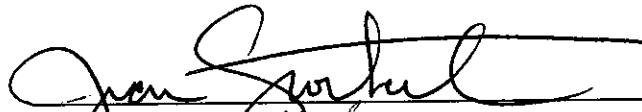



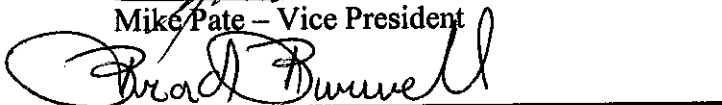
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**


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 7:00 P.M. on December 1st 2003, at Don Stroh Administrative Center
5606 South 147th Street

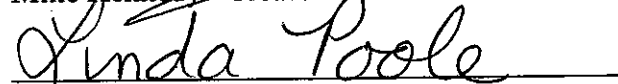
Dated this 1st day of December, 2003.



Jean Stothert - President

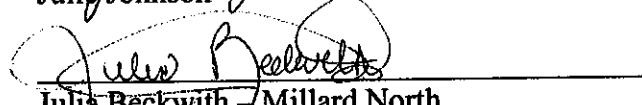

Mike Pate - Vice President


Brad Burwell - Secretary


Mike Kennedy - Treasurer


Linda Poole


Julie Johnson


Julia Beckwith - Millard North


Stacey Schmid - Millard South

Janet Baack - Millard West

FORM 7-B PROOF OF PUBLICATION

MIDLA

BUSINESS JOURNAL-Robert G. Hoig, Editor

Publisher's Fee.....\$ _____

Extra Copies.....\$ _____

Total.....\$ _____

STATE OF NEBRASKA

County of Douglas

SS.

Cynthia Hoig, being duly sworn, deposes and says that he/she is _____ of The Midlands Business Journal, a legal weekly newspaper published in the City of Omaha, Douglas County, Nebraska, printed in the English language, having a bona fide circulation in Douglas County in excess of 300 copies for more than 52 weeks last year; that the printed notice attached hereto was published in said Midlands Business Journal for _____ consecutive weeks, beginning on November 28, 2003 and ending on _____, 2003 and said newspaper was during that time and has since been in general circulation in said County and State, and that said newspaper was printed in whole or in part in the office maintained at place of publication.

Cynthia Hoig
Subscribed in my presence, and sworn to before me this _____

day of _____, 2003.



Ann Massara
Notary Public

Duplicate Affidavits of this Publication have been filed in the office of:

County Court Clerk of Dist. Court County Clerk Sec. State

SCHOOL DISTRICT NO. 17
NOTICE OF MEETING

Notice is hereby given of a special Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on Monday, December 1, 2003, at 5606 South 147th Street, Omaha, Nebraska. An agenda for such meetings, kept continuously current, are available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.
BRAD R. BURWELL
Secretary
November 28, 2003.

BOARD OF EDUCATION MEETING - DECEMBER 1, 2003

NAME:

REPRESENTING:

Cheryl Gulkin	AMS
Margaret Kaba	AMS
Dave & Peggi Tomlinson	AMS
Michael & Jason Tomlinson	
Jennifer Rostoks	MSH
Tommy Fry	MEH
Nela Nielsen	Cather
Jenna Fry	Cather
Kemessa Drews	MSH
Stacey Schmid	Millard South
Tyler Rozeboom	Millard West
Teri Nolting	Cather
Sally Nolting	
Judy Hughes	Cather
Shawna Baur	Millard West
Mike Kasper	SSC
Jim Stilwell	MPS Food Service
Dianne Fulton	Cather
Peris Cook	Cather
Robert Broun	Millard West
Jeff Alfrey	Anderson
Matt Kreun	Millard West



BOARD OF EDUCATION
MEETING



DECEMBER 1, 2003

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

6

BUSINESS MEETING
7:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
DECEMBER 1, 2003

AGENDA

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. 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.
- E. Routine Matters
 - *1. Approval of Board of Education Minutes – November 17, 2003
 - *2. Approval of Bills
- F. Information Items
 - 1. Employees of the Month
 - 2. Superintendent's Report
 - 3. Board Comments/Announcement
 - 4. Report from Student Representatives
- G. Unfinished Business
- H. New Business
 - 1. First Reading of Policy 3641 – Support Services – Construction – Procedures - Bidding
 - 2. First Reading of Policy 5600 – Pupil Services – Student Health
 - 3. Approval of 2004-05 Curriculum Handbooks
 - 4. Approval to Change the Board Meeting in January
 - 5. Approval of Personnel Action(s): Resignations and Teacher for Hire
- I. Reports
 - 1. Enrollment Report
 - 2. Terra Nova Results for Elementary
 - 3. Preliminary Enrollment Projections for Fall, 2004
 - 4. State Report Card
- J. Future Agenda Items/Board Calendar.
 - 1. Board of Education Meeting on Monday, December 15, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
 - 2. Board of Education Meeting on Monday, January 5, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
 - 3. Committee of the Whole Meeting on Monday, January 12, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street

4. Board of Education Meeting on Monday, January 19, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
 5. Board of Education Meeting on Monday, February 2, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
 6. Committee of the Whole Meeting on Monday, February 9, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
 7. Board of Education Meeting on Monday, February 16, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
 8. Town Hall Meeting on Monday, February 23, 2004 at Millard South High School at 7 p.m.
- K. 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.
- L. 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

8

BUSINESS MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
DECEMBER 1, 2003

ADMINISTRATIVE MEMORANDUM

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. 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 prior to the meeting.
- *E.1. Motion by _____, seconded by _____, to approve the Board of Education Minutes – November 17, 2003. (See enclosure.)
- *E.2. Motion by _____, seconded by _____, to approