural diversity, global interdependence, and international cooperation and conflict. With this understanding, students will develop skills necessary to analyze historical and contemporary events.
Prerequisites: IEP Team recommendation and approval by Special Education Dept. Head and Building Administrator
- 0944 ESSENTIALS OF UNITED STATES GOVERNMENT AND ECONOMICS** 11-12 5 Credits
Description: This course is designed to help students acquire the knowledge and skills necessary to function as informed, concerned, and active citizens/consumers in our democratic society and complex world. Classroom learning is strengthened by participation and analysis of prior service learning through a culminating project.
Prerequisites: IEP Team recommendation and approval by Special Education Dept. Head and Building Administrator
- 0947 ESSENTIALS OF HUMAN DIVERSITY** 5 Credits
Description: Students will examine contemporary problems faced by social groups, characterized by race, ethnicity, gender, and socioeconomic status, in the United States. Historical contributions and struggles of these groups will be examined and related to present-day life. This course fulfills the Human Resources Graduation Requirement.
Prerequisites: IEP Team recommendation and approval by Special Education Dept. Head and Building Administrator
- 0948 ESSENTIALS OF WORLD HISTORY** 10 10 Credits
Description: Students will examine the interaction of humans and their environment, development and interaction of cultures, and comparison of economic, political, and social structures in order to analyze their historical impact upon one another. This course explores the time period from prehistory to the present.
Prerequisites: IEP Team recommendation and approval by Special Education Dept. Head and Building Administrator
- 0949 ESSENTIALS OF UNITED STATES HISTORY** 11-12 10 Credits
Description: Students will evaluate major events in United States history beginning with the Progressive Era and continuing towards the present to research, analyze and understand past, current and potential issues and events at the local, state and national levels.
Prerequisites: IEP Team recommendation and approval by Special Education Dept. Head and Building Administrator
- 0950 FUNDAMENTAL DAILY LIVING** 10-12 5 Credits
Description: This course is designed for students who require an alternate curriculum in the areas of self-care, health education, wellness, and safety. This course fulfills the Health Education Graduation Requirement.
Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

0951 FUNDAMENTAL INDEPENDENT LIVING

5 Credits

Description: This course is designed for students who require an alternate curriculum in the areas of cooking, household safety and cleanliness, finances, and leisure skills.

Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

0952 CAREER READINESS SKILLS AND EXPLORATION

5 Credits

Description: This exploratory course provides information to help students become career ready. Students will be exposed to the best practices for job acquisition and maintenance of employment. Knowledge of human relations and practical job skills to succeed and advance on the job are emphasized. Students will strengthen their communication, develop self-determination, and apply academic skills as they apply to the work place.

Prerequisites: IEP Team Recommendation

0953 COLLEGE READINESS SKILLS AND EXPLORATION

5 Credits

Description: This exploratory course provides information to help students become college ready. Post-secondary educational options, such as exploring potential course(s) of study, determining appropriate educational institutions, and discussing financial aid and/or scholarship options will be examined. Students will explore time management strategies, study skills, and the differences between high school and post-secondary educational expectations. Students will strengthen their communication, develop self-determination, and apply academic skills as they apply to post-secondary educational opportunities.

Prerequisites: IEP Team Recommendation

0960 FUNDAMENTAL PERSONAL FINANCE

5 Credits

Description: This course is designed for students who require an alternate curriculum for Personal Finance. This course's grading system is pass/fail. This course fulfills the Financial Literacy Graduation Requirement.

Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

0970 FUNDAMENTAL TECHNOLOGY

10 Credits

Description: This course is designed for students who require an alternate curriculum to access technology. This course's grading system is pass/fail.

Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

0971 FUNDAMENTAL PREVOCATIONAL SKILLS

10 Credits

Description: This course is designed for students who require an alternate curriculum to learn prevocational work habits and skills in a supported environment. This course's grading system is pass/fail.

Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

0972 FUNDAMENTALS OF SPEECH

5 Credits

Description: This course is designed for students who require an alternate curriculum in intrapersonal and interpersonal communication. This course's grading system is pass/fail and fulfills the Oral Communications Graduation Requirement.

Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

0973 WORK INTRODUCTION NETWORK I

5 Credits

Description: This course provides students with an opportunity to explore occupations in non-paid work experiences at pre-approved school or community sites. These functional experiences will provide students with hands-on training and exploration of actual job duties in various career interest areas in preparation for competitive employment. This course's grading system is pass/fail.

Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

0974 WORK INTRODUCTION NETWORK II

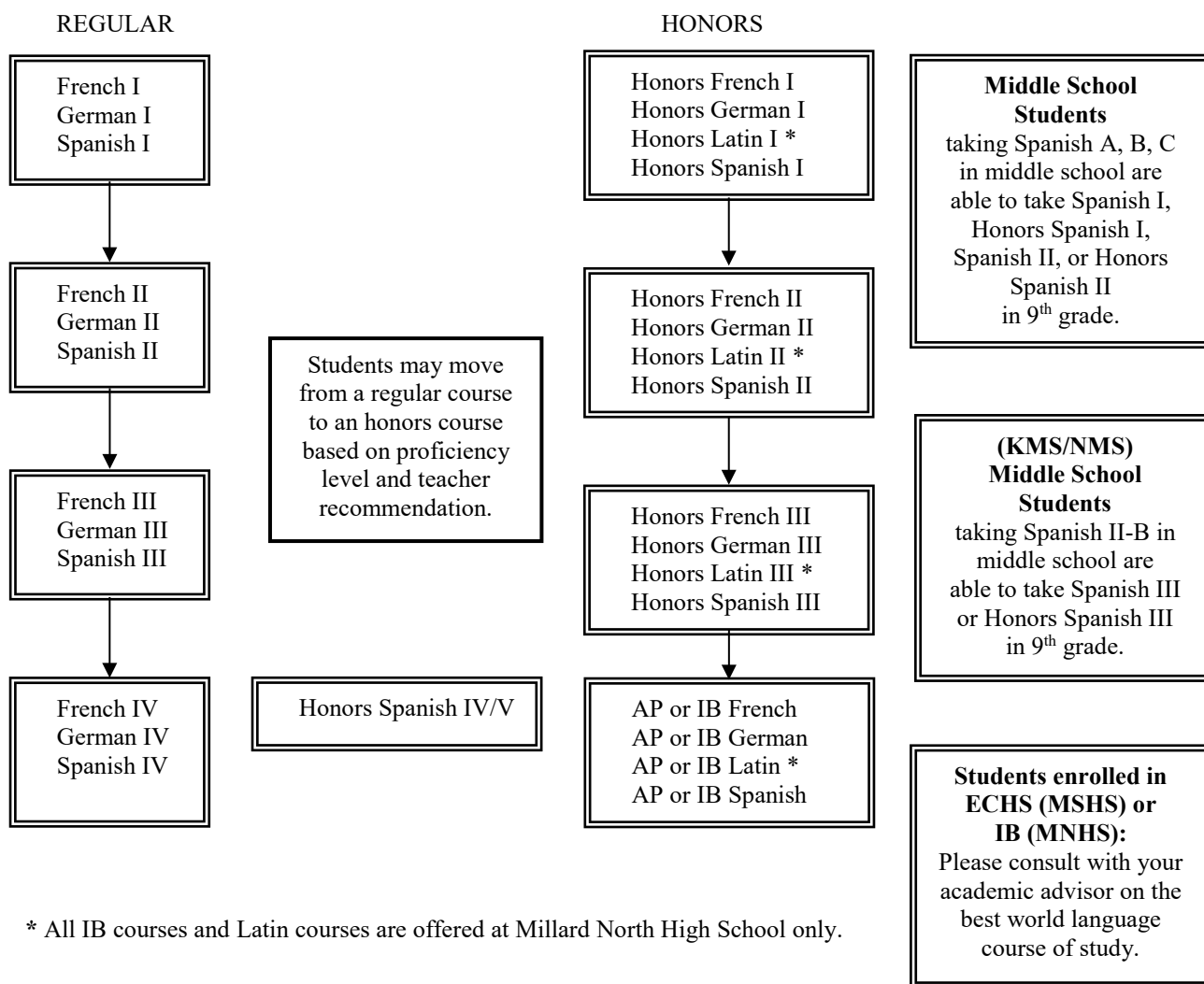
5 Credits

Description: This course provides students with an opportunity to explore occupations in non-paid work experiences at pre-approved school or community sites. These functional experiences will provide students with hands-on training and exploration of actual job duties in various career interest areas in preparation for competitive employment. This course's grading system is pass/fail.

Prerequisites: Enrollment in this course is limited to students in an alternate curriculum program and recommended by student's IEP Team

WORLD LANGUAGE

(Classes of 2024 & beyond)



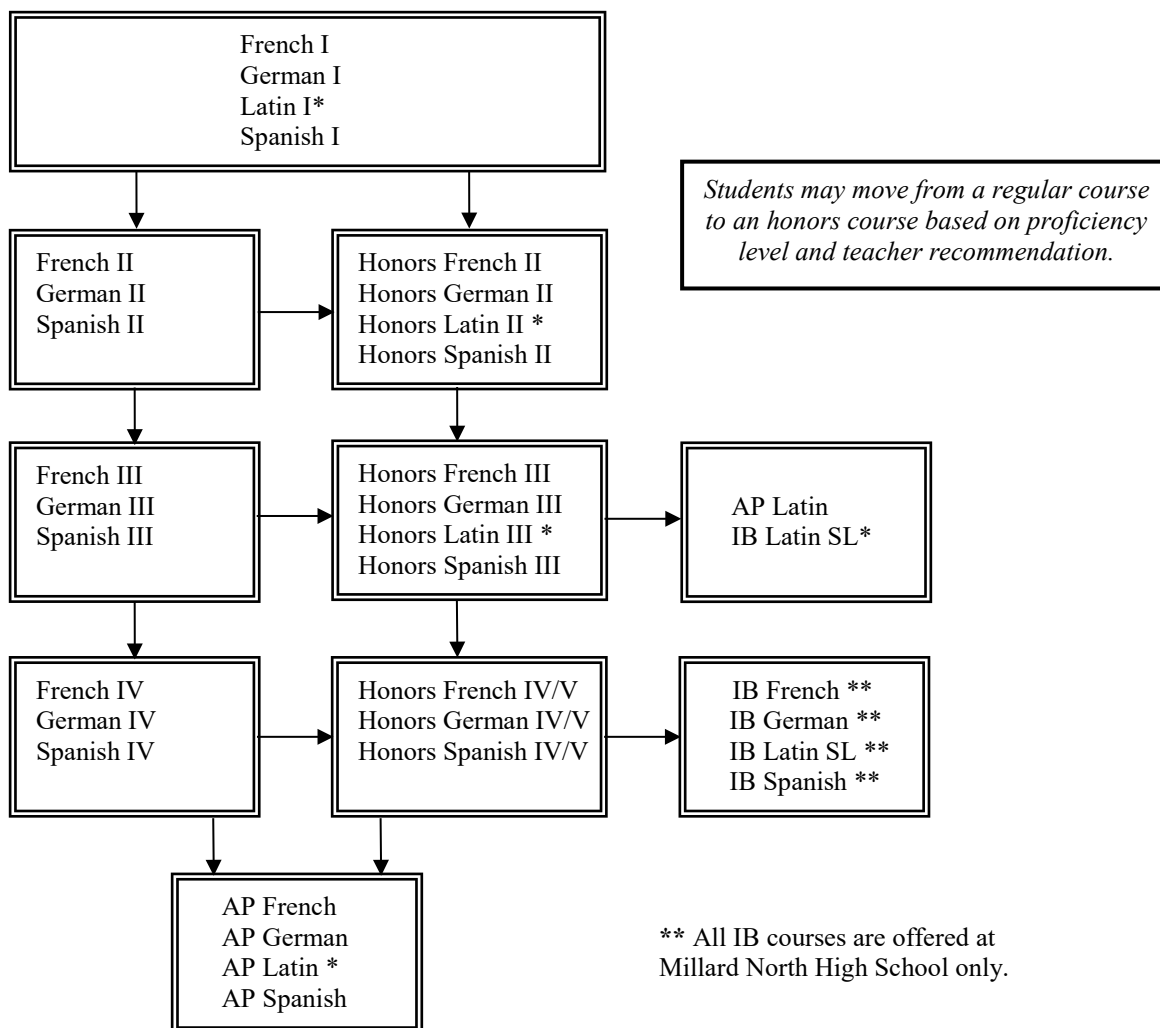
Students are able to take more than one world language course. Students who enjoy learning languages are encouraged to add an additional world language in order to broaden their language study. Students learning more than two world languages are referred to as polyglots.

Students are highly encouraged to extend their language study throughout their high school years in order to achieve higher proficiency levels.

Students are advised to take consecutive years of the same language. The University of Nebraska system admissions requirements include two years of the same language, and some colleges and programs may require more.

WORLD LANGUAGE

(Classes of 2022 & 2023 only)



* All Latin courses are offered at Millard North High School only.

Students are able to take more than one world language course. Students who enjoy learning languages are encouraged to add an additional world language in order to broaden their language study. Students learning more than two world languages are referred to as polyglots.

Students are highly encouraged to extend their language study throughout their high school years in order to achieve higher proficiency levels.

Students are advised to take consecutive years of the same language. The University of Nebraska system admissions requirements include two years of the same language, and some colleges and programs may require more.

WORLD LANGUAGE

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
WORLD LANGUAGE										
0132 A/B	French I	10						•	•	•
0130 A/B	Honors French I	10						•	•	•
0133 A/B	French II	10			0132			•	•	•
0134 A/B	Honors French II	10			0132			•	•	•
0135 A/B	French III	10			0133			•	•	•
0136 A/B	Honors French III	10			0133 or 0134			•	•	•
0137 A/B	French IV	10			0135			•	•	•
0138 A/B	Honors French IV/French V	10			0136 or 0137 †			•	•	•
0139 A/B	AP French Language and Culture	10			0138			•	•	•
0140 A/B	IB French B SL	10	12		0138			•		
0112 A/B	German I	10						•	•	•
0110 A/B	Honors German I	10						•	•	•
0113 A/B	German II	10			0112			•	•	•
0114 A/B	Honors German II	10			0112			•	•	•
0115 A/B	German III	10			0113			•	•	•
0116 A/B	Honors German III	10			0113 or 0114			•	•	•
0117 A/B	German IV	10			0115			•	•	•
0118 A/B	Honors German IV/German V	10			0116 or 0117 †			•	•	•
0119 A/B	AP German Language and Culture	10			0118			•	•	•
0120 A/B	IB German B SL	10	12		0118			•		
0162 A/B	Honors Latin I	10						•		
0163 A/B	Honors Latin II	10			0162			•		
0164 A/B	Honors Latin III	10			0163			•		
0172 A/B	AP Latin	10			0164			•		
0161 A/B	IB Latin SL	10	12		0164			•		
0152 A/B	Spanish I	10					•	•	•	•
0147 A/B	Honors Spanish I	10						•	•	•
0153 A/B	Spanish II	10			0152		•	•	•	•
0154 A/B	Honors Spanish II	10			0152			•	•	•
0155 A/B	Spanish III	10			0153			•	•	•
0156 A/B	Honors Spanish III	10			0153 or 0154			•	•	•
0157 A/B	Spanish IV	10			0155			•	•	•
0158 A/B	Honors Spanish IV/Spanish V	10			0156 or 0157			•	•	•
0159 A/B	AP Spanish Language and Culture	10			0158			•	•	•
0160 A/B	IB Spanish B SL	10	12		0158			•		
0171 A/B	IB Spanish A2 HL A	10	12					•		

† = See course descriptions for additional requirements.

WORLD LANGUAGE

0132 FRENCH I

10 Credits

Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading, and writing at an introductory level. Students will learn about and experience cultural practices relating to the French culture.

Prerequisites: None

0130 HONORS FRENCH I

10 Credits

Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing. Students will learn about and experience cultural practices relating to the French culture. Honors Level I is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.

Prerequisites: None

0133 FRENCH II

10 Credits

Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading, and writing skills, students will communicate in French.

Prerequisites: French I or Honors French I

0134 HONORS FRENCH II

10 Credits

Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading, and writing skills, students will communicate in French. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.

Prerequisites: French I or Honors French I

0135 FRENCH III

10 Credits

Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the French culture. Students will expand their vocabulary and complex mechanics to develop skills utilizing authentic sources. Students will communicate in the present, past, and future tenses. Students will also explore culture through a variety of topics.

Prerequisites: French II or Honors French II

0136 HONORS FRENCH III

10 Credits

Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the French culture. Students will learn an expanded vocabulary and develop skills at an accelerated pace utilizing authentic sources. Students will use complex mechanics of the language and explore culture through a variety of topics. The majority of the course will be conducted in French. Honors Level III is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® courses.

Prerequisites: French II or Honors French II

0137 FRENCH IV

10 Credits

Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the French culture. Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in French.

Prerequisites: French III or Honors French III

0138 HONORS FRENCH IV/ FRENCH V

10 Credits

Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills utilizing authentic sources. Students will communicate with greater spontaneity and in greater detail. Students will also explore culture through a variety of topics. The course will be conducted in French. Honors Level IV is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® courses. This course is for students in classes of 2022 or 2023 only.

Prerequisites: French III or Honors French III or French IV

0139 ADVANCED PLACEMENT® FRENCH LANGUAGE AND CULTURE

10 Credits

Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in French, and students are expected to speak French at all times. Completion of this course will prepare all students to take the Advanced Placement® French Language and Culture exam.

Prerequisites: French III, Honors French III, French IV, or Honors French IV/French V

0140 IB FRENCH B SL**12****North only****10 Credits**

Description: A student may take this course as a fifth year language course and/or choose to take the Advanced Placement® exam. The premise of this curriculum is that the student should have a fundamental knowledge of the history, geography, literature, and art/music of the country in order to understand better the modern culture that has evolved and its role in the world. Current events and world affairs will be the core. The continuing study of French civilization and the reading of literary works from more modern periods are the basis of the course. Students work with advanced grammatical materials and use higher level thinking skills in activities that go beyond the functioning level to a more refined level of reading, writing, speaking and listening. The goal of active communication in French is given high priority. Cultural concepts are explored as they relate to literature, civilization, and international studies. Through use of video, magazines and newspapers, the students will deal with current issues in Francophone countries and other countries around the world. The IB curriculum will be emphasized, but students may also sign up to take the Advanced Placement® exam. The necessary Advanced Placement® review materials will be available.

Prerequisites: Honors French III, Honors French IV/French V, or AP French Language and Culture

0112 GERMAN I**10 Credits**

Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German culture.

Prerequisites: None

0110 HONORS GERMAN I**10 Credits**

Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing. Students will learn about and experience cultural practices relating to the German culture. Honors Level I is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.

Prerequisites: None

0113 GERMAN II**10 Credits**

Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in German.

Prerequisites: German I or Honors German I

0114 HONORS GERMAN II**10 Credits**

Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in German. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.

Prerequisites: German I or Honors German I

0115 GERMAN III**10 Credits**

Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the German culture. Students will learn an expanded vocabulary and complex mechanics to develop skills utilizing authentic sources. Students will communicate in the present, past and future tenses. Students will also explore culture through a variety of topics.

Prerequisites: German II or Honors German II

0116 HONORS GERMAN III**10 Credits**

Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the German culture. Students will learn an expanded vocabulary and develop skills at an accelerated pace utilizing authentic sources. Students will use complex mechanics of the language and explore culture through a variety of topics. The majority of the course will be conducted in German. Honors Level III is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® courses.

Prerequisites: German II or Honors German II

0117 GERMAN IV**10 Credits**

Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the German culture. Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in German.

Prerequisites: German III or Honors German III

0118 HONORS GERMAN IV/ GERMAN V

10 Credits

Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills utilizing authentic sources. Students will communicate with greater spontaneity and in greater detail. Students will also explore culture through a variety of topics. The course will be conducted in German. Honors Level IV is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® courses. This course is for students in classes of 2022 or 2023 only.

Prerequisites: German III or Honors German III or German IV

0119 ADVANCED PLACEMENT® GERMAN LANGUAGE AND CULTURE

10 Credits

Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in German, and students are expected to speak German at all times. Completion of this course will prepare students to take the Advanced Placement® German Language and Culture exam.

Prerequisites: German III, Honors German III, German IV, or Honors German IV/German V

0120 IB GERMAN B SL

12

North only

10 Credits

Description: A student may take this course as a fifth year language course and/or choose to take the AP exam. The student will improve in all skill areas (reading, writing, speaking, and understanding). Grammar is reviewed as needed to aid in effective communication. Emphasis will be placed on using authentic material such as video, magazines, and newspapers to study current events and culture in order to provide a thorough understanding of the language so that optimum communication can be achieved. Higher-level communication skills will be attained and assessed through a variety of oral and written activities and assignments. The IB curriculum will be emphasized, but students may also sign up to take the Advanced Placement® exam. The necessary AP review materials will be available.

Prerequisites: Honors German III, Honors German IV/German V, or AP German Language and Culture.

0162 HONORS LATIN I

North only

10 Credits

Description: Students will experience an introduction to Latin with emphasis on acquiring a vocabulary foundation, strengthening basic grammatical skills, and learning Classical Latin reading skills. Students will begin a literature study focusing on Roman and/or Greek epic poetry in translation. Roman history and culture, as well as Greco-Roman mythology, will provide an understanding of the historical and contemporary influences of the Ancient Roman world.

Prerequisites: None

0163 HONORS LATIN II

North only

10 Credits

Description: Students will learn new grammar concepts to advance comprehension of Latin manuscripts and further their communication skills using Latin. Students will continue their literary studies emphasizing primary historical sources in translation. Roman historical and cultural studies will focus primarily upon the legacy of Julius Caesar and the Roman Republic.

Prerequisites: Honors Latin I

0164 HONORS LATIN III

North only

10 Credits

Description: Students will explore the development of both prose and poetry, emphasizing a survey of Roman authors, including Cicero, Caesar, Vergil, and Catullus, with authentic reading selections chosen for diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Roman influence through the Classical world, past and present.

Prerequisites: Honors Latin II

0172 ADVANCED PLACEMENT® LATIN

North only

10 Credits

Description: Students will explore the development of both prose and poetry, emphasizing a survey of Roman authors, including Cicero, Caesar, Vergil, and Catullus, with authentic reading selections chosen for diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Roman influence through the Classical world, past and present. Completion of this course will prepare all students to take the Advanced Placement® Latin exam.

Prerequisites: Honors Latin III

- 0161 IB LATIN SL** **12** **North only** 10 Credits
Description: Through the poetry of Ovid, Horace, Vergil, and Catullus, the scholar will demonstrate excellent knowledge and understanding of the influences and perspectives the modern world has of the ancient world. By intensely studying the grammar of Latin, the scholar will be more adept at analyzing the ancient authors' subtle and overt intentions. Students will study the authors' techniques, styles, and both the literary and non-literary connections to the Roman civilization. Scholars will use the Latin texts, as well as English translations, to support the development of analysis regarding the impact these authors and the Roman world had upon the past and the present cultures. The scholar will enjoy using these timeless pieces of literature as a basis of exploration into our own modern humanity. The Standard Level assessment includes translating unprepared scripts and masterfully analyzing in-depth extracts from within subordinate topics.
Prerequisites: Honors Latin III
- 0152 SPANISH I** 10 Credits
Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading, and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture.
Prerequisites: None
- 0147 HONORS SPANISH I** 10 Credits
Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing. Students will learn about and experience cultural practices relating to the Spanish culture. Honors Level I is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.
Prerequisites: None
- 0153 SPANISH II** 10 Credits
Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading, and writing skills, students will communicate in Spanish.
Prerequisites: Any of the following: Spanish A-B-C sequence, Spanish I, Honors Spanish I, or KMS/NMS full sequence I-A, II-A, and II-B
- 0154 HONORS SPANISH II** 10 Credits
Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading, and writing skills, students will communicate in Spanish. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.
Prerequisites: Any of the following: Spanish A-B-C sequence, Spanish I, Honors Spanish I, or KMS/NMS full sequence I-A, II-A, and II-B
- 0155 SPANISH III** 10 Credits
Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the Spanish culture. Students will learn an expanded vocabulary and complex mechanics to develop skills utilizing authentic sources. Students will communicate in the present, past and future tenses. Students will also explore culture through a variety of topics.
Prerequisites: Any of the following: Spanish II, Honors Spanish II, or KMS/NMS full sequence I-A, II-A, and II-B
- 0156 HONORS SPANISH III** 10 Credits
Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the Spanish culture. Students will learn an expanded vocabulary and develop skills at an accelerated pace utilizing authentic sources. Students will use complex mechanics of the language and explore culture through a variety of topics. The majority of the course will be conducted in Spanish. Honors Level III is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® courses.
Prerequisites: Any of the following: Spanish II, Honors Spanish II, or KMS/NMS full sequence I-A, II-A, and II-B

0157 SPANISH IV

10 Credits

Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the Spanish culture. Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in Spanish.

Prerequisites: Spanish III or Honors Spanish III

0158 HONORS SPANISH IV/ SPANISH V

10 Credits

Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills utilizing authentic sources. Students will communicate with greater spontaneity and in greater detail. Students will also explore culture through a variety of topics. The course will be conducted in Spanish. Honors Level IV is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® courses.

Prerequisites: Spanish III, Honors Spanish III, or Spanish IV

0159 ADVANCED PLACEMENT® SPANISH LANGUAGE AND CULTURE

10 Credits

Description: Students will gain advanced knowledge of the Spanish language through the use of authentic print and audio materials. Listening, reading, writing, and speaking skills are emphasized. Cultural knowledge will be taught throughout the course and grammatical concepts reviewed. The course will be conducted in Spanish, and students are expected to speak Spanish at all times. Completion of this course will prepare students to take the Advanced Placement® Spanish Language and Culture exam.

Prerequisites: Spanish III, Honors Spanish III, Spanish IV, or Honors Spanish IV/Spanish V

0160 IB SPANISH B SL

12

North only

10 Credits

Description: The objective of the course is to advance students' reading comprehension, oral and listening skills, and writing proficiency through the study of literature and current events. Themes such as family, health, urban problems, and civil rights are analyzed from many cultural perspectives. Special attention is devoted to current events and issues concerning the Hispanic world. Students should have strong grammatical skills at the onset because the class emphasizes building vocabulary and increasing fluency. Few new structures are introduced, and brief grammar review is done as necessary. Spanish is used almost exclusively in class. Students are expected to exercise analytical skills, critical thinking and creativity. An independent study of Hispanic literature is required. Students are encouraged to seek, and are provided, opportunities to participate in Spanish-speaking communities directly and by electronic means. Authentic sources from multiple countries, class standpoints and genres are incorporated. A student may take this course as a fifth year language course and/or choose to take the Advanced Placement® exam.

Prerequisites: Honors Spanish III, Honors Spanish IV/Spanish V, or AP Spanish Language and Culture

0171 IB SPANISH A2 HL A

12

North only

10 Credits

Description: This course is for the native Spanish speaker. The objective of the course is to advance students' reading comprehension, oral and listening skills, and writing proficiency through the study of literature and current events. Themes such as family, health, urban problems, and civil rights are analyzed in Spanish and from many cultural perspectives. Special attention is devoted to current events and issues concerning the Hispanic world. Students should have strong grammatical skills at the onset because the class emphasizes building vocabulary and increasing fluency. Few new structures are introduced, and brief grammar review is done as necessary. Spanish is used almost exclusively in class. Students are expected to exercise analytical skills, critical thinking, and creativity. An independent study of Hispanic literature is required. Students are encouraged to seek, and are provided, opportunities to participate in Spanish-speaking communities directly and by electronic means. Authentic sources from multiple countries, class standpoints and genres are incorporated. A student may take this course as a fifth year language course and/or choose to take the Advanced Placement® Spanish Language exam.

Prerequisites: Honors Spanish IV/ Spanish V or native Spanish speaker

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Specialized Programs

ACADEMIES IN MILLARD HIGH SCHOOLS

Academies will be offered based on student participation and availability of staff.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Dual Enrollment Credit	
ACADEMIES IN MILLARD HIGH SCHOOLS								
Business and Entrepreneurship Academy								
0007 A/B	English 11	10	11		Application		M	This academy is located at Millard South High School. Application is open to all Millard students.
AEN01 A/B	College Accounting I	10	11				M	
AEN05	Financial Literacy	5	11	FL			M	
AEN10	Introduction to Business	5	11				M	
AEN20	Introduction to Entrepreneurship	5	11				M	
AEN60	Business Law	5	11				M	
AEN30	Entrepreneurship Feasibility Study	5	12				M	
AEN15	College Accounting II	5	12				M	
AEN45 A/B	Entrepreneurship Internship	10	12				M	
0540	AP Macroeconomics	5	12		0211			
0541	AP Microeconomics	5	12		0211			
AEN55	Principles of Management	5	12				M	
AEN65	Principles of Marketing	5	12				M	
Business and Logistics Management								
0007 A/B	English 11	10	11		Application		M	This academy is located at Millard North High School. Application is open to all Millard students.
ATD10	Introduction to Business	5	11				M	
ATD01	Intro. Transportation, Distribution & Logistics	5	11				M	
ATD05	Industrial Safety and Health	5	11				M	
ATD15	Introduction to Distribution	5	11				M	
ATD20	Principles of Marketing	5	11				M	
ATD25	Principles of Management	5	11				M	
ATD30	Mechanical Print Reading	5	12				M	
ATD35	Business Logistics	5	12				M	
ATD40	Purchasing and Material Management	5	12				M	
ATD50	Production & Operations Management	5	12				M	
ATD55 A/B	Distribution and Logistics Management	10	12					
ATD60	College Composition and Research	5	12	EE	0004 or 0007		M	
ATD65	Problem Solving	5	12				M	

EE = English Elective

FL = Fulfills Financial Literacy Graduation Requirement

M=Metropolitan Community College

ACADEMIES IN MILLARD HIGH SCHOOLS

Academies will be offered based on student participation and availability of staff.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Dual Enrollment Credit	
ACADEMIES IN MILLARD HIGH SCHOOLS								
	Education Academy				Application			
0007 A/B	English 11	10	11			•	M	This academy is located at Millard West High School.
0527	Child Development	5	11	HR			M	
AED02	Preschool Child Development	5	11				M	
AED35	Professional Speaking	5	11	OC		•	M	
AED10	Introduction to Professional Education	5	11				O	
AED15	Education Seminar I	5	11					
0422	World Religions	5	11		0408 or 0456		O	
0453	AP Psychology	5	12		0432	•	O	
AED25	Introduction to Communication Disorders	5	12				O	
AED30	Best Practices in Education	5	12					
AED05	College Composition and Research	5	12	EE	0004 or 0007	•	M	
AED40	Education Seminar II	5	12					
AED45	Education Seminar III	5	12					
AED50	Education Practicum	5	12					
AED 55	Introduction to Special Education	5	12				O	
	Health Sciences Academy				Application			
AHS01 A/B	Human Anatomy and Physiology	10	11	SE		•	M	This academy is located at Keith Lutz Horizon High School.
AHS05	Medical Terminology I	5	11				M	
AHS10	Medical Terminology II	5	11				M	
AHS15	Health Sciences Orientation Seminar	5	11				M	
AHS20	Introduction to Medical Law and Ethics	5	11				M	
AHS25	Nutrition in the Life Cycle	5	11				M	
AHS30	Disease Processes	5	11	SE		•	M	
0432	Psychology	5	12	HR				
0453	AP Psychology	5	12		0432	•		
AHS35 A/B	Long Term Care/Certified Nursing Assistant	10	12				M	
AHS45 A/B	Emergency Medical Technician-Basic	10	12				M	
AHS50 A/B	Health Sciences Internship	10	12					
AHS60	Fundamentals of Pharmacology	5	12				M	
0035	College Writing	5	12		0004 or 0007			

EE=English Elective

HR=Fulfills Human Resources Graduation Requirement

OC=Fulfills Oral Communications Graduation Requirement

SE=Science Elective

M=Metropolitan Community College

O=University of Nebraska at Omaha

ACADEMIES IN MILLARD HIGH SCHOOLS

Academies will be offered based on student participation and availability of staff.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Dual Enrollment Credit
ACADEMIES IN MILLARD HIGH SCHOOLS							
	STEM Academy						
AST 01	Engineering Design and Systems Thinking	5	11				This academy is located at Millard West High School.
AST 02	Information Technology I	5	11				
AST 03	Engineering Problem Solving	5	11				
AST 04	Information Technology II	5	11				
0720	Drawing	5	11				
0383 A/B	AP Physics 1: Algebra-Based	10	11	P	0231 or 0233†, 0327	•	Application is open to all Millard students.
YBC01	Human Relations Skills	10	11				
AST 05	3D Design	5	12				
AST 06 A/B	STEM Capstone: Pathway A	10	12				
AST 07 A/B	STEM Capstone: Pathway B	10	12				
0243 A/B	AP Statistics	10	12		0231	•	
AST 08 A/B	Public Speaking	5	12				
AST 09 A/B	STEM Internship	10	12				

M=Metropolitan Community College

O=University of Nebraska at Omaha

P=Fulfills the Physics Graduation Requirement

BUSINESS AND ENTREPRENEURSHIP ACADEMY

Earn high school and college credit while participating in the Business and Entrepreneurship Academy. Jump-start your career by entering the workforce with specialized training. Explore how to launch a business and be your own boss. Learn how to be a profitable, innovative risk taker.

Business and Entrepreneurship Academy Course Sequence Sample			
Year One		Year Two	
<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)	<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)
College Accounting I	College Accounting I	College Accounting II	Entrepreneurship Feasibility Study
Introduction to Business	Financial Literacy	Principles of Marketing	Advanced Placement® Macroeconomics
Introduction to Entrepreneurship	Business Law	Advanced Placement® Microeconomics	Principles of Management
English 11	English 11	Entrepreneurship Internship	Entrepreneurship Internship

- AEN01 COLLEGE ACCOUNTING I** **11** 10 Credits
Description: Students will study fundamental principles of accounting, including the basic accounting cycle, linkage between the journal entry and ledger account, adjusting process, internal control, merchandising, inventories, and financial reporting. Real-world illustrations are incorporated reflecting current relevant business practices.
Prerequisites: None
Dual Enrollment Credit: This course is offered for dual enrollment credit for ACCT 1100 and 1110 (9 credits) from Metropolitan Community College.
- AEN15 COLLEGE ACCOUNTING II** **12** 5 credits
Description: This course expands a student's ability to analyze and interpret financial data. Students will broaden their understanding of assets, liabilities, and stockholders' equity accounts. Accounting II is strongly recommended for students planning college study in business fields.
Prerequisites: College Accounting I
Dual Enrollment Credit: This course is offered for dual enrollment credit for ACCT 1120 (4 credits) from Metropolitan Community College. Completion of ACCT 1100, 1110 and 1120 at Metropolitan Community College will transfer to University of Nebraska at Omaha as ACCT 2010 and 2020 (6 credits).
- 0540 ADVANCED PLACEMENT® MACROECONOMICS** **12** 5 Credits
Description: Students will study a variety of economic theories and analyze their practical application in the real world with a focus on the decision-making of individuals, businesses, and the government. Students will evaluate the economy as a whole, including economic measures, economic growth, fiscal policy, monetary policy, and international economics. Extensive mathematics skills are not required; however, the ability to analyze graphs and charts is essential. Completion of this course will prepare students to take the Advanced Placement® Macroeconomics exam.
Prerequisites: Alg I/Geo: Foundations 2 or Algebra I
Dual Enrollment Credit: Credit can be earned by meeting AP testing criteria.
- 0541 ADVANCED PLACEMENT® MICROECONOMICS** **12** 5 Credits
Description: Students will study a variety of economic theories and analyze their practical application in the real world with a focus on supply and demand for products, labor markets, and the role of competition in a free market system. Extensive mathematics skills are not required; however, the ability to analyze graphs and charts is essential. Completion of this course will prepare students to take the Advanced Placement® Microeconomics exam.
Prerequisites: Alg I/Geo: Foundations 2 or Algebra I
Dual Enrollment Credit: Credit can be earned by meeting AP testing criteria.
- 0007 ENGLISH 11 - American Literature and Composition** **11** 10 Credits
Description: Through this course, students will explore how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing challenging texts from a variety of genres through cultural, racial, and gender perspectives in historical and contemporary literature. By analyzing the authors' views and social context, students will delve into deeper understanding of language, literature, and the writing and research process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction, and visual and digital texts. Students will be assessed using a variety of methods including, but not limited to, essays, presentations, and creative critical thinking activities.
Prerequisites: English 10 or English 10 Literacy Enrichment
Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 1010 and ENGL 2450 (9 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 and ENGL 2450 (6 credits).
- AEN30 ENTREPRENEURSHIP FEASIBILITY STUDY** **12** 5 Credits
Description: Students will assess the current economic, social and political climate for the small business. Students will explain how demographic, technological, and social changes create business opportunities. Students will assess business ideals based on the student's strengths and skills, personal, professional, and financial goals. Students will test and analyze their concept through basic market research.
Prerequisites: Introduction to Entrepreneurship
Dual Enrollment Credit: This course is offered for dual enrollment credit for ENTR 2040 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as College of Business Administration elective (3 credits).

AEN45 ENTREPRENEURSHIP INTERNSHIP 12 10 Credits

Description: The student participates in a workplace readiness seminar first semester and will apply entrepreneurship principles in a business setting through an internship second semester.

Prerequisites: Completion of Year I Entrepreneurship Academy courses

AEN10 INTRODUCTION TO BUSINESS 11 5 Credits

Description: This course is for students who are interested in learning the fundamentals of business and entrepreneurship. Students will learn the basics of many of the core areas that are critical in the business world. The course will cover key areas including economics, entrepreneurship, marketing, ethics, and finance through a variety of learning experiences such as a stock market simulation, lectures, quizzes, and writing a business plan.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 1000 (3 credits) from Metropolitan Community College.

AEN20 INTRODUCTION TO ENTREPRENEURSHIP 11 5 Credits

Description: The student will evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The student will understand the role of entrepreneurial businesses in the United States and the impact on our national and global economy.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for ENTR 1050 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as an elective (3 credits).

AEN05 FINANCIAL LITERACY 11 5 Credits

Description: This course will provide an understanding and practical application of the theories and concepts of how to analyze and direct one's financial affairs and those of his/her family. This course fulfills the Millard Public Schools Financial Literacy Graduation Requirement.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for FINA 1100 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as FNBK 2280 (3 credits).

AEN55 PRINCIPLES OF MANAGEMENT 11 5 Credits

Description: This is an introduction to the theory and practice of organizational management. Various management theories are discussed. Special attention is devoted to planning, decision making, organizing, leading, and controlling the organization.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 2100 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as MGMT 3490 (3 credits).

AEN60 BUSINESS LAW 11 5 Credits

Description: Students learn ordinary legal aspects of business transactions involving such topics as legal rights and duties, law of contracts, employment law, basic business organizations, and law of property. Students gain a general understanding of and develop basic legal logic in business situations through the use of legal principles, cases, and information useful in determining the need for professional counsel.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 1100 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as LAWS 2000 (3 credits).

AEN65 PRINCIPLES OF MARKETING 12 5 Credits

Description: This course features a survey of the distributive fields, their functions, and interrelationships. The course covers the concept and strategies of the marketing mix; the application of marketing concepts in both consumer and business to business environments; and controversial marketing topics, including ethical challenges of advertising.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 1010 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as an elective (3 credits).

BUSINESS AND LOGISTICS MANAGEMENT ACADEMY

Earn high school and college credits while participating in the Business and Logistics Management Academy. Jump-start your career by entering the workforce with specialized training. Join the fastest growing career field in our state. Nebraska's central location makes it an ideal location to provide services to support manufacturing and to distribute products to the nation.

Business and Logistics Management Academy Course Sequence Sample				
Year One		Year Two		
<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)	<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)	
English 11	Industrial Safety & Health	College Composition and Research	Business Logistics	Purchasing and Materials Management
	Introduction to Distribution	Mechanical Print Reading	Problem Solving	
Introduction to Business	Principles of Marketing	Production & Operations Management		
Introduction to Transportation, Distribution & Logistics	Principles of Management	Distribution & Logistics Management Internship		

Academies will be offered based on student participation and availability of staff.

0007 ENGLISH 11 - American Literature and Composition **11** 10 Credits

Description: Through this course, students will explore how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing challenging texts from a variety of genres through cultural, racial, and gender perspectives in historical and contemporary literature. By analyzing the authors' views and social context, students will delve into deeper understanding of language, literature, and the writing and research process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction, and visual and digital texts. Students will be assessed using a variety of methods including, but not limited to, essays, presentations, and creative critical thinking activities.

Prerequisites: English 10 or English 10 Literacy Enrichment

Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 1010 and ENGL 2450 (9 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 and ENGL 2450 (6 credits).

ATD60 COLLEGE COMPOSITION AND RESEARCH **12** 5 Credits

Description: This course is designed to further develop the skills of English 11 by teaching students how to synthesize and organize primary and secondary sources for the purpose of composing a formal research paper on an educational topic using the Modern Language Association format.

Prerequisites: Honors English 10 or English 11

Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 1020 (4.5 credits) from Metropolitan Community College.

ATD10 INTRODUCTION TO BUSINESS **12** 5 Credits

Description: A survey of the structure and functions of the American business system is provided, together with an overview of business organization, finance, managerial control, production/distribution, personnel, the interdependence of business and government, and consumer business relations.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 1000 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as MGMT 1500 (3 credits).

ATD01 INTRODUCTION TO TRANSPORTATION, DISTRIBUTION, AND LOGISTICS 11 5 Credits

Description: This course is an introduction to the transportation, distribution, and logistics career field. Students will study planning, management and movement of people, materials and products by road, air, rail, and water.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for INCT 1100 (4.5 credits) from Metropolitan Community College.

ATD05 INDUSTRIAL SAFETY AND HEALTH 11 5 Credits

Description: This course covers the basics of industrial safety and health. Topics include lock out/tag out, confined space entry, blood-borne pathogens, hot work, ladder safety, and fall protection. Additional safe work practices and procedures are covered. Students who successfully complete this course are eligible to receive the OSHA 30 hour general industry course completion card.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for INCT 1000 (4.5 credits) from Metropolitan Community College.

ATD15 INTRODUCTION TO DISTRIBUTION 11 5 Credits

Description: Students interested in learning about the importance of distribution in manufacturing need a good overview of distributors and distributorships. Students will examine the role of distributors in bringing goods to market, adding value through distributor services, and tracking products from procurement through final sale and installation. Basic accounting principles and contract law necessary for distribution will also be introduced.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for INCT 1500 (4.5 credits) from Metropolitan Community College.

ATD20 PRINCIPLES OF MARKETING 11 5 Credits

Description: This course features a survey of the distributive fields, their functions and interrelationships. The course covers pricing policies, promotional activities, marketing in special fields and market analysis.

Prerequisites: Introduction to Business

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 1010 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as MKT 3310 (3 credits).

ATD25 PRINCIPLES OF MANAGEMENT 11 5 Credits

Description: This is an introduction to the theory and practice of organizational management. Various management theories are discussed. Special attention is devoted to planning, decision making, organizing, leading, and controlling the organization.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 2100 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as MGMT 3490 (3 credits).

ATD30 MECHANICAL PRINT READING 12 5 Credits

Description: This course is directed toward the development of skills required for visualizing and interpreting industrial prints and freehand technical sketching. Topics include print identification, drafting and print reading procedures, machining specifications, geometric dimensioning and tolerancing, elements of welding symbols, symbols used in fluid power diagrams and applied mathematics.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit ELME 1050 (4 credits) from Metropolitan Community College.

ATD35 BUSINESS LOGISTICS 12 5 Credits

Description: Business Logistics is the study of the acquisition, storage, use, packaging, transportation and distribution of materials and products. Topics covered include management of materials and physical distribution; transportation choices, regulation and rates; traffic management; product storage, warehousing, handling and packaging; inventory management; acquisition and production scheduling; order entry and processing; logistics systems design and operation; and international logistics.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 2400 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as SCMT 2000 (3 credits).

ATD40 PURCHASING AND MATERIALS MANAGEMENT 12 5 Credits

Description: This course acquaints the student with the theory and applications of purchasing and materials management concepts. The course content includes purchasing organization and administration, quality management, supplier relations, negotiations, legal considerations, logistics, international and governmental procurement, and strategic incentives.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 2410 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as BSAD elective (3 credits).

ATD50 PRODUCTION AND OPERATIONS MANAGEMENT 12 5 Credits

Description: Students will study the fundamentals of production and operations management used in service and manufacturing organizations. The student is introduced to the application of effective production and operations management techniques; the measurement of productivity and customer service; the planning and management of materials, manpower, and capacity; and the concepts of quality and project management.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BSAD 2420 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as BSAD elective (3 credits).

ATD55 DISTRIBUTION AND LOGISTICS MANAGEMENT INTERNSHIP 12 10 Credits

Description: The internship provides the student with the opportunity to apply his/her knowledge, learn new techniques and get on-the-job training at an approved work site. Students will work 10-12 hours per week.

Prerequisites: Year 1 - Business and Logistics Courses

ATD65 PROBLEM SOLVING 12 5 Credits

Description: This course provides the student with the background knowledge needed to install and support the growing radio frequency identification (RFID) market. Students learn to plan, install, maintain, update, and optimize RFID systems through critical thinking and problem solving with hands-on experience using RFID technology.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for INVT 2050 (4.5 credits) from Metropolitan Community College.

EDUCATION ACADEMY

Earn high school and college credit while participating in the Education Academy. Jump-start your career by entering the workforce with specialized training. Teachers are retiring, and schools will need teachers nationwide.

Education Academy Course Sequence Sample			
Year One		Year Two	
<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)	<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)
English 11	Professional Speaking	Introduction to Communication Disorders	Introduction to Special Education
	Introduction to Professional Education	College Composition and Research	Education Seminar II
Child Development	World Religions	Advanced Placement® Psychology	Education Seminar III
Preschool Child Development	Education Seminar I	Best Practices in Education	Education Practicum

Academies will be offered based on student participation and availability of staff.

0453 ADVANCED PLACEMENT® PSYCHOLOGY **12** 5 Credits

Description: Students will continue to focus on the concepts started in Psychology. Students will further evaluate the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will examine the psychological facts, principles, and phenomena associated with the major subfields of psychology. Completion of this course will prepare students to take the Advanced Placement® Psychology exam.

Prerequisites: Psychology

Dual Enrollment Credit: This course is offered for dual enrollment credit for PSYCH 1010 from University of Nebraska at Omaha (3 credits).

AED30 BEST PRACTICES IN EDUCATION **12** 5 Credits

Description: In this course, students will review the most recent research on best practices in education focusing on planning, instruction, assessment and classroom environment. Students will learn the components of an effective lesson and create and teach their own lesson using these components.

Prerequisites: None

0527 CHILD DEVELOPMENT **11** 5 Credits

Description: Students will explore the physical, social, emotional, and intellectual factors that relate to the developing child from prenatal to age 5. This course will develop personal skills while also preparing students for child-related career fields by interacting with children, learning from guest speakers, and participating in problem-based scenarios. Students considering participating in the Education Academy sequence will take this course in 11th or 12th grade. This course fulfills the Human Resources Graduation Requirement.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for ECED 1150 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as a College of Education elective course TED 2250 (3 credits).

AED02 PRESCHOOL CHILD DEVELOPMENT **11** 5 Credits

Description: This course will provide an orientation to a preschool experience in early childhood education. Students will focus on typical and atypical development of the child ages three to five years in the domains of physical growth and motor skills, cognition and language, and social/emotional development. This course will include field experiences within the early childhood education setting.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for ECED 1120 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as a College of Education elective course.

- AED50 EDUCATION PRACTICUM** 12 5 Credits
Description: Students will participate in a field experience. Students will create and deliver lessons to students in an educational setting. Students will be under the supervision of both a Millard West faculty member and the classroom teacher at the practicum location.
Prerequisites: Education Seminar II
- AED15 EDUCATION SEMINAR I** 11 5 Credits
Description: Students will study and discuss issues that impact education today. Students will also observe and reflect on teaching practices of professionals in the field. They will use the information they gain to begin writing their own educational philosophy and belief statements.
Prerequisites: Introduction to Education
- AED40 EDUCATION SEMINAR II** 12 5 Credits
Description: Students will further study and discuss issues that impact education today. Students will strengthen their own philosophy and belief statements about education. Students will observe and reflect on teaching practices in a variety of educational settings.
Prerequisites: Best Practices in Education
- AED45 EDUCATION SEMINAR III** 12 5 Credits
Description: Students will prepare to apply for admissions to a teacher's college. Part of this preparation will include creating a portfolio of their major learnings in the Education Academy. This portfolio will include their finalized teaching philosophy and belief statements. Students will also prepare for a practicum experience in a selected area of focus.
Prerequisites: Education Seminar II
- 0007 ENGLISH 11 - American Literature and Composition** 11 10 Credits
Description: Through this course, students will explore how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing challenging texts from a variety of genres through cultural, racial, and gender perspectives in historical and contemporary literature. By analyzing the authors' views and social context, students will delve into deeper understanding of language, literature, and the writing and research process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction, and visual and digital texts. Students will be assessed using a variety of methods including, but not limited to, essays, presentations, and creative critical thinking activities.
Prerequisites: English 10 or English 10 Literacy Enrichment
Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 1010 and ENGL 2450 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 and ENGL 2450 (6 credits).
- AED25 INTRODUCTION TO COMMUNICATION DISORDERS** 12 5 Credits
Description: This course is designed to introduce students to the fields of speech-language pathology, audiology, and education of the deaf/hearing impaired. The course is an overview of normal development of speech, language and hearing and the disorders of human communication in children and adults.
Prerequisites: None
Dual Enrollment Credit: This course is offered for dual enrollment credit for SPED 1400 (3 credits) from University of Nebraska at Omaha.
- AED10 INTRODUCTION TO PROFESSIONAL EDUCATION** 11 5 Credits
Description: The course will provide an introduction to the education profession through career exploration and initial exposure to the dynamics of K-12 classroom teaching. The course will provide an overview of ethics, professionalism, pre-service preparation, societal influences, classroom practices, and the governance structures which impact teachers and schools. The course has a required field experience.
Prerequisites: None
Dual Enrollment Credit: This course is offered for dual enrollment credit for TED 1010 from University of Nebraska at Omaha (3 credits).

AED55 INTRODUCTION TO SPECIAL EDUCATION 12 5 Credits

Description: This course is designed to help students explore issues and perspectives related to children, adolescents, and young adults with a variety of ability and disability experiences. It provides an introduction to the historical factors, legislation, terminology, etiology, characteristics that are commonly encountered when addressing the needs of diverse students with disabilities ranging from mild, moderate to severe.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrolled credit for SPED 1500 from University of Nebraska at Omaha (3 credits).

AED35 PROFESSIONAL SPEAKING 11 5 Credits

Description: This course is designed to instruct students how to speak effectively in public. The students will compare and contrast the characteristics of informative, persuasive and entertainment speeches, and support these speeches with credible research and creative language. Students will practice speaking in front of educational audiences such as parents, students, and colleagues. This course also satisfies the Oral Communications Graduation Requirement.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for SPCH 1110 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as CMST 1110 (3 credits).

AED05 COLLEGE COMPOSITION AND RESEARCH 12 5 Credits

Description: This is a course designed to prepare students for independent research and writing at the collegiate level. Students will learn the proper method for organizing, researching, and writing a formal research paper. This class is suited for independent workers and motivated students. Organization skills and time management are important when working to meet deadlines for this course.

Prerequisites: Honors English 10 or English 11

Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 1020 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1160 (3 credits).

0422 WORLD RELIGIONS 11 5 Credits

Description: This course is an introduction to the religions of the world. This course will examine and compare beliefs, philosophies of man, and thoughts about certain religions. This course will develop an appreciation of the complex history of these religions and man's place in the universe.

Prerequisites: World Geography or AP Human Geography

Dual Enrollment Credit: This course is offered for dual enrollment credit for RELI 1010 (3 credits) from the University of Nebraska at Omaha.

HEALTH SCIENCES ACADEMY

Earn high school and college credit while participating in the Health Sciences Academy. Jump-start your career by entering the workforce with specialized training. Nebraska will continue to need more health care practitioners and health care support specialists. Earn Certified Nursing Assistant and Emergency Medical Technician credentials.

Health Sciences Academy Course Sequence Sample					
Year One		Year Two			
Semester One (Terms 1 & 2)	Semester Two (Terms 3 & 4)	Semester One	Semester Two	Semester Three	Semester Four
Human Anatomy & Physiology for Health Sciences	Health Sciences Orientation Seminar: • Cardiopulmonary Resuscitation • Heart Saver First Aid/AED • Foundations of Health Careers	Long Term Care/Certified Nursing Assistant	Emergency Medical Technician- Basic	Fundamentals of Pharmacology	College Writing
Medical Terminology I	Medical Terminology II	Health Sciences Internship	Health Sciences Internship	Psychology	AP Psychology
Introduction to Medical Law & Ethics	Nutrition in the Life Cycle				
	Disease Processes				

Academies will be offered based on student participation and availability of staff.

0432 PSYCHOLOGY

11-12

5 Credits

Description: Students will research the discipline of Psychology as the scientific study of the individual and his/her behavior by connecting psychology to the world. This course fulfills the Human Resources Graduation Requirement.

Prerequisites: None

0453 ADVANCED PLACEMENT® PSYCHOLOGY

12

5 Credits

Description: Students will continue to focus on the concepts started in Psychology. Students will further evaluate the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will examine the psychological facts, principles, and phenomena associated with the major subfields of psychology. Completion of this course will prepare students to take the Advanced Placement® Psychology exam.

Prerequisites: Psychology

AHS01 HUMAN ANATOMY AND PHYSIOLOGY FOR HEALTH SCIENCES 11

10 Credits

Description: This survey course includes all systems of the human body emphasizing the relationship between structure and function. It is intended for certificate-seeking students in MCC programs; transfer elsewhere as anatomy/physiology credit is not assured. This course includes both lecture and lab components. This course fulfills science elective credit.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BIOS 1310 (5 credits) Survey of Human Anatomy and Physiology from Metropolitan Community College.

AHS05 MEDICAL TERMINOLOGY I

11

5 Credits

Description: This course assists the student in establishing a solid foundation of medical terminology and abbreviations. Prefixes, suffixes, and word roots used in the language of medicine are introduced. Emphasis is placed on understanding the medical vocabulary as it applies to the anatomy, physiology, and pathology of the human body. The functioning of the body systems, clinical/surgical procedures, and therapies are studied. Normal, pathological, clinical, and laboratory considerations are examined in order to best prepare the student for entrance into the health care professions. Emphasis is also placed on correct spelling and pronunciation.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for HIMS 1120 (4.5 credits) Medical Terminology I from Metropolitan Community College.

AHS10 MEDICAL TERMINOLOGY II**11****5 Credits**

Description: This course is a continuation of Medical Terminology I. Additional body systems, specialty medical areas, clinical procedures, laboratory tests, medical terms, and abbreviations are presented. Practical applications with case reports, operative and diagnostic tests, and laboratory and x-ray reports are studied. Upon completion, students should be able to pronounce, spell, and define a wide array of medical terms related to the human body.

Prerequisites: Medical Terminology I

Dual Enrollment Credit: This course is offered for dual enrollment credit for HIMS 1130 (4.5 credits) Medical Terminology II from Metropolitan Community College.

AHS15 HEALTH SCIENCES ORIENTATION SEMINAR**11****5 Credits**

Description: This is a block course to provide the foundation skills for the health science sequence. Students will complete the following short courses to fulfill Metropolitan Community College requirements.

Prerequisites: None

- **CARDIOPULMONARY RESUSCITATION AND HEART SAVER FIRST AID/AED**

Description: The participant will learn how to recognize and respond to life-threatening emergencies such as cardiac arrest, respiratory arrest, and foreign-body airway obstruction (choking). The student will learn to recognize heart attack and stroke symptoms in adults and breathing difficulty in children. This course teaches the skills needed to respond to the emergencies identified. The participant will learn the skills of CPR for victims of all ages (including ventilation with barrier devices and bag-mask devices), use of an automated external defibrillator (AED), and relief of foreign-body airway obstruction.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for EMSP 1000 (1 credit) Cardiopulmonary Resuscitation and EMSP 1010 (1 credit) Heart Saver First Aid/AED from Metropolitan Community College.

- **FOUNDATIONS OF HEALTH CAREERS**

Description: This course is an overview of the fields of healthcare systems, career pathways, emergency management, basic concepts of biology, and related fields. Topics addressed will include implications of science and technology in society, appropriate communication styles/behaviors, employability skills, medical law and ethics, OSHA standards, fundamentals of wellness and disease prevention, first aid, and understanding the role of self/others and relations within a healthcare team in a diverse society.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for HLTH 1015 (4.5 credits) Foundations of Health Careers from Metropolitan Community College.

AHS20 INTRODUCTION TO MEDICAL LAW AND ETHICS**11****5 Credits**

Description: This course gives students a foundation into the federal and state laws of the medical profession and ethical issues associated with working in a healthcare setting. HIPAA (Health Insurance Portability and Accountability Act) regulations are explored in detail. Topics include professional, social, and interpersonal health care issues. Coverage also includes identification of measures to promote confidentiality as major changes occur in electronic health care record technology. Investigation of techniques to maintain office safety as well as the safety and confidentiality of patients and medical records is also included.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for HIMS 1150 (4.5 credits) Introduction to Medical Law and Ethics from Metropolitan Community College.

AHS25 NUTRITION IN THE LIFE CYCLE**11****5 Credits**

Description: Nutrition represents an important health concern throughout the life cycle. This course includes human nutrition, introduction to therapeutic and modified diets, nutrition in healthcare through the life cycle and drug-nutrient interactions, nutritional assessment and analysis. This course also covers gastrointestinal, cardiovascular, respiratory and endocrine systems as related to medical nutrition therapy.

Prerequisites: Biology, Human Anatomy and Physiology

Dual Enrollment Credit: This course is offered for dual enrollment credit for HLTH 1050 (4.5 credits) Nutrition in the Life Cycle from Metropolitan Community College.

AHS30 DISEASE PROCESSES**11**

5 Credits

Description: This course is an introduction to the fundamentals of human disease processes. The student gains knowledge in the study of the nature and description of disease, of etiology, signs and symptoms, diagnostic evaluation procedures, complications, treatment, management, prognosis, and prevention of disease. The coverage of diseases is organized by major body systems. Bacteriology as related to health, immunology, and infectious diseases is also explored. The student applies the knowledge learned and utilizes critical-thinking and problem-solving skills through the utilization of case studies and team activities. This course fulfills Science elective credit.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for HIMS 1180 (4.5 credits) Disease Processes from Metropolitan Community College.

AHS35 LONG-TERM CARE/CERTIFIED NURSING ASSISTANT (CNA)**12**

10 Credits

Description: The course is designed to meet the Nebraska Health and Human Services System training requirements for nursing assistant certification and employment in long term care facilities. The course combines classroom lecture, laboratory application, and clinical experience for development of basic skills needed to care for the elderly. Course content will focus on teaching the nursing assistant to provide safe, effective, and caring services to the elderly or chronically ill patient of any age in a long term care facility.

Prerequisites: Mantoux PPD Skin Test (Tuberculosis Test) within 12 months; Student Liability Insurance \$14.50

Dual Enrollment Credit: This course is offered for dual enrollment credit for HLTH 1200 (6.5 credits) Long Term Care/Certified Nursing Assistant from Metropolitan Community College.

AHS45 EMERGENCY MEDICAL TECHNICIAN (EMT) - BASIC**12**

10 Credits

Description: The Emergency Medical Technician course provides an introduction to emergency medical care. Modules of training include medical-legal, roles and responsibilities of the EMT, documentation and communication, human body, medical terminology, lifting and moving, airway management basic and advanced, patient assessment, medical and trauma, medical emergencies, treatment and use of assisted medications and IV maintenance, bleeding control and shock, trauma emergencies, use of immobilization devices, obstetrical emergencies, childbirth, pediatrics and children's emergencies, ambulance operations, hazardous materials, mass casualty, and triage.

Prerequisites: CPR Certification

Dual Enrollment Credit: This course is offered for dual enrollment credit for EMSP 1100 (12 credits) from Metropolitan Community College.

AHS50 HEALTH SCIENCES INTERNSHIP**12**

10 Credits

Description: This internship provides the student the opportunity to apply his/her knowledge in a clinical setting. Students will work 10-12 hours per week.

Prerequisites: Concurrently enrolled in AHS35 Long-Term Care/Certified Nursing Assistant (CNA) or AHS45 Emergency Medical Technical (EMT)

AHS60 FUNDAMENTALS OF PHARMACOLOGY**12**

5 Credits

Description: This course provides a basic understanding of pharmacological concepts, emphasizing routes of administration, basic pharmacokinetics, and the specific pharmacology of drugs commonly used in the healthcare field. Students become familiar with drug names, drug classifications, and drug schedules and categories. Other topics include drug actions and the rationale for treatment, side effects, and contraindications. Students review current healthcare topics relating to pharmacology and ethical issues.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for HIMS 2155 (4.5 credits) from Metropolitan Community College.

0035 COLLEGE WRITING**12**

5 Credits

Description: College Writing is a course designed to prepare students for writing and independent research at the collegiate level. Practice in academic inquiry and the proper method for organizing, researching, and writing a formal research paper are emphasized in this course. Because organizational skills and time management are important when working to meet deadlines for this course, this class is best suited for independent workers and motivated students.

Prerequisites: Honors English 10 or English 11

STEM ACADEMY

In the STEM Academy students will engage in a broad foundation of Design, Math, Engineering, Science, and Information Technology courses to prepare for a variety of career and post-secondary opportunities. The courses for the STEM Academy are focused around engaging students as creative and critical thinkers. Students will also complete a STEM Capstone course and an internship to gain experience and create a professional network.

STEM Academy Course Sequence Sample			
Year One		Year Two	
<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)	<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)
Engineering Design and Systems Thinking	Drawing	3D Design	Public Speaking
Information Technology I	Human Relations Skills	STEM Capstone	STEM Capstone
Engineering Problem Solving	AP Physics 1: Algebra-Based	AP Statistics	STEM Internship
Information Technology II			

Academies will be offered based on student participation and availability of staff.

AST01 ENGINEERING DESIGN AND SYSTEMS THINKING **11** 5 Credits

Description: This course gives students the opportunity to develop skills and understanding of engineering concepts. The class integrates ideas and learnings from other STEM Academy courses to be used in the context of this class.

Prerequisites: None

AST02 INFORMATION TECHNOLOGY I **11** 5 Credits

Description: This introductory course provides students with an opportunity to explore common disciplines in the field of information technology (IT). Students explore project management, web development, networking, data centers, security, databases, desktop support, graphic design, and programming concepts.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for INFO 1002 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as elective credit.

AST03 ENGINEERING PROBLEM SOLVING **11** 5 Credits

Description: This course gives students the opportunity to develop skills and understanding of engineering concepts. The class integrates ideas and learnings from other STEM Academy courses to be used in the context of this class.

Prerequisites: None

AST04 INFORMATION TECHNOLOGY II **11** 5 Credits

Description: Students learn techniques that will help build a firm foundation in problem solving and programming concepts. These techniques present the concepts of problem solving, and introduction to how problems are solved on computers, mathematical concepts required for problem solving using a computer, and logic needed to understand a problem. Students use flowcharts, pseudocode, and algorithms to document and demonstrate logic as a solution to a problem.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for INFO 1003 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as elective credit.

0383 ADVANCED PLACEMENT® PHYSICS 1: ALGEBRA-BASED **11** 10 Credits

Description: Students will engage in hands-on exploration while developing an understanding of Newtonian mechanics, including rotational dynamics and angular momentum; work, energy, and power; mechanical waves and sound; and electric circuits and relevant, heat, nuclear, and earth science topics. This course is the equivalent to a first-semester college course in algebra-based physics.

Prerequisites: Completion of or concurrent enrollment in Algebra II (or Algebra II: Foundations 4) and Biology

Dual Enrollment Credit: This course is offered for dual enrollment credit for PHYS 1100 and PHYS 1154 (5 credits) from University of Nebraska at Omaha.

- 0720 DRAWING** 11 5 Credits
Description: This is a foundational course in objective drawing where students use various media. The course focuses on formal elements of line, shape, form, value, texture with the intent of developing dexterity, and perception. Assignments include working from observation, but also visualization and compositional drawing strategies with reference to historic and contemporary drawing issues. Students are encouraged to find personal solutions to set problems, while developing critique skills.
Prerequisites: None
Dual Enrollment Credit: This course is offered for dual enrollment credit for ARTS 1010 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ART 1100 (3 credits).
- YBC01 HUMAN RELATIONS SKILLS** 12 10 Credits
Description: This is an introductory course in interpersonal skills, stressing the importance of utilizing those skills in the workplace. Students are presented with opportunities to become more effective, discerning, ethical, flexible, perceptive, and understanding in both professional and personal endeavors. Special attention is given to appropriate communication skills, multinational and diversity awareness, teamwork, and job-seeking skills as applied to an increasingly customer-oriented workplace.
Prerequisites: None
Dual Enrollment Credit: This course is offered for dual enrollment credit for HMRL 1010 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as CMST 2010 (3 credits).
- AST05 3D DESIGN** 12 5 Credits
Description: This course is an introduction to 3-D design, concentrating on the principles and elements of 3-D form and space. Traditional processes include construction, carving, assembling, and modeling. Computer 3-D modeling programs may be used.
Prerequisites: None
Dual Enrollment Credit: This course is offered for dual enrollment credit for ARTS 1030 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as ART 1110 (3 credits).
- AST06 STEM CAPSTONE: PATHWAY A** 12 10 Credits
AST07 STEM CAPSTONE: PATHWAY B 12 10 Credits
Description: Students will develop a research proposal, completed project, and presentation as a capstone to the STEM Academy program. Students will choose a pathway in Engineering or Information Technology integrating the skills and knowledge gained from the other courses in the Academy.
Prerequisites: None
- 0243 ADVANCED PLACEMENT® STATISTICS** 12 10 Credits
Description: Students will develop a critical and functional understanding of data. Topics include frequency distributions; measures of central tendency and dispersion; probability and probability distributions; sampling concepts; estimating means, variances, standard deviations; proportions and percentages; hypothesis testing; and correlation and linear regression.
Prerequisites: Algebra II
Dual Enrollment Credit: This course is offered for dual enrollment credit for MATH 1410 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as MATH 1530, BSAD 2130 or CIST 2500 (3 credits).
- AST08 PUBLIC SPEAKING** 12 5 Credits
Description: Students learn both theoretical and practical instruction for speaking effectively in public. Topics include topic selection, audience analysis, speech preparation and organization, support of speeches with credible research, strategic and creative language use, effective listening and delivery skills, and common types of public speeches.
Prerequisites: None
Dual Enrollment Credit: This course is offered for dual enrollment credit for SPCH 1110 (4.5 credits) from Metropolitan Community College and will transfer to University of Nebraska at Omaha as CMST 1110 (3 credits).
- AST09 STEM INTERNSHIP** 12 10 Credits
Description: The internship provides the student with the opportunity to apply the knowledge and skills gained through the STEM Academy at an approved work site. The student will not only gain valuable work experience but also engage in networking and develop industry contacts.
Prerequisites: None

ADVANCED PLACEMENT[®] COURSES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
ADVANCED PLACEMENT[®]										
0047 A/B	AP English Language and Composition	10			0004 or 0007	•		•	•	•
0048 A/B	AP English Literature and Composition	10			0004 or 0007	•		•	•	•
0119 A/B	AP German Language and Culture	10			0118			•	•	•
0139 A/B	AP French Language and Culture	10			0137			•	•	•
0159 A/B	AP Spanish Language and Culture	10			0158			•	•	•
0172 A/B	AP Latin	10			0164			•		
0243 A/B	AP Statistics	10			0231	•		•	•	•
0252 A/B	AP Calculus AB	10			0238, 0239	•		•	•	•
0253 A/B	AP Calculus BC	10			0239	•		•	•	•
0257A/B	AP Computer Science A	10	10-12		0563			•	•	•
0565 A/B	AP Computer Science Principles	10			0204 or 0211			•	•	•
0347 A/B	AP Environmental Science	10			0327 †	•		•	•	•
0370 A/B	AP Chemistry	10			0231 †	•		•	•	•
0377 A/B	AP Biology	10			0327, 0334	•		•	•	•
0383 A/B	AP Physics 1: Algebra-Based	10	10-12	P	0231 or 0233†, 0327	•		•	•	•
0384 A/B	AP Physics 2: Algebra-Based	10			0352, 0383†	•		•	•	•
0415	AP United States Government and Politics	5	11-12			•		•	•	•
0424 A/B	AP World History	10	10-12			•		•	•	•
0450 A/B	AP United States History	10	11-12			•		•	•	•
0451 A/B	AP European History	10			0408 or 0456	•		•	•	•
0453	AP Psychology	5			0432	•		•	•	•
0456 A/B	AP Human Geography	10			0412 †	•		•	•	•
0457	AP Comparative Government and Politics	5			0420 or 0424	•		•	•	•
0540	AP Macroeconomics	5			0211			•	•	•
0541	AP Microeconomics	5			0211			•	•	•
0799	AP Music Theory	5			0798			•	•	•

P = Fulfills Physics Graduation Requirement

† = See course descriptions for additional requirements.

Individual course descriptions are included within each department.



The Advanced Placement[®] program is an endeavor among secondary schools, colleges, and universities. AP courses provide students with the opportunity to take college-level courses in a high school setting. Based on performance on AP examinations, students may earn college credit, advanced placement at college or university, or both. This provides students the opportunity to reduce college tuition and graduate from college earlier. Research indicates that students who take an AP course and exam perform better in college than students who have not, even if only a 1 or 2 is earned (5 being the highest score).

Millard Public Schools began building an Advanced Placement[®] culture during the 2005-2006 school year as a result of the 2004 District Strategic Plan. As the district moved into the next phase of creating an AP culture, we highly encouraged all students to take at least one AP course and exam during their high school experience. In an effort to eliminate a potential financial barrier for students, the MPS Foundation continues their commitment to support the AP culture by contributing to AP exam fees not funded through UNO Dual Enrollment course registration. We thank the MPS Foundation and their donors for supporting this worthwhile endeavor as our students continue to strive toward completing the most rigorous courses during their high school years.

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)

Students interested must attend or transfer to Millard South High School.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	
AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)							
	Cadet Year 1						The AFJROTC is located at Millard South High School.
AS100	Milestones in Aviation History	5					
LE100	Traditions, Wellness, and Foundations of Citizenship	5		PE			
AS220	Cultural Studies: An Intro to Global Awareness	5		WG			
	Cadet Year 2						Within District transfer is required to participate.
AS200	The Science of Flight: A Gateway to New Horizons	5		SE			
LE200	Communication, Awareness and Leadership	5					
	Cadet Year 3						
AS300	Exploring Space: The High Frontier	5					Within District transfer is required to participate.
LE300	Life Skills and Career Opportunities	5		FL			
	Cadet Year 4						
AS400	Management of the Cadet Corps	5	11-12				
LE400	Fundamentals of Management	5					

FL = Fulfills Financial Literacy Graduation Requirement

PE = Fulfills Physical Education Graduation Requirement

SE = Science Elective

WG = Fulfills World Geography Graduation Requirement

The AFJROTC is designed to instill the values of citizenship through service and character development within a rich academic and service-oriented curriculum. Each AFJROTC program includes three components: aerospace science, leadership education, and wellness. AFJROTC Cadets completing the program also develop life-long leadership and decision-making skills and strategies. In addition to courses, students could have the opportunity to participate in drills, ceremonies, and community service activities outside of the regular school day.

To participate in AFJROTC students must meet the following expectations:

- Wear the regulation AFJROTC uniform ONLY on those occasions prescribed by the Aerospace Science instructors.
- Meet personal grooming standards established by the Air Force (including haircuts).
- Meet the standards of attitude, behavior, and courtesy established and taught by the instructors.

AS100 MILESTONES IN AVIATION HISTORY

5 Credits

Description: Milestones in Aviation History is a course that covers the development of flight throughout the centuries. It all starts with an examination of ancient civilization and flight, then progresses through time to future developments in aerospace, with an introduction into cyber technologies. Must be taken concurrently with LE100 Traditions, Wellness and Foundations of Citizenship.

Credit Earned: Elective

LE100 TRADITIONS, WELLNESS, AND FOUNDATIONS OF CITIZENSHIP

5 Credits

Description: Traditions, Wellness, and Foundations of Citizenship is the first component of JROTC leadership education. It is intended for students who are entering the JROTC program and beginning their high school studies. The course will help prepare you for success as a member of JROTC and a high school student. Must be taken concurrently with AS100 Milestones in Aviation History.

Credit Earned: Successful completion of this course fulfills 5 credits toward the Physical Education Graduation Requirement.

AS200 THE SCIENCE OF FLIGHT: A GATEWAY TO NEW HORIZONS

5 Credits

Description: Cadets will explore how planes fly, the impact of weather conditions on flights, flight and the human body, and navigation. This course applies mathematics, physics, and other science-related aspects. Must be taken concurrently with LE200 Communication Awareness and Leadership.

Credit Earned: Science Elective

LE200 COMMUNICATION, AWARENESS, AND LEADERSHIP

5 Credits

Description: Cadets will practice effective communication skills and Cadet Corps activities. Understanding dynamics of groups and teams, preparing for leadership, solving conflicts and problems, and a focus on personal development are components of this course. Must be taken concurrently with AS200 The Science of Flight: A Gateway to New Horizons.

Credit Earned: Elective

AS220 CULTURAL STUDIES: AN INTRODUCTION TO GLOBAL AWARENESS

5 Credits

Description: Cadets will focus on world affairs and cultural awareness through the study of history, geography, world religions, social issues, economics, political systems, environmental concerns, and human rights while examining six major regions of the world.

Credit Earned: Successful completion of AS220 fulfills the 0408 World Geography Graduation Requirement

AS300 EXPLORING SPACE: THE HIGH FRONTIER

5 Credits

Description: Cadets will learn the history of astronomy and space environment from the earliest days of space into modern astronomy with an in-depth study of the earth, stars, moon, and the solar system. The discussion of issues critical to travel in the upper atmosphere, investigations of the importance of entering space and on concepts surrounding spaceflight, space vehicles, launch systems, and space missions are included within this course. Must be taken concurrently with LE300 Life Skills and Career Opportunities.

Credit Earned: Elective

LE300 LIFE SKILLS AND CAREER OPPORTUNITIES

5 Credits

Description: Cadets will study how to become fiscally responsible while learning how to save, invest, spend money wisely, and avoid the credit trap. Students will increase their knowledge of contracts, leases, warranties, legal notices, personal bills, and practical and money-saving strategies for real-life issues. Cadets will explore career paths and understand requirements needed to be successful beyond high school. Must be taken concurrently with AS300 Exploring Space: The High Frontier.

Credit Earned: Successful completion of this course fulfills the Financial Literacy Graduation Requirement

AS400 MANAGEMENT OF THE CADET CORPS

5 Credits

Description: Cadets will apply theories and techniques learned in previous leadership courses while participating in hands-on application of planning, organizing, coordinating, and directing through leadership experiences. Students will practice communication, decision-making, social interaction, managerial, and organizational skills throughout this course. Must be taken concurrently with LE400 Fundamentals of Management.

Credit Earned: Elective

LE400 FUNDAMENTALS OF MANAGEMENT

5 Credits

Description: Cadets will be exposed to the fundamentals of management by studying the history of management while applying the skills and strategies needed to serve in leadership positions within the corps. Studies will include ethical dilemmas, case studies, and activities based on real life experiences while students practice what they learn. Must be taken concurrently with AS400 Management of the Cadet Corps.

Credit Earned: Elective

AP CAPSTONE™

Students interested must attend or transfer to Millard West High School.

AP Capstone™ is an innovative diploma program from College Board. Developed at the request of higher educational professionals, students in high school develop and master the skills they need to focus on completing independent research while collaborating with peers and enhancing communication skills. Students taking the two AP Capstone™ courses will develop disciplined and scholarly skills to better prepare them for post-secondary experiences. These courses will provide opportunity to develop college-level skills in areas like research, critical thinking, and time management.

AP Capstone™ is unique compared to other programs of choice in Millard, for it offers flexibility in student schedules. This allows students to take the AP courses that fit their needs, career goals, and interests. Because of the culture at Millard West, students have more than 20 AP courses to choose from, in addition to AP Seminar and AP Research courses, which is offered as part of the AP Capstone™ program.



A student earns an esteemed AP Seminar Certificate™ after completing the AP Seminar course and the AP Research course. In addition to these two classes in the AP Capstone™ program, completion of any 4 AP courses while earning a score of 3 or higher on the exam earns the student an AP Capstone™ Diploma also a high honor that colleges value.

AP Capstone™ provides students with the skills needed for school and life beyond the classroom. They will learn how to critically think about problems around the world and navigate through possible solutions, while engaging and evaluating multiple perspectives and points of view. The program will help students develop as critical thinkers and allows them to build on their pre-existing skills in research and public speaking. Students will have a chance to truly gain ownership of their learning and take accountability in the learning process.

In AP Seminar, students will read and analyze a variety of sources, discover and research a problem, and create a solution. In AP Research, students will find a gap in current research, conduct their own research, write about, and present their findings.

Sophomore students are eligible to apply to the AP Capstone™ program for their junior and senior year and must attend or transfer to Millard West to participate. Information on the AP Capstone™ program and the application process is shared in classes and during the registration process. The application process is completed in early December and students are notified of their acceptance status in January.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	<p>This program is located at Millard West High School.</p> <p>Application is open to all Millard students.</p> <p>Within District transfer is required to participate.</p>
AP CAPSTONE™							
PD80	Academic Seminar	5	9-12				
AP01A/B	AP Seminar	10	11				
AP02 A/B/C/D	AP Research	20	12		XXXX		

PD80 ACADEMIC SEMINAR**9-12**

5 Credits

Description: This elective course is for motivated students who want the challenge of a rigorous course and are concerned about taking an academic risk. Academic Seminar provides the opportunity to refine work habits and attitudes necessary for success while enrolled in a course that is the student's personal academic stretch. The course will focus on strengthening and applying critical reading, vocabulary, writing, and mathematical reasoning while improving organization, time management and study skills; developing test taking skills and strategies; and practicing effective decision making and self-advocacy strategies. Students will diagnose their individual needs while setting, measuring, and attaining S.M.A.R.T. Goals related to academic improvement. The course includes customized support and advisement from instructors and peer tutors. Along with external support, the student will self-monitor work habits and academic progress in all courses.

Prerequisites: An application process to be completed through the High School Guidance Office. Participation in this course is limited to one time and must be taken concurrently with at least one other course that requires increased academic rigor so that techniques learned in this course can be immediately applied outside of this course.

AP01 AP SEMINAR**11**

10 Credits

Description: AP Seminar engages students in exploring academic and real-world topics by looking through a lens of multiple perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students will learn how to synthesize information from multiple sources, develop their own insights in written work, and design and deliver oral and visual presentations, both individually and as part of a collaborative team. Students will complete the class with enhanced skills in evaluation and synthesizing information through an evidenced based approach.

Prerequisites: None

Assessment Overview: The AP Seminar assessment has three parts: two performance tasks which are completed over the course of the year and submitted online for scoring through the AP Digital Portfolio. The third part is the end-of-course AP Exam.

AP02 AP RESEARCH**12**

20 Credits

Description: AP Research, the second course for AP Capstone™, allows students to get more in depth with an academic topic, problem, issue, or idea of individual interest. Students will design, plan, and implement an investigation throughout the school year, to address a research question. Through this process, they further the skills they acquired in the AP Seminar course by learning and applying research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students will get the opportunity to reflect on their research development, record their processes, and collect the artifacts of their project through a process and reflection portfolio. The course culminates in an academic paper of 4,000 - 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Prerequisites: AP Seminar

Assessment Overview: AP Research students are assessed on the finalized academic paper, presentation and oral defense of the research. The academic paper is 4,000–5,000 words, and the presentation and defense take approximately 15–20 minutes. There is no end-of-course written exam for AP Research. Instead, students are assessed on performance tasks that are completed from the year long research project. Students will write an academic paper which is submitted online for scoring through the AP Digital Portfolio along with a presentation and an oral defense of their research.

EARLY COLLEGE

Students accepted must attend or transfer to Millard South High School.

Students enrolled in Early College earn a Millard diploma while also fulfilling the requirements for an Associate of Arts degree at Metropolitan Community College. Students may transfer this degree to the University of Nebraska system to fulfill many of the general education requirements for a Bachelor's degree. Students must submit an application and be accepted to participate. The Early College Program is open to all high school students within the District regardless of their home school assignment. Students accepted to participate in the Early College Program will attend Millard South High School. The Millard courses listed below are approved for dual enrollment at Metropolitan Community College.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Dual Enrollment Credit
EARLY COLLEGE							
9th Grade							
Application							
0327 A/B	Biology	10	9			•	M
0456 A/B	AP Human Geography	10			†	•	
0020	Speech	5		OC		•	M
PD80	Academic Seminar	5					M
0154 A/B	Honors Spanish II	10			0152		M
10th Grade							
Application							
0004 A/B	Honors English 10 (or English 11)	10			0003	•	M
0334 A/B	Chemistry	10		C	0211 and 0327	•	M
0420 A/B	World History or	10	10-12			•	M
0424 A/B	AP World History	10	10-12			•	M
0720	Drawing	5			0705		M
0747	Music Connections	5		F			M
0566	Business Technologies	5					M
0134 A/B	Honors French II	10			0132		M
0114 A/B	Honors German II	10			0112		M
0156 A/B	Honors Spanish III	10			0153 or 0154		M
11th Grade							
Application							
0007 A/B	English 11 (or Honors English 10)	10			0002 or 0060	•	M
0067	Global Perspectives Through Literature	5			0004, 0007 or 0061	•	M
0231 A/B	Algebra II or	10			0220	•	M
0233 A/B	Honors Algebra II	10			0221	•	M
0243 A/B	AP Statistics	10			0231	•	M
0450 A/B	AP United States History	10	11-12		0420 or 0424		M
0352 A/B	Physics or	10	10-11	P	0231 or 0233†, 0327	•	M
0383 A/B	AP Physics 1: Algebra-Based	10	10-12	P	0231 or 0233†, 0327		M
0138 A/B	Honors French III or	10			0136 or 0137		M
0158 A/B	Honors Spanish IV/Spanish V	10			0156 or 0157		M
0701	Art History: Art Through the Ages	5		F			M
12th Grade							
Application							
0033	Creative Writing	5			0004 or 0007	•	M
0035/V0035	College Writing	5			0004 or 0007	•	M
0244 A/B	College Algebra or	10			0231	•	M
0238 A/B	Precalculus or	10			0231	•	M
0239 A/B	Honors Precalculus	10			0233	•	M
0252 A/B	AP Calculus AB	10			0238 or 0239	•	M
0253 A/B	AP Calculus BC	10			0239	•	M
0254 A/B	Calculus III/Differential Equations	10			0253	•	M
0384 A/B	AP Physics 2: Algebra-Based	10			0352 or 0383†	•	M
0414	United States Government and Economics or	5	11-12		0420 or 0424	•	M
0415	AP United States Government and Economics	5	11-12		0420 or 0424	•	M
0453	AP Psychology	5			0432		M
0540	AP Macroeconomics	5			0204 or 0211		M
0541	AP Microeconomics	5			0204 or 0211		M
0138 A/B	Honors French IV/French V	10			0136 or 0137		M
0118 A/B	Honors German IV/German V	10			0116 or 0117		M

This program is located at Millard South High School.

Within District transfer is required to participate.

Application is open to all Millard students.

C = Fulfills Chemistry Graduation Requirement

F = Fulfills Fine and Performing Arts Requirement

OC = Fulfills Oral Communications Graduation Requirement

M=Metropolitan Community College

† = See course descriptions for additional requirements

P = Fulfills Physics Graduation Requirement

EARLY COLLEGE

Dual Enrollment Credit statements pertain only to the courses within the Early College Program.



The Early College program allows students the opportunity to earn a Millard diploma while also fulfilling the requirements for an Associate of Arts Degree at Metropolitan Community College within a high school setting. The Millard Public Schools Foundation provides a scholarship to help students with tuition costs. This provides students the opportunity to reduce college tuition and graduate from college, or pursue a graduate studies program earlier. We thank the MPS

Foundation and their donors for supporting this worthwhile endeavor as our students continue to strive toward completing the most rigorous courses during their high school years.

PD80 ACADEMIC SEMINAR

5 Credits

Description: This elective course is for motivated students who want the challenge of a rigorous course and are concerned about taking an academic risk. Academic Seminar provides the opportunity to refine work habits and attitudes necessary for success while enrolled in a course that is the student's personal academic stretch. The course will focus on strengthening and applying critical reading, vocabulary, writing, and mathematical reasoning while improving organizational, time management, and study skills, developing test taking skills and strategies, and practicing effective decision making and self-advocacy strategies. Students will diagnose their individual needs while setting, measuring, and attaining S.M.A.R.T. Goals related to academic improvement. The course includes customized support and advisement from instructors and peer tutors. Along with external support, the student will self-monitor work habits and academic progress in all courses.

Prerequisites: An application process to be completed through the High School Guidance Office. Participation in this course is limited to one time and must be taken concurrently with at least one other course that requires increased academic rigor so that techniques learned in this course can be immediately applied outside of this course.

Dual Enrollment Credit: This course is offered for dual enrollment credit for HMRL 1010 (4.5 credits) from Metropolitan Community College.

0004 HONORS ENGLISH 10 - American Literature and Advanced Composition 10

10 Credits

Description: Through this course, students will explore how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing challenging texts from a variety of genres through diverse cultural, racial, and gender perspectives and voices in historical and contemporary literature. By analyzing the authors' views and social context, students will continue to develop skills related to navigating complex texts, analytical writing, and developing the research process. Students who take this course will have high levels of language competencies and enjoy an academic challenge.

Prerequisites: Honors English 9

Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 1010 (4.5 credits) and ENGL 2450 (4.5 credits) from Metropolitan Community College.

0007 ENGLISH 11 - American Literature and Composition

10 Credits

Description: Through this course, students will explore how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing challenging texts from a variety of genres through cultural, racial, and gender perspectives in historical and contemporary literature. By analyzing the authors' views and social context, students will delve into deeper understanding of language, literature, and the writing and research process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction, and visual and digital texts. Students will be assessed using a variety of methods including, but not limited to, essays, presentations, and creative critical thinking activities.

Prerequisites: English 10 or English 10 Literacy Enrichment

Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 1010 and ENGL 2510 (4.5 credits) from Metropolitan Community College

0020 SPEECH

5 Credits

Description: This is an introductory course designed to assist students in understanding and improving their skill in effective communication. Speech is a performance-based course that will allow students to apply the skills learned in class using a variety of activities, such as: public speaking, self-critique, and group work. In addition, all students will complete a mock job interview unit which assists in meeting graduation requirements. This course fulfills the Oral Communications Graduation Requirement.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for SPCH 1110 (4.5 credits) from Metropolitan Community College.

0033 CREATIVE WRITING

5 Credits

Description: Students will learn and practice the core elements of craft (Imagery, Genre, Musicality, Dialogue, Characterization, Conflict/Tension, and Point of View) that are used to create successful stories and poems and discuss and respond to the use of these elements in published work and the work of other students.

Prerequisites: Honors English 10 or English 11

Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 1310 (4.5 credits) from Metropolitan Community College.

0035/V0035 COLLEGE WRITING

5 Credits

Description: College Writing is a course designed to prepare students for writing and independent research at the collegiate level. Practice in academic inquiry and the proper method for organizing, researching, and writing a formal research paper are emphasized in this course. Because organizational skills and time management are important when working to meet deadlines for this course, this class is best suited for independent workers and motivated students.

Prerequisites: Honors English 10 or English 11

Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 1020 (4.5 credits) from Metropolitan Community College.

0067 GLOBAL PERSPECTIVES THROUGH LITERATURE

5 Credits

Description: Global Perspectives Through Literature is a course that continues to develop the skills established in previous English courses. Students will study a variety of texts, including short stories, novels, poetry, drama, memoirs, graphic novels, film, and images from countries other than the United States and Western Europe. Students will be exposed to a range of thematic units that focus on diverse perspectives and voices from around the world. Students will be assessed using a variety of methods, including essays, presentations, and critical-thinking activities.

Prerequisites: Honors English 10, English 11, or Literacy Enrichment 11

Dual Enrollment Credit: This course is offered for dual enrollment credit for ENGL 2530 (4.5 credits) from Metropolitan Community College.

0114 HONORS GERMAN II

10 Credits

Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading, and writing skills, students will communicate in German. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement® courses.

Prerequisites: German 8 or German I

Dual Enrollment Credit: This course is offered for dual enrollment credit for GERM 1010 (7.5 credits) from Metropolitan Community College.

0118 HONORS GERMAN IV/GERMAN V

10 Credits

Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills utilizing authentic sources. Students will communicate with greater spontaneity and in greater detail. Students will also explore culture through a variety of topics. The course will be conducted in German. Honors Level IV is recommended for all students who plan to pursue Advanced Placement® courses.

Prerequisites: German IV or Honors German III

Dual Enrollment Credit: This course is offered for dual enrollment credit for GERM 1020 (7.5 credits) from Metropolitan Community College.

0134 HONORS FRENCH II

10 Credits

Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading, and writing skills, students will communicate in French. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.

Prerequisites: French I or Honors French I

Dual Enrollment Credit: This course is offered for dual enrollment credit for FREN 1110 (7.5 credits) from Metropolitan Community College.

0136 HONORS FRENCH III

10 Credits

Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the French culture. Students will learn an expanded vocabulary and develop skills at an accelerated pace utilizing authentic sources. Students will use complex mechanics of the language and explore culture through a variety of topics. The majority of the course will be conducted in French. Honors Level III is recommended for all students who plan to pursue Advanced Placement® courses.

Prerequisites: French II or Honors French II

Dual Enrollment Credit: This course is offered for dual enrollment credit for FREN 1120 (7.5 credits) from Metropolitan Community College.

0138 HONORS FRENCH IV/FRENCH V

10 Credits

Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills utilizing authentic sources. Students will communicate with greater spontaneity and in greater detail. Students will also explore culture through a variety of topics. The course will be conducted in French. Honors Level IV is recommended for all students who plan to pursue Advanced Placement® courses.

Prerequisites: French IV or Honors French III

Dual Enrollment Credit: This course is offered for dual enrollment credit for FREN 2110 (4.5 credits) and French 2120 (4.5 credits) from Metropolitan Community College.

0154 HONORS SPANISH II

10 Credits

Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading, and writing skills, students will communicate in Spanish. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.

Prerequisites: Spanish C or Spanish I

Dual Enrollment Credit: This course is offered for dual enrollment credit for SPAN 1110 (7.5 credits) from Metropolitan Community College.

0156 HONORS SPANISH III

10 Credits

Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the Spanish culture. Students will learn an expanded vocabulary and develop skills at an accelerated pace utilizing authentic sources. Students will use complex mechanics of the language and explore culture through a variety of topics. The majority of the course will be conducted in Spanish. Honors Level III is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® courses.

Prerequisites: Spanish II or Honors Spanish II

Dual Enrollment Credit: This course is offered for dual enrollment credit for SPAN 1120 (7.5 credits) from Metropolitan Community College.

0158 HONORS SPANISH IV/SPANISH V

10 Credits

Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills utilizing authentic sources. Students will communicate with greater spontaneity and in greater detail. Students will also explore culture through a variety of topics. The course will be conducted in Spanish. Honors Level IV is recommended for all students who plan to pursue Advanced Placement® courses.

Prerequisites: Spanish IV or Honors Spanish III

Dual Enrollment Credit: This course is offered for dual enrollment credit for SPAN 2110 (4.5 credits) and SPAN 2120 (4.5 credits) from Metropolitan Community College.

0231 ALGEBRA II

10 Credits

Description: Students will explore a variety of advanced, integrated algebraic topics such as systems of equations and inequalities, higher-ordered polynomials, and advanced functions. Algebra II completes the three-year mathematics sequence required by many colleges.

Prerequisites: Geometry

Dual Enrollment Credit: This course is offered for dual enrollment credit for MATH 1315 (4.5 credits) from Metropolitan Community College.

0233 HONORS ALGEBRA II

10 Credits

Description: Students will further develop understanding of a variety of advanced algebraic topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions, and discrete mathematics topics. This course will go into greater depth than Algebra II and is recommended for students who plan to pursue Advanced Placement® mathematics classes.

Prerequisites: Honors Geometry

Dual Enrollment Credit: This course is offered for dual enrollment credit for MATH 1315 (4.5 credits) from Metropolitan Community College.

0238 PRECALCULUS

10 Credits

Description: Students will investigate functions, conic sections, and trigonometry through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application.

Prerequisites: Algebra II

Dual Enrollment Credit: This course is offered for dual enrollment credit for MATH 1425 (5 credits) and MATH 1430 (4.5 credits) from Metropolitan Community College.

0239 HONORS PRECALCULUS

10 Credits

Description: Students will investigate functions, conic sections, and trigonometry through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This course will go into greater depth than Precalculus and is recommended for students who plan to pursue Advanced Placement® mathematics classes.

Prerequisites: Honors Algebra II

Dual Enrollment Credit: This course is offered for dual enrollment credit for MATH 1425 (5 credits) and MATH 1430 (4.5 credits) from Metropolitan Community College.

0243 ADVANCED PLACEMENT® STATISTICS

10 Credits

Description: Students will learn a variety of statistical concepts including exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Completion of this course will prepare students to take the Advanced Placement® Statistics exam.

Prerequisites: Algebra II

Dual Enrollment Credit: This course is offered for dual enrollment credit for MATH 1410 (4.5 credits) from Metropolitan Community College.

0244 COLLEGE ALGEBRA

10 Credits

Description: Students will investigate functions, matrices and conic sections through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This course will assist students in preparation for introductory college mathematics courses. Students planning to take Calculus or Trigonometry should enroll in Precalculus or Honors Precalculus.

Prerequisites: Algebra II

Dual Enrollment Credit: This course is offered for dual enrollment credit for MATH 1425 (5 credits) from Metropolitan Community College

0252 ADVANCED PLACEMENT® CALCULUS AB

10 Credits

Description: Advanced Placement® Calculus AB is a course in single variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. Algebraic, numerical, and graphical representations are emphasized throughout the course. Completion of this course will prepare students to take the Advanced Placement® Calculus AB exam.

Prerequisites: Precalculus or Honors Precalculus

Dual Enrollment Credit: This course is offered for dual enrollment credit for MATH 2410 (7.5 credits) from Metropolitan Community College.

0253 ADVANCED PLACEMENT® CALCULUS BC

10 Credits

Description: Advanced Placement® Calculus BC is a course in single variable calculus that includes all the topics of Advanced Placement® Calculus AB plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. Algebraic, numerical, and graphical representations are emphasized throughout the course. Completion of this course will prepare students to take the Advanced Placement® Calculus BC exam.

Prerequisites: Honors Precalculus

Dual Enrollment Credit: This course is offered for dual enrollment credit for MATH 2410 (7.5 credits) and MATH 2411 (7.5 credits) from Metropolitan Community College.

0254 CALCULUS III/DIFFERENTIAL EQUATIONS

10 Credits

Description: Calculus III/Differential Equations is a course investigating calculus topics including (but not limited to) vector analysis, partial differentiation, multiple integration, and functions of several variables. The differential equations portion of the course will focus primarily on (but not limited to) ordinary differential equations, solutions by series, Laplace transformations, and applications. This course provides a weighted grade as it exceeds Advanced Placement® Calculus level courses. Course offering is dependent upon instructor availability; students may need to arrange schedule to attend available instructor's assigned high school for this course.

Prerequisites: Advanced Placement® Calculus BC

Dual Enrollment Credit: This course is offered for dual enrollment credit for MATH 2412 (6 credits) and MATH 2510 (4.5 credits) from Metropolitan Community College.

0327 BIOLOGY

9

10 Credits

Description: Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, ecology, genetics, biochemistry and interdependence of organisms, and related Earth science concepts. Students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills, through inquiry and 3-Dimensional teaching and learning strategies.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for BIOS 1010 (6 credits) from Metropolitan Community College.

0334 CHEMISTRY

10 Credits

Description: In Chemistry, students develop a strong understanding of atomic structure, chemical properties, periodicity, and reactions while enhancing critical thinking and lab skills through hands-on experiences utilizing 3-Dimensional teaching and learning strategies. In addition, related space science concepts are explored. This college preparatory class is beneficial for all students going to college, not just students planning to major in science.

Prerequisites: Algebra I (or concurrent enrollment in Algebra I/Geo: Foundations 2), Biology

Dual Enrollment Credit: This course is offered for dual enrollment credit for CHEM 1010 (7 credits) from Metropolitan Community College.

0352 PHYSICS

10-11

10 Credits

Description: Students will investigate the physical world through hands-on, technology-based laboratory experiences that emphasize critical thinking and problem solving through 3-Dimensional teaching and learning strategies. This course will provide insight into topics of forces and motion, gravitation, heat, energy transformations, nuclear energy, electricity and magnetism, light, sound, and relevant Earth science concepts.

Prerequisites: Completion of or concurrent enrollment in Algebra II (or Algebra II: Foundations 4) and Biology

Dual Enrollment Credit: This course is offered for dual enrollment credit for PHYS1010 (4.5 credits) from Metropolitan Community College.

0383 ADVANCED PLACEMENT® PHYSICS 1: ALGEBRA-BASED

10 Credits

Description: Students will engage in hands-on exploration while developing an understanding of Newtonian mechanics, including rotational dynamics and angular momentum; work, energy, and power; mechanical waves and sound; and electric circuits and relevant, heat, nuclear, and earth science topics. This course is the equivalent to a first-semester college course in algebra-based physics. Completion of this course will prepare students to take the Advanced Placement® Physics 1: Algebra-Based exam. Students who successfully completed 0329 Physical Science: Physics may also take this course as a science elective during eleventh or twelfth grade. Students who successfully completed 0352 Physics are encouraged to take 0384 AP Physics 2: Algebra-Based and not this course due to repeated content.

Prerequisites: Completion of or concurrent enrollment in Algebra II (or Algebra II: Foundations 4) and Biology

Dual Enrollment Credit: This course is offered for dual enrollment credit for PHYS110A, 110B, and 110C (6.5 credits) from Metropolitan Community College.

0384 ADVANCED PLACEMENT® PHYSICS 2: ALGEBRA-BASED

10 Credits

Description: This course is a continuation of the algebra-based sequence of college physics. The course is taught as three courses (PHYS 111A, 111B, and 111C), all of which must be successfully completed to transfer as a semester-length course. Topics include waves, sound, electricity, magnetism, and light optics. This course includes both lecture and lab components.

Prerequisites: Physics or AP Physics 1: Algebra-Based and completion or concurrent enrollment in Precalculus or Honors Precalculus.

Dual Enrollment Credit: This course is offered for dual enrollment credit for PHYS111A, 111B, and 111C (7.5 credits) from Metropolitan Community College.

0414 UNITED STATES GOVERNMENT AND ECONOMICS 11-12 5 Credits

Description: Students will acquire knowledge and skills necessary to function as an educated, concerned, and active citizen in our political and economic systems. Classroom learning is strengthened by participation and analysis of prior service learning through a culminating project.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for POLS 2050 (4.5 credits) from Metropolitan Community College.

0415 ADVANCED PLACEMENT® UNITED STATES GOVERNMENT AND POLITICS 11-12 5 Credits

Description: Students will acquire knowledge and skills necessary to function as educated, concerned and active citizens in our political and economic system. Classroom learning is strengthened by participation and analysis of prior service learning through a culminating project. Completion of this course will prepare students to take the Advanced Placement® exam.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for POLS 2050 (4.5 credits) from Metropolitan Community College.

0420 WORLD HISTORY 10 10 Credits

Description: Students will examine the interaction of humans and their environment, development and interaction of cultures, and comparison of economic, political, and social structures in order to analyze their historical impact upon one another. This course explores the time period from prehistory to the present.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for HIST 1110 (4.5 credits) and HIST 1120 (4.5 credits) from Metropolitan Community College.

0424 ADVANCED PLACEMENT® WORLD HISTORY 10-12 10 Credits

Description: Students will examine concepts such as the interaction of humans and the environment, development and interaction of cultures, comparison of economic, political and social structures in this college level course. This course covers the time periods from prehistory to the present. Completion of this course will prepare students to take the national Advanced Placement® exam in World History.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for HIST 1110 (4.5 credits) and HIST 1120 (4.5 credits) from Metropolitan Community College.

0450 ADVANCED PLACEMENT® UNITED STATES HISTORY 11-12 10 Credits

Description: Students will study the history of the United States chronologically from the pre-colonial era moving toward the present. Completion of this college level course will prepare students to take the Advanced Placement® United States History exam.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for HIST 1010 (4.5 credits) and HIST 1020 (4.5 credits) from Metropolitan Community College.

0453 ADVANCED PLACEMENT® PSYCHOLOGY 5 Credits

Description: Students will continue to focus on the concepts started in Psychology. Students will further evaluate the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will examine the psychological facts, principles, and phenomena associated with the major subfields of psychology. Completion of this course will prepare students to take the Advanced Placement® Psychology exam.

Prerequisites: Psychology

Dual Enrollment Credit: This course is offered for dual enrollment credit for PSYCH 1010 (4.5 credits) from Metropolitan Community College.

0456 ADVANCED PLACEMENT® HUMAN GEOGRAPHY 10 Credits

Description: Students will explore the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science practice. Completion of this course will prepare students to take the Advanced Placement® Human Geography exam.

Prerequisites: None

Dual Enrollment Credit: Dual credit by AP exam for GEOG 1020 (4.5 credits) from Metropolitan Community College.

0540 ADVANCED PLACEMENT® MACROECONOMICS

5 Credits

Description: Students will study a variety of economic theories and analyze their practical application in the real world with a focus on the decision-making of individuals, businesses, and the government. Students will evaluate the economy as a whole, including economic measures, economic growth, fiscal policy, monetary policy, and international economics. Extensive mathematics skills are not required; however, the ability to analyze graphs and charts is essential. Completion of this course will prepare students to take the Advanced Placement® Macroeconomics exam.

Prerequisites: Alg I/Geo: Foundations 2 or Algebra I

Dual Enrollment Credit: Dual credit for ECON 1000 (4.5 credits) from Metropolitan Community College.

0541 ADVANCED PLACEMENT® MICROECONOMICS

5 Credits

Description: Students will study a variety of economic theories and analyze their practical application in the real world with a focus on supply and demand for products, labor markets, and the role of competition in a free market system. Extensive mathematics skills are not required; however, the ability to analyze graphs and charts is essential. Completion of this course will prepare students to take the Advanced Placement® Microeconomics exam.

Prerequisites: Alg I/Geo: Foundations 2 or Algebra I

Dual Enrollment Credit: Dual credit for ECON 1100 (4.5 credits) from Metropolitan Community College.

0566 BUSINESS TECHNOLOGIES

5 Credits

Description: Students will think analytically and manipulate information using productivity software. Students will demonstrate digital citizenship while practicing professional communication techniques by collaborating and communicating via the Internet. Students will apply the legal, ethical, and social responsibilities of computing.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for INFO 1001 (4.5 credits) from Metropolitan Community College.

0701 ART HISTORY: ART THROUGH THE AGES

5 Credits

Description: The purpose of this art appreciation course is to foster a broad understanding of the visual arts. The course content deals with understanding why and how artists create and also the important role culture and history play in the purpose and meaning of art. It includes an overview of the creative process, changes in art over time, and the relationship of the arts and society. This course fulfills the Fine and Performing Arts Graduation Requirement.

Prerequisites: None

Dual Enrollment Credit: This course is offered for dual enrollment credit for ARTS 1000 (4.5 credits) from Metropolitan Community College.

0720 DRAWING

5 Credits

Description: Drawing is a course that provides students with an in-depth study of drawing techniques, processes, and media. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

Prerequisites: Art Foundations

Dual Enrollment Credit: This course is offered for dual enrollment credit for ARTS 1010 (5 credits) from Metropolitan Community College.

0747 MUSIC CONNECTIONS

5 Credits

Description: In this course, students will learn about music connections by completing projects based on students' interest. Students will have the chance to explore careers in music, history and culture, styles and genres, connections with other disciplines, and evaluate and analyze music. Project based learning will occur varying from creating your own music video to discovering other musical opportunities.

Prerequisites: None. This is a non-performance course.

Dual Enrollment Credit: This course is offered for dual enrollment credit for MUSC 1050 (4.5 credits) from Metropolitan Community College.



INTERNATIONAL BACCALAUREATE® MIDDLE YEARS PROGRAMME
Millard North High School only

Middle Years Programme (IB-MYP)

The International Baccalaureate® Organization’s Middle Years Programme, offered by the IBO since 1994, provides a framework of academic challenge and life skills for students aged 11-16 years. The Areas of Interaction are the interdisciplinary approach for delivering the IB-MYP to connect the eight subject areas. These themes include: Approaches to Learning, Environment, Human Ingenuity, Health and Social Education, and Community and Service. The program is devised to help students develop the knowledge, attitude, and skills to participate actively and responsibly in a changing and increasingly interrelated world. It includes problem solving and analysis which leads to critical thinking. The MYP is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside.

The program aims to enable students to:

- build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning independently and in cooperation with others
- acquire knowledge and understanding and prepare for further learning
- recognize the extent to which knowledge is interrelated
- learn to communicate effectively in a variety of ways
- develop a sense of personal and cultural identity and a respect for themselves and for others
- acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship

This program requires enrollment at Millard North High School. It is a two-year program in which students must enter at the 9th grade level and continue through the 10th grade. It is not necessary for a student to have participated at the middle school level. The MYP is not a prerequisite to the Diploma Programme. This program is one path to the IB Diploma Programme but does not guarantee entrance or success in the Diploma Programme.

Students must sign up for the IB Middle Years Programme during registration. For further information about the IB Middle Years Programme contact the IB-MYP Coordinator at (402) 715-1363.

The requirements for successful completion of the IB-MYP at Millard North High School include:

- Enrollment in and successful completion of at least six out of the eight MYP subject areas during both the ninth and tenth grade.
 - Subject areas include: Language A, Language B, Humanities, Science, Mathematics, Arts, Technology, Physical Education
- Completion of 20 hours of service and reflection during both the ninth and tenth grade.
- Creation and presentation of a Personal Project during the tenth grade.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Page Number
INTERNATIONAL BACCALAUREATE® MIDDLE YEARS PROGRAMME							
0001 A/B	English 9	10				•	35
0002 A/B	English 10	10				•	35
0003 A/B	Honors English 9	10				•	35
0004 A/B	Honors English 10	10			0003	•	35
0021 A/B	Forensics: Competitive Speech	10		OC			36
0059 A/B	English 9 Literacy Enrichment	10					39
0060 A/B	English 10 Literacy Enrichment	10					39
0064	Introduction to Journalism, Photojournalism, and Broadcast Journalism	5					39
0077	Broadcast Journalism	5			0064		41
0203 A/B	Alg I: Foundations 1	10					43
0204 A/B	Alg I/Geo: Foundations 2	10					44
0211 A/B	Algebra I	10				•	44
0220 A/B	Geometry	10			0211	•	44
0221 A/B	Honors Geometry	10			0211	•	45
0231 A/B	Algebra II	10			0220	•	45
0233 A/B	Honors Algebra II	10			0221	•	45
0238 A/B	Precalculus	10			0231	•	46
0239 A/B	Honors Precalculus	10			0233	•	46

OC = Fulfills Oral Communications Graduation Requirement

INTERNATIONAL BACCALAUREATE® MIDDLE YEARS PROGRAMME

Offered at Millard North only

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Page Number
INTERNATIONAL BACCALAUREATE® MIDDLE YEARS PROGRAMME							
0132 A/B	French I	10					78
0130 A/B	Honors French I	10					79
0133 A/B	French II	10			0132		79
0134 A/B	Honors French II	10			0132		79
0112 A/B	German I	10					80
0110 A/B	Honors German I	10					80
0113 A/B	German II	10			0112		80
0114 A/B	Honors German II	10			0112		80
0162 A/B	Honors Latin I	10					81
0163 A/B	Honors Latin II	10			0162		81
0152 A/B	Spanish I	10					82
0147 A/B	Honors Spanish I	10					82
0153 A/B	Spanish II	10			0152		82
0154 A/B	Honors Spanish II	10			0152		82
0156 A/B	Honors Spanish III	10			0154		82
0566	Business Technologies	5					25
0570	Digital Media	5					27
0569	Introduction to Computer Science	5					25
0550	Merchandise Marketing	5					20
0321 A/B	Introduction to IB Chemistry and IB Physics	10	10	C, P	0327	•	58
0327 A/B	Biology	10	9			•	59
0328	Physical Science: Chemistry	5	10-11	C	0327	•	59
0329	Physical Science: Physics	5	10-11	P	0327 †	•	59
0334 A/B	Chemistry	10	10-12	C	0211	•	59
0352 A/B	Physics	10	10-12	P		•	59
0383 A/B	AP Physics 1: Algebra-Based	10	10-12	P	0231 or 0233†, 0327		61
0456 A/B	AP Human Geography	10				•	71
0408	World Geography	5	9			•	68
0500	Personal Finance	5		FL			23
0662	Introduction to Engineering	5					64
0663	Engineering and Design A	5			0662		64
0705	Art Foundations	5		F			17
0706 A/B	Introduction to IB Visual Arts	10	10-11	F	0705		17
0720	Drawing	5		F	0705		17
0722	Painting	5		F	0705		17
0704	Color and Design	5		F			16
0732	Marching Band	5		F			49
0733	Concert Band	5		F			49
0734	Symphonic Band	5		F			50
0735	Wind Ensemble	5		F			50
0736 A/B	Philharmonic Orchestra	10		F			50
0737 A/B	Symphony Orchestra	10		F			50
0756 A/B	Voce	10		F			50
0757 A/B	Cantori	10		F			50
0758 A/B	Singers	10		F			50
0746 A/B	Contemporary Ensemble	10		F			51
0747	Music Connections	5		F			51
0800	Sport Skills and Fitness	5					53
0801	Cross Training I	5			†		54
0802	Cross Training II	5			0801 †		54
0810	Aquatics	5					56
0526	Healthy Living	5	9-11	H			32

C = Fulfills Chemistry Graduation Requirement

H = Fulfills Health Education Graduation Requirement

F = Fulfills Fine and Performing Arts Graduation Requirement

P = Fulfills Physics Graduation Requirement

FL = Fulfills Financial Literacy Graduation Requirement

† = See course descriptions for additional requirements.

IB Middle Years Program Course Completion Sequence

Students must be registered in **at least six year-long** MYP subject areas **each year** in order to be eligible for an IB-MYP Certificate. In order to ensure all requirements are met, it is recommended that students follow the suggested sequence below.

Subject Area 1: Language A (9 th Grade)		Subject Area 1: Language A (10 th Grade)	
English 9 English 9 Literacy Enrichment	Honors English 9	English 10 English 10 Literacy Enrichment	Honors English 10
Subject Area 2: Language B		Subject Area 2: Language B	
Spanish I Spanish II French I French II German I German II	Honors Spanish I Honors Spanish II Honors French I Honors French II Honors German I Honors German II Honors Latin I	Spanish II Spanish III German II German III French II French III	Honors Spanish II Honors Spanish III Honors German II Honors German III Honors French II Honors French III Honors Latin II
Subject Area 3: Mathematics		Subject Area 3: Mathematics	
Algebra I: Foundations I Algebra I Geometry Algebra II Precalculus	Honors Geometry Honors Algebra II Honors Precalculus	Algebra/Geometry: Foundations II Algebra I Geometry Algebra II Precalculus	Honors Geometry Honors Algebra II Honors Precalculus
Subject Area 4: Science		Subject Area 4: Science	
Biology Chemistry (optional, but not required, for DP students)		Physical Science: Chemistry Chemistry**	Physical Science: Physics Physics **or AP Physics 1: Algebra-Based** Intro to IB Chemistry & IB Physics** ** Recommended sequence for students continuing in IBDP
Subject Area 5: Humanities		Subject Area 5: Humanities	
World Geography AP Human Geography	International Relations Human Diversity	World History AP World History	
Subject Area 6: Choose ONE Area for the 9 th grade		Subject Area 6: Choose ONE Area for the 10 th grade	
Physical Education Technology and Design Arts		Physical Education Technology and Design Arts	
Semester One:	Semester Two:	Semester One:	Semester Two:

Other Choice Elective	Other Choice Elective	Other Choice Elective	Other Choice Elective

Students must be enrolled in a full year of Physical Education, Technology and Design, or the Arts during both the 9th and 10th grade.

Course Options for Subject Area 6:

Physical Education	Technology	Arts
Sport Skills & Fitness Cross Training I Cross Training II Aquatics Healthy Living	Business Technologies Digital Media Personal Finance Merchandise Marketing Introduction to Computer Science AP Computer Science Principles Introduction to Engineering Engineering and Design A Introduction to Journalism, Photojournalism, and Broadcast Journalism** <i>**Courses will meet the IB-MYP requirements for the designated subject area</i>	Art Foundations Color and Design Drawing (Art Foundations Prerequisite) Painting (Drawing Prerequisite) Intro IB Visual (Art Foundations Prerequisite) (YR) Cantori/Voce Orchestra (YR) JV Choir (YR) Symphonic/Marching Band (YR) Forensics: Competitive Speech* (YR) <i>*Does not meet Millard Fine Arts Requirement</i>

Additional Program Requirements

9 th Grade Community and Service	10 th Grade Community and Service
20 Hours – Verification and PLP reflection should be submitted to IB-MYP Coordinator by the end of the school year. <i>10 hours may be completed through participation in an Activity at MNHS</i>	20 Hours – Verification and PLP reflection should be submitted to IB-MYP Coordinator by the end of the school year. <i>10 hours may be completed through participation in an Activity at MNHS</i>
IB-MYP Meetings	Personal Project
Bi-Monthly meetings with the Program Coordinator to discuss community and service, assessments, and introduction to the Personal Project.	Meetings with Project Supervisor and completion of a product and written reflection of the process.

INTERNATIONAL BACCALAUREATE® DIPLOMA PROGRAMME

Diploma Programme (IBDP)

The International Baccalaureate® (IB) Diploma Programme, created in 1968, is a demanding pre-university course of study that leads to examinations and is designed for highly motivated secondary school students aged 16 to 19 in the 11th and 12th grades. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. The International Baccalaureate® Organization has shown that students are well prepared for university work.

The Diploma Programme's grading system is criterion referenced. Each student's performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools.

The program is a comprehensive two-year international curriculum that generally allows students to fulfill the requirements of their national or state education systems. The Diploma Programme incorporates the best elements of national systems without being based on any one. Internationally mobile students are able to transfer from one IB school to another while students who remain closer to home benefit from a highly respected international curriculum.

The program was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision. Students should share an academic experience that would emphasize critical thinking, intercultural understanding, and exposure to a variety of points of view.

The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community. The Diploma Programme equips students with the skills and attitudes necessary for success in higher education and employment through emphasis on the Learner Profile, which describes a broad range of human capacities and responsibilities that go beyond academic success. The profile aims to develop learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Students study six academic subjects concurrently; students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of the six groups. Three courses are taken at higher level (HL), while three other courses are taken at the standard level (SL). HL courses span two years of study, while SL courses represent one year. Students are thus able to explore some subjects in depth and others more broadly. The science-oriented student is challenged to learn a foreign language, and the natural linguist becomes familiar with laboratory procedures. The subjects are continually reviewed and revised collaboratively by IB teachers to meet contemporary needs.

The IB-DP curriculum at Millard North High School consists of six subject groups:

Group 1	Language A	(best language)	IB English: Literature HL
Group 2	Language B	(second language)	French B SL, German B SL, Latin SL, Spanish B SL
Group 3	Individuals and Societies		Early Modern World History SL/HL I, History of the Americas HL II, Psychology SL, Business Management SL/HL
Group 4	Experimental Sciences		Biology SL/HL, Chemistry HL, Physics SL/HL, Computer Science HL
Group 5	Mathematics		Mathematics Applications and Interpretations SL/HL, Mathematics Analysis and Approaches HL
Group 6	Electives		Music SL, Visual Arts SL/HL, Film SL/HL, or a second course selection from Language B, Individuals and Societies, or Experimental Sciences

<p><i>HL = Higher Level</i> <i>SL = Standard Level</i></p>
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**International Baccalaureate Organization, February 2000: Reprinted by permission from the IBO 2002.*

Theory of Knowledge (TOK): TOK is an interdisciplinary requirement intended to stimulate critical reflection on knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence. TOK is a key element in encouraging students to appreciate other cultural perspectives. The course is unique to International Baccalaureate®, which recommends at least 100 hours of teaching time spanning the program's two years. Diploma candidates are encouraged to reflect on all aspects of their work throughout the program. They examine the grounds for the moral, political, and aesthetic judgments that individuals must make in their daily lives.

Creativity, Activity, Service (CAS): The IB's goal is to educate the whole person, to help students become responsible, compassionate citizens. The CAS requirement of one afternoon each week while in the two-year program encourages students to share their energy and special talents with others; students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves and concern for others, and the ability to work cooperatively with other people.

Creativity is interpreted broadly. It includes a wide range of arts activities but can also be defined as the creativity students show in designing and implementing service projects. Activities can include participation in individual and team sports or fitness activities, taking part in expeditions, and in local or international projects. Service encompasses a host of community and social service activities, such as helping children with special needs, visiting hospitals, and working with refugees or people experiencing homelessness. The goal of the service component is to instill in students a sense of mutual responsibility and learning between members of the community and themselves.

Extended Essay (4,000 words): Each student has the opportunity to investigate a topic of special interest. The research-based essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IB recommends that a student devote a total of about 40 hours of private study and writing time to the essay, which may be written in English, French, or Spanish. The essay permits students to deepen their programs of study, for example by selecting a topic in one of their higher level (HL) courses; they might add breadth to their academic experience by electing to write in a subject not included in their program choices.

Assessment and Award of Diploma: Classroom teachers and IB DP examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Responsibility for all academic judgments about the quality of candidates' work rests with some 4,000 IB teachers/examiners around the world, led by chief examiners with international authority in their fields. Over 100,000 students annually are assessed by the IBO. Each year approximately 80% of candidates who attempt the diploma succeed in earning it worldwide.

All IB Diploma candidates are required to test in one subject from each of the six groups. At least three and not more than four of the six subjects are taken at the Higher Level, the others at Standard Level. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the Diploma requires a minimum total of 24 points and the satisfactory completion of three additional core requirements: the **Extended Essay**, the courses entitled **Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS)**. Up to 3 additional Diploma Points may be awarded for an Extended Essay or Theory of Knowledge essay above the minimum acceptable passing grade. A final, official IB transcript will be sent by the International Baccalaureate® following the grade awarding and upon the request of the student. Results are available in July for May session candidates. Students also must satisfy the Millard School District Graduation Requirements to receive the Millard North High School diploma.

Students wanting to pursue the IB Diploma Programme are encouraged to begin the study of a world language at an Honors level. It is also preferable to have completed Algebra and/or Geometry by the end of eighth grade. Where there is no comparable AP course, students not in the Diploma Programme may register for unique IB DP courses: IB Film, TOK I and II, IB Early Modern World History SL/HL I, and Visual Arts. External IB examination would not be permitted for such students.

Meetings for interested parents and students are held in January. Applications are due by mid-February of the student's 8th grade year. For further information about the IB Diploma Programme, contact the International Baccalaureate® Diploma Coordinator at (402) 715-1226.

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INTERNATIONAL BACCALAUREATE® DIPLOMA PROGRAMME
Offered at Millard North only

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Page Number
<i>HL = Higher Level SL = Standard Level</i>							
INTERNATIONAL BACCALAUREATE® DIPLOMA PROGRAMME							
0016 A/B	IB English: Literature HL I	10	11		0003, 0004	•	36
0017 A/B	IB English: Literature HL II	10	12		0016 †	•	36
0140 A/B	IB French B SL	10	12		0138		80
0120 A/B	IB German B SL	10	12		0118		81
0161 A/B	IB Latin SL	10	12		0164		82
0160 A/B	IB Spanish B SL	10	12		0158		83
0171 A/B	IB Spanish A2 HL A	10	12		0158		83
0554 A/B	IB Business Management SL I/HL I	10	11				22
0555 A/B	IB Business Management SL II/HL II	10	12		0554		23
0266 A/B	IB Computer Science HL I	10	11		0563 or 0569†		26
0267 A/B	IB Computer Science HL II	10	12		0266		26
0268 A/B	IB Mathematics Analysis & Approaches HL I	10	11		0233		47
0269 A/B	IB Mathematics Analysis & Approaches HL II	10	12		0268		47
0272 A/B	IB Mathematics Applications & Interpretation SL	10	11		0231		47
0270 A/B	IB Mathematics Applications & Interpretation HL I	10	11		0233		47
0271 A/B	IB Mathematics Applications & Interpretation HL II	10	12		0270		47
0371 A/B	IB Chemistry HL I	10	11		0321	•	60
0372 A/B	IB Chemistry HL II	10	12		0371	•	60
0375 A/B	IB Biology SL	10	11-12			•	60
0376 A/B	IB Biology HL I	10	11		0334	•	60
0378 A/B	IB Biology HL II	10	12		0376	•	61
0380 A/B	IB Physics SL	10	11-12		0321 †	•	61
0381 A/B	IB Physics HL I	10	11		0321 †	•	61
0382 A/B	IB Physics HL II	10	12		0381	•	61
0458 A/B	IB Early Modern World History SL/HL I	10	11-12			•	69
0433 A/B	IB Psychology SL	10	11-12			•	70
0455 A/B	IB History of the Americas HL II	10	12		0418	•	71
0727 A/B	IB Visual Arts SL	10	11-12		0706		18
0728 A/B	IB Visual Arts HL I	10	11	F	0706		18
0729 A/B	IB Visual Arts HL II	10	12		0728		18
0767 A/B	IB Music SL Band	10	11-12	F			51
0769 A/B	IB Music SL Orchestra	10	11-12	F			51
0850	IB Theory of Knowledge I	5	11	HR			122
0851	IB Theory of Knowledge II	5	12	HR	0850		122
0073 A/B	IB Film SL	10	11-12				40
0074 A/B	IB Film HL I	10	11				40
0075 A/B	IB Film HL II	10	12		0074		40

F = Fulfills Fine and Performing Arts Graduation Requirement

HR = Fulfills Human Resources Graduation Requirement

† = See course descriptions for additional requirements.

*Course descriptions are included within each department description: see page listed above.

0850 IB THEORY OF KNOWLEDGE I**11 North only 5 Credits**

Description: The Theory of Knowledge course is a required component of all International Baccalaureate® Programme diploma candidates and is an elective course for students not working toward an IB diploma. The course may be seen as a matrix in which the distinct forms of knowledge specific to the various subject areas can be critically evaluated, compared and contrasted, and, to an appropriate degree, integrated. The Theory of Knowledge course is intended to encourage students to develop a critical awareness of what they and others know through analyzing concepts, arguments and the basis of value judgments. The course is taught as a two-year sequence beginning in the junior year. TOK I will satisfy the 5 credit Human Resources requirement in 11th grade.

Prerequisites: None

0851 IB THEORY OF KNOWLEDGE II**12 North only 5 Credits**

Description: This course is the second year of a required component of the International Baccalaureate® Programme. It is a continuation and expansion of the TOK curriculum taught in the 11th grade. The course includes an oral project as the internal IB assessment and culminates with the TOK Essay as the external assessment. TOK II is five credits of electives in 12th grade.

Prerequisites: IB Theory of Knowledge I

Millard North High School
IB Exams Offered and Course Completion Sequence

PROJECTED IB DP EXAM	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Group 1 - Language A1				
English HL - Literature	Honors English 9	Honors English 10	IB English: Literature HL I	IB English: Literature HL II
Group 2 - Language B				
French SL	Honors French I	Honors French II	Honors French III	IB/AP French SL
German SL	Honors German I	Honors German II	Honors German III	IB/AP German SL
Latin SL	Honors Latin I	Honors Latin II	Honors Latin III	IB/AP Latin SL
Spanish SL	Honors Spanish I	Honors Spanish II	Honors Spanish III	IB Spanish SL
Group 3 – Individuals and Society				
IB Business Management SL/HL			IB Business Management SLI/HL I	IB Business Management SL II/HL II
IB Early Modern World History SL/HL I	World Geography or AP Human Geography	World History or AP World History	IB Early Modern World History SL/HL I	U.S. History or AP U.S. History and U.S. Government and Economics or AP U.S. Government and Politics
History of the Americas HL	World Geography or AP Human Geography	World History or AP World History	IB Early Modern World History SL	IB History of Americas HL II and U.S. Government and Economics or AP U.S. Government and Politics
Psychology SL	World Geography or AP Human Geography	World History or AP World History	IB Psychology SL	U.S. History or AP U.S. History and U.S. Government and Economics or AP U.S. Government and Politics
Group 4 - Experimental Sciences				
Biology SL	Biology	Chemistry	Physics	IB Biology SL
	Biology	Introduction to IB Chemistry & IB Physics	IB Biology SL/HL I	Science Elective
	Biology	Introduction to IB Chemistry & IB Physics	Science Elective	IB Biology SL
Biology HL	Chemistry	Physics or AP Physics 1: Algebra-Based	IB Biology SL/HL I	IB Biology HL II
Chemistry HL	Biology and Chemistry	Physics or AP Physics 1: Algebra-Based	IB/AP Chemistry HL I	IB Chemistry HL II
	Biology	Introduction to IB Chemistry & IB Physics	IB/AP Chemistry HL I	IB Chemistry HL II

Preferred sequences in bold

Millard North High School
IB Exams Offered and Course Completion Sequence

Group 4 - Experimental Sciences (cont.)	9th Grade	10th Grade	11th Grade	12th Grade
Physics SL	Biology	Chemistry	Physics or AP Physics 1: Algebra-Based	IB Physics SL/HL I
	Biology	Introduction to IB Chemistry & IB Physics	IB Physics SL/HL I	Science Elective
Physics HL	Biology and Chemistry	Physics or AP Physics 1: Algebra-Based	IB Physics SL/HL I	IB Physics HL II
	Biology	Introduction to IB Chemistry & IB Physics	IB Physics HL I	IB Physics HL II
Computer Science HL		Introduction to Computer Science	Computer Science HL I	Computer Science HL II
Group 5 - Mathematics				
Mathematics Applications and Interpretations SL	Geometry	Algebra II	IB Mathematics Applications and Interpretations SL	Elective
	Algebra I Geometry	Geometry Algebra II	Algebra II Precalculus	IB Mathematics Applications and Interpretations SL
Mathematics Applications and Interpretations HL	Honors Algebra II	Honors Precalculus	IB Mathematics Applications and Interpretations HL I	IB Mathematics Applications and Interpretations HL II
Mathematics Analysis and Approaches HL	Honors Algebra II	Honors Precalculus	IB Mathematics Analysis and Approaches HL I	IB Mathematics Analysis and Approaches HL II
Group 6 – Arts & Electives				
Visual Arts SL	Art Foundations/Elective	Intro to IB Visual Arts	IB Visual Arts SL	Elective
Visual Arts HL	Art Foundations/Elective	Intro to IB Visual Arts	IB Visual Arts HL I	IB Visual Arts HL II
Film SL			IB Film SL/HL I	IB Elective
Film HL			IB Film SL/HL I	IB Film HL II
Music SL	Any Band or Orchestra	Any Band or Orchestra	IB Music SL Any Band or Orchestra (one class period)	Any Band, Orchestra or Elective
Latin SL Psychology SL A second science from Group 4 (SL or HL)	Honors Latin I	Honors Latin II	Honors Latin III IB Psychology SL IB Biology SL/HL I IB Physics SL, Chemistry HL I	IB Latin SL Elective IB Biology HL II IB Chemistry HL II or IB Physics HL II
IB DP Core Requirements				
Theory of Knowledge			Elective (1 st semester) IB TOK I (2 nd semester)	IB TOK II (1 st semester) US Govt. & Econ. (2 nd semester) or AP U.S. Government & Politics
Extended Essay (not a course)			Extended Essay	Complete Extended Essay (2 nd semester)
CAS (not a course)			CAS hours one afternoon per week	

Preferred sequences in bold

OTHER OPPORTUNITIES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
OTHER OPPORTUNITIES										
PD80	Academic Seminar	5	9-12				•	•	•	•
PD85	Academic Seminar Leadership	5	10-12				•	•	•	•
---	ACT® Prep Workshop	0	9-12				•	•	•	•
---	ELO Reteaching Courses	5					•	•	•	•
---	Independent Study Courses	5 or 10					•	•	•	•
YBC01	Intern Omaha - YBC Internship Course Summer	5	12				•	•	•	•
YBC02 A/B	Intern Omaha - YBC Internship	10	12				•	•	•	•
UNMC1-15	UNMC High School Alliance	40	11-12				•	•	•	•
ZA	Zoo Academy	45	11-12				•	•	•	•

† = See course description for additional requirements.

PD80 ACADEMIC SEMINAR**9-12****5 Credits**

Description: This elective course is for motivated students who want the challenge of a rigorous course and are concerned about taking an academic risk. Academic Seminar provides the opportunity to refine work habits and attitudes necessary for success while enrolled in a course that is the student's personal academic stretch. The course will focus on strengthening and applying critical reading, vocabulary, writing, and mathematical reasoning while improving organization, time management, and study skills, developing test taking skills and strategies, and practicing effective decision making and self-advocacy strategies. Students will diagnose their individual needs while setting, measuring, and attaining S.M.A.R.T. Goals related to academic improvement. The course includes customized support and advisement from instructors and peer tutors. Along with external support, the student will self-monitor work habits and academic progress in all courses.

Prerequisites: An application process to be completed through the High School Guidance Office. Participation in this course is limited to one time and must be taken concurrently with at least one other course that requires increased academic rigor so that techniques learned in this course can be immediately applied outside of this course.

PD85 ACADEMIC SEMINAR LEADERSHIP**10-12****5 Credits**

Description: This elective course provides an opportunity for students to apply the Millard Public Schools College and Career Readiness Standards and Indicators by refining leadership characteristics, problem solving skills, communication skills, and abilities needed to assist fellow students in their personal academic success. Student leaders will apply their learning while serving as mentors within the Academic Seminar course. Student leaders will be trained and assessed on the application of ethics and professionalism in the classroom and facilitation skills and strategies applicable to individual and small group leadership. Student leaders serve as active peer models and tutors while having a direct, positive impact on the academic and personal development of others.

Prerequisites: An application process to be completed through the High School Guidance Office. Participation in this course is limited to one time.

ACT® PREP WORKSHOP (before/after school and/or summer school)

Not for credit

Description: Students will review test-taking skills for the ACT® by applying strategies required for successful completion of this test. The workshop does not take the place of academic preparation gained through high school courses. Through focused instruction, practice with actual test items, and independent activities, students diagnose their individual needs and implement plans to improve their immediate scores and enhance academic performance in high school and in college. The workshop will include a timed practice section of each area of the test, test-taking strategies, review of all test instructions, timing techniques, avoidance of common errors, and development of positive thinking.

ESSENTIAL LEARNER OUTCOME (ELO) RETEACHING COURSES

5 Credits

Elective review courses may be available for students who have not met cut scores in Essential Learner Outcomes of College and Career Readiness in Reading, Mathematics or Science. Students will acquire knowledge and skills in areas of deficiency, develop reading strategies that apply to the respective discipline, and apply test-taking strategies in the respective discipline.

YBC01 INTERN OMAHA YBC INTERNSHIP COURSE SUMMER

12

5 Credits

YBC02 INTERN OMAHA YBC INTERNSHIP

12

10 Credits

Description: Intern Omaha Youth Business and Community Partnership is leading the charge in workforce development efforts at the high school level by connecting high school seniors to internships with some of the city's best employers in the business, IT, trades, and automotive fields. Intern Omaha is a competitive internship program where juniors apply for paid internships that begin in the summer before their senior year. Students are required to:

- Participate in a Human Relations and Workplace Skills course that is taken in the summer the week before the internship begins. This course is dual enrolled at no charge through Metropolitan Community College as the HMRL 1010 (4.5 Credits).
- Attend all scheduled work and meet with a job coach on site.
- Attend a one hour session each week during the summer.
- Work the internship during the school year (fall and spring semester of senior year) on a part-time basis.
- Complete a Career and Technical Education course which aligns to the internship focus at their home high school.

For more information visit the program website: <https://www.internomaha.org>

Prerequisites: An application process to be completed through the High School Guidance Office.

UNMC1-15 UNMC HIGH SCHOOL ALLIANCE

11-12

40 Credits

Description: Millard Public Schools will participate in a partnership with the University of Nebraska Medical Center (UNMC) to offer science classes to high school juniors and seniors selected to participate in the UNMC High School Alliance. The Alliance will provide students with the opportunity to observe, shadow and work alongside health care professionals and researchers at UNMC. Students who are interested in pursuing a career in health care research should consider applying to the UNMC Alliance. The Alliance students will take classes that are not available in the traditional high school setting. These accredited classes will be taught in partnership by UNMC faculty and certified high school teachers on the UNMC campus. Students will attend their Millard high school in the morning and would then travel to UNMC for their Alliance classes in the afternoon. Participation in the UNMC High School Alliance requires a one year commitment. Participants will earn 20 credits per semester toward Millard high school graduation.

Eligibility:

- Be a current sophomore or junior to apply for the following school year
- Be at least 16 years of age at the beginning of the upcoming school year
- Have completed and received a grade of "B" or better in Algebra I, Biology, a physical science course, and a third year of science (juniors can be currently enrolled in their third year of science)
- Obtain parental/guardian permission
- Be enrolled in a participating high school for the entire school year
- Be on track for graduation
- Students will be responsible for transportation to UNMC

Submit an application by the deadline. The deadline varies from year to year, contact your schools guidance office for the most up-to-date information on applications. See the UNMC Health Science Alliance website for additional information: <http://www.unmc.edu/alliance/>

ZA ZOO ACADEMY**11-12**

45 Credits

Description: Millard Public Schools will participate in a partnership with the Henry Doorly Zoo and Aquarium to offer classes to high school juniors and seniors selected to participate in the Zoo Academy along with students from other local school districts. The Academy will provide students with the opportunity to observe, shadow and work alongside zoo professionals and researchers. Students who are interested in pursuing a career in animal science or conservation should consider applying to the Zoo Academy. Participants in the Zoo Academy may select either an Animal Science Pathway or a Conservation Research Pathway. The Zoo Academy students will take classes that are not available in the traditional high school setting. These accredited classes will be taught by certified high school teachers at the Henry Doorly Zoo. Zoo Academy students attend their Millard high school half of their school day and travel to the Zoo for the remaining half day. Participation in the Zoo Academy requires a two year commitment. Participants will earn 22.5 credits per semester toward Millard high school graduation.

Eligibility:

- Be a current sophomore to apply
- Be on-track for graduation and enrolled in your assigned high school for the entire school year
- Have parental consent for participation
- Students will be responsible for transportation to the Henry Doorly Zoo

Additional information can be found at www.Omahazoo.com/ZooAcademy

Prerequisites: Submit an application online. Deadline varies by year, check with your schools counseling office for deadline for the current year.

INDEPENDENT STUDY COURSES

5 or 10 Credits

Description: Students will be required to meet with a coordinating independent study teacher for a block of time on a daily basis. Students must complete a minimum of 80 hours contact time to earn 5 credits and 160 contact hours for 10 credits. Independent studies can only be taken for course work that exceeds the sequence of course offerings and other elective courses within the discipline and/or Diploma Path. Independent studies count toward elective credit only.

Teachers work with students on independent studies voluntarily as an extra part of their workload. The student and teacher must mutually agree upon the requirements and expectations for granting of credit. The student and teacher must create a contract that they both sign including the meeting times, learning expectations, and outcomes. This contract should be presented to and approved by the Assistant Principal for Curriculum and Instruction. Once this contract has been approved, the student should register for the independent study with the building registrar. No more than 10 credits may be earned through Independent Study.

TRANSFER CREDIT COURSES for Students Currently Enrolled

Description: Millard Public Schools high school students may earn transfer credit from other institutions as defined in Board of Education Rule 6320.4. Transfer credits are defined as any credit not earned at a Millard Public Schools high school. Millard Public Schools reserves the sole right to grant credit for work completed at or through other institutions. Courses must be pre-approved. Students must complete a *Millard Public Schools Transfer Credit Application* and submit to their high school registrar for consideration.

ACADEMIES AT METROPOLITAN COMMUNITY COLLEGE (MCC)

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	Dual Enrollment Credit	ACT Core	Horizon High School	North High School	South High School	West High School
ACADEMIES AT METROPOLITAN COMMUNITY COLLEGE											
MCC01 A/B/C	3-D Animation and Games	15	11-12			M					
MCC04 A/B/C	Architecture Technology	15	12			M					
MCC18 A/B/C	Auto Collision Technology - Year 1	10	11-12			M					
MCC35 A/B/C	Auto Collision Technology - Year 2	10	12			M					
MCC19 A/B/C	Automotive Technology	10	11-12			M					
MCC28 A/B/C	Certified Nursing Assistant (CNA)	10	11-12			M					
MCC05 A/B/C	Civil Engineering Technology	15	12			M					
MCC14 A/B/C	Construction Technology - Year 1	15	11-12			M					
MCC15 A/B/C	Construction Technology - Year 2	15	12			M					
MCC22 A/B/C	Criminal Justice	15	12			M					
MCC 39 A/B/C	Culinary Arts Foundations	10	11-12			M					
MCC24 A/B/C	Diesel Technology - Year 1	10	11-12		†	M					
MCC36 A/B/C	Diesel Technology - Year 2	10	12			M					
MCC27 A/B/C	Digital Cinema and Filmmaking	10	11-12			M					
MCC06 A/B/C	Diversified Manufacturing/Process Operations	10	11-12			M					
MCC07 A/B/C	Early Childhood Education	15	12			M					
MCC23 A/B/C	Electrical Technology - Year 1	15	11-12			M					
MCC37 A/B/C	Electrical Technology - Year 2	10	12			M					
MCC29 A/B/C	Emergency Medical Technician (EMT)	15	12			M					
MCC32 A/B/C	Fire Science Technology - Year 1	10	11-12			M					
MCC33 A/B/C	Fire Science Technology - Year 2	10	11-12			M					
MCC40 A/B/C	Full Stack Web Development - Year 1	15	11-12			M					
MCC41 A/B/C	Full Stack Web Development - Year 2	15	12			M					
MCC08 A/B/C	Heating, Air Conditioning & Refrigeration (HVAC) - Yr 1	10	11-12			M					
MCC09 A/B/C	Heating, Air Conditioning & Refrigeration (HVAC) - Yr 2	10	12			M					
MCC21 A/B/C	Horticulture, Land Systems and Management	10	11-12			M					
MCC38 A/B/C	Horticulture, Land Systems and Management	10	12			M					
MCC11 A/B/C	IT Technician	15	11-12			M					
MCC02 A/B/C	Office Administrative Professional - Year 1	15	11-12			M					
MCC03 A/B/C	Office Administrative Professional - Year 2	15	12			M					
MCC31 A/B/C	Pre-Apprenticeship Plumbing	15	11-12			M					
MCC12 A/B/C	Prototype Design	15	11-12			M					
MCC16 A/B/C	Theatre Technology - Year 1	20	11-12			M					
MCC17 A/B/C	Theatre Technology - Year 2	20	12			M					
MCC25 A/B/C	Welding and Fabrication - Year 1	10	11-12			M					
MCC26 A/B/C	Welding and Fabrication - Year 2	10	12			M					

These academies are located at a Metropolitan Community College campus.

Application is open to all Millard students in 11th or 12th grades.

M = Metropolitan Community College

† See course descriptions for additional requirements

These academies are available to all Millard high school students and are located at a Metropolitan Community College campus. Course descriptions for the MCC Academies can be found online at <https://www.mccneb.edu/Academics/Programs-of-Study.aspx>

METROPOLITAN COMMUNITY COLLEGE ACADEMIES

DUAL CREDIT

Students may earn college credit by completing a Metropolitan Community College Academy. Students who meet the following conditions are eligible to participate in an academy:

- Be a high school junior or senior
- Be 16 years old
- Have transportation to and from classes and internship/apprenticeship site
- Complete an application and be selected to participate (See counselor for application)
- Pay MCC tuition -- current tuition is one half the MCC full time student rate

METROPOLITAN COMMUNITY COLLEGE (MCC) COURSES

MCC01 3-D ANIMATION AND GAMES **11-12** 15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Elkhorn Valley Campus. The student will complete the following courses:

DIMA 1620	Intro. to 3-D Modeling & Animation	DIMA 2700	3-D Games Development
DIMA 1600	Intro. To the Game Industry	DIMA 2640	3-D Lab
DIMA 2625	3-D Modeling for Animation & Games	DIMA 1400	Game Design Fundamentals

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC04 ARCHITECTURE TECHNOLOGY **12** 15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. The student will complete the following courses:

ARCH 1160	AutoCAD for Architecture	ARCH 1130	Intermediate REVIT
ARCH 1120	Beginning REVIT	ARCH 1200	Wood Frame Architecture

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC18 AUTO COLLISION TECHNOLOGY - YEAR 1 **11-12** 10 Credits

MCC35 AUTO COLLISION TECHNOLOGY - YEAR 2 **12** 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Applied Technology Center and participate in a paid internship program. The student will complete the following courses:

AUTB 1200	Non-Structural Repair I	AUTB 1040	Auto Collision Repair Welding
AUTB 2300	Automotive Refinishing	AUTB 1100	Structural Repair I
AUTB 1210	Non-Structural Repair II	AUTB 2310	Automotive Refinishing II
AUTB 1220	Non-Structural Repair III	AUTB 2450	Collision Estimating I

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC19 AUTOMOTIVE TECHNOLOGY **11-12** 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC South Omaha Campus. Over the two years, students will complete the following courses:

AUTT 1310	Power Train Repair I	AUTT 1220	Automotive Electricity and Electronics II
AUTT 1210	Automotive Electricity and Electronics I	AUTT 1510	Brake Systems I
AUTT 1010	Intro. to Auto Service & Minor Repair	AUTT 1320	Power Train Repair II

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC28 CERTIFIED NURSING ASSISTANT (CNA) **11-12** 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC South Omaha Campus. The student will complete the following courses:

HIMS 1120	Medical Terminology I	WORK 1400	Employability Skills
HIMS 1130	Medical Terminology II	HLTH 1200	Long Term Care/Certified Nursing Assistant
EMSP 1000	Cardiopulmonary Resuscitation		
EMSP 1012	Community Emergency Response Team	HLTH 1200	Clinicals

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC05 CIVIL ENGINEERING TECHNOLOGY **12** 15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. The student will complete the following courses:

SCET 1120	AutoCAD Essentials	SCET 1000	Civil Engineering Fundamentals
SCET 1150	AutoCAD Civil 3-D Fundamentals	SCET 2410	Civil Site Design

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC14 CONSTRUCTION TECHNOLOGY - YEAR 1 11-12 15 Credits

MCC15 CONSTRUCTION TECHNOLOGY - YEAR 2 12 15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. The student will complete the following courses:

CNST 1005	Introduction to Construction Industry	CNST 1370	Exterior Finish
CNST 1050	Introduction to Carpentry	CNST 1240	Interior Finish & Cabinetry
EMSP 1010	Heartsaver First Aid with CPR & AED	CNST 1360	Floor, Wall, Stair & Ceiling Framing
CNST 1110	Construction Safety	CNST 2360	Roof Framing
CNST 1400	Introduction to Masonry	CNST 2981	Internship (<i>during following Summer</i>)

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC22 CRIMINAL JUSTICE 12 15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Sarpy Center Campus. Students will complete the following courses:

CRIM 1010	Introduction to Criminal Justice	CRIM 2300	Community Relations
CRIM 2030	Police and Society	CRIM 1030	Courts and the Judicial Process
CRIM 1020	Introduction to Corrections	CRIM 2120	Community Based Corrections

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

MCC39 CULINARY ARTS FOUNDATIONS 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. Students will complete the following courses:

CHRM 1000	Orientation	MATH 1242	Applied Math for Hospitality
CHRM 1020	Sanitation	CHRM 2350	Culinary Nutrition
CHRM 1030	Introduction to Professional Cooking	HUMS 1160	Humanities and Food Culture
CHRM 1210	Baking Basics		

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

MCC24 DIESEL TECHNOLOGY - YEAR 1 11-12 10 Credits

MCC36 DIESEL TECHNOLOGY - YEAR 2 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Applied Technology Center and participate in a paid internship program. The student will complete the following courses (**DESL 0900*):

DESL 0900*	Basics of Diesel Mechanics*	DESL 1000	Diesel Preventive Maintenance
DESL 2100	Heavy Duty Drivetrain	DESL 1230	Diesel Engine Fundamentals
DESL 2200	Steering and Suspension	WELD 1261	Combination Welding - Automotive
DESL 1210	Electricity and Electronics	DESL 2150	Truck ABS and Brakes
DESL 1620	Climate Control/Heating and Air Conditioning		

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: *This course must be completed and passed the summer before Year 1 begins in the fall. Approved application and interview. Contact your counselor for more information.

MCC27 DIGITAL CINEMA AND FILMMAKING 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Elkhorn Valley Campus. Students will complete the following courses:

PHOT 1500	Moving Image Lab	VACA 1110	Intro to Scriptwriting
VACA 1130	Video I - Studio	VACA 2900	Art in Film
VACA 2130	Video II - Field		

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

MCC06 DIVERSIFIED MANUFACTURING/PROCESS OPERATIONS **11-12** 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. The student will complete the following courses:

PROT 1010	Safety Topics for Process & Power Operations	PROT 2050	Problem Solving
PROT 1000	Introduction to Process & Power Operations	WORK 1401	Employability Skills for Power & Process
PROT 1250	Basic Electricity for Power & Process	PROT 2981	Internship (Optional)

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC07 EARLY CHILDHOOD EDUCATION **12** 15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Learning Center. The student will complete the following courses:

ECED 1150	Intro. to Early Childhood Education	ECED 1050	Expressive Arts
ECED 1110	Infant/Toddler Development	ECED 1060	Observation, Assessment/Guidance
ECED 1120	Preschool Child Development	ECED 1260	Children's Health & Nutrition

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC23 ELECTRICAL TECHNOLOGY - YEAR 1 **11-12** 15 Credits**MCC37 ELECTRICAL TECHNOLOGY - YEAR 2** **12** 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. Students will complete the following courses:

ELTR 1200	Basic Electricity	CNST 1020	Blueprint Reading
ELTR 2240	National Electrical Code	ELTR 1210	Residential Wiring
ELTR 1220	Commercial Wiring	ELTR 2250	Commercial Wiring II
EMSP 1010	Heartsaver First Aid with CPR and AED	CNST 1110	Construction Safety
ELTR 1250	Electric Service and Installation		

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

MCC29 EMERGENCY MEDICAL TECHNICIAN (EMT) **12** 15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete the following courses:

EMSP 1000	Cardiopulmonary Resuscitation	EMSP 1012	Community Emergency Response Team
EMSP 1100	Emergency Medical Technician (EMT)	HIMS 1120	Medical Terminology I
HIMS 1130	Medical Terminology II	WORK 1400	Employability Skills

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

MCC32 FIRE SCIENCE TECHNOLOGY - YEAR 1 **11-12** 10 Credits**MCC33 FIRE SCIENCE TECHNOLOGY - YEAR 2** **12** 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Applied Technology Campus. Students will complete the following courses:

FIST 1020	Fire Behavior & Combustion	FIST 1000	Principles of Emergency Services
FIST 1070	Fire Protection Systems	FIST 2020	Fire Prevention, Inspection & Codes
FIST 2040	Principles of Fire & Emergency Services Safety & Survival	FIST 1060	Occupational Safety & Health for Emergency Services
FIST 1050	Building Construction for Fire Protection	FIST 2000	Incident Command System
FIST 2010	Fire Investigation I	FIST 2030	Legal Aspects of Emergency Services
FIST 2070	Hazardous Materials Operations	FIST 2900	Selected Topics in Fire Science

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

MCC40 FULL STACK WEB DEVELOPMENT – YEAR 1 11-12 15 Credits
MCC41 FULL STACK WEB DEVELOPMENT – YEAR 2 12 15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. Students will complete the following courses:

INFO 1003	Problem Solving and Programming Logic	INFO 1531	Java Programming II
INFO 1311	Web Page Creation	INFO 2124	JavaScript I
INFO 1521	Java Programming	INFO 1541	Java III
INFO 1325	Software Engineering Foundation I	INFO 2134	JavaScript II
INFO 1620	Introduction to Database Design	INFO 1528	ASP.NET Programming I
INFO 1335	Software Engineering Foundations II	INFO 1009	Introduction to Cloud Computing

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

MCC08 HEATING, AIR CONDITIONING & REFRIGERATION (HVAC) - YEAR 1 11-12 10 Credits
MCC09 HEATING, AIR CONDITIONING & REFRIGERATION (HVAC) - YEAR 2 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. The student will complete the following courses:

HVAC 1101	HVACR Electrical Systems & Components	HVAC 1103	Introduction to HVACR Principles & Theory
HVAC 1102	HVACR Shop Practices	HVAC 1104	Sheet Metal Fundamentals I
HVAC 1201	Heating System Fundamentals	HVAC 2604	Sheet Metal Fundamentals II
HVAC 1202	Commercial Refrigeration Installation & Service		

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC21 HORTICULTURE, LAND SYSTEMS AND MANAGEMENT - YEAR 1 11-12 10 Credits
MCC38 HORTICULTURE, LAND SYSTEMS AND MANAGEMENT - YEAR 2 12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. The student will complete the following courses:

HLSM 1010	Introduction to Horticulture	HLSM 1350	Turfgrass and Landscape Mgmt
HSLM 2430	Plant Physiology	HLSM 1100	Perennials
HLSM 1000	HLSM Orientation	HLSM 2425	Entomology
HLSM 1120	Pomology	HLSM 2410	Plant Propagation
HLSM 1030	Intro to Floral Design	HLSM 1050	Intro to Landscape Design
HLSM 2510	Olericulture		

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC11 IT TECHNICIAN 11-12 15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. The student will complete the following courses:

INFO 1000	Workplace Skills for IT Professionals	INFO 1023	Networking Essentials
INFO 1002	Introduction to Information Technology	INFO 1121	Linux Operating System II
INFO 1111	Linux Operating System I	INFO 2023	Network + Certification Preparation

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC02 OFFICE ADMINISTRATIVE PROFESSIONAL - YEAR 1 11-12 15 Credits
MCC03 OFFICE ADMINISTRATIVE PROFESSIONAL - YEAR 2 12 15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Sarpy Center. The student will complete the following courses:

INFO 1001	Information Systems and Literacy	INFO 1211	Microsoft Word
INFO 1010	Customer Service Skills	INFO 1212	Microsoft Excel
INFO 1013	Skillbuilding	INFO 1215	Document Processing
INFO 1008	Business Office Communications	INFO 1219	Professional Practices
INFO 1012	Records Management	INFO 2260	Workplace Technologies
INFO 1214	Business Presentations & Publications	HMRL 1010	Human Relations Skills
INFO 1213	Microsoft Access		

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC31 PRE-APPRENTICESHIP PLUMBING**11-12**

15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. Students will complete the following courses:

PLBG 1010	Introduction to Plumbing	PLBG 1020	Basic Residential Plumbing
PLBG 1030	Basic Commercial Plumbing	CNST 1110	Construction Safety
EMSP 1010	Heartsaver First Aid with CPR and AED		

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

MCC12 PROTOTYPE DESIGN**11-12**

15 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the MCC Fort Omaha Campus. The student will complete the following courses:

WIDX 1000	Introduction to Prototype Design	WIDX 1210	Prototyping with SolidWorks
WIDX 1225	How to Build Almost Anything	DIMA 1305	Concept Development
WIDX 1105	Digital Electronics in Prototyping	WIDX 1320	Intermediate SolidWorks

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC16 THEATRE TECHNOLOGY - YEAR 1**11-12**

20 Credits

MCC17 THEATRE TECHNOLOGY - YEAR 2**12**

20 Credits

Description: This program is provided through a collaborative agreement with the Omaha Community Playhouse and Metropolitan Community College. Students will attend classes at the Omaha Community Playhouse. Students will complete the following courses:

THEA 1110	Theatre Technology I	THEA 1120	Theatre Technology II
THEA 2981, 2982, 2983	Cooperative Study I, II, & III	THEA 1130	Theatre Technology III
THEA 2160	Principles of Stage Lighting	THEA 2150	Stage Rigging
THEA 2984, 2985, 2986	Cooperative Study IV, V, & VI		

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

MCC25 WELDING AND FABRICATION TECHNOLOGY - YEAR 1**11-12**

10 Credits

MCC26 WELDING AND FABRICATION TECHNOLOGY - YEAR 2**12**

10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete the following courses:

WELD 1100	Industrial Cutting Processes	WELD 1300	Oxy Fuel Welding
WELD 1500	Shielded Metal Arc Welding (SMAW)	WELD 1400	Gas Tungsten Arc Welding (GTAW)-Steel I
WELD 1410	Gas Tungsten Arc Welding (TIG)	WELD 1420	Gas Tungsten Arc Welding (TIG)
WELD 1200	Gas Metal Arc Welding (MIG)-Steel I	WELD 2200	Gas Metal Arc Welding II (MIG)
WELD 2500	Shielded Metal Arc Welding (Stick) - Horizontal	WELD 2510	Shielded Metal Arc Welding (Stick) - Overhead
WELD 1510	Shielded Metal Arc Welding (Stick) - Vertical	WELD 1910	Special Topics in Welding - SkillsUSA Training I
WELD 1700	Introductory Fabrication		

Students will be responsible for transportation, instructional materials, tuition, and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

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Planning Resources

POST-SECONDARY PLANNING

PERSONAL LEARNING PLANS

Personal Learning Plans (PLPs) help students understand themselves, develop and meet goals, and document their accomplishments. Students use the Personal Learning Plan (PLP) as a guide to prepare for graduation, post-secondary education and a career. To be best prepared for college and/or careers, students should challenge themselves in the following ways:

1. Take more than the minimum graduation requirements.
2. Take as many core classes as possible. This is the best preparation for the ACT[®]/SAT[®] test and will also enhance your success in college classes.
3. Take a variety of courses from different subject areas. High school is the time to develop interests and try something new.
4. Take the most challenging classes. Colleges and universities look for students who continue to challenge themselves with higher level courses.
5. Take at least one Advanced Placement[®] course.
6. Enroll in dual credit courses.
7. Pursue a diploma path.

To challenge yourself, take the ACT[®] core, Advanced Placement[®], and Dual Enrollment courses while also preparing for a career. Many courses enable students to accomplish all of the above. Details about each of these opportunities are identified below.

ACT[®] SCORES AND CORE CURRICULUM

ACT[®] scores are one of the best predictors of college success. To be well prepared for the ACT[®], take classes ACT[®] considers core curriculum. The ACT[®] core curriculum consists of the following:

English	4 years or more
Mathematics	3 years or more including Algebra I, Geometry, and Algebra II
Social Studies	3 years or more
Natural Sciences	3 years of science including Biology, Chemistry, and Physics

ADVANCED PLACEMENT[®]

The Advanced Placement[®] program is an endeavor among secondary schools, colleges, and universities. AP courses provide students with the opportunity to take college-level courses in a high school setting. Based on performance on AP examinations, students may earn college credit, advanced placement at college or university, or both. This provides students the opportunity to reduce college tuition and graduate from college earlier. Research indicates that students who take an AP course and exam perform better in college than students who have not, even if only a 1 or 2 is earned (5 being the highest score).



Millard Public Schools began building an Advanced Placement[®] culture during the 2005-2006 school year as a result of the 2004 District Strategic Plan. As the district moved into the next phase of creating an AP culture, we highly encouraged all students to take at least one AP course and exam during their high school experience. In an effort to eliminate a potential financial barrier for students, the MPS Foundation continues their commitment to support the AP culture by contributing to AP exam fees not funded through UNO Dual Enrollment course registration. We thank the MPS Foundation and their donors for supporting this worthwhile endeavor as our students continue to strive toward completing the most rigorous courses during their high school years.

PERSONAL LEARNING PLAN RUBRIC

As part of the Millard Public Schools Graduation Requirements, each student must complete the following parts of his/her Personal Learning Plan (PLP). The PLP will be completed using the *Naviance Family Connection* web site. Student progress will be monitored and recorded in Naviance by a school representative, such as an advisor, counselor, assistant principal or principal.

Students and parents may access *Naviance Succeed* from the link on each high school web page. The following table identifies tasks to be accomplished at each grade level.

PLP Tasks	Description	9th Grade	10th Grade	11th Grade	12th Grade
S.M.A.R.T. Goals	Specific, Measurable, Attainable, Results-Oriented, Timebound	X	X	X	X
Resumé	Record of accomplishments and activities, updated when changes occur	X	X	X	X
Four Year Course Plan	Tool to determine sequence of courses to assist in college and career preparation through rigorous high school courses	X	X	X	X
Service Learning Record Reflection	Students will complete their service learning requirements and document their experience	X	X	X	X
Career Interest Profiler	Inventory to identify personal career preferences	X			
Learning Styles Inventory	Inventory to identify personal learning style preferences	X			
Do What You Are 2.0 Inventory & Reflection	Inventory to identify personality traits		X		
Pre-ACT™ <i>Academic Results and World of Work</i>	Academic assessment to identify areas of academic need and serves as a predictor of performance on the ACT®		X		
Game Plan Survey	Students will use this tool to develop a game plan for achieving their goals after graduation				X
Counselor Interview	Individual interview to confirm post-secondary plans				X
Millard Senior Survey	Survey to understand the students transition to High School including academics, support, and extracurricular activities				X
Graduation Survey	Survey with questions about students high school experience				X
8 th - 9 th Transition	Survey updating future plans for college and career including college scholarship information	X			

- At least one month prior to graduation, the Senior PLP must be completed in *Naviance Family Connection*.
- Transfer students are expected to complete a Personal Learning Plan, with the understanding that the principal (or designee) may waive unreasonable requirements, based on student entrance.

MPS DIPLOMA PATHS OVERVIEW

A world-class school district facilitates student goal-setting. Each high school student in the Millard Public Schools will choose a diploma path to pursue during his or her high school years. In addition to the **Regular Diploma**, students may choose from two other diploma paths.

One diploma path, the **Liberal Arts** path, specifically addresses the needs of students who plan to earn a baccalaureate degree after graduation. The second diploma path, the **Specialty** path, focuses on the needs of students who plan to specialize in a particular career field. In the Specialty areas, students must complete an approved sequence of study in a career field. Both paths include incentive categories by which students can achieve a more rigorous diploma by taking more classes and achieving a higher GPA. These incentive categories are labeled "Commended" and "Distinguished". The minimum requirements for the diploma paths and categories are outlined below.

Criteria	Regular	Liberal Arts Commended	Liberal Arts Distinguished	Specialty Commended	Specialty Distinguished
English	35	40	40*	35	35
Mathematics	30	40	40*	30	30
Social Studies	30	30	30*	30	30
Science	30	35	35*	30	30
World Language		20	20*		
Additional Core Credits			40 from any asterisked areas		
Physical Education	15	15	15	15	15
Healthy Living	5	5	5	5	5
Arts	5	5	5	5	5
Human Resources	5	5	5	5	5
Oral Communications	5	5	5	5	5
Financial Literacy	5	5	5	5	5
Required Electives	65	35	5	45	35
Specialty Area				30	50
AP/IB DP Credits (included in total credits)		(20) from any area	(40) from any area		
Total Credits	230	240	250	240	250
GPA		3.0 Overall	3.5 Overall	3.0 in Spec. Area; 2.0 Overall	3.5 in Spec. Area; 2.5 Overall

The Specialty Diploma Path Career Field areas include: **Business, Marketing, and Management** (Business Management & Administration, Finance and Marketing); **Communication and Information Systems** (Business Technology, Computer Science, Digital Design, Journalism, Vocal Music, Instrumental Music, Drama, Oral Communications, Visual Arts); **Health Sciences** (Therapeutic Services and Diagnostic & Research Services); **Human Sciences and Education** (Human Sciences, Education & Training, and Law, Public Safety & Security); **and Industrial, Manufacturing, and Engineering** (Construction; Business & Logistics; Engineering; Manufacturing; Power, Energy and Mechanized Systems; Electrical; Diesel; Automotive; Fire Science; Plumbing).

These diploma paths function as one tool to help students set goals challenging themselves to reach their full potential. It supports the philosophy that the path to graduation begins much earlier than senior year. Determining one's diploma path will begin through completion of the Personal Learning Plan.

To learn which diploma paths are offered at each high school, refer to each school's web site.

Courses offered are subject to availability.

SPECIALTY DIPLOMA PATH

The Specialty Diploma Path is for students who plan to specialize in the following career fields:

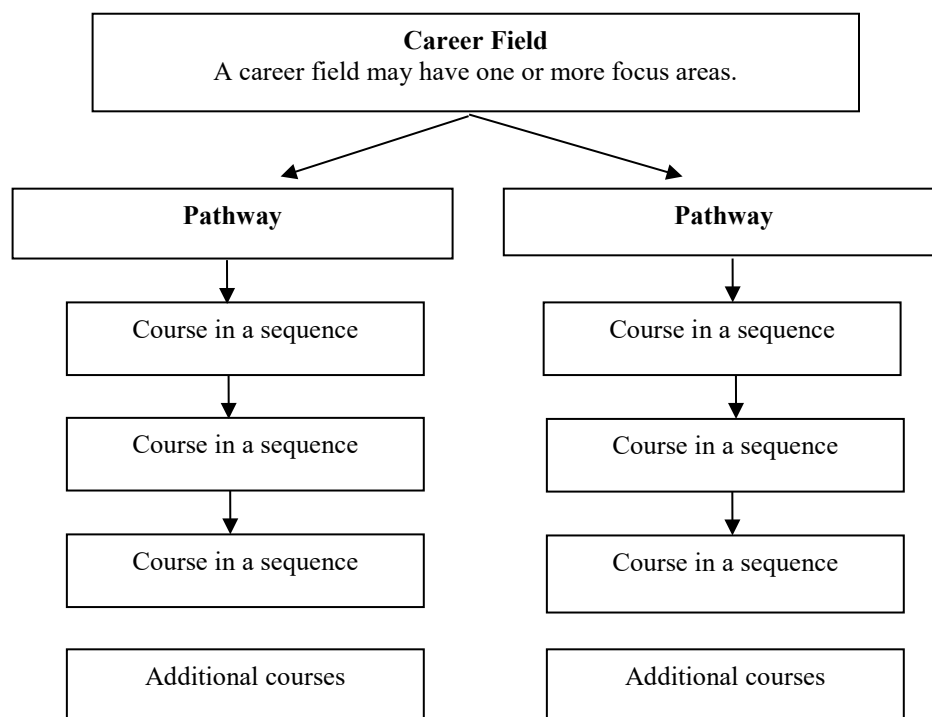
Business, Marketing, and Management
 Communication and Information Systems: Arts, AV Technology, and Communication
 Health Sciences
 Human Sciences and Education
 Skilled and Technical Sciences

All students must meet the requirements for a regular diploma. The Specialty Diploma recognizes accomplishments over and above the minimum requirements for a regular diploma.

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the focus areas in the career field. A Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the focus areas in the career field. A Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

The diagram below illustrates the organizational structure of a career field. Each career field is represented in this way on the tables on the following pages. Please refer to the curriculum handbook for course descriptions and an explanation of Metropolitan Community College academies.



Refer to Diploma Path Overview, page 139

Courses offered are subject to availability.

BUSINESS, MARKETING, AND MANAGEMENT SPECIALTY DIPLOMA

Specialty Commended Diploma

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). If Personal Finance is taken to fulfill the Financial Literacy graduation requirement, it may be part of the sequence of courses, but is not included in the 30 credits.

- Millard Public Schools Business and Entrepreneurship Career Academy fulfills the sequence requirement.
- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

Specialty Distinguished Diploma

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). Millard Public Schools Business and Entrepreneurship Career Academy fulfills the sequence requirement.

BUSINESS MANAGEMENT AND ADMINISTRATION PATHWAY	FINANCE PATHWAY	MARKETING PATHWAY
Introduction to Business, Marketing and Management (5) Management and Leadership (5) Management and Leadership Internship (10) Business Law (5) International Business (5) IB Business Management SL/HL I (10) IB Business Management SL/HL II (10) Millard Public Schools Business and Entrepreneurship Career Academy	Accounting I (5) Accounting II (5) Accounting III (5) Managerial Accounting (5) AP Macroeconomics (5) AP Microeconomics (5)	Merchandise Marketing (5) Sports and Entertainment Marketing (5) Marketing (10) Advanced Marketing (10) Marketing Internship (10)

Refer to Diploma Path Overview, page 139

Courses offered are subject to availability.

COMMUNICATION AND INFORMATION SYSTEMS SPECIALTY DIPLOMA

In order to graduate, all students must take a fine and performing arts course.
The following courses exceed this requirement.

Specialty Commended Diploma

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the fine arts graduation requirement may be part of the sequence of courses, but is not included in the 30 credits.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

Specialty Distinguished Diploma

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the fine arts graduation requirement may be part of the sequence of courses, but is not included in the 50 credits.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

ARTS, A/V TECHNOLOGY, AND COMMUNICATION		
JOURNALISM		
Intro to Journalism, Photojournalism, and Broadcast Journalism (5) Advanced Journalism (10) (repeatable) Yearbook (10) (repeatable) Broadcast Journalism (5) (repeatable)		
<i>*Courses taken must exceed the English Elective and Oral Communications graduation requirements.</i>		
To complete the requirement for 30 or 50 credits students may take any of the courses above or the following:		
Creative Writing (5)* Forensics: Competitive Speech (10)* Media Analysis (5)*		
PERFORMING ARTS		
Vocal Music	Instrumental Music	Drama
Voce, Cantori, Singers - 4 semesters	Wind Ensemble – 6 semesters, Or Philharmonic Orchestra – 6 semesters (30)	Theatre and Performance I (5) Theatre and Performance: Advanced Studies (5)
Distinguished Diploma: Music Theory (5) AP Music Theory (5), Music Consumer (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits	Or Marching Band, Or Concert Band, Or Symphonic Band – 6 semesters (30)	Theatre Technology (5) Or
Or AP Music Theory (5) IB Music SL (10) and Music Connections (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits	Distinguished Diploma: Music Theory (5) AP Music Theory (5), Music Consumer (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits	IB Film (10) Or
	Or AP Music Theory (5) IB Music SL (10) Music Consumer (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits	MCC Theatre Technology Year I Academy
		To complete the requirement for 30 or 50 credits students may take any of the courses above or the following:
		Theatre Appreciation (5) Forensics: Competitive Speech (10) MCC Theatre Technology Year II Academy

Refer to Diploma Path Overview, page 139

Courses offered are subject to availability.

COMMUNICATION AND INFORMATION SYSTEMS SPECIALTY DIPLOMA

In order to graduate, all students must take a fine and performing arts course.

The following courses exceed this requirement.

Specialty Commended Diploma

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the fine arts graduation requirement may be part of the sequence of courses, but is not included in the 30 credits.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

Specialty Distinguished Diploma

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the fine arts graduation requirement may be part of the sequence of courses, but is not included in the 50 credits.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

ARTS, A/V TECHNOLOGY, AND COMMUNICATION		
VISUAL ARTS	ORAL COMMUNICATIONS	
Art Foundations (5) Drawing (5) Advanced Drawing (5) <p style="text-align: center;">Or</p> Art Foundations (5) Drawing (5) Painting (5) <p style="text-align: center;">Or</p> Art Foundations (5) Pottery and Sculpture (5) Advanced Pottery and Sculpture (5) <p style="text-align: center;">Or</p> Introduction to IB Visual Arts (10) IB Visual Arts SL (10) IB Visual Arts HL I (10)	Speech (5) Forensics: Competitive Speech (repeatable) Debate (5) Competitive Debate (repeatable)	
<p>*Courses taken must exceed the Oral Communications graduation requirement.</p>		
<p>To complete the requirement for 30 or 50 credits students may take any of the courses above not already taken or any of the following:</p> Color and Design (5) Art History: Art Through the Ages (5) Commercial Graphic Design (5) Advanced Studio Art (10) IB Visual Arts HL II (10)		
COMMUNICATION AND INFORMATION SYSTEMS		
BUSINESS TECHNOLOGY	COMPUTER SCIENCE	DIGITAL DESIGN
Business Technologies (5) Emerging Technologies (5)	Introduction to Computer Science (5) AP Computer Science A (10) AP Computer Science Principles (10) Cybersecurity (5) IB Computer Science HL I (10) IB Computer Science HL II (10)	Digital Media (5) Advanced Digital Media (5) Digital Production (5)
<p>To complete the requirement for 30 or 50 credits students may take any of the courses in the Communication and Information Systems pathways.</p>		

Refer to Diploma Path Overview, page 139

Courses offered are subject to availability.

HEALTH SCIENCES SPECIALTY DIPLOMA

This diploma path is unique because it includes courses from multiple departments.

Specialty Commended Diploma

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in the pathway. (See chart below). The Distinguished Diploma path is available for the Therapeutic Services Pathway.

- The Millard Public Schools Health Sciences Career Academy fulfills the sequence requirement.
- The UNMC High School Alliance fulfills the sequence requirement.

Specialty Distinguished Diploma

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete the Millard Public Schools Health Sciences Academy or University of Nebraska Medical Center (UNMC) High School Alliance.

- The Millard Public Schools Health Sciences Career Academy fulfills the sequence requirement.
- The UNMC High School Alliance fulfills the sequence requirement.

THERAPEUTIC SERVICES	DIAGNOSTIC & RESEARCH SERVICES
Human Physiology (10) Athletic Training & Sports Injury (5) Athletic Training & Sports Injury Internship (10) To complete the requirement for 30 credits, students may take any of the courses below if not already taken: Advanced Performance (5) Cross Training I (5) Cross Training II (5) Lifetime Fitness (5) Lifeguard Training (5)	Millard Public Schools Health Sciences Career Academy UNMC High School Alliance-Completion of 40 Credits

Refer to Diploma Path Overview, page 139

Courses offered are subject to availability.

HUMAN SCIENCES AND EDUCATION SPECIALTY DIPLOMA

In order to graduate, all students must take a human resources course.
The following courses exceed this requirement.

Specialty Commended Diploma

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). If either Child Development or Adult Life and Parenting (Adult Living) is taken to fulfill the human resources graduation requirement, it may not be included in the 30 credits.

- The Millard Public Schools Education Career Academy fulfills the sequence requirement.
- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

Specialty Distinguished Diploma

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). If either Child Development or Adult Life and Parenting (Adult Living) is taken to fulfill the human resources graduation requirement, it may not be included in the 50 credits.

- The Millard Public Schools Education Career Academy fulfills the sequence requirement.
- The Metropolitan Community College (MCC) Criminal Justice Academy fulfills the sequence requirement.

HUMAN SCIENCES		
Foods & Nutrition	Housing & Textile Design	Human Development & Family
Introduction to Food & Nutrition (5) Culinary Skills (5) Advanced Culinary Skills (5)	Interior Design (5) Textile & Clothing Design (5) Creative Design (5)	Child Development (5) Adult Life and Parenting (5)
To complete the requirement for 30 or 50 credits, students may take any of the courses above not previously completed.		
EDUCATION & TRAINING		LAW, PUBLIC SAFETY & SECURITY
Millard Public Schools Education Career Academy		MCC Criminal Justice Academy

The following courses may be completed to earn 30 or 50 credits if not taken for the human resources graduation requirement:

- Child Development (5)
- Adult Life and Parenting (Adult Living) (5)

To earn a distinguished diploma, the student will need to complete all courses listed above.

Refer to Diploma Path Overview, page 139

Courses offered are subject to availability.

INDUSTRIAL, MANUFACTURING, AND ENGINEERING SYSTEMS SPECIALTY DIPLOMA

Specialty Commended Diploma

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the technology graduation requirement may not be included in the 30 credits.

- The Millard Public Schools Business and Logistics Management Career Academy fulfills the sequence requirement.
- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

Specialty Distinguished Diploma

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the technology graduation requirement may not be included in the 30 credits.

- The Millard Public Schools Business and Logistics Management Career Academy fulfills the sequence requirement.
- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

CONSTRUCTION PATHWAY	ENGINEERING PATHWAY	
Introduction to Carpentry (5) Carpentry (5) Advanced Carpentry (5) STEM Design and Development (10) <p style="text-align: center;">Or</p> Home Maintenance (5) Construction Systems (5) Construction and Management (5) STEM Design & Development (10)	Introduction to Engineering (5) Engineering and Design A (5) Engineering and Design B (5) STEM Design and Development (10)	Introduction to Engineering (5) Civil Engineering & Architecture A (5) Civil Engineering & Architecture B (5) STEM Design and Development (10)
BUSINESS & LOGISTICS MANAGEMENT	MANUFACTURING PATHWAY	
Millard Public Schools Business and Logistics Management Career Academy	Introduction to Metalworking (5) Welding I (5) Welding II (5) STEM Design and Development (10) <p style="text-align: center;">Or</p> MCC Welding Technology Year I Academy <p style="text-align: center;">Or</p> MCC Welding Technology Year II Academy	Introduction to Metalworking (5) Precision Machining A (5) Precision Machining B (5) Computer Integrated Machining (5) <p style="text-align: center;">Or</p> Advanced Precision Machining (5) STEM Design and Development (10)

Refer to Diploma Path Overview, page 139

Courses offered are subject to availability.

INDUSTRIAL, MANUFACTURING, AND ENGINEERING SYSTEMS SPECIALTY DIPLOMA *(continued)*

These Metropolitan Community College (MCC) Academies fulfill the sequence requirement for the Distinguished Diploma Paths:

Automotive	Diesel
MCC Automotive Technology Year I Academy MCC Automotive Technology Year II Academy MCC Auto Collision Technology Year I Academy	MCC Diesel Service Technology Academy
Electrical / Power	Fire Science
MCC Electrical Technology Academy	MCC Fire Science Technology
Plumbing	
MCC Pre-Apprenticeship Plumbing	

Refer to Diploma Path Overview, page 139

Courses offered are subject to availability.

DUAL ENROLLMENT OPPORTUNITIES

University of Nebraska at Omaha

Students have the option to enroll for college credit while taking high school courses. The number of college credits is determined by the corresponding college course. The grade earned appears on both the high school and UNO transcripts. This credit may be transferable to other colleges and universities. Students are urged to check with the college they plan to attend regarding their transfer policies. Selected Advanced Placement[®] courses, Academy courses and Athletic Training & Sports Injury Internship are available for dual credit. Please contact an administrator at the building for more information.

Students are required to take the Advanced Placement[®] exam if earning dual enrollment in an Advanced Placement[®] course. Tuition costs for 2020-2021 are \$250.00 per UNO course (2021-2022 costs to be determined). This rate is subject to change by University of Nebraska at Omaha.

Metropolitan Community College

Students have the option to earn dual enrollment credit while taking specific high school or Metropolitan Community College (MCC) courses. The number of credits is determined by the corresponding college course. The grade earned appears on both the high school and MCC transcripts. This credit may transfer to other colleges and universities. Students are urged to check with the college they plan to attend regarding transfer policies.

Tuition costs for 2020-2021 are \$50.00 per course for courses taught independently by Millard staff or \$38.00 fee per MCC credit when courses taught jointly by MCC and Millard staff. (2021-2022 costs to be determined). This rate is subject to change by MCC.

COLLEGE ATHLETICS ELIGIBILITY

Students who wish to compete as freshmen on college athletic teams after completion of high school must meet established eligibility guidelines from the National Collegiate Athletic Association (NCAA), the National Association of Intercollegiate Athletics (NAIA), or the National Junior College Athletic Association (NJCAA). Information concerning eligibility for each of these organizations can be found on the following websites:

NCAA: <http://eligibilitycenter.org>

NAIA: www.naia.org

NJCAA: www.njcaa.org

NCAA

Student athletes who wish to participate in NCAA Division I or Division II sports **MUST BE CERTIFIED** by the NCAA Eligibility Center which will analyze individual academic information to determine if a student meets NCAA eligibility requirements. **DON'T DELAY THIS PROCESS** – if a student is uncertain about participation in Division I or II it is best to complete this process anyway. This process does **NOT** bind a student to participate; however, it is a necessary procedure should a student elect to participate. Failure to be certified may affect visitations to colleges regarding athletics, and college coaches may be reluctant to make commitments to athletes who have not completed the NCAA initial-eligibility certification.

Students are encouraged to visit with a counselor to review the policies which will affect them. Athletes or their parents are encouraged to obtain additional references pertaining to student athletes. The best single reference is *2020-2021 NCAA Guide for the College Bound Student Athlete* published by the NCAA Eligibility Center, PO Box 7136, Indianapolis, Indiana, 46207-7136. The toll-free phone number is (877) 262-1492; Monday through Friday from 8 a.m. to 6 p.m. Eastern time. This document is also available on-line at www.ncaa.org.

NCAA Freshman-Eligibility Standards Quick Reference Information

- The list of Millard courses approved by NCAA can be found on the NCAA website and should be utilized when completing your 4-year plan.

Core Courses

- NCAA Division I requires **16 core courses**. NCAA Division I requires 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, mathematics or natural or physical science that meet the distribution requirement). These 10 courses become “locked in” at the seventh semester and cannot be retaken for grade improvement. See the chart on page 142 for the breakdown of the complete 16 core-course requirement.
 - Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.
- NCAA Division II requires **16 core courses** for students enrolling on or after August 1, 2013. See the breakdown of core-course requirements on page 142.
 - Beginning August 1, 2016, it will be possible for a Division II college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Test Scores

- **Division I and Division II** have a sliding scale for test score and core grade-point average.
- The SAT[®] score used for NCAA purposes includes only the critical reading and mathematics sections. The writing section of the SAT is not used.
- The ACT[®] score used for NCAA purposes is a **sum** of the four sections on the ACT[®]: English, mathematics, reading and science.
- **All SAT[®] and ACT[®] scores must be reported directly to the NCAA Eligibility Center by the testing agency.** Test scores that appear on transcripts will not be used. When registering for the SAT[®] or ACT[®], use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's web site to make certain that courses being taken have been approved as core courses. The web site is www.eligibilitycenter.org.
- **Division I** grade-point-average requirements are based on an index that matches the combined SAT® or ACT® sum score to the core grade point average. The index scale is available through the Counseling or Activities Office or the NCAA web site. Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.3 (corresponding test-score requirements are listed on the index scale).
- The **Division II** core grade-point-average requirement is a minimum of 2.0.

Division I 16 Core Courses	
4	years of English
3	years of mathematics (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered by high school)
1	year of additional English, mathematics or natural/physical science
2	years of social science
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy)
<i>Note: Courses with similar content may be deemed duplicative by the NCAA Eligibility Center.</i>	

Division II 16 Core Courses	
3	years of English
2	years of mathematics (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered by high school)
3	years of additional English, mathematics or natural/physical science
2	years of social science
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy)

Amateurism Certification

Students who enroll at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center web site. Students need to request final amateurism certification prior to enrollment.

Division III

Student athletes who wish to participate in NCAA Division III are not currently certified by the NCAA Initial-Eligibility Clearinghouse. Those wanting to participate in Division III athletics should contact the Division III institutions of interest regarding their policies on admission, financial aid, athletic eligibility, practice, and competition. In Division III, certification of an individual's amateurism status is completed by each college or university, not the Eligibility Center.

NAIA

The National Association of Intercollegiate Athletics requires a participant in athletics during the first year in school to meet two of three basic education requirements.

1. Achieve a minimum of 18 on the ACT® or 970 on the SAT®. The ACT®/SAT® test must be taken on a national testing date. The SAT® score of 860 must be achieved on the Evidence-Based Reading and Writing and Mathematics sections of the SAT® and must be achieved on a single test.
2. Achieve a minimum overall high school grade point average of 2.000 on a 4.000 scale.
3. Graduate in the top half of his/her high school graduating class.

NJCAA

The National Junior College Athletic Association requires a participant in athletics to meet the following criteria.

1. A student-athlete must be a graduate of a high school with an academic diploma or a General Education diploma.
2. Please note that current high school athletes may not try out at a NJCAA member college prior to graduating from high school unless existing State High School Activities Association regulations in the student-athlete's home state permit such tryouts to occur.

QUICK REFERENCE TABLE OF ALL MILLARD C COURSES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
ART										
0701	Art History: Art Through the Ages	5		F						
0704	Color and Design	5		F			•	•	•	•
0705	Art Foundations	5		F			•	•	•	•
0709	Commercial Graphic Design	5			0720			•	•	•
0710	Pottery and Sculpture	5			0705		•	•	•	•
0711	Advanced Pottery and Sculpture	5			0710		•	•	•	•
0720	Drawing	5			0705		•	•	•	•
0721	Advanced Drawing	5			0720			•	•	•
0722	Painting	5			0720			•	•	•
0730 A/B	Advanced Studio Art	10			0721†			•	•	•
0706 A/B	Introduction to IB Visual Arts	10	10-11		0705			•		
0727 A/B	IB Visual Arts SL	10	11-12		0706			•		
0728 A/B	IB Visual Arts HL I	10	11		0706			•		
0729 A/B	IB Visual Arts HL II	10	12		0728			•		
BUSINESS, MARKETING, AND MANAGEMENT										
Business Management and Administration Pathway										
0505	Introduction to Business Marketing and Management	5						•	•	•
0515	Management and Leadership	5	11-12					•	•	•
0516 A/B	Management and Leadership Internship	10	11-12		†			•	•	•
0501	International Business	5						•	•	•
0510	Business Law	5						•	•	•
0554 A/B	IB Business Management SL/HL I	10	11					•		
0555 A/B	IB Business Management SL/HL II	10	12		0554			•		
Finance Pathway										
0500	Personal Finance	5		FL			•	•	•	•
0502	Accounting I	5						•	•	•
0503	Accounting II	5			0502			•	•	•
0542	Accounting III	5			0503			•	•	•
0543	Managerial Accounting	5			0542			•	•	•
0540	AP Macroeconomics	5			0204 or 0211			•	•	•
0541	AP Microeconomics	5			0204 or 0211			•	•	•
Marketing Pathway										
0550	Merchandise Marketing	5						•	•	•
0551	Sports and Entertainment Marketing	5						•	•	•
0552 A/B	Marketing	10	11-12					•	•	•
0553 A/B	Advanced Marketing	10	11-12		0552			•	•	•
V0553 A/B	Advanced Marketing	10	11-12		0552			•	•	•
0514 A/B	Marketing Internship	10	11-12		0552 or 0553†			•	•	•
COMMUNICATION AND INFORMATION SYSTEMS										
Business Technology Pathway										
0566	Business Technologies	5					•	•	•	•
0567	Emerging Technologies	5						•	•	•
Computer Science Pathway										
0266 A/B	IB Computer Science HL I	10	11		0563 †			•		
0267 A/B	IB Computer Science HL II	10	12		0266			•		
0569	Introduction to Computer Science	5						•	•	•
0565 A/B	AP Computer Science Principles	10						•	•	•
0257 A/B	AP Computer Science A	10			0563, 0565, or 0569			•	•	•
0573	Cybersecurity	5			0563, 0565, or 0569			•	•	•
Digital Design Pathway										
0570	Digital Media	5						•	•	•
0568	Digital Production	5			0561, 0562, 0566, 0567, or 0574			•	•	•
0574	Advanced Digital Media	5			0562 or 0570			•	•	•

F = Fulfills Fine and Performing Arts Graduation Requirement

FL = Fulfills Financial Literacy Graduation Requirement

† = See course descriptions for additional requirements

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
FAMILY AND CONSUMER SCIENCES										
0520	Interior Design	5						•	•	•
0525	Culinary Skills	5			0534			•	•	•
0526	Healthy Living	5	9-11	H			•	•	•	•
0527	Child Development	5		HR			•	•	•	•
0528	Adult Life and Parenting	5		HR			•	•	•	•
0534	Introduction to Food and Nutrition	5						•	•	•
0535	Advanced Culinary Skills	5			0525			•	•	•
0536	Textiles and Clothing Design	5						•	•	•
0537	Creative Design	5			0520 or 0536			•	•	•
LANGUAGE ARTS										
0001 A/B	English 9	10					•	•	•	•
0059 A/B	English 9 Literacy Enrichment	10/10			†		•	•	•	•
0003 A/B	Honors English 9	10					•	•	•	•
0002 A/B	English 10	10			0001 or 0059		•	•	•	•
0060 A/B	English 10 Literacy Enrichment	10/10			†		•	•	•	•
0004 A/B	Honors English 10	10			0003		•	•	•	•
0007 A/B	English 11	10			0002 or 0060		•	•	•	•
0061 A/B	Literacy Enrichment 11	10			†		•	•	•	•
0047 A/B	AP English Language and Composition	10			0004 or 0007		•	•	•	•
0048 A/B	AP English Literature and Composition	10			0004 or 0007		•	•	•	•
0016 A/B	IB Language A: literature HL I	10	11		0004		•	•	•	•
0017 A/B	IB-Language A: literature HL II	10	12		0016		•	•	•	•
English Electives										
0033	Creative Writing	5			0004 or 0007		•	•	•	•
0035	College Writing	5			0004 or 0007		•	•	•	•
V0035	College Writing	5			0004 or 0007		•	•	•	•
0062	Literacy for Life	5			0007 or 0061		•	•	•	•
0065	Literature and Film	5			0004 or 0007		•	•	•	•
0067	Global Perspectives Through Literature	5			0004, 0007, or 0061		•	•	•	•
0068	Contemporary Literature	5			0004, 0007, or 0061		•	•	•	•
0069	Media Analysis	5			0004 or 0007		•	•	•	•
0076	Popular Genres in Literature	5			0004, 0007, or 0061		•	•	•	•
Oral Communications										
0020	Speech	5		OC			•	•	•	•
0021 A/B	Forensics: Competitive Speech	10		OC			•	•	•	•
0022	Debate	5		OC			•	•	•	•
0023 A/B	Competitive Debate	10		OC			•	•	•	•
Drama										
0024	Theatre and Performance I	5		F			•	•	•	•
0025	Theatre and Performance: Advanced Studies	5			0024		•	•	•	•
0026	Theatre Technology	5			0024 or 0039		•	•	•	•
0039	Theatre Appreciation	5		F			•	•	•	•
Journalism										
0064	Introduction to Journalism, Photojournalism, and	5					•	•	•	•
0066 A/B	Advanced Journalism (20 credits at WHS)	10			0064†		•	•	•	•
0013 A/B	Yearbook (20 credits at WHS)	10			0064†		•	•	•	•
0077	Broadcast Journalism	5			0064		•	•	•	•
0073 A/B	IB Film SL	10	11-12				•	•	•	•
0074 A/B	IB Film HL I	10	11				•	•	•	•
0075 A/B	IB Film HL II	10	12		0074		•	•	•	•

F = Fulfills Fine and Performing Arts Graduation Requirement

OC = Fulfills Oral Communications Graduation Requirement

H = Fulfills Health Education Graduation Requirement † = See course descriptions for additional requirements

HR = Fulfills Human Resources Graduation Requirement

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
ENGLISH LEARNER										
	Beginning English Learner									
EL01 A/B	EL Beginning Reading	10			†				•	
EL02 A/B	EL Beginning Writing	10			†				•	
EL03 A/B	EL Beginning Communication	10			†				•	
	Emerging English Learner									
EL04 A/B	EL Emerging Reading	10			†				•	
EL05 A/B	EL Emerging Writing	10			†				•	
EL06 A/B	EL Emerging Communication	10			†				•	
	Progressing English Learner									
EL07 A/B	EL Progressing Literacy	10			†				•	
EL08 A/B	EL Progressing Communication	10			†				•	
	Advanced English Learner									
EL09 A/B	EL Advanced Literacy and Communication I	10			†				•	
EL10 A/B	EL Advanced Literacy and Communication II	10			†				•	
MATHEMATICS										
0203 A/B	Alg I: Foundations 1	10			†	•	•	•	•	•
0204 A/B	Alg I/Geo: Foundations 2	10			0203†	•	•	•	•	•
0208 A/B	Modular Mathematics	10	12		†			•	•	•
0211 A/B	Algebra I	10				•	•	•	•	•
0212 A/B	Algebra I Enrichment	10						•	•	•
0220 A/B	Geometry	10			0211 or 0204†	•	•	•	•	•
0221 A/B	Honors Geometry	10			0211	•		•	•	•
0234 A/B	Geo/Alg II: Foundations 3	10			0204†	•	•	•	•	•
0237 A/B	Alg II: Foundations 4	10			0234†	•	•	•	•	•
0231 A/B	Algebra II	10			0220 or 0234	•	•	•	•	•
0233 A/B	Honors Algebra II	10			0221	•		•	•	•
0238 A/B	Precalculus	10			0231	•		•	•	•
0239 A/B	Honors Precalculus	10			0233	•		•	•	•
0243 A/B	AP Statistics	10			0231	•		•	•	•
0244 A/B	College Algebra	10			0231	•	•	•	•	•
V0244 A/B	College Algebra	10			0231	•		•	•	•
0249 A/B	Calculus II and Advanced Topics	10			0252	•		•	•	•
0252 A/B	AP Calculus AB	10			0238 or 0239	•		•	•	•
0253 A/B	AP Calculus BC	10			0239	•		•	•	•
0254 A/B	Calculus III/Differential Equations *	10			0253	•		*	*	*
0268 A/B	IB Mathematics Analysis & Approaches HL I	10	11		0233			•		
0269 A/B	IB Mathematics Analysis & Approaches HL II	10	12		0268			•		
0270 A/B	IB Mathematics Applications & Interpretation HL I	10	11		0233			•		
0271 A/B	IB Mathematics Applications & Interpretation HL II	10	12		0270			•		
0272 A/B	IB Mathematics Applications & Interpretation SL	10	11		0231			•		
MUSIC										
0732	Marching Band	5		F	†			•	•	•
0733	Concert Band	5		F	†			•	•	•
0734	Symphonic Band	5		F	†			•	•	•
0735	Wind Ensemble	5		F	†			•	•	•
0736 A/B	Philharmonic Orchestra	10		F	†			•	•	•
0737 A/B	Symphony Orchestra	10		F	0736†			•	•	•
0756 A/B	Voce	10		F				•	•	•
0757 A/B	Cantori	10		F	†			•	•	•
0758 A/B	Singers	10		F	†			•	•	•
0746	Contemporary Ensemble	5		F				•	•	•
0798	Music Theory	5		F				•	•	•
0799	AP Music Theory	5			0798			•	•	•
0747	Music Connections	5		F				•	•	•
0767 A/B	IB Music SL - Band	10	11-12	F	†			•		
0769 A/B	IB Music SL - Orchestra	10	11-12	F	†			•		

F=Fulfills Fine and Performing Arts Graduation Requirement

† = See course descriptions for additional requirements

*Pending instructor availability – may need to arrange schedule to attend available instructor's assigned high school.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
PHYSICAL EDUCATION										
0800	Sport Skills and Fitness	5		PE			•	•	•	•
0801	Cross Training I	5		PE			•	•	•	•
0802	Cross Training II	5		PE	0801		•	•	•	•
0803	Lifetime Fitness	5	11-12	PE			•	•	•	•
0805	Weight Training and Conditioning I	5	10-12	PE			•	•	•	•
0806	Weight Training and Conditioning II	5	10-12	PE	0805		•	•	•	•
0808	Introduction to Aquatics	5		PE	†			•	•	•
0809	Lifeguard Training	5	10-12	PE	†			•	•	•
0810	Aquatics	5		PE	†			•	•	•
0814	Athletic Training and Sports Injury	5						•	•	•
0815 A/B	Athletic Training and Sports Injuries Internship	10	11-12		†			•	•	•
0816	Advanced Performance	5		PE	†			•	•	•
0817	Sport Officiating	5		PE	0800 or 0803			•	•	•
SCIENCE										
0321 A/B	Introduction to IB Chemistry and IB Physics	10	10	C, P	0327	•		•		
0327 A/B	Biology	10	9			•	•	•	•	•
0328	Physical Science: Chemistry	5	10-11	C	0327	•	•	•	•	•
0329	Physical Science: Physics	5	10-11	P	0327	•	•	•	•	•
0333	Zoology	5			0327	•	•	•	•	•
0334 A/B	Chemistry	10		C	0211, 0327	•	•	•	•	•
0335	Astronomy	5				•	•	•	•	•
0346	Environmental Science	5			0327	•	•	•	•	•
0347 A/B	AP Environmental Science	10			0327†	•		•	•	•
0352 A/B	Physics	10	10-11	P	0231 or 0233+, 0327	•		•	•	•
0362 A/B	Human Anatomy and Physiology	10			0327	•		•	•	•
0370 A/B	AP Chemistry	10			0231†	•		•	•	•
0371 A/B	IB Chemistry HL I	10	11		0321†	•		•		
0372 A/B	IB Chemistry HL II	10	12		0371	•		•		
0375 A/B	IB Biology SL	10	11-12		0334	•		•		
0376 A/B	IB Biology HL I	10	11		0334	•		•		
0377 A/B	AP Biology	10			0327, 0334	•		•	•	•
0378 A/B	IB Biology HL II	10	12		0376	•		•		
0383 A/B	AP Physics 1: Algebra-Based	10	10-12	P	0231 or 0233+, 0327	•		•	•	•
0384 A/B	AP Physics 2: Algebra-Based	10			0352 or 0383†	•		•	•	•
0380 A/B	IB Physics SL	10	11-12		0321†	•		•		
0381 A/B	IB Physics HL I	10	11		0321†	•		•		
0382 A/B	IB Physics HL II	10	12		0381	•		•		
0346	Environmental Science	5			0327	•	•	•	•	•
0347 A/B	AP Environmental Science	10			0327†	•		•	•	•
0352 A/B	Physics	10	10-11	P	0231 or 0233+, 0327	•		•	•	•
0362 A/B	Human Anatomy and Physiology	10			0327	•		•	•	•
0370 A/B	AP Chemistry	10			0231†	•		•	•	•
0371 A/B	IB Chemistry HL I	10	11		0321†	•		•		
0372 A/B	IB Chemistry HL II	10	12		0371	•		•		
0375 A/B	IB Biology SL	10	11-12		0334	•		•		
0376 A/B	IB Biology HL I	10	11		0334	•		•		
0377 A/B	AP Biology	10			0327, 0334	•		•	•	•
0378 A/B	IB Biology HL II	10	12		0376	•		•		
0383 A/B	AP Physics 1: Algebra-Based	10	10-12	P	0231 or 0233+, 0327	•		•	•	•
0384 A/B	AP Physics 2: Algebra-Based	10			0352 or 0383†	•		•	•	•
0380 A/B	IB Physics SL	10	11-12		0321†	•		•		
0381 A/B	IB Physics HL I	10	11		0321†	•		•		
0382 A/B	IB Physics HL II	10	12		0381	•		•		

C = Fulfills Chemistry Graduation Requirement

PE = Fulfills Physical Education Graduation Requirement

P = Fulfills Physics Graduation Requirement

† = See course descriptions for additional requirements

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
SKILLED AND TECHNICAL SCIENCES										
Construction Pathway										
0654	Introduction to Carpentry	5						*	*	*
0657	Carpentry	5			0654			*	*	*
0658	Advanced Carpentry	5			0657			*	*	*
0613	Home Maintenance	5						*	*	*
0696	Construction Systems	5			0613 or 0654			*	*	*
0659	Construction and Management	5			0696			*	*	*
Engineering Pathway										
0662	Introduction to Engineering	5						*	*	*
0663	Engineering and Design A	5			0662			*	*	*
0664	Engineering and Design B	5			0663			*	*	*
0675	Civil Engineering and Architecture A	5			0662			*	*	*
0676	Civil Engineering and Architecture B	5			0675			*	*	*
0692	Robotics A	5			0662			*	*	*
0693	Robotics B	5			0692			*	*	*
Manufacturing Pathway										
0681	Introduction to Metalworking	5						*	*	*
0682	Precision Machining A	5			0681			*	*	*
0683	Precision Machining B	5			0682			*	*	*
0684	Computer Integrated Machining	5			0683			*	*	*
0694	Advanced Precision Machining	5			0684			*	*	*
0695	Small Engines	5			0681			*	*	*
0685	Welding I	5			0681			*	*	*
0686	Welding II	5			0685			*	*	*
Advanced Topics										
0698 A/B	STEM Design and Development	10			***			*	*	*
SOCIAL STUDIES										
0408	World Geography	5	9				*	*	*	*
0414	United States Government and Economics	5	11-12				*	*	*	*
V0414	United States Government and Economics	5	11-12				*	*	*	*
0415	AP United States Government and Politics	5	11-12				*	*	*	*
0458 A/B	IB Early Modern World History SL/HL I	10	11-12				*	*	*	*
0420 A/B	World History	10	10-12				*	*	*	*
0424 A/B	AP World History	10	10-12				*	*	*	*
0422	World Religions	5			0408 or 0456		*	*	*	*
0425	Human Diversity	5		HR			*	*	*	*
0426	International Relations	5		HR			*	*	*	*
0430	Introduction to Behavioral Sciences	5		HR			*	*	*	*
0431	Sociology	5	11-12	HR			*	*	*	*
0432	Psychology	5	11-12	HR			*	*	*	*
V0432	Psychology	5	11-12	HR			*	*	*	*
0433 A/B	IB Psychology SL	10	11-12	HR			*	*	*	*
0442	Law Studies	5	11-12				*	*	*	*
0449 A/B	United States History	10	11-12				*	*	*	*
0450 A/B	AP United States History	10	11-12				*	*	*	*
0451 A/B	AP European History	10			0408 or 0456		*	*	*	*
0453	AP Psychology	5			0432		*	*	*	*
0455 A/B	IB History of the Americas HL II	10	12		0418		*	*	*	*
0456 A/B	AP Human Geography	10					*	*	*	*
0457	AP Comparative Government and Politics	5			0420 or 0424		*	*	*	*
0850	IB Theory of Knowledge I	5	11	HR			*	*	*	*

HR = Fulfills Human Resources Graduation Requirement

* = See course descriptions for additional requirements

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
SPECIAL EDUCATION										
0900 A/B	Fundamental English	10			†			•	•	•
0903 A/B	Essentials of English 11	10	11		†			•	•	•
0908 A/B	Fundamental Reading	10			†			•	•	•
0920 A/B	Fundamental Mathematics	10			†			•	•	•
0930 A/B	Fundamental Science	10			†			•	•	•
0932 A/B	Essentials of Biology	10	9		†			•	•	•
0933	Essentials of Human Anatomy and Physiology I	5	11-12		†			•	•	•
0934	Essentials of Human Anatomy and Physiology II	5	11-12		†			•	•	•
0935	Essentials of Environmental Science	5	10-12		†			•	•	•
0936	Essentials of Physical Science: Chemistry	5	10-11	C	†			•	•	•
0937	Essentials of Physical Science: Physics	5	10-11	P	†			•	•	•
0940 A/B	Fundamental Social Studies	10			†			•	•	•
0944	Essentials of United States Government & Economics	5	11-12		†			•	•	•
0946	Essentials of World Geography	5	9		†			•	•	•
0947	Essentials of Human Diversity	5		HR	†			•	•	•
0948 A/B	Essentials of World History	10	10		†			•	•	•
0949 A/B	Essentials of United States History	10	11-12		†			•	•	•
0950	Fundamental Daily Living	5	10-12	H	†			•	•	•
0951	Fundamental Independent Living	5			†			•	•	•
0952	Career Readiness Skills and Exploration	5			†			•	•	•
0953	College Readiness Skills and Exploration	5			†			•	•	•
0960	Fundamental Personal Finance	5		FL	†			•	•	•
0970 A/B	Fundamental Technology	10			†			•	•	•
0971 A/B	Fundamental Prevocational Skills	10			†			•	•	•
0972	Fundamentals of Speech	5		OC	†			•	•	•
0973	Work Introduction Network I	5		HR	†			•	•	•
0974	Work Introduction Network II	5			†			•	•	•

C = Fulfills Chemistry Graduation Requirement

FL = Fulfills Financial Literacy Graduation Requirement

H = Fulfills Health Education Graduation Requirement

HR = Fulfills Human Resources Graduation Requirement

OC = Fulfills Oral Communications Graduation Requirement

P = Fulfills Physics Graduation Requirement

† = See course descriptions for additional requirements

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
WORLD LANGUAGE										
0132 A/B	French I	10						•	•	•
0130 A/B	Honors French I	10						•	•	•
0133 A/B	French II	10			0132			•	•	•
0134 A/B	Honors French II	10			0132			•	•	•
0135 A/B	French III	10			0133			•	•	•
0136 A/B	Honors French III	10			0133 or 0134			•	•	•
0137 A/B	French IV	10			0135			•	•	•
0138 A/B	Honors French IV/French V	10			0136 or 0137 †			•	•	•
0139 A/B	AP French Language and Culture	10			0138			•	•	•
0140 A/B	IB French B SL	10	12		0138			•		
0112 A/B	German I	10						•	•	•
0110 A/B	Honors German I	10						•	•	•
0113 A/B	German II	10			0112			•	•	•
0114 A/B	Honors German II	10			0112			•	•	•
0115 A/B	German III	10			0113			•	•	•
0116 A/B	Honors German III	10			0113 or 0114			•	•	•
0117 A/B	German IV	10			0115			•	•	•
0118 A/B	Honors German IV/German V	10			0116 or 0117 †			•	•	•
0119 A/B	AP German Language and Culture	10			0118			•	•	•
0120 A/B	IB German B SL	10	12		0118			•		
0162 A/B	Honors Latin I	10						•		
0163 A/B	Honors Latin II	10			0162			•		
0164 A/B	Honors Latin III	10			0163			•		
0172 A/B	AP Latin	10			0164			•		
0161 A/B	IB Latin SL	10	12		0164			•		
0152 A/B	Spanish I	10					•	•	•	•
0147 A/B	Honors Spanish I	10					•	•	•	•
0153 A/B	Spanish II	10			0152		•	•	•	•
0154 A/B	Honors Spanish II	10			0152		•	•	•	•
0155 A/B	Spanish III	10			0153		•	•	•	•
0156 A/B	Honors Spanish III	10			0153 or 0154		•	•	•	•
0157 A/B	Spanish IV	10			0155		•	•	•	•
0158 A/B	Honors Spanish IV/Spanish V	10			0156 or 0157		•	•	•	•
0159 A/B	AP Spanish Language and Culture	10			0158		•	•	•	•
0160 A/B	IB Spanish B SL	10	12		0158		•	•	•	•
0171 A/B	IB Spanish A2 HL A	10	12				•	•	•	•

† = See course descriptions for additional requirements

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Dual Enrollment Credit	
ACADEMIES IN MILLARD HIGH SCHOOLS								
	Business and Entrepreneurship Academy				Application			
0007 A/B	English 11	10	11			•	M	This academy is located at Millard South High School.
AEN01 A/B	College Accounting I	10	11				M	
AEN05	Financial Literacy	5	11	FL			M	
AEN10	Introduction to Business	5	11				M	
AEN20	Introduction to Entrepreneurship	5	11				M	
AEN60	Business Law	5	11				M	
AEN30	Entrepreneurship Feasibility Study	5	12				M	
AEN15	College Accounting II	5	12				M	
AEN45 A/B	Entrepreneurship Internship	10	12				M	
0540	AP Macroeconomics	5	12		0211			
0541	AP Microeconomics	5	12		0211			
AEN55	Principles of Management	5	12				M	Application is open to all Millard students.
AEN65	Principles of Marketing	5	12				M	

FL = Fulfills Financial Literacy Graduation Requirement

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Dual Enrollment Credit	
ACADEMIES IN MILLARD HIGH SCHOOLS								
Business and Logistics Management								
0007 A/B	English 11	10	11		Application		• M	This academy is located at Millard North High School. Application is open to all Millard students.
ATD10	Introduction to Business	5	11				M	
ATD01	Intro. Transportation, Distribution & Logistics	5	11				M	
ATD05	Industrial Safety and Health	5	11				M	
ATD15	Introduction to Distribution	5	11				M	
ATD20	Principles of Marketing	5	11				M	
ATD25	Principles of Management	5	11				M	
ATD30	Mechanical Print Reading	5	12				M	
ATD35	Business Logistics	5	12				M	
ATD40	Purchasing and Material Management	5	12				M	
ATD50	Production & Operations Management	5	12				M	
ATD55 A/B	Distribution and Logistics Management	10	12					
ATD60	College Composition and Research	5	12	EE	0004 or 0007	•	M	
ATD65	Problem Solving	5	12				M	
Education Academy								
0007 A/B	English 11	10	11		Application		• M	This academy is located at Millard West High School. Application is open to all Millard students.
0527	Child Development	5	11	HR			M	
AED02	Preschool Child Development	5	11				M	
AED35	Professional Speaking	5	11	OC		•	M	
AED10	Introduction to Professional Education	5	11				O	
AED15	Education Seminar I	5	11					
0422	World Religions	5	11		0408 or 0456		O	
0453	AP Psychology	5	12		0432	•	O	
AED25	Introduction to Communication Disorders	5	12				O	
AED30	Best Practices in Education	5	12					
AED05	College Composition and Research	5	12	EE	0004 or 0007	•	M	
AED40	Education Seminar II	5	12					
AED45	Education Seminar III	5	12					
AED50	Education Practicum	5	12					
AED 55	Introduction to Special Education	5	12				O	
Health Sciences Academy								
AHS01 A/B	Human Anatomy and Physiology	10	11	SE	Application		• M	This academy is located at Keith Lutz Horizon High School. Application is open to all Millard students.
AHS05	Medical Terminology I	5	11				M	
AHS10	Medical Terminology II	5	11				M	
AHS15	Health Sciences Orientation Seminar	5	11				M	
AHS20	Introduction to Medical Law and Ethics	5	11				M	
AHS25	Nutrition in the Life Cycle	5	11				M	
AHS30	Disease Processes	5	11	SE		•	M	
0432	Psychology	5	12	HR				
0453	AP Psychology	5	12		0432	•		
AHS35 A/B	Long Term Care/Certified Nursing Assistant	10	12				M	
AHS45 A/B	Emergency Medical Technician-Basic	10	12				M	
AHS50 A/B	Health Sciences Internship	10	12					
AHS60	Fundamentals of Pharmacology	5	12				M	
0035	College Writing	5	12		0004 or 0007			

EE = English Elective

HR = Fulfills Human Resources Graduation Requirement

OC = Fulfills Oral Communications Graduation Requirement

SE = Science Elective

M = Metropolitan Community College

O = University of Nebraska at Omaha

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Dual Enrollment Credit	
ACADEMIES IN MILLARD HIGH SCHOOLS								
STEM Academy								
AST 01	Engineering Design and Systems Thinking	5	11					This academy is located at Millard West High School.
AST 02	Information Technology I	5	11				M	
AST 03	Engineering Problem Solving	5	11					
AST 04	Information Technology II	5	11				M	
0720	Drawing	5	11				M	
0383 A/B	AP Physics 1: Algebra-Based	10	11	P	0231 or 0233†, 0327	•	O	Application is open to all Millard students.
YBC01	Human Relations Skills	10	11				M	
AST 05	3D Design	5	12				M	
AST 06 A/B	STEM Capstone: Pathway A	10	12					
AST 07 A/B	STEM Capstone: Pathway B	10	12					
0243 A/B	AP Statistics	10	12		0231	•	M	
AST 08 A/B	Public Speaking	5	12				M	
AST 09 A/B	STEM Internship	10	12					

P = Fulfills Physics Graduation Requirement

M = Metropolitan Community College

† = See course descriptions for additional requirements

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
ADVANCED PLACEMENT®										
0047 A/B	AP English Language and Composition	10			0004 or 0007	•		•	•	•
0048 A/B	AP English Literature and Composition	10			0004 or 0007	•		•	•	•
0119 A/B	AP German Language and Culture	10			0118			•	•	•
0139 A/B	AP French Language and Culture	10			0137			•	•	•
0159 A/B	AP Spanish Language and Culture	10			0158			•	•	•
0172 A/B	AP Latin	10			0164			•		
0243 A/B	AP Statistics	10			0231	•		•	•	•
0252 A/B	AP Calculus AB	10			0238, 0239	•		•	•	•
0253 A/B	AP Calculus BC	10			0239	•		•	•	•
0257A/B	AP Computer Science A	10	10-12		0563			•	•	•
0565 A/B	AP Computer Science Principles	10			0204 or 0211			•	•	•
0347 A/B	AP Environmental Science	10			0327 †	•		•	•	•
0370 A/B	AP Chemistry	10			0231 †	•		•	•	•
0377 A/B	AP Biology	10			0327, 0334	•		•	•	•
0383 A/B	AP Physics 1: Algebra-Based	10	10-12	P	0231 or 0233†, 0327	•		•	•	•
0384 A/B	AP Physics 2: Algebra-Based	10			0352, 0383†	•		•	•	•
0415	AP United States Government and Politics	5	11-12			•		•	•	•
0424 A/B	AP World History	10	10-12			•		•	•	•
0450 A/B	AP United States History	10	11-12			•		•	•	•
0451 A/B	AP European History	10			0408 or 0456	•		•	•	•
0453	AP Psychology	5			0432	•		•	•	•
0456 A/B	AP Human Geography	10			0412 †	•		•	•	•
0457	AP Comparative Government and Politics	5			0420 or 0424	•		•	•	•
0540	AP Macroeconomics	5			0211			•	•	•
0541	AP Microeconomics	5			0211			•	•	•
0799	AP Music Theory	5			0798			•	•	•

P = Fulfills Physics Graduation Requirement

† = See course descriptions for additional requirements

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core
AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)						
	Cadet Year 1					
AS100	Milestones in Aviation History	5				
LE100	Traditions, Wellness, and Foundations of Citizenship	5		PE		
AS220	Cultural Studies: An Intro to Global Awareness	5		WG		
	Cadet Year 2					
AS200	The Science of Flight: A Gateway to New Horizons	5		SE		
LE200	Communication, Awareness and Leadership	5				
	Cadet Year 3					
AS300	Exploring Space: The High Frontier	5				
LE300	Life Skills and Career Opportunities	5		FL		
	Cadet Year 4					
AS400	Management of the Cadet Corps	5	11-12			
LE400	Fundamentals of Management	5				

The AFJROTC is located at Millard South High School.

Within District transfer is required to participate.

FL = Fulfills Financial Literacy Graduation Requirement

PE = Fulfills Physical Education Graduation Requirement

SE = Science Elective

WG = Fulfills World Geography Graduation Requirement

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core
AP CAPTSTONE™						
PD80	Academic Seminar	5	9-12			
AP01A/B	AP Seminar	10	11			
AP02 A/B/C/D	AP Research	20	12		XXXX	

This program is located at Millard West High School.

Application is open to all Millard students.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Dual Enrollment Credit
EARLY COLLEGE							
9th Grade							
Application							
0327 A/B	Biology	10	9			•	M
0456 A/B	AP Human Geography	10			†	•	
0020	Speech	5		OC		•	M
PD80	Academic Seminar	5					M
0154 A/B	Honors Spanish II	10			0152		M
10th Grade							
Application							
0004 A/B	Honors English 10 (or English 11)	10			0003	•	M
0334 A/B	Chemistry	10		C	0211 and 0327	•	M
0420 A/B	World History or	10	10-12			•	M
0424 A/B	AP World History	10	10-12			•	M
0720	Drawing	5			0705		M
0747	Music Connections	5		F			M
0566	Business Technologies	5					M
0134 A/B	Honors French II	10			0132		M
0114 A/B	Honors German II	10			0112		M
0156 A/B	Honors Spanish III	10			0153 or 0154		M
11th Grade							
Application							
0007 A/B	English 11 (or Honors English 10)	10			0002 or 0060	•	M
0067	Global Perspectives Through Literature	5			0004, 0007 or 0061	•	M
0231 A/B	Algebra II or	10			0220	•	M
0233 A/B	Honors Algebra II	10			0221	•	M
0243 A/B	AP Statistics	10			0231	•	M
0450 A/B	AP United States History	10	11-12		0420 or 0424		M
0352 A/B	Physics or	10	10-11	P	0231 or 0233+, 0327	•	M
0383 A/B	AP Physics 1: Algebra-Based	10	10-12	P	0231 or 0233+, 0327		M
0138 A/B	Honors French III or	10			0136 or 0137		M
0158 A/B	Honors Spanish IV/Spanish V	10			0156 or 0157		M
0701	Art History: Art Through the Ages	5		F			M
12th Grade							
Application							
0033	Creative Writing	5			0004 or 0007	•	M
0035/V0035	College Writing	5			0004 or 0007	•	M
0244 A/B	College Algebra or	10			0231	•	M
0238 A/B	Precalculus or	10			0231	•	M
0239 A/B	Honors Precalculus	10			0233	•	M
0252 A/B	AP Calculus AB	10			0238 or 0239	•	M
0253 A/B	AP Calculus BC	10			0239	•	M
0254 A/B	Calculus III/Differential Equations	10			0253	•	M
0384 A/B	AP Physics 2: Algebra-Based	10			0352 or 0383+	•	M
0414	United States Government and Economics or	5	11-12		0420 or 0424	•	M
0415	AP United States Government and Economics	5	11-12		0420 or 0424	•	M
0453	AP Psychology	5			0432		M
0540	AP Macroeconomics	5			0204 or 0211		M
0541	AP Microeconomics	5			0204 or 0211		M
0138 A/B	Honors French IV/French V	10			0136 or 0137		M
0118 A/B	Honors German IV/German V	10			0116 or 0117		M

This program is located at Millard South High School.

Within District transfer is required to participate.

Application is open to all Millard students.

C = Fulfills Chemistry Graduation Requirement

M=Metropolitan Community College

F = Fulfills Fine and Performing Arts Graduation Requirement

OC = Fulfills Oral Communications Graduation Requirement

P = Fulfills Physics Graduation Requirement

† = See course descriptions for additional requirements

*Pending instructor availability – may need to arrange schedule to attend available instructor's assigned high school.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Page Number
INTERNATIONAL BACCALAUREATE® MIDDLE YEARS PROGRAMME							
0001 A/B	English 9	10				•	35
0002 A/B	English 10	10				•	35
0003 A/B	Honors English 9	10				•	35
0004 A/B	Honors English 10	10			0003	•	35
0021 A/B	Forensics: Competitive Speech	10		OC			36
0059 A/B	English 9 Literacy Enrichment	10					39
0060 A/B	English 10 Literacy Enrichment	10					39
0064	Introduction to Journalism, Photojournalism, and Broadcast Journalism	5					39
0077	Broadcast Journalism	5			0064		41
0203 A/B	Alg I: Foundations 1	10					43
0204 A/B	Alg I/Geo: Foundations 2	10					44
0211 A/B	Algebra I	10				•	44
0220 A/B	Geometry	10			0211	•	44
0221 A/B	Honors Geometry	10			0211	•	45
0231 A/B	Algebra II	10			0220	•	45
0233 A/B	Honors Algebra II	10			0221	•	45
0238 A/B	Precalculus	10			0231	•	46
0239 A/B	Honors Precalculus	10			0233	•	46
0132 A/B	French I	10					78
0130 A/B	Honors French I	10					79
0133 A/B	French II	10			0132		79
0134 A/B	Honors French II	10			0132		79
0112 A/B	German I	10					80
0110 A/B	Honors German I	10					80
0113 A/B	German II	10			0112		80
0114 A/B	Honors German II	10			0112		80
0162 A/B	Honors Latin I	10					81
0163 A/B	Honors Latin II	10			0162		81
0152 A/B	Spanish I	10					82
0147 A/B	Honors Spanish I	10					82
0153 A/B	Spanish II	10			0152		82
0154 A/B	Honors Spanish II	10			0152		82
0156 A/B	Honors Spanish III	10			0154		82
0566	Business Technologies	5					25
0570	Digital Media	5					27
0569	Introduction to Computer Science	5					25
0550	Merchandise Marketing	5					20
0321 A/B	Introduction to IB Chemistry and IB Physics	10	10	C, P	0327	•	58
0327 A/B	Biology	10	9			•	59
0328	Physical Science: Chemistry	5	10-11	C	0327	•	59
0329	Physical Science: Physics	5	10-11	P	0327 †	•	59
0334 A/B	Chemistry	10	10-12	C	0211	•	59
0352 A/B	Physics	10	10-12	P		•	59
0383 A/B	AP Physics 1: Algebra-Based	10	10-12	P	0231 or 0233†, 0327		61
0456 A/B	AP Human Geography	10				•	71
0408	World Geography	5	9			•	68
0500	Personal Finance	5		FL			23
0662	Introduction to Engineering	5					64
0663	Engineering and Design A	5			0662		64

C = Fulfills Chemistry Graduation Requirement

FL = Fulfills Financial Literacy Graduation Requirement

P = Fulfills Physics Graduation Requirement

OC = Fulfills Oral Communications Graduation Requirement

† = See course descriptions for additional requirements

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Page Number
INTERNATIONAL BACCALAUREATE® MIDDLE YEARS PROGRAMME							
0705	Art Foundations	5		F			17
0706 A/B	Introduction to IB Visual Arts	10	10-11	F	0705		17
0720	Drawing	5		F	0705		17
0722	Painting	5		F	0705		17
0704	Color and Design	5		F			16
0732	Marching Band	5		F			49
0733	Concert Band	5		F			49
0734	Symphonic Band	5		F			50
0735	Wind Ensemble	5		F			50
0736 A/B	Philharmonic Orchestra	10		F			50
0737 A/B	Symphony Orchestra	10		F			50
0756 A/B	Voce	10		F			50
0757 A/B	Cantori	10		F			50
0758 A/B	Singers	10		F			50
0746 A/B	Contemporary Ensemble	10		F			51
0747	Music Connections	5		F			51
0800	Sport Skills and Fitness	5					53
0801	Cross Training I	5			†		54
0802	Cross Training II	5			0801 †		54
0810	Aquatics	5					56
0526	Healthy Living	5	9-11	H			32

F = Fulfills Fine and Performing Arts Graduation Requirement

H = Fulfills Health Education Graduation Requirement

† = See course descriptions for additional requirements

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Horizon High School	North High School	South High School	West High School
OTHER OPPORTUNITIES										
PD80	Academic Seminar	5	9-12				•	•	•	•
PD85	Academic Seminar Leadership	5	10-12				•	•	•	•
---	ACT® Prep Workshop	0	9-12				•	•	•	•
---	ELO Reteaching Courses	5					•	•	•	•
---	Independent Study Courses	5 or 10						•	•	•
YBC01	Intern Omaha - YBC Internship Course Summer	5	12				•	•	•	•
YBC02 A/B	Intern Omaha - YBC Internship	10	12				•	•	•	•
UNMCI-15	UNMC High School Alliance	40	11-12					•	•	•
ZA	Zoo Academy	45	11-12					•	•	•

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	ACT Core	Page Number
INTERNATIONAL BACCALAUREATE® DIPLOMA PROGRAMME							
0016 A/B	IB English: Literature HL I	10	11		0003, 0004	•	36
0017 A/B	IB English: Literature HL II	10	12		0016 †	•	36
0140 A/B	IB French B SL	10	12		0138		80
0120 A/B	IB German B SL	10	12		0118		81
0161 A/B	IB Latin SL	10	12		0164		82
0160 A/B	IB Spanish B SL	10	12		0158		83
0171 A/B	IB Spanish A2 HL A	10	12		0158		83
0554 A/B	IB Business Management SL I/HL I	10	11				22
0555 A/B	IB Business Management SL II/HL II	10	12		0554		23
0266 A/B	IB Computer Science HL I	10	11		0563 or 0569+		26
0267 A/B	IB Computer Science HL II	10	12		0266		26
0268 A/B	IB Mathematics Analysis & Approaches HL I	10	11		0233		47
0269 A/B	IB Mathematics Analysis & Approaches HL II	10	12		0268		47
0272 A/B	IB Mathematics Applications & Interpretation SL	10	11		0231		47
0270 A/B	IB Mathematics Applications & Interpretation HL I	10	11		0233		47
0271 A/B	IB Mathematics Applications & Interpretation HL II	10	12		0270		47
0371 A/B	IB Chemistry HL I	10	11		0321	•	60
0372 A/B	IB Chemistry HL II	10	12		0371	•	60
0375 A/B	IB Biology SL	10	11-12			•	60
0376 A/B	IB Biology HL I	10	11		0334	•	60
0378 A/B	IB Biology HL II	10	12		0376	•	61
0380 A/B	IB Physics SL	10	11-12		0321 +	•	61
0381 A/B	IB Physics HL I	10	11		0321 +	•	61
0382 A/B	IB Physics HL II	10	12		0381	•	61
0458 A/B	IB Early Modern World History SL/HL I	10	11-12			•	69
0433 A/B	IB Psychology SL	10	11-12			•	70
0455 A/B	IB History of the Americas HL II	10	12		0418	•	71
0727 A/B	IB Visual Arts SL	10	11-12		0706		18
0728 A/B	IB Visual Arts HL I	10	11	F	0706		18
0729 A/B	IB Visual Arts HL II	10	12		0728		18
0767 A/B	IB Music SL Band	10	11-12	F			51
0769 A/B	IB Music SL Orchestra	10	11-12	F			51
0850	IB Theory of Knowledge I	5	11	HR			122
0851	IB Theory of Knowledge II	5	12	HR	0850		122
0073 A/B	IB Film SL	10	11-12				40
0074 A/B	IB Film HL I	10	11				40
0075 A/B	IB Film HL II	10	12		0074		40

F= Fulfills Fine and Performing Arts Graduation Requirement

HR = Fulfills Human Resources Graduation Requirement

† = See course descriptions for additional requirements

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites	Dual Enrollment Credit	ACT Core	Horizon High School	North High School	South High School	West High School
ACADEMIES AT METROPOLITAN COMMUNITY COLLEGE											
MCC01 A/B/C	3-D Animation and Games	15	11-12			M		These academies are located at a Metropolitan Community College campus.			
MCC04 A/B/C	Architecture Technology	15	12			M					
MCC18 A/B/C	Auto Collision Technology - Year 1	10	11-12			M					
MCC35 A/B/C	Auto Collision Technology - Year 2	10	12			M					
MCC19 A/B/C	Automotive Technology	10	11-12			M					
MCC28 A/B/C	Certified Nursing Assistant (CNA)	10	11-12			M					
MCC05 A/B/C	Civil Engineering Technology	15	12			M					
MCC14 A/B/C	Construction Technology - Year 1	15	11-12			M					
MCC15 A/B/C	Construction Technology - Year 2	15	12			M					
MCC22 A/B/C	Criminal Justice	15	12			M					
MCC 39 A/B/C	Culinary Arts Foundations	10	11-12			M					
MCC24 A/B/C	Diesel Technology - Year 1	10	11-12		†	M					
MCC36 A/B/C	Diesel Technology - Year 2	10	12			M					
MCC27 A/B/C	Digital Cinema and Filmmaking	10	11-12			M					
MCC06 A/B/C	Diversified Manufacturing/Process Operations	10	11-12			M					
MCC07 A/B/C	Early Childhood Education	15	12			M					
MCC23 A/B/C	Electrical Technology - Year 1	15	11-12			M					
MCC37 A/B/C	Electrical Technology - Year 2	10	12			M					
MCC29 A/B/C	Emergency Medical Technician (EMT)	15	12			M					
MCC32 A/B/C	Fire Science Technology - Year 1	10	11-12			M					
MCC33 A/B/C	Fire Science Technology - Year 2	10	11-12			M					
MCC40 A/B/C	Full Stack Web Development - Year 1	15	11-12			M					
MCC41 A/B/C	Full Stack Web Development - Year 2	15	12			M					
MCC08 A/B/C	Heating, Air Conditioning & Refrigeration (HVAC) - Yr 1	10	11-12			M			Application is open to all Millard students in 11th or 12th grades.		
MCC09 A/B/C	Heating, Air Conditioning & Refrigeration (HVAC) - Yr 2	10	12			M					
MCC21 A/B/C	Horticulture, Land Systems and Management	10	11-12			M					
MCC38 A/B/C	Horticulture, Land Systems and Management	10	12			M					
MCC11 A/B/C	IT Technician	15	11-12			M					
MCC02 A/B/C	Office Administrative Professional - Year 1	15	11-12			M					
MCC03 A/B/C	Office Administrative Professional - Year 2	15	12			M					
MCC31 A/B/C	Pre-Apprenticeship Plumbing	15	11-12			M					
MCC12 A/B/C	Prototype Design	15	11-12			M					
MCC16 A/B/C	Theatre Technology - Year 1	20	11-12			M					
MCC17 A/B/C	Theatre Technology - Year 2	20	12			M					
MCC25 A/B/C	Welding and Fabrication - Year 1	10	11-12			M					
MCC26 A/B/C	Welding and Fabrication - Year 2	10	12			M					

† = See course descriptions for additional requirements

M=Metropolitan Community College

MILLARD HIGH SCHOOL CREDIT COUNT

Classes of 2022 and Beyond

		9-A	9-B	10-A	10-B	11-A	11-B	Additional English	Oral Comm. Speech Debate Forensics: Competitive Speech Professional Speaking Competitive Debate	University Requirement
Language Arts: English	40 CR									
Mathematics	30 CR			220+	220+			University Requirement	University Requirement	
Science	30 CR	Biology A	Biology B							
Social Studies	30 CR	World Geo.	World History A	World History B	U.S. History A IB students only: IB History of Americas HL II	U.S. History B	U.S. Government and Economics			
Human Resources	5 CR	Psychology Sociology IBS Human Diversity International Relations		Child Development Adult Life and Parenting IB Psychology IB TOK (IB Students Only)		Electives – 65 Credits				
Health Phys. Ed.	5 CR 15 CR	PE 9	PE 10	PE 11/12	Healthy Living					
Financial Literacy	5 CR	Personal Finance Financial Literacy								
Fine and Performing Arts	5 CR	Any Art course Any Music course Theatre and Performance I Theater Appreciation								

- ◆ Students are responsible for determining courses that will satisfy specific university/college admission requirements.
- ◆ Students may need 20 credits of the same World Language to gain entrance into most universities.
- ◆ Students must earn 230 credits, meet District Assessment criteria, and successfully complete a Personal Learning Plan (PLP) to graduate.

Total Credits Earned (Cumulative)	
9	
10	
11	
12	
(Need 230)	

Required Assessments		
	Met	Not Met
Reading		
Writing		
Mathematics		
PLP Completed		





Middle School
Curriculum Handbook
2021-2022

#BeKind



Millard Public Schools

Millard Board of Education

Dave Anderson
Stacy Jolley
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Amanda McGill Johnson
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Jim Sutfin, Ed.D., Superintendent

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee each student demonstrates the character, knowledge, and skills necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that engages and challenges all students.



NOTICE OF NON-DISCRIMINATION

The Millard School District does not discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws in admission to or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 4001.2. School personnel or job applicant complaints regarding sexual harassment shall follow the procedures of District Rule 4001.3. Complaints by students or parents regarding unlawful discrimination or unlawful harassment shall follow the procedures of District Rule 5010.2. Student or parent complaints regarding sexual harassment shall follow the procedures of District Rule 5010.3

It is the intent of District and Middle School administrators to offer all courses and programs as noted within the 2021-2022 Middle School Curriculum Handbook. However, courses and/or program offerings may be canceled due to budget constraints and/or low enrollment numbers.

**ANDERSEN
WOLVERINES**



Beadle



Bulldogs



Dear Parents, Guardians and Students:

Welcome to middle school! This is an exciting time for both students and parents! As principals of the middle schools within Millard Public Schools, we take great pride in our middle level program. Our middle schools not only provide high academic expectations, but also support the social, emotional, and physical needs of the 11-14 year old student. Middle school students in Millard will have many opportunities to expand upon the academic foundations built during the elementary years. Our schools are safe and caring places where students can learn academic and college and career readiness skills, practice Millard Public Schools character traits and participate in a variety of activities.

The Middle School Curriculum Handbook contains a summary of the Millard Public Schools Middle Level Philosophy, course offerings and descriptions, specialized programs, and additional resource information for our students and parents. We hope this information will help families feel more informed and comfortable so that together we can help our students succeed. The effort and dedication students apply to their studies during middle school will affect their educational performance at high school and beyond.

Parent and guardian support and interest are critical factors for successful student learning. We value and encourage parent involvement and participation. Our schools are committed to keeping parents and guardians informed through various forms of communication such as school websites, newsletters, social media, ParentVUE / StudentVUE / Synergy access, phone calls, emails, and more. Please feel free to contact our school staff if you have questions.

Thank you for allowing us the opportunity to serve your family during this exciting time in the life of your adolescent. As a nationally recognized school district, we are committed to doing whatever it takes to ensure student success and promote a strong sense of community.

We wish you the best and great success as we work together during the 2021-2022 school year!

Eric Grandgenett, Principal
Andersen Middle School

John Southworth, Principal
Beadle Middle School

Michelle Klug, Principal
Central Middle School

Marshall Smith, Principal
Kiewit Middle School

Scott Ingwerson, Ed.D., Principal
North Middle School

Beth Fink, Ed.D., Principal
Russell Middle School

Considerations for Course Enrollment	1
Millard Public Schools Middle Level Philosophy.....	1
The Middle School Schedule.....	1
Required Courses: What do I enroll in?.....	1
Elective Courses	2
High Ability Learners (HAL).....	2
English Language Development (EL) Program.....	2
Programs of Choice.....	2
Millard Public Schools Secondary Mathematics Articulation.....	3
Middle School Course Offerings	4
6th Grade Course Descriptions - Required	5
7th Grade Course Descriptions - Required	6
8th Grade Course Descriptions - Required	8
Special Education Courses	10
Elective Courses	11
Art	11
Communication and Information Systems (CIS).....	11
Family and Consumer Sciences.....	12
Skilled and Technical Sciences (STS)	12
Music.....	13
Reading	14
World Language.....	14
Enrichment Electives.....	15
Bridge to Early College Program	16
International Baccalaureate® - Middle Years Program (IB-MYP)	17
International Baccalaureate® - Middle Years Program (IB-MYP) Course Offerings.....	18
Montessori Middle School Program	19
Montessori Course Descriptions	20
English Language Development Program	22
English Learner Course Descriptions	23
Millard High School Opportunities	24
40 Developmental Assets®	27
MPS PK-12 College and Career Readiness Skills and 40 Developmental Assets®	28

Millard Public Schools Middle Level Philosophy: The purpose of the Millard Middle Schools is to meet the intellectual, social, ethical, emotional, and physical needs of 11-14 year old students through programs and instructional practices that are academically and developmentally appropriate and include essential elements of instruction, management, and curriculum.

- The essential elements of middle level instruction, management, and curriculum are:
 - High academic expectations
 - Interdisciplinary teams
 - Exploratory offerings
 - Inclusionary practices
 - Student advisement
 - Developmentally appropriate instructional practices
 - Climate conducive to learning

- Operational parameters for the middle schools include:
 - Common planning
 - Schedule conducive to multiple options for students
 - Developmentally appropriate co-curricular program
 - Team leadership and team structure
 - Effective transition in, through, and out of middle grades
 - Partnership of students, home, staff, and community

The Middle School Schedule: Students attend seven classes daily from 7:45 a.m. to 3:00 p.m. Tuesday through Friday. Classes begin at 8:30 a.m. on Mondays to allow for teacher collaboration. The transportation schedule will be the same Monday through Friday for students riding the bus. The school year is divided into six-week periods referred to as hexters.

Required Courses: What do I enroll in?

- **Four Core Subjects:** Every student takes a “core” curriculum of four year-long classes in English, Mathematics, Science, and Social Studies. Mathematics placement is determined by a placement exam administered in 5th grade as well as the previous year’s progress in Mathematics.
- **Physical Education:** Students take a yearlong Physical Education course that meets every other day. On opposite days, a student may choose either a Spanish or Reading course.
- **Academic Seminar:** Seventh or Eighth grade students take this hexter-long course to develop plans for high school, college, and career readiness.
- **Health:** In 6th and 7th grades, students will take one hexter of Health each year and will select five elective hexter courses each year. In 8th grade, students will take a hexter of Health 8, a hexter of Academic Seminar 8, and will select four elective hexter courses.
- **Guided Study Period (GSP):** Students will have a yearlong GSP supported by their team teachers. (Band, Chorus or Orchestra will be scheduled during GSP or elective periods depending on building schedules.)

- **Academic Support Classes:** Teachers, parents, and students may decide that students would benefit from academic support or enrichment beyond the required courses.
 - Students with Special Education Individual Education Programs (IEP) may participate in a resource class as specified in the student’s IEP.
 - Other students who need additional academic or organizational support may be directed to take a Success Strategies course.
 - Students learning English may take English Language Development (EL) classes.

Elective Courses: After required courses are scheduled, students will select elective courses as well as elective course alternates to be used if first-choice courses conflict or are unavailable.

High Ability Learners (HAL): The HAL Program is designed to both challenge and provide opportunities for identified middle level students. It is a collaborative program involving all middle level teachers including a middle level HAL facilitator. Opportunities may include differentiated classroom instruction, seminars, and workshops. In addition, HAL identified students may enroll in a HAL elective course. Please refer to the Millard Public Schools website <https://www.mpsomaha.org/departments/curriculum/high-ability-learners> to find more information.

English Language Development (EL) Program: The purpose of the English Language Development Program is to provide English language instruction to limited and non-English speaking students who enter our community and require these services. The goal of the program is to help students demonstrate proficiency in English so that they can be full participants in the general education program. **EL students attend Andersen Middle School or Central Middle School.**

Programs of Choice: Millard Public Schools supports the philosophy of alternative programs and parent choice. These programs may use a specific curriculum, classroom management and structure system, and instructional practices that are significantly different from the PK-12 Education Program. Parent choice programs embrace the District and Nebraska standards and assessments.

- **Bridge to Early College** at Central Middle School
- **International Baccalaureate® – Middle Years Program (IB-MYP)** at North Middle School
- **Montessori Program** at Russell Middle School

Millard Public Schools Secondary Mathematics Articulation						
Placement is based on testing, classroom performance, and teacher recommendation.						
6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Integrated Math I	Integrated Math II	Integrated Math III	Algebra I	Geometry OR Honors Geometry	Algebra II OR Honors Algebra II	Precalculus OR Honors Precalculus OR College Algebra OR AP Statistics
Integrated Math II	Integrated Math III	Algebra I	Geometry OR Honors Geometry	Algebra II OR Honors Algebra II	Precalculus OR Honors Precalculus OR College Algebra OR AP Statistics	AP Calculus AB OR AP Calculus BC OR AP Statistics OR Precalculus OR Honors Precalculus OR College Algebra
Integrated Math III	Algebra I	Honors Geometry	Algebra II OR Honors Algebra II	AP Statistics OR Precalculus OR Honors Precalculus	Precalculus OR Honors Precalculus OR AP Calculus AB OR AP Calculus BC OR AP Statistics	AP Statistics OR AP Calculus BC OR AP Calculus AB OR Calculus II & Advanced Topics OR Calculus III/ Differential Equations

Grade 6

Required Courses

English: 0600 English Language Arts 6
or 0897 Honors English 6 (CMS only)
Math: 2600 Integrated Math I,
27006 Integrated Math II,
or 28006 Integrated Math III
3600 Science 6
4600 Ancient Civilizations 6
8600 Physical Education 6
8610 Health 6

Electives

7650 Art 6
7600 Band 6
5610 Child Care, Food & Nutrition 6
7630 Chorus 6
2663 CS6 – Charting Your Course with
Computers
2656 Creative Writing 6
7610 General Music 6
9061 HAL Challenge 6
5622 Integrated Learning Lab 6
4602 Law and Public Service 6
BE01 Leadership in Bridge to Early
College 6 (CMS only)
7620 Orchestra 6
6600 Skilled and Technical Sciences 6
1618 Spanish A
1620 Spanish I-A
3621 STEM 6
2652 Young Adult Literature 6

Grade 7

Required Courses

English: 0700 English Language Arts 7
or 0898 Honors English 7 (CMS only)
Math: 2700 Integrated Math II,
28007 Integrated Math III,
or 02117 Algebra I
3700 Science 7
4700 World Geography 7
8700 Physical Education 7
8710 Health 7
5827 Academic Seminar 7

Electives

7750 Art 7
7700 Band 7
5710 Child Care, Food & Nutrition 7
7730 Chorus 7
2665 CS7 – Navigating Your Digital
World with Computers
2756 Creative Writing 7
7710 General Music 7
9071 HAL Challenge 7
5722 Integrated Learning Lab 7
4702 Law and Public Service 7
BE02 Leadership in Bridge to Early
College 7 (CMS only)
7720 Orchestra 7
6700 Skilled and Technical Sciences 7
1718 Spanish B
1722 Spanish II-A
3721 STEM 7
2752 Young Adult Literature 7

Grade 8

Required Courses

English: 0811 English Language Arts 8
or 0813 Honors English 8
Math: 2800 Integrated Math III,
02118 Algebra I,
or 0221 Honors Geometry
3800 Science 8
4800 American History 8
5820 Academic Seminar 8 (2021-22 only)
5880 Health 8
8800 Physical Education 8

Electives

7800 Band 8
7810 Chorus 8
2856 Creative Writing 8
2667 CS8 – Destination: Creative Design
2669 CS8 – Destination: Game Design
2671 CS8 – Destination: Web Design
7850 Drawing 8
6820 Engineering & Design 8
1814 Explore French
1833 Explore German
5810 Food, Nutrition & Family Connections
9081 HAL Challenge 8
5822 Integrated Learning Lab 8
4802 Law and Public Service 8
7820 Orchestra 8
7860 Painting 8
7870 Pottery/Sculpture 8
7880 Printmaking/Fibers 8
6800 Skilled and Technical Sciences 8
1818 Spanish C
1826 Spanish II-B
3821 STEM 8
2852 Young Adult Literature 8

Electives are offered based on student request and building staffing.
Not all electives may be offered in every building.

LANGUAGE ARTS**0600 English Language Arts 6** **1 Year**

Students will learn and apply comprehension strategies while reading, writing, and responding to a variety of media and genres. Students will refine their writing skills in all modes of writing through the Six Traits and the writing process to plan, draft, revise, edit, and publish with diverse purposes and audiences in mind. Learners will develop speaking and listening skills to effectively communicate in both formal and informal settings. Successful completion of this course will prepare students for English Language Arts 7.

0897 Honors English 6 (CMS Bridge to Early College students only) **1 Year**

Honors English 6 provides an extension of curriculum from the English Language Arts 6 course with an emphasis on advanced reading, writing, speaking, and listening skills. This course will encourage analysis of texts and effective use of complex writing skills. Students will communicate information about a variety of topics, texts, and issues through questioning, summarizing, and explanation within small and large groups. Students who take this course are expected to be self-motivated learners who are eager to develop their skills of independence.

MATHEMATICS**2600 Integrated Math I** **1 Year**

Students will continue the study of multiplication and division of whole numbers and addition, subtraction, multiplication, and division of decimals and fractions through the study of algebraic equations and expressions. They will also study measurement; coordinate-plane graphing; mean, median, mode, and range; data representations; geometric measurement in two- and three-dimensional figures; percent; ratios; proportions; integers; one-step equations and inequalities.

27006 Integrated Math II **1 Year**

Students will study operations of fractions, decimals and integers through the study of algebraic equations and expressions. In addition, students will study two-step equations, inequalities, and theoretical/experimental probability. Application of percent, ratios, proportions, and two- and three-dimensional geometry will also be studied while comparing measurements, applying mathematical formulas, and analyzing data.

Prerequisite: Qualifying test scores on math placement exams or Integrated Math I

28006 Integrated Math III **1 Year**

Students will learn to solve multi-step and linear equations and inequalities using rational number operations. They will also study number theory, exponents, square roots, geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be learned.

Prerequisite: Qualifying test scores on math placement exams or Integrated Math II

SCIENCE**3600 Science 6** **1 Year**

Students will use scientific inquiry to investigate the natural world and understand the connections among life, physical, and Earth sciences through 3-Dimensional teaching and learning strategies. Students will also explore the role of science in society. Concepts included in Science 6 are Water Cycle, Weather/Climate, Cells/Genetics, Body Systems, and Thermal Energy.

SOCIAL STUDIES**4600 Ancient Civilizations 6** **1 Year**

Students will study cultures of the Eastern Hemisphere from Pre-History through the Middle Ages while incorporating geography, history, government, culture, and economics. Students will participate in engaging activities and build critical thinking skills using primary and secondary sources. Current events will be included throughout the year.

PHYSICAL EDUCATION**8600 Physical Education 6** **1 Year**

The sixth grade physical education program is co-educational and provides students opportunities to demonstrate the knowledge and skills necessary to maintain lifelong participation in exercise. Sixth grade physical education emphasizes continued development of skills and lead-up games in a variety of lifetime activities with a concentration on team activities, individual activities and physical fitness. (Alternate days)

HEALTH**8610 Health 6** **1 Hexter**

Students will be introduced to the promotion of good health and well-being. Activities emphasize the positive choice one makes related to chemical substances, fitness, friendships, human growth and development, and nutrition.

LANGUAGE ARTS

0700 English Language Arts 7 **1 Year**

Students will learn and apply comprehension strategies while reading, writing, and responding to a variety of media and genres. Students will refine their writing skills in all modes of writing through the Six Traits and the writing process to plan, draft, revise, edit, and publish with diverse purposes and audiences in mind. Learners will develop speaking and listening skills to effectively communicate in both formal and informal settings. Successful completion of this course will prepare students for English Language Arts 8.

0898 Honors English 7 (CMS Bridge to Early College students only) **1 Year**

Honors English 7 provides an extension of curriculum from the English Language Arts 7 course with an emphasis on advanced reading, writing, speaking, and listening skills. This course will introduce students to deeper application of texts and extend their use of complex writing skills. Students will develop the skills of academic discourse in small and large groups. Students who take this course are expected to be self-motivated learners who are eager to refine their skills of independence.

MATHEMATICS

2700 Integrated Math II **1 Year**

Students will study operations of fractions, decimals and integers through the study of algebraic equations and expressions. In addition, students will study two-step equations, inequalities, and theoretical/experimental probability. Application of percent, ratios, proportions, and two- and three-dimensional geometry will also be studied while comparing measurements, applying mathematical formulas, and analyzing data.

Prerequisite: Qualifying test scores on math placement exams or Integrated Math I

28007 Integrated Math III **1 Year**

Students will learn to solve multi-step and linear equations and inequalities using rational number operations. They will also study number theory, exponents, square roots, geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be learned.

Prerequisite: Qualifying test scores on math placement exams or Integrated Math II

02117 Algebra I **1 Year**

Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of Integrated Math II. Algebra I is designed for students who have a strong understanding of the basics of arithmetic, demonstrated algebraic readiness, and understand mathematics in a more abstract form.

Prerequisite: Integrated Math III

SCIENCE

3700 Science 7 **1 Year**

Students will demonstrate the understanding of the unifying concepts and processes of life, physical, earth, and space sciences through 3-Dimensional teaching and learning strategies, the use of scientific inquiry, engineering practices, and technology. Students will explore the cycling of energy and matter in chemistry, biochemistry, ecosystems, and earth itself through real world, phenomena-based learning that leans on authentic scientific practices and builds on crosscutting concepts that flow throughout all of the sciences.

SOCIAL STUDIES

4700 World Geography 7 **1 Year**

Students will develop critical thinking and problem solving skills as they investigate the physical geography, climate, economy, culture, political systems and demographics of the Western World. Major local, national and world events will be emphasized throughout the year.

PHYSICAL EDUCATION

8700 Physical Education 7 **1 Year**

The seventh grade physical education program is co-educational and is designed to provide students with a variety of opportunities to continue demonstrating knowledge and skills, while participating in team and individual activities. The purpose of the seventh grade program is to provide students with continued opportunities to develop skills and individual fitness through exercise. (Alternate Days)

HEALTH

8710 Health 7 **1 Hexter**

Students will develop and maintain healthy lifestyles. Emphasis is placed on information and the positive choices students can make to promote good health, now and throughout their lives. Health 7 focuses on diseases, environmental health, personal health, relationship boundaries, and substance abuse.

COLLEGE AND CAREER READINESS**5827****Academic Seminar 7****1 Hexter**

Students will explore their way to success! They will determine how to challenge themselves academically while they are in middle school and as they transition into high school. This course will assist in building intellectual and career capacity while reflecting and refining work habits, further developing strategies for perseverance, and exploring the Nebraska Career Education Model in order to create their four-year plan for high school and beyond.



“Passion is why teachers teach and why parents devote their lives to raising their children. It is the fire in our hearts and the determination in our minds to make a difference.”

Ron Clark
Educator and Author



LANGUAGE ARTS

0811 English Language Arts 8 **1 Year**

Students will learn and apply comprehension strategies while reading, writing, and responding to a variety of media and genres. Students will refine their writing skills in all modes of writing through the Six Traits and the writing process to plan, draft, revise, edit, and publish with diverse purposes and audiences in mind. Learners will develop speaking and listening skills to effectively communicate in both formal and informal settings. Successful completion of this course will prepare students for English 9, Honors English 9, or English 9 Literacy Enrichment at the high school.

0813 Honors English 8 **1 Year**

Honors English 8 provides an extension of curriculum from the English 8 course with an emphasis on advanced reading, writing, speaking, and listening skills. This course will encourage deeper application, frequent academic discourse, and independent critical thinking. Students who take this course are expected to be self-motivated learners with a strong foundation in oral and written communication who are eager to sharpen their skills.

MATHEMATICS

2800 Integrated Math III **1 Year**

Students will learn to solve multi-step and linear equations and inequalities using rational number operations. They will also study number theory, exponents, square roots, geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be learned.

Prerequisite: Qualifying test scores on math placement exams or Integrated Math II

02118 Algebra I **1 Year**

Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of Integrated Math II. Algebra I is designed for students who have a strong understanding of the basics of arithmetic, demonstrated algebraic readiness, and understand mathematics in a more abstract form.

Prerequisite: Integrated Math III

0221 Honors Geometry **1 Year**

Students will study the properties and applications of geometric figures in two and three dimensions. This includes inductive and deductive thinking skills in problem solving situations as well as transformations, right triangle trigonometry, properties of circles, and perimeter, area, and volume applications. Writing proofs to prove properties of geometric figures is emphasized. This course will go into greater depth than Geometry.

Prerequisite: Algebra I

SCIENCE

3800 Science 8 **1 Year**

In Science 8, students will make connections among life, physical, Earth, and space sciences through 3-Dimensional teaching and learning strategies. Students will explore the forces and interactions, waves and electromagnetic radiation, heredity, natural selection and adaptations, space systems, and the history of Earth. Students will demonstrate their understanding of these concepts through scientific inquiry and the use of technology. Students will use this knowledge to engineer solutions to real-world issues. Students will explore these topics through real world, phenomena-based learning by using authentic scientific practices and by building on crosscutting concepts that flow throughout all of the sciences.

SOCIAL STUDIES

4800 American History 8 **1 Year**

Students will study history through a chronological approach emphasizing the social and political impact of the development of the United States. The course begins with a review of early explorers, early colonization and events leading up to the American Revolution. A detailed study of the United States from 1776 to 1914 then follows.

PHYSICAL EDUCATION

8800 Physical Education 8 **3 Hexters**

The eighth grade physical education program is co-educational and is designed to expand students' exposure by demonstrating competency, while participating in team and individual activities with a concentration on individual fitness and exercise. This program emphasizes application of skills and sport knowledge through modified game participation.

HEALTH

5880 Health 8 **1 Hexter**

Students will demonstrate health-enhancing behaviors by accepting responsibility for their physical, emotional, and social well-being. Units of study include Healthy Relationships, Emotional Health (Stress, Loss, Depression, and Suicide), and Human Sexuality (Teen Parenting, Refusal Skills, Dating, and Sexually Transmitted Infections). Activities emphasize the positive choices one makes related to basic values: equality, honesty, respect, responsibility, promise keeping, self-control, and social justice. The theme throughout the course is abstinence from risky behaviors.

COLLEGE AND CAREER READINESS**5820 Academic Seminar 8 (2021-22 only)****1 Hexter**

Students will explore their way to success! They will determine how to challenge themselves academically while they are in middle school and as they transition into high school. This course will assist in building intellectual and career capacity while reflecting and refining work habits, further developing strategies for perseverance, and exploring the Nebraska Career Education Model in order to create their four-year plan for high school and beyond.



*“You’re never too old to set another goal or to dream
a new dream.”*

C.S. Lewis



SPECIAL EDUCATION – FUNDAMENTALS

Fundamentals courses below are offered only at Andersen, Beadle, Central and North.

9910	Fundamentals of English (6th, 7th, 8th)	1 Year
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This course is designed for students who require an alternate curriculum in written and oral expression. The outcomes of these courses are aligned with the Nebraska Department of Education's Alternate Assessments Standards. This course's grading system is pass/fail.

9915	Fundamentals of Reading (6th, 7th, 8th)	1 Year
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This course is designed for students who require an alternate curriculum in reading. The outcomes of these courses are aligned with the Nebraska Department of Education's Alternate Assessments Standards. This course's grading system is pass/fail.

9920	Fundamentals of Math (6th, 7th, 8th)	1 Year
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This course is designed for students who require an alternate curriculum in mathematics. The outcomes of these courses are aligned with the Nebraska Department of Education's Alternate Assessments Standards. This course's grading system is pass/fail.

9930	Fundamentals of Science (6th, 7th, 8th)	1 Year
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This course is designed for students who require an alternate curriculum in science. The outcomes of these courses are aligned with the Nebraska Department of Education's Alternate Assessments Standards. This course's grading system is pass/fail.

9940	Fundamentals of Social Studies (6th, 7th, 8th)	1 Year
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This course is designed for students who require an alternate curriculum in social studies. The outcomes of these courses are aligned with the Nebraska Department of Education's Alternate Assessments Standards. This course's grading system is pass/fail.

Special Education classes and support
are offered at each grade level in
accordance with the student's
Individual Educational Program (IEP).

ART		
7650	Art 6	1 Hexter
Sixth grade art is an introductory course designed to give students an overview of the Elements of Art: shape, line, color, value, texture, space, and form. Included in this course are two-dimensional and three-dimensional experiences, some of which may be painting, drawing, and sculpture. Students will explore the influences of art from other times and cultures.		
7750	Art 7	1 Hexter
Seventh grade art is a course in which the Elements of Art are used to develop an understanding of the Principles of Design: balance, rhythm, movement, contrast, emphasis, pattern, and unity. Included in this course are two-dimensional and three-dimensional experiences, some of which may be painting, drawing, and sculpture. Students will continue to explore the influences of art from other times and cultures.		
7850	Drawing 8	1 Hexter
Drawing is an elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of drawing skills and techniques to further their cultural and historical visual arts awareness. Drawing materials may include, but are not limited to, pencils, pen & ink, oil pastels, chalk, and charcoal.		
7860	Painting 8	1 Hexter
Painting is an elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of painting skills and techniques to further their cultural and historical visual arts awareness. Painting materials may include, but are not limited to, oil pastels, watercolor, tempera, and acrylic paints.		
7870	Pottery/Sculpture 8	1 Hexter
Pottery/Sculpture is an elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of pottery/sculpture materials, which may include, but are not limited to clay, plaster, wood, papier-mache, cardboard, and wire.		
7880	Printmaking/Fibers 8	1 Hexter
Printmaking/Fibers is an elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of printmaking/fibers skills and techniques to further their cultural and historical visual arts awareness. Printmaking/fibers materials may include, but are not limited to yarn, jute, linoleum blocks, styrofoam, fabric, stamps, and found objects.		
COMMUNICATION AND INFORMATION SYSTEMS (CIS)		
2663	CS6 – Charting your Course with Computers	1 Hexter
Students will become efficient users of emerging technology to improve productivity. This course is the middle level introduction to Computer Science (CS). Students will be introduced to the 4-step problem solving process and will understand how computers are used as part of this process. Students will work collaboratively to propose an app that will solve a real-world problem.		
2665	CS7 – Managing Your Digital World With Computers	1 Hexter
Students will apply the 4-step problem solving process to investigate, collaborate, communicate, and design a user interface for an app. Students will be introduced to abstraction by learning how computers store, represent, and encrypt data. In addition, students will have the opportunity to design and write programs to have robots complete a variety of tasks.		
2667	CS8 – Destination: Creative Design	
Students will apply their knowledge of the design process by designing user interfaces for a variety of technology platforms and by evaluating and revising their models based on feedback from potential users. Students will present their projects and their design rationale in a classroom presentation.		
2669	CS8 – Destination: Game Design	1 Hexter
Students will build on their coding experience by programming animations, interactive art, and games. Learners begin with simple programming concepts and advance to generating sprite-based games, using professional programming concepts and the design process. In the final project, students will develop a personalized, interactive game.		
2671	CS8 – Destination: Web Design	1 Hexter
Students will learn how to create and share the content of their own web pages. Students will choose their content and learn how to structure and style their pages using HTML and CSS.		

FAMILY AND CONSUMER SCIENCES

5610/5710	Child Care, Food and Nutrition (6th or 7th)	1 Hexter
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Students will use problem-solving skills to identify and implement solutions for living in an ever-changing society. Problems will include kitchen safety, healthy choices, food preparation for independence, consumer skills, and babysitting.

5810	Food, Nutrition and Family Connections 8	1 Hexter
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Students will use food preparation techniques and equipment to prepare a variety of foods. Students will learn about nutrition, food preparation methods, consumer skills, and ethnic dishes.

5622/5722	Integrated Learning Lab (6th or 7th)	1 Hexter
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Students will work within problem and project-based investigations focused on current topics or projects that are relevant in today's world. This course will assist students in finding innovative solutions through analysis and collaboration on open-ended, experiential projects. Integrated topics and problems may include health, science, mathematics, and technology concepts and solutions as students solve new problems and adapt to new situations.

5822	Integrated Learning Lab 8	1 Hexter
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Students will define an issue or interest and work within problem and project-based investigations focused on what is relevant in today's world. This course will assist students in finding innovative solutions through analysis and collaboration on open-ended, experiential projects. Integrated topics and problems may include health, science, mathematics, and technology concepts and solutions as students solve new problems and adapt to new situations.

SKILLED AND TECHNICAL SCIENCES (STS)

6600	Skilled and Technical Sciences 6	1 Hexter
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Students will be introduced to several areas of the skilled and technical sciences. Each area is called a Module. (Module options are listed below). Paired students work for three days on a Module. Each day students complete a hands-on activity. Creative problem solving is taught through Discovery Day activities that occur between Modules.

6th Grade Module Options:

Automation	Drafting	Magnetic Levitation	Simulation
Balloons	Electrifying	Manipulation	Solar Car
Car Builder	Engineering	Processing Plastics	Super Clip
CNC Machining	Hang Gliding	Robotics	Visual Communications
Computer Drafting	Hovercraft	Rockets	Wall Construction

6700	Skilled and Technical Sciences 7	1 Hexter
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Students will continue to explore the skilled and technical sciences through hands on activities. Safety, tool use, design process, and career exploration will be covered in a variety of construction, manufacturing, and engineering stations. Students will apply academics and employ innovative technical problem solving skills.

7th Grade Module Options:

Alternative Energy	Eco-Architecture	Engines	Practical Skills
Applied Physics	Electricity	Flight Technology	Production
CADD	Electronics	Future Fuels	Research & Design
CNC Manufacturing	Energy, Power & Mechanics	Home Makeover	Robotics
CNC Milling	Engineering Bridges	Interior Design	Rocket Science
Construction Management	Engineering Towers	Metals	Rocketry & Space

6800	Skilled and Technical Sciences 8	1 Hexter
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Students will continue to explore the skilled and technical sciences through hands on activities. Safety, tool use, design process, and career exploration will be covered in a variety of construction, manufacturing, and engineering stations. Students will apply academics and innovative technical problem solving skills. Stations will prepare students for high school STS courses.

8th Grade Module Options:

Alternative Energy	Eco-Architecture	Engines	Practical Skills
Applied Physics	Electricity	Flight Technology	Production
CADD	Electronics	Future Fuels	Research & Design
CNC Manufacturing	Energy, Power & Mechanics	Home Makeover	Robotics
CNC Milling	Engineering Bridges	Interior Design	Rocket Science
Construction Management	Engineering Towers	Metals	Rocketry & Space

6820	Engineering & Design 8	1 Hexter
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Students will explore concepts in engineering and design using computer-drafting software. Concepts learned in this class will allow students to complete a solution based design project for presentation. Projects will include manufacturing processes as well as exploring information and skills necessary for high school STS engineering courses and career opportunities.

MUSIC		
7610	General Music 6	1 Hexter
<p>This is a non-performance music course. This course provides an interactive and hands-on way to explore music through singing, moving, creating, playing instruments, listening and utilizing technology. Students will also explore a variety of musical genres.</p>		
7710	General Music 7	1 Hexter
<p>This is a non-performance music course and is a continuation of General Music 6. This course provides an interactive and hands-on way to explore music through singing, moving, creating, playing instruments, listening and utilizing technology. Students will also explore the historical and cultural aspects of music.</p> <p><i>In addition to General Music, students may choose one or more of the following electives. Administrators and music teachers will assist with the most appropriate scheduling options for each student. The following courses are electives offered in conjunction with Guided Study.</i></p>		
7600	Band 6	1 Year
<p>Sixth grade band is a continuation of the instrumental music studies begun in fifth grade. In addition to improving individual playing skills, students will begin to learn group-playing techniques. Every band student will learn proper rehearsal behavior (attentiveness, respect, good posture, etc.), three major and three minor scales, the chromatic scale, fundamentals of music theory, tone production, breath control, and the importance of practicing for improvement. Percussionists will also learn 12 rudiments. Students are required to perform at all scheduled concerts.</p>		
7700	Band 7	1 Year
<p>Seventh grade band is open to students who have successfully completed the objectives of sixth grade band or the equivalent, possess a desire to play band literature, and improve their level of musical performance. Students will continue to develop basic music skills: music theory, notation, sight-reading, rehearsal procedures, and practicing for improvement. Students are required to learn a minimum of five major scales, five minor scales, and the chromatic scale. Percussionists are also required to learn a minimum of 15 rudiments. Students are required to perform at all scheduled concerts. Additional opportunities such as solo/ensemble clinics and honor bands exist for students at this level.</p> <p><i>Prerequisite: Band 6</i></p>		
7800	Band 8	1 Year
<p>Eighth grade band is open to students who have successfully completed the objectives of seventh grade band or the equivalent, possess a desire to play advanced band literature, and improve their level of musical performance. Students will continue to develop basic music skills: music theory, notation, sight-reading, rehearsal procedures, and the importance of practicing for improvement. Students are required to learn a minimum of seven major scales, seven minor scales, and the chromatic scale. Percussionists are also required to learn a minimum of 18 rudiments. Students are required to perform at all scheduled concerts. Additional opportunities such as solo/ensemble clinics and honor bands exist for students at this level.</p> <p><i>Prerequisite: Band 7</i></p>		
7620	Orchestra 6	1 Year
<p>Students will study music from various cultures and historical periods. Students will build on previously learned skills by learning techniques such as shifting, vibrato, and bowing styles. Students will also experience playing in an ensemble with other instruments. Students are required to perform in evening performances.</p>		
7720	Orchestra 7	1 Year
<p>Students will study intermediate level repertoire from the string orchestra literature. The students will also study intermediate music theory and music history concepts and build artistry and skills in individual and group settings. Students enrolled in this class will be required to participate in several public performances with the group, most of which take place in the evening.</p> <p><i>Prerequisite: Orchestra 6</i></p>		
7820	Orchestra 8	1 Year
<p>Students will study intermediate level repertoire from the string orchestra literature. The students will also study intermediate music theory and music history concepts as well as building artistry and skill in individual and group settings. Students enrolled in this class will be required to participate in several public performances with the group, most of which take place in the evening.</p> <p><i>Prerequisite: Orchestra 7</i></p>		
7630	Chorus 6	Trimester or Year
<p>This is a performance-oriented course that includes required concert participation. This class develops the student's ability to sing two-part choral literature. Students will be introduced to vocal technique, theory, and sight-reading. Participation in Chorus 6 is a firm building block for successful participation in Chorus 7 and a lifelong involvement in music.</p>		

7730	Chorus 7	Trimester or Year
This is a performance-oriented course, which includes required concert participation. This class develops the student's ability to sing two-part and/or three-part choral literature. Students will continue their studies of vocal technique, theory, and sight-reading. Participation in Chorus 7 is a firm building block for successful participation in Chorus 8 and a lifelong involvement in music.		
7810	Chorus 8	Semester or Year
Eighth grade Chorus is a performance-oriented course, which includes required concert participation. This course develops the student's ability to sing three-part and/or four-part choral literature. There will be a continued emphasis on vocal technique, theory, and sight-reading. Participation in Chorus 8 is a firm building block for successful participation in the various high school choral ensembles and a lifelong involvement in music.		
READING		
2652/2752/2852	Young Adult Literature (6th, 7th, 8th)	1 Year
This course is designed with the avid reader in mind! Students will read and familiarize themselves with a wide variety of genres from full novels to short stories, articles, poems, blogs, etc. Each hexter will focus on a new and engaging theme. Similar to a book club, students will share responsibility for facilitating discussion of whole class texts and within smaller literature circles. Emphasis will be placed on independent, active reading and responding to both fiction and nonfiction text. The course meets on alternate days.		
WORLD LANGUAGE		
1618	Spanish A	1 Year
Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish A is the first year of a three-year course to be completed in 8th grade. The course meets on alternate days. By completing Spanish A, Spanish B, and Spanish C, students will work through material similar to Spanish I course at the high school.		
1718	Spanish B	1 Year
Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish B is the second year of a three-year course to be completed in 8th grade. The course meets on alternate days. By completing Spanish A, Spanish B, and Spanish C, students will work through material similar to Spanish I course at the high school.		
1818	Spanish C	1 Year
Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish C is the third year of a three-year course sequence. The course meets on alternate days. By completing Spanish A, Spanish B, and Spanish C, students will work through material similar to Spanish I course at the high school.		
1620	Spanish I-A (KMS/NMS)	1 Year
This sixth-grade course meets on alternate days and will continue with Spanish II-A in seventh grade and Spanish II-B in eighth grade. In Spanish I-A, Spanish II-A, and Spanish II-B, students will work through material similar to Spanish I & II at the high school.		
1722	Spanish II-A (KMS/NMS)	1 Year
This seventh-grade course meets on alternate days and will continue with Spanish II-B in eighth grade. In Spanish II-A and Spanish II-B, students will work through material similar to Spanish I & II at the high school.		
1826	Spanish II-B (KMS/NMS)	1 Year
This eighth-grade course meets on alternate days. In Spanish II-B, students will work through material similar to Spanish II at the high school. Upon successful completion of this course, students will have the option of enrolling in Spanish III or Honors Spanish III in high school.		
1814	Explore French (8th)	1 Hexter
Students will experience the vocabulary, geography and cultural aspects of the French language. Students will participate in activities related to the language and customs of the French culture(s). This course will meet every day for one hexter.		
1833	Explore German (8th)	1 Hexter
Students will experience the vocabulary, geography and cultural aspects of the German language. Students will participate in activities related to the language and customs of the German culture(s). This course will meet every day for one hexter.		

ENRICHMENT ELECTIVES

Courses listed below have units that are unique to each grade level. This allows students to experience similar content at a deeper level or choose a new experience each year.

4602/4702/4802 Law and Public Service (6th, 7th, 8th) 1 Hexter

Students will learn about law and public service. This six-week course explores the importance of Civic Responsibility, Legal Services, Law Enforcement Services, Correction Services, Security and Protective Services, and Emergency and Fire Management Services within our government.

2656/2756/2856 Creative Writing (6th, 7th, 8th) 1 Hexter

This course is an introduction to creative writing for middle school students who enjoy writing and who want to improve their writing techniques. Students will read mentor texts and write daily. Within different units, writers will experiment with a variety of genre and will share their writing in small groups and potentially with the class.

9061/9071/9081 HAL Challenge (6th, 7th, 8th) 1 Hexter

In this six-week course, HAL Math, Reading, and/or Visual-Spatial students will explore challenging topics and nurture creativity through reflective research projects. In addition, leadership activities and collaborative, hands-on advanced math and science lessons will be combined with selected readings. Experiences will include critical thinking and inquiry-based learning.

BE01 Leadership in Bridge to Early College 6 (CMS Bridge to Early College students only) 1 Hexter

Students will kick-start their college career preparation by exploring and applying self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students will have the opportunity to directly apply the Millard Public Schools College and Career Readiness Skills.

Prerequisites: None

BE02 Leadership in Bridge to Early College 7 (CMS Bridge to Early College students only) 1 Hexter

Students will continue to grow their college career preparation by exploring and applying self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students will have the opportunity to directly apply the Millard Public Schools College and Career Readiness Skills.

Prerequisites: None

3621 STEM 6 1 Hexter

The middle school STEM 6 elective course will engage students in an opportunity to expand upon and complement what they are learning in their science and mathematics courses. This course will offer an opportunity to integrate problem-based learning and promote systems thinking. Units in the course may include the study of Science and Engineering Practices in Ancient Civilizations.

3721 STEM 7 1 Hexter

The middle school STEM 7 elective course will engage students in an opportunity to expand upon and complement what they are learning in their science and mathematics courses. This course will offer an opportunity to integrate problem-based learning and promote systems thinking. Units in the course may include Disciplinary Core Ideas for Grade 7, Science and Engineering Practices, and Cross Cutting Concepts: Matter, Energy, and Ecology.

3821 STEM 8 1 Hexter

The middle school STEM 8 elective course will engage students in an opportunity to expand upon and complement what they are learning in their science and mathematics courses. This course will offer an opportunity to integrate problem-based learning and promote systems thinking. Units in the course may include disciplinary core ideas for Grade 8: Forces and Interactions, Adaptation and Innovation, Science and Engineering Practices, Research, Build, and Test Prototype, STEM Presentation Development.

06SS/07SS/08SS Success Strategies (6th, 7th, 8th) To Be Arranged

This course will individualize support for selected students in reading, writing, and/or math. Depending on student need, focus areas may include reading comprehension, reading fluency, word analysis, writing process, writing genre, math conceptual understanding, computational fluency, or problem solving. The overall goal of this supplemental course is to rebuild and enhance skills and strategies needed to be successful.

Prerequisite: Administrator recommendation

Bridge to Early College Program Central Middle School

The Bridge to Early College Program is an Early College High School preparatory program. The program is for 6th, 7th, and 8th graders and will provide an academic foundation and leadership activities in order to better prepare them for success in Early College High School.

Who is eligible?

Students must submit an application during their 5th grade year and be accepted to participate starting in 6th grade. The Bridge to Early College program is open to all middle school students within the district regardless of their home school assignment. Students accepted to participate in the Bridge to Early College Program will attend Central Middle School.

If Central Middle School is not the student's assigned school, they will also need to apply for a within-district transfer to Central Middle School.

What is different about the Bridge to Early College Program?

The program will incorporate additional opportunities for accelerated English courses, elective courses, and an extracurricular club. The goal is to provide a strong academic foundation, exposure to additional leadership experiences, and a strong cohort experience. **While participation in the program does not guarantee acceptance to the Early College High School program, the program is designed to build the experiences and background necessary to be a competitive applicant to the Early College High School program.**

Courses:

- Honors English 6, Honors English 7, and Honors English 8
- Advanced Mathematics (placement determined by testing, classroom performance, and teacher recommendation)
- Spanish A, Spanish B, and Spanish C
- Leadership in Bridge to Early College elective

Students in the program will take Honors English, advanced mathematics courses and Spanish for all three of their middle school years. Each year the students will be in a leadership elective course designed specifically for this program. The final unique component of the program is an extracurricular club designed for the cohort of students.

For more information, contact the office at Central Middle School at 402-715-8225.

The International Baccalaureate® - Middle Years Programme (IB-MYP) Millard North Middle School

The International Baccalaureate® program aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. This program encourages students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Millard North Middle School is the only all IB-MYP middle school in the state of Nebraska serving grades 6-8. The IB program continues at Millard North High School in Grades 9-10.

All students at Millard North Middle School
participate in the IB-Middle Years Program.

Why choose IB-MYP?

- International Baccalaureate® offers a **continuum of education**, consisting of four programs for students aged 3 to 19.
- The International Baccalaureate® Organization (IBO) is proud of their reputation for **high-quality** education sustained for over 50 years.
- **International-mindedness** is encouraged in IB students. To do this, it is believed that students must first develop an understanding of their own cultural and national identity.
- IB encourages a **positive attitude to learning** by prompting students to ask challenging questions, to critically reflect, to develop research skills, to learn how to learn, and to participate in community service.
- The IBO ensures that their programs are **accessible** to students in a wide variety of schools—national, international, public, and private—through unique relationships with IB World Schools worldwide.

What is different about IB-MYP at Millard North Middle School?

- The IB-MYP program at Millard North Middle School is a program for students at all ability levels.
- IB programs are recognized around the world and ensure an increased adaptability and mobility for IB students.
- The curriculum and pedagogy of IB programs focus on international perspectives of learning and teaching, while insisting that students fully explore their home culture and language.
- IB World Schools, such as Millard North Middle School, must undergo an exhaustive authorization process in order to offer one or more of the programs, which includes a study of the school's resources and commitment to the IB mission and philosophy.
- IB teachers participate in a wide variety of professional development opportunities to constantly update their knowledge and share their expertise with colleagues around the world.
- The core components of IB programs encourage students to participate in creative and service-oriented activities, while at the same time emphasizing the importance of reflection on a personal and academic level.
- With this in mind, all students at Millard North Middle School participate in service learning opportunities.
- Many students graduating from the Diploma Programme (which can be accessed at Millard North High School) find that it enhances their opportunities at colleges and universities. The IBO works closely with universities around the world to gain recognition for IB programs.

(See previous sections for detailed course descriptions)

For more information, contact the office at North Middle School at 402-715-1280.

Grade 6

Required Courses

0660 English Language Arts 6 IB
 Math: 2601 Integrated Math I IB,
 27016 Integrated Math II IB,
 or 28016 Integrated Math III IB
 3601 Science 6 IB
 4601 Ancient Civilizations 6 IB
 8601 Physical Education 6 IB
 8611 Health 6 IB

Electives

7651 Art 6 IB
 7601 Band 6 IB
 5611 Child Care, Food and Nutrition 6 IB
 7631 Chorus 6 IB
 2661 Computer Applications 6 IB
 2664 CS6 - Charting Your Course with
 Computers IB
 2657 Creative Writing 6 IB
 7611 General Music 6 IB
 9062 HAL Challenge 6 IB
 4603 Law and Public Service 6 IB
 7621 Orchestra 6 IB
 6601 Skilled and Technical Sciences 6 IB
 1619 Spanish A IB
 1621 Spanish I-A IB
 3622 STEM 6 IB
 2653 Young Adult Literature 6 IB

Grade 7

Required Courses

0760 English Language Arts 7 IB
 Math: 27017 Integrated Math II IB,
 28017 Integrated Math III IB,
 or 28117 Algebra I IB
 3701 Science 7 IB
 4701 World Geography 7 IB
 8701 Physical Education 7 IB
 8711 Health 7 IB

Electives

7751 Art 7 IB
 7701 Band 7 IB
 7731 Chorus 7 IB
 2757 Creative Writing 7 IB
 2666 CS7 – Navigating Your Digital
 World with Computers IB
 7711 General Music 7 IB
 9072 HAL Challenge 7 IB
 5723 Integrated Learning Lab 7 IB
 4703 Law and Public Service 7 IB
 7721 Orchestra 7 IB
 6701 Skilled and Technical Sciences 7 IB
 16197 Spanish A IB
 1719 Spanish B IB
 1723 Spanish II-A IB
 3722 STEM 7 IB
 2753 Young Adult Literature 7 IB

Grade 8

Required Courses

English: 0860 English Language Arts 8 IB
 or 0899 Honors English 8
 Math: 2801 Integrated Math III IB,
 28118 Algebra I IB,
 or 2821 Honors Geometry IB
 3801 Science 8 IB
 4801 American History 8 IB
 5826 Academic Seminar 8 IB (2021-22 only)
 5881 Health 8 IB
 8801 Physical Education 8 IB

Electives

7801 Band 8 IB
 7831 Chorus 8 IB
 2857 Creative Writing 8 IB
 2668 CS8 – Destination: Creative Design IB
 2670 CS8 – Destination: Game Design IB
 2672 CS8 – Destination: Web Design IB
 7851 Drawing 8 IB
 6821 Engineering & Design 8 IB
 1815 Explore French IB
 1834 Explore German IB
 5812 Food, Nutrition, & Family
 Connections 8 IB
 9082 HAL Challenge 8 IB
 5823 Integrated Learning Lab 8-1 IB
 5825 Integrated Learning Lab 8-2 IB
 4803 Law and Public Service 8 IB
 7821 Orchestra 8 IB
 7861 Painting 8 IB
 7871 Pottery/Sculpture 8 IB
 7881 Print Making/Fibers 8 IB
 6801 Skilled and Technical Sciences I -8 IB
 6811 Skilled and Technical Sciences II -8 IB
 16198 Spanish A IB
 1819 Spanish C IB
 1827 Spanish II-B IB
 3822 STEM 8 IB
 2853 Young Adult Literature 8 IB

(Course descriptions are listed in the previous sections.)

Electives are offered based on student request and building staffing.
 Not all electives may be offered in every building.

Montessori Middle School Program
Accredited by the American Montessori Society®
Russell Middle School

The Millard Public Schools Montessori Program nurtures and inspires a community of collaborative, self-directed, and high-achieving learners through a true Montessori prepared environment.

Montessori Provides Students:

- Academic growth through enhanced creativity and critical thinking
- Engaging curriculum that is interdisciplinary and organized by themes
- Opportunities to understand themselves and how they learn
- The development of respect and personal responsibility towards others and the environment
- The ability to practice organizational, planning and logistical skills through a classroom business
- Opportunities to work individually and in groups
- Teachers who are Montessori trained and certified through a two-year training process

Sixth Grade Montessori: Completing the 9-12 year old Montessori Cycle

Sixth grade Montessori in Millard is a year of transition. While most Montessori classrooms have multiple grades, the sixth grade class is one grade. Students meet state and district standards by completing the curriculum for the 9-12 year old and preparing for the 7th and 8th grade environment. A student of this age group is just beginning to see him or herself fitting into the larger picture. They are very curious about how the physical and social world around them works. Students are becoming more autonomous and are ready to take on more responsibility for their own learning. They are transitioning to abstract thinking and becoming less dependent upon materials for simple concepts. The environment of the classroom is one that places an emphasis on individual responsibility, problem solving, exploration, creativity, and a strong sense of community.

Courses include:*

- | | |
|--|---------------------------------------|
| • 0680 Language Arts 6 Montessori | • 2630 Integrated Math I Montessori |
| • 4610 Cultural Studies 6 Montessori | • 2730 Integrated Math II Montessori |
| • 4611 Personal World/Community 6 Montessori | • 2830 Integrated Math III Montessori |

Seventh and Eighth Grade Montessori

Seventh and eighth grade Montessori students are beginning a new plane of development, the period from 12-15 years of age, or early adolescence. Based on brain development and the developing social, personal and psychological needs of adolescents, the Montessori curriculum uses three modes to facilitate learning: large group work with the entire seventh and eighth grade, small group work, and individual work. Learning happens in all three modes.

In this multi-age classroom, the curriculum is integrated for the different subject areas based on themes or cycles. There are twelve different themes over two years that address all district and state standards. Each cycle is based on guiding questions from three major focal points that are important to the developing adolescent: Personal World (Psychology, Health, Cosmic and Peace Education); Natural World (Science); and Social World (Social Studies). Mathematics and Language Arts complement these themes. The student is responsible for both individual and group work projects within these areas. Student success is based on 85% mastery or higher.

Several times each year, the students spend time away from school on "immersion." These immersion times extend the curriculum into a larger arena, both for the students' emotional development and learning about the world. This is sometimes referenced as "school away from school."

Courses include:*

- | | |
|---------------------------------------|--|
| • 0881 Language Arts 7-8 Montessori | • 2850 Honors Geometry Montessori |
| • 2730 Integrated Math II Montessori | • 3705 Science 7-8 Montessori |
| • 2830 Integrated Math III Montessori | • 4712/4812 Social Studies 7-8 Montessori |
| • 2840 Algebra I Montessori | • 4711 Personal World/Community 7-8 Montessori |

*See previous course description sections for PE, Music, and World Language.

SIXTH GRADE MONTESSORI COURSES

0680	Language Arts 6 Montessori	1 Year
<p>Students will learn to use comprehension strategies and higher level thinking skills while reading a variety of literary genres. Students will develop grammar skills that include in-depth study of the parts of speech, verb conjugation, and sentence diagramming. Students will enhance their fluency through word study and vocabulary skills. Students also refine the writing process through Six Trait Writing, editing skills, and the practice of persuasive, narrative, descriptive, and expository writing. Students also develop research skills and practice public speaking.</p>		
4610	Cultural Studies 6 Montessori	1 Year
<p>Cultural studies are science and social studies topics, which include physical science, biology, chemistry, earth science, history, geography, and map skills. Students will study ancient civilizations from Pre-history through the Middle Ages, incorporating geography, history, culture, government, and economics. In science, students will study concepts that include chemistry, classification of living things, biomes, human anatomy, genetics, nutrition, and astronomy.</p>		
4611	Personal World/Community 6 Montessori	1 Year
<p>Students in 6th grade are becoming more and more responsible for their own learning while learning to problem solve and explore as part of a larger learning community. Within the daily community meeting and subject area lessons, students will practice working in groups, conflict resolution, service learning, goal setting, test taking skills, note taking skills, and listening skills.</p>		
2630	Integrated Math I Montessori	1 Year
<p>Students will continue the study of multiplication and division of whole numbers and addition, subtraction, multiplication, and division of decimals and fractions through the study of algebraic equations and expressions. They will also study measurement; coordinate-plane graphing; mean, median, mode, and range; data representations; geometric measurement in two- and three-dimensional figures; percent; ratios; proportions; integers; one-step equations and inequalities.</p>		
2730	Integrated Math II Montessori	1 Year
<p>Students will study operations of fractions, decimals and integers through the study of algebraic equations and expressions. In addition, students will study two-step equations, inequalities, and theoretical/experimental probability. Application of percent, ratios, proportions, and two- and three-dimensional geometry will also be studied while comparing measurements, applying mathematical formulas, and analyzing data.</p>		
2830	Integrated Math III Montessori	1 Year
<p>Students will learn to solve multi-step and linear equations and inequalities using rational number operations. They will also study number theory, exponents, square roots, geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be learned.</p>		

**Montessori students will also select elective courses from the previous section.
These courses are taken with special area teachers.**



"Education is a natural process carried out by the human individual, and is acquired not by listening to words, but by experiences in the environment."

Maria Montessori



SEVENTH & EIGHTH GRADE MONTESSORI COURSES

4711	Personal World/Community 7-8 Montessori	2 Years
<p>Seventh and Eighth grade students gain an understanding of who they are as they explore concepts in the areas of health, personal development, philosophy, study skills, and ethics. Students have large group lessons and maintain a daily journal about different subjects. They have the opportunity to reflect on friendships, how they learn best, and what particular issues mean to them. Students also explore the qualities necessary for leadership, integrity, empathy, and setting goals for personal and academic success. Students also develop and manage a classroom business.</p>		
0881	Language Arts 7-8 Montessori	2 Years
<p>This course is composed of reading, writing, and computer skills, which are all connected to the themes that the students are studying. Students will explore different genres and literary formats as they best relate to the different themes. Socratic discussions are used to assist students as they develop critical thinking skills, and learn to evaluate and analyze information with others. The Six Traits of Writing are practiced to improve writing skills. Students also study and learn vocabulary, as well as Greek and Latin roots, associated with the topics being studied. Communication skills are developed using technology, poetry, research and presentations, and creative expression.</p>		
2730	Integrated Math II Montessori	1 Year
<p>Students will study operations of fractions, decimals and integers through the study of algebraic equations and expressions. In addition, students will study two-step equations, inequalities, and theoretical/experimental probability. Application of percent, ratios, proportions, and two- and three-dimensional geometry will also be studied while comparing measurements, applying mathematical formulas, and analyzing data.</p>		
2830	Integrated Math III Montessori	1 Year
<p>Students will learn to solve multi-step and linear equations and inequalities using rational number operations. They will also study number theory, exponents, square roots, geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be learned.</p>		
2840	Algebra I Montessori	1 Year
<p>Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of Integrated Math II. Algebra I is designed for students who have strong understanding of the basics of arithmetic, demonstrated algebraic readiness, and understand mathematics in a more abstract form.</p>		
2850	Honors Geometry Montessori	1 Year
<p>Students will study the properties and applications of geometric figures in two and three dimensions. This includes inductive and deductive thinking skills in problem solving situations as well as transformations, right triangle trigonometry, properties of circles, and writing proofs to prove properties of geometric figures is emphasized. This course will go into greater depth than Geometry.</p>		
3705	Science 7-8 Montessori	2 Years
<p>Using the scientific method, students study biology, chemistry, and physics. One year of science focuses on a review of chemistry and biology (cells and genetics) along with earth science. Students study earth structure, earth's surface, weather, and climate. The year culminates in a visit to Estes Park to study mountain formation. The second year of science focuses on technology, ecology, and physics (light, sounds, forces, and motion). Students build a hydro-rocket and the year culminates with a visit to the Museum of Science and Industry in Chicago.</p>		
4712/4812	Social Studies 7-8 Montessori	2 Years
<p>One year students research the discovery and exploration of North America. The implication of the discovery of the new land, immigration, economic systems, and social solutions are also investigated during this year. Throughout the second year, students learn about government. The students study the writing of the U. S. Constitution and write their own classroom constitution. Students also do an in-depth study of the Bill of Rights and the social and historical implications. They learn about different types of governments and how they form.</p>		

**Montessori students will also select course electives from the previous section.
These courses are taken with special area teachers.**

English Language Development Program Andersen Middle School or Central Middle School

The purpose of the English Language Development Program is to provide English language instruction to limited and non-English speaking students who enter our community and require these services. The goal of the program is to help students demonstrate proficiency in English so that they can be full participants in the general education program.

Sixth, seventh and eighth grade students are grouped by language proficiency level within the middle level English Learner Program (EL).

Beginning English Learners

Students at these levels have emerging skills with the English language and have limited English proficiency. They rely on gestures and non-verbal cues to communicate. The education program for these students may include:

- Homeroom with an EL or content area teacher
- General education courses which may include Mathematics, Science, Social Studies, and special area classes as available
- Two or three periods of the Beginning English Learner Courses:
 - EL Beginning Literacy
 - EL Beginning Writing
 - EL Beginning Communication

Progressing English Learners

Students at this level are progressing and have a strong command of conversational English. They are beginning to develop proficiency in language used for academics. The education program for these students may include:

- Homeroom with an EL or content area teacher
- General education courses including English, Mathematics, Science, Social Studies, and special area classes as available
- One or two periods of the Progressing English courses:
 - EL Progressing Literacy
 - EL Progressing Communication

Advanced English Learners

Students continue to progress at these levels and handle most communicative situations with confidence. They are developing proficiency in academic language and are better able to understand academic texts. The education program for these students may include:

- General education courses including English, Mathematics, Science, Social Studies, and special area classes as available
- One period of the Advanced English Learner course:
 - EL Advanced Literacy & Communication

Beginning English Learner Courses

9001 EL Beginning Literacy

In this course, EL students will develop their literacy skills through a variety of reading activities. Students will learn strategies to support their development as active and critical readers and will explore a variety of text types, including both fiction and informational texts. Using context clues, visual aids, and the understanding of how words are formed in their first language, students will learn to determine the meaning of words and phrases.

9002 EL Beginning Writing

Students in this course will begin to recognize words and phrases in written text. They will participate in written exchanges of information on familiar topics. Students will learn to recognize and use frequently occurring nouns, verbs, conjunctions, and prepositions in their writing. With support, the Beginning EL student will write about literary and informational texts and be able to express an opinion or idea.

9003 EL Beginning Communication

In this course, EL students learn English vocabulary, grammar, and sentence structure to assist them in the development of academic, cultural, and life skills. Students will learn to identify key words and phrases in oral communication and participate in short conversations. They will practice communicating information about familiar texts, topics, and experiences. With support, the Beginning EL student will use accurate English to communicate in grade-appropriate simple sentences.

Progressing English Learner Courses

9004 EL Progressing Literacy

This course is designed for intermediate English learning students to continue progressing in the language domains of reading and writing. The course focus is to continue the development of English vocabulary and the understanding of grammatical structures. Students will develop further comprehension skills through fluency, summarizing, and sequencing events in a reading passage. They will also learn strategies such as recognizing text structures, using text features to locate information in textbooks, and using context clues to assist in comprehension. Students will continue to expand their writing capabilities through the practice of writing 5 paragraph essays and other larger writing tasks.

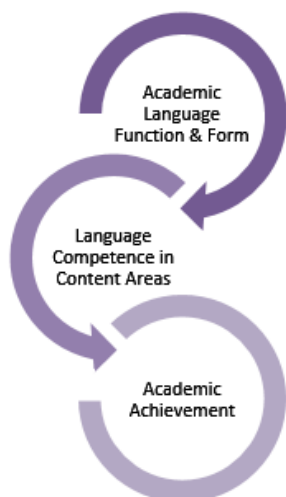
9005 EL Progressing Communication

This course is designed for intermediate English learning students to continue progressing in the language domains of speaking and listening. Students will develop further communication skills by participating in classroom discussions, conversations, and oral presentations with fewer supports. Students in this course will strengthen their ability to express their own ideas using more content-specific and academic language.

Advanced English Learner Courses

9006 EL Advanced Literacy & Communication

Students in this course are nearing grade-level English language skills. Students will continue to interact and engage with grade-level texts to continue to advance their English grammar and vocabulary skills. Students will produce and present written and oral essays that demonstrate their ability to use the English language through speaking and writing.



Language acquisition takes place across the content areas and therefore collaboration among educators is critical to enhancing and excelling the learning experiences of English learners. Content area teachers and EL teachers work together to understand and leverage the language and literacy practices used across content areas.

Millard Public Schools offers a variety of unique opportunities for students. The chart below is provided as a reference. Further details can be found in the High School Curriculum Handbook on the Millard webpage at <https://www.mpsomaha.org/departments/curriculum/secondary-education>.

Program	Location	Target Grades	How do I get involved?
Millard Special Programs			
AFJROTC	Millard South	9 th -12 th Grade	Attend or transfer to Millard South. Register for AFJROTC classes.
AP Capstone™ Program	Millard West	11 th -12 th Grade	Attend or transfer to Millard West
Early College	Millard South	9 th -12 th Grade	Attend or transfer to Millard South. Submit an application in January of 8 th grade. Application on Millard Early College webpage.
International Baccalaureate® Diploma Programme	Millard North	9 th -10 th Grade: MYP Middle Years Programme 11 th -12 th Grade: DP Diploma Programme	Attend or transfer to Millard North.
Millard Academies Students attend their home school for half the day and travel to the academy location for the other half of the day. Transportation is provided.			
Business and Entrepreneurship Academy	Millard South	11 th and 12 th Grade	Submit an application in November of 10 th grade. Participate in an interview conducted in December. Application on Millard Career Academy webpage.
Business and Logistics Management	Millard North		
Education Academy	Millard West		
Health Sciences Academy	Keith Lutz Horizon High School		
STEM Academy	Millard West		

Program	Location	Target Grades	How do I get involved?
Additional Opportunities			
UNMC Academy	Students attend their home school for half the day and travel to UNMC for the other half of the day.	11 th and 12 th Grade	See Counselor for Information/Application Packet. Submit an application to the Counseling Office by spring deadline. Limited number of spots
Zoo Academy	Students attend their home school for half the day and travel to the Zoo for the other half of the day.	11 th and 12 th Grade	See Counselor for Information/Application Packet. Submit an application to the Counseling Office by December deadline. Limited number of spots. Start in 11 th grade, two-year program.
Intern Omaha	Students work at a paid internship and complete course requirements to earn HS credit.	12 th Grade	See Counselor for more information. Students apply in December of 11 th grade year. An application and interview is required.
Metropolitan Community College Academies			
Students attend their home school for half the day and travel to MCC for the other half of the day.			
3-D Animation & Games	Elkhorn Valley	11 th or 12 th Grade	See Counselor for Information/Application Packet. Submit an application to Counseling Office by March deadline.
Architecture Technology	Fort Omaha		
Automotive Collision	Applied Technology Center		
Automotive Technology	South Omaha		
Certified Nursing Assistant	South Omaha		
Civil Engineering Technology	Fort Omaha		
Construction Technology	Fort Omaha		
Criminal Justice	Sarpy Center		

Program	Location	Target Grades	How do I get involved?
Metropolitan Community College Academies (continued)			
Culinary Arts Foundation	Fort Omaha	11 th or 12 th Grade	See Counselor for Information/Application Packet. Submit an application to Counseling Office by March deadline.
Diesel Technology	Applied Technology Center		
Digital Cinema/Filmmaking	Elkhorn Valley		
Diversified Manufacturing Process Operations	Fort Omaha		
Early Childhood Education	Learning Center		
Electrical Technology	Fort Omaha		
Emergency Medical Technician	South Omaha		
Fire Science Technology	Applied Technology Center		
Full Stack Web Development	Fort Omaha		
Heating, Air Conditioning, and Refrigeration (HVAC)	Fort Omaha		
Horticulture Land Systems and Management	Fort Omaha		
IT Technician	Fort Omaha		
Office Administrative Professional	Sarpy Center		
Pre-Apprenticeship Plumbing	Fort Omaha		
Prototype Design	Fort Omaha		
Theatre Technology	Omaha Community Playhouse		
Welding & Fabrication Technology	Fort Omaha		

External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over "things that happen to me." 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that "my life has a purpose." 40. Positive view of personal future—Young person is optimistic about her or his personal future.

MPS PK-12 College and Career Readiness Skills and 40 Developmental Assets®

The Millard Public Schools PK-12 College and Career Readiness Standards are skills necessary for academic and life-long success. These standards are Critical Thinking and Problem-Solving Skills; Creativity and Innovation; Collaboration and Teamwork; and Citizenship and Personal Responsibility. Within each standard are indicators, which define expectations for students as they progress through their elementary, middle and high school years.

Thirty-five of the 40 Developmental Assets® are related to the Millard PK-12 College and Career Readiness Standards, which are included in the following table. Demonstration of the College and Career Readiness Skills along with the 40 Developmental Assets® will assist young people during their school years while becoming prepared for their future.

MPS PK-12 COLLEGE AND CAREER READINESS SKILLS	40 DEVELOPMENTAL ASSETS®	
	Internal Assets	External Assets
<p style="text-align: center;"><i>CRITICAL THINKING AND PROBLEM-SOLVING SKILLS</i></p> <ul style="list-style-type: none"> • Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives. • Conduct research, gather input and analyze information necessary for decision-making. • Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment. • Demonstrate a willingness to learn new knowledge and skills. • Exhibit the ability to focus, prioritize, organize and handle ambiguity. • Recognize factors, constraints, goals and relationships in a problem situation. • Evaluate solutions and determine the potential value toward solving the problem. 	21. Achievement motivation 22. School engagement 23. Homework 27. Equality and social justice 30. Responsibility 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 35. Resistance skill 36. Peaceful conflict resolution 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future	3. Other adult relationships 5. Caring school climate 10. Safety 12. School boundaries 14. Adult role models 16. High expectations
<p style="text-align: center;"><i>CREATIVITY AND INNOVATION</i></p> <ul style="list-style-type: none"> • Search for new ways to improve the efficiency of existing processes. • Appreciate new and creative ideas of others. • Use information, knowledge and experience to generate original ideas and challenge assumptions. • Know when to curb the creative process and begin implementation. • Determine the feasibility of improvements for ideas and concepts. • Accept and incorporate constructive criticism into proposals for innovation. 	21. Achievement motivation 22. School engagement 26. Caring 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 36. Peaceful conflict resolution 37. Personal power	3. Other adult relationships 5. Caring school climate 10. Safety 12. School boundaries 14. Adult role models 16. High expectations 17. Creative activities

MPS PK-12 COLLEGE AND CAREER READINESS SKILLS	40 DEVELOPMENTAL ASSETS ^o	
	Internal Assets	External Assets
<p><i>COLLABORATION AND TEAMWORK</i></p> <ul style="list-style-type: none"> • Contribute to team-oriented projects, problem-solving activities and assignments. • Engage team members, build consensus and utilize individual talents and skills. • Anticipate potential sources of conflict to facilitate solutions. • Demonstrate the ability to disagree with a team member without causing personal offense. • Take responsibility for individual and shared group tasks. 	21. Achievement motivation 22. School engagement 26. Caring 30. Responsibility 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 36. Peaceful conflict resolution 37. Personal power 38. Self-esteem 39. Sense of purpose	3. Other adult relationships 5. Caring school climate 10. Safety 12. School boundaries 14. Adult role models 15. Positive peer influence 16. High expectations
<p><i>CITIZENSHIP AND PERSONAL RESPONSIBILITY</i></p> <ul style="list-style-type: none"> • Respect the rights of others. • Treat others in a considerate and non-demeaning manner. • Respect diversity. • Demonstrate the ability to manage time. • Demonstrate the ability to follow directions. • Develop the attributes of integrity, self-discipline, and positive attitude. • Take personal responsibility for actions. • Establish and execute plans to completion and persevere when faced with setbacks. • Model behaviors that demonstrate reliability, dependability and commitment. • Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed. • Comply with policies and regulations. • Participate in school and/or community organizations. • Engage in local government through attendance, participation and service. • Demonstrate a respect for laws and regulations and those who enforce them. • Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility. 	21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 26. Caring 27. Equality and social justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint 33. Interpersonal competence 34. Cultural competence 35. Resistance skills 36. Peaceful conflict resolution 37. Personal power 40. Positive view of personal future	3. Other adult relationships 5. Caring school climate 9. Service to others 10. Safety 11. Family boundaries 13. Neighborhood boundaries 14. Adult role models 16. High expectations 17. Creative activities 18. Youth programs 19. Religious community



Andersen Middle School
 15404 Adams Street - Omaha, NE 68137
 (402) 715-8440
<http://ams.mpsomaha.org>
 Eric Grandgenett, Principal



Beadle Middle School
 18201 Jefferson Street - Omaha, NE 68135
 (402) 715-6100
<http://bms.mpsomaha.org>
 John Southworth, Principal



Central Middle School
 12801 L Street - Omaha, NE 68137
 (402) 715-8225
<http://cms.mpsomaha.org>
 Michelle Klug, Principal



Kiewit Middle School
 15650 Howard Street- Omaha, NE 68118
 (402) 715-1470
<http://kms.mpsomaha.org>
 Marshall Smith, Principal



North Middle School
 2828 South 139th Street - Omaha, NE 68144
 (402) 715-1280
<http://nms.mpsomaha.org>
 Scott Ingwerson, Ed.D., Principal



Russell Middle School
 5304 South 172nd Street - Omaha, NE 68135
 (402) 715-8500
<http://rms.mpsomaha.org>
 Beth Fink, Ed.D., Principal

AGENDA SUMMARY SHEET

Agenda Item: Ratification of Adjusted School Schedule

Meeting Date: November 16, 2020

**Background/
Description:** 2020-2021 Reopening Resolution and Guidelines of the Board of Education of Douglas County School District No. 17 A/K/A Millard Public Schools.

All school buildings will be closed on Monday, November 23rd and Tuesday, November 24, 2020. Students will be provided asynchronous work to keep them on pace with our curriculum. This allows teachers additional plan time and they will be on call to answer students' questions.

Action Desired: Ratify

**Policy /
Strategic Plan
Reference:**

Responsible Person(s): Jim Sutfin

Superintendent's Signature:

A handwritten signature in black ink, appearing to read "Jim Sutfin", is written over a light gray rectangular background.

AGENDA SUMMARY SHEET

Agenda Item: Human Resources

Meeting Date: November 16, 2020

Background:

Description: Personnel Items: (1) Recommendation to Hire; (2) Resignation Notification Incentive (RNI); (3) Leave of Absence

Action Desired: Approval

**Policy /
Strategic Plan Reference:** N/A

Responsible Person(s): Dr. Kevin Chick
Associate Superintendent of Human Resources

Superintendent's Signature:

A handwritten signature in black ink, appearing to read "Jim Duffin", is displayed within a light gray rectangular box.

November 16, 2020

TEACHER RECOMMENDED FOR HIRE

Recommend: The following teachers be hired for the 2020-2021 school year:

1. Alicia K. Laufenberg – BA – University of Nebraska, Omaha. Elementary Itinerant Support teacher for Millard Public Schools starting in January, 2021.

November 16, 2020

Resignation Notification Incentive

Recommend: The following resignations be approved to participate in the District's Resignation Notification Incentive Program:

7. Julia L. Hobbs – Family Consumer Science teacher at Andersen Middle School. Retiring at the end of the 2020-2021 school year.
8. Linda P. Brewer – High School Counselor at Millard West High School. Retiring at the end of the 2020-2021 school year.
9. James J. Cooney – Math teacher at Millard South High School. Retiring at the end of the 2020-2021 school year.
10. Kelly A. Miller – Grade 2 teacher Wheeler Elementary School. Retiring at the end of the 2020-2021 school year.
11. Paul M. LaFond – Computer teacher at Central Middle School. Retiring at the end of the 2020-2021 school year.
12. Lorraine L. Scolaro – Business teacher at Millard West High School. Retiring at the end of the 2020-2021 school year.
13. Beverly J. Mordaunt – Special Education Resource teacher at Black Elk Elementary School. Retiring at the end of the 2020-2021 school year.
14. Christine M. Hug-Lehr – School Librarian at Central Middle School. Retiring at the end of the 2020-2021 school year.
15. Kathleen M. Guinan – HAL Facilitator at Central Middle School. Retiring at the end of the 2020-2021 school year.
16. Janet S. Butler – Business teacher at Millard West High School. Retiring at the end of the 2020-2021 school year.
17. Nancy J. Haith – Special Education Resource teacher at Beadle Middle School. Retiring at the end of the 2020-2021 school year.
18. Constance E. Kozak – Math and Consumer Science teacher at Central Middle School. Retiring at the end of the 2020-2021 school year.
19. Tracy Harrington – Grade 6 teacher at Beadle Middle School. Retiring at the end of the 2020-2021 school year.
20. Byron P. Braach – Band Director at Millard West High School. Retiring at the end of the 2020-2021 school year.
21. Beth L. Hemphill – Grade 6 teacher at Russell Middle School. Retiring at the end of the 2020-2021 school year.
22. Carmen L. Worick – Social Studies teacher at Russell Middle School. Retiring at the end of the 2020-2021 school year.

23. Carol M. West – Speech Pathologist at Cottonwood Elementary School. Retiring at the end of the 2020-2021 school year.
24. Debra K. Fox – Social Studies teacher at Russell Middle School. Retiring at the end of the 2020-2021 school year.
25. Travis J. Jelken – Industrial Technology teacher at Central Middle School. Resigning at the end of the 2020-2021 school year for employment outside of education.
26. Leslie P. McFee – Math teacher at Millard North High School. Resigning at the end of the 2020-2021 school year for employment outside of education.

November 16, 2020

LEAVE OF ABSENCE

Recommend: The following Leave of Absence be accepted:

1. Jeannette Swope – Grade 4 teacher at Rockwell Elementary School. Requesting a Leave of Absence for the remainder of the 2020-2021 school year for personal reasons.

AGENDA SUMMARY SHEET

Agenda Item: Graduating Class of 2020 ACT Report

Meeting Date: November 16, 2020

**Background/
Description:**

Graduating Class of 2020 (12th grade)

The District ACT composite average is 22.1, again higher than the state average of 19.9. Trend lines show Millard maintaining strong ACT results that consistently outperform the state and nation. Beginning with the 2015 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report. Also, for students taking the ACT multiple times, this report includes the “most recent” ACT score which is not necessarily their “highest score.”

MPS District Average Composite Score

Grad. Year	Junior Class of.... (11th grade)*	Graduating Class of.... (12 grade)**
2014-15	21.4	22.0
2015-16	22.5	22.1
2016-17	21.7	22.7
2017-18	21.9	22.2
2018-19	21.7	22.3
2019-20		22.1

*April test score

**MOST RECENT test score

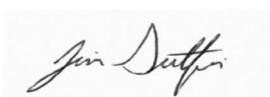
Action Desired: Information / Discussion

**Policy /
Strategic Plan**

Reference: District Strategic Objective: The percentage of students participating in and performing at high levels on measures of national and/or international educational excellence will increase annually.

**Responsible
Person(s):** Dr. Darin Kelberlau

Superintendent's Signature:



Average ACT Scores for All Graduates

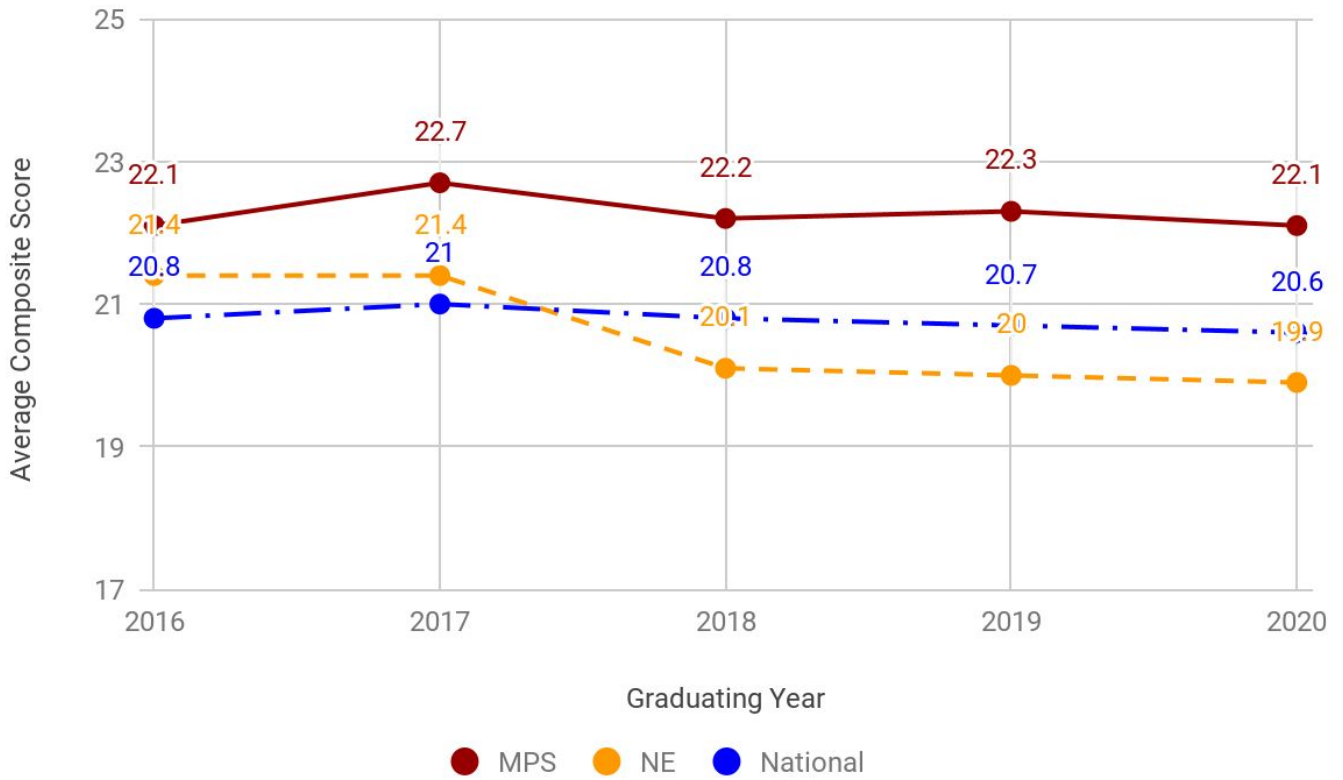
	Number	English	Mathematics	Reading	Science	Composite
MPS District						
2015-16	1,734	21.5	21.4	22.5	22.3	22.1
2016-17	1,745	22.5	21.8	23.2	22.9	22.7
2017-18	1,719	22.2	21.5	22.5	22.0	22.2
2018-19	1,842	22.2	21.5	22.7	22.3	22.3
2019-20	1,851	22.0	21.5	22.5	22.0	22.1

	Number	English	Mathematics	Reading	Science	Composite
Nebraska						
2015-16	18,598	20.9	20.8	21.8	21.5	21.4
2016-17	18,993	20.9	20.9	21.9	21.5	21.4
2017-18*	24,516	19.4	19.8	20.4	20.1	20.1
2018-19	24,744	19.4	19.7	20.3	20.2	20.0
2019-20	24,973	19.2	19.7	20.2	20.0	19.9

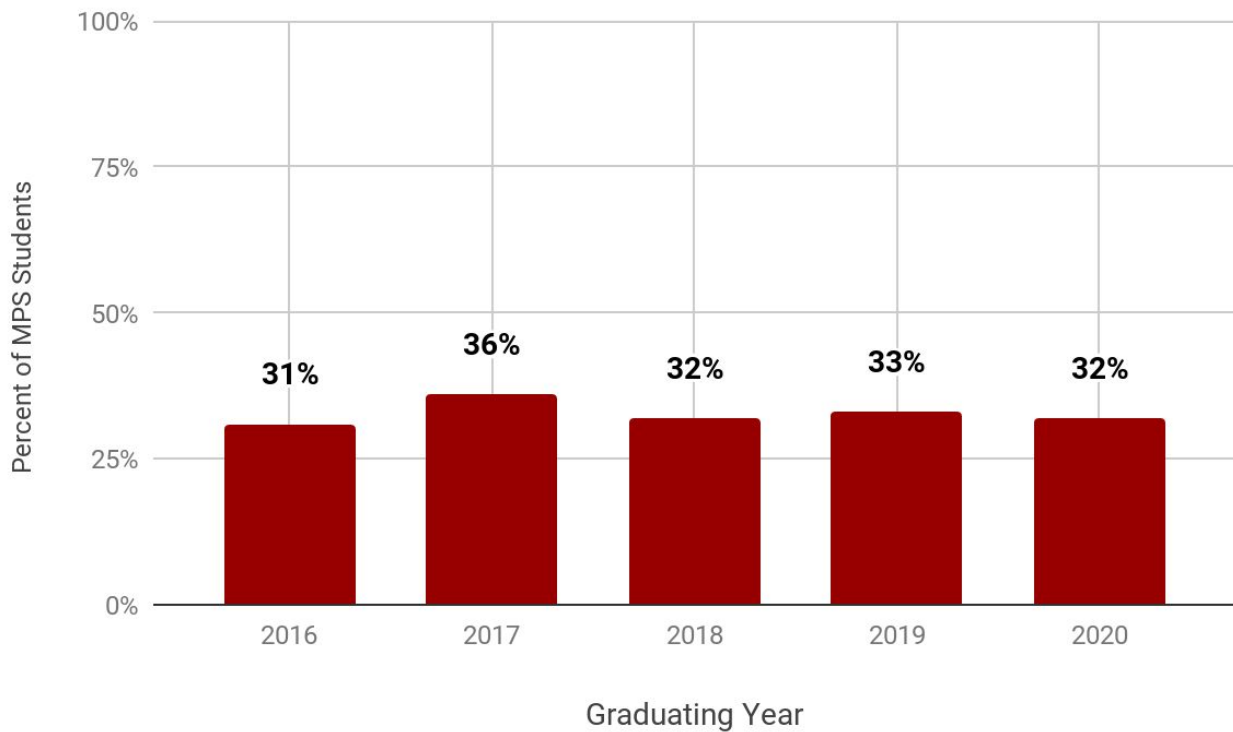
*First graduating class that all students had the opportunity to complete the ACT as a junior.

	Number	English	Mathematics	Reading	Science	Composite
National						
2015-16	2,090,342	20.1	20.6	21.3	20.8	20.8
2016-17	2,030,038	20.3	20.7	21.4	21.0	21.0
2017-18	1,914,817	20.2	20.5	21.3	20.7	20.8
2018-19	1,782,820	20.1	20.4	21.2	20.6	20.7
2019-20	1,670,497	19.9	20.2	21.2	20.6	20.6

ACT COMPOSITE SCORES
MPS. vs. NE vs. NATIONAL

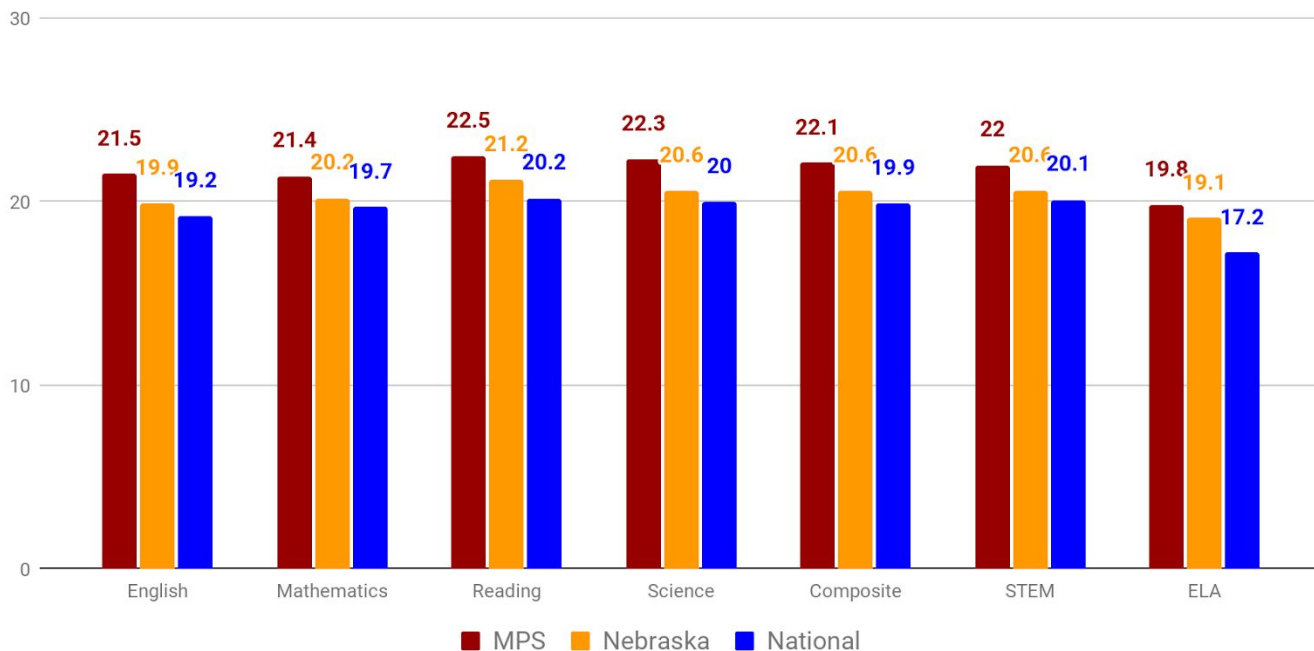


PERCENT OF MPS STUDENTS SCORING IN TOP QUARTILE NATIONALLY



COMPARISON OF ACT AVERAGE SCORES

MPS vs. NE vs. National

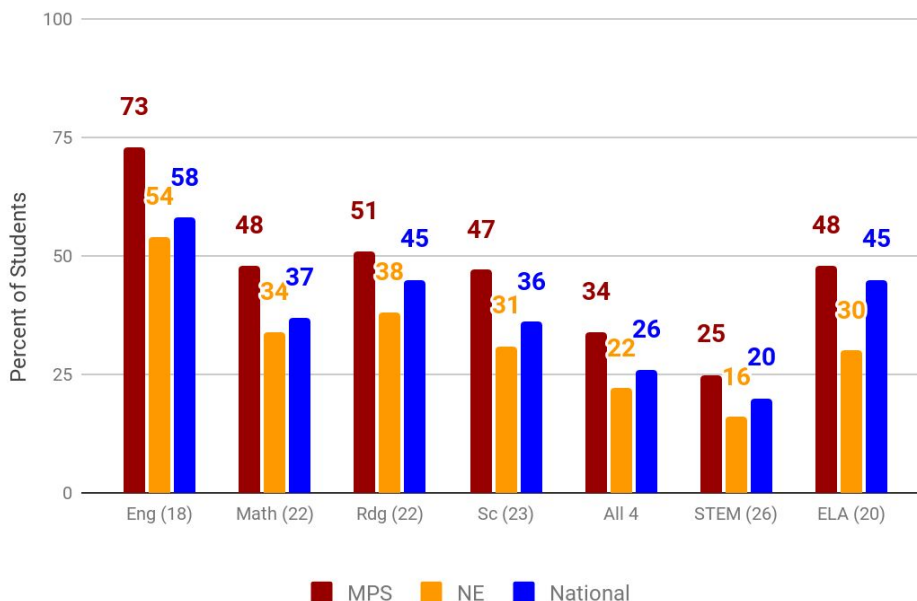


PERCENT OF STUDENTS MEETING ACT COLLEGE READINESS BENCHMARK SCORES

ACT College Readiness Benchmark score is the minimum score needed on an ACT subject-area test to indicate: 50% chance of obtaining a B or higher or 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

ACT Benchmark Scores

English - 18; Mathematics - 22; Reading - 22; Science - 23; All Four = (E+M+R+S); STEM (M+S) - 26; ELA (E+R+W) - 20 *ELA -- only includes those students who had a valid writing score.



AVERAGE ACT SCORES BY RACE / ETHNICITY BY BUILDING

	2016			2017			2018			2019			2020		
	NHS	SHS	WHS	NHS	SHS	WHS	NHS	SHS	WHS	NHS	SHS	WHS	NHS	SHS	WHS
All Students	23.3	20.1	22.7	23.7	21.4	22.9	22.6	20.4	23.3	23.5	20.7	22.6	23.1	20.5	22.8
African American/ Black	18.8	15.7	17.3	20.1	17.2	--	18.0	17.4	--	18.3	16.9	18.3	20.5	16.6	--
American Indian/ Alaska Native	--	--		--	--	--			--	--	--		--	--	--
Caucasian American/ White	23.5	20.6	23.1	23.8	22.1	23.3	22.5	21.0	23.4	23.7	21.5	22.6	23.3	21.4	22.9
Hispanic/ Latino	20.3	17.3	21.6	21.2	18.4	20.6	19.8	18.0	22.0	20.1	19.4	21.3	19.0	18.0	19.5
Asian	28.0	22.4	--	29.2	21.2	22.7	27.9	--	27.1	29.7	16.3	25.3	29.5	23.8	26.1
Native Hawaiian/ Pacific Islander	--	--	--	--	--		--	--		--	--	--	--	--	--
Two or More Races	21.7	19.3	20.9	21.5	23.1	21.6	22.7	19.5	24.9	19.9	21.2	25.7	21.1	19.4	23.5
Prefer Not to Respond/ No Response	22.2	18.7	20.3	22.8	19.3	21.5	22.3	19.4	21.8	23.0	18.1	22.8	21.8	18.7	21.5

-- Masked due to 10 or fewer students

Empty cell: no students in that category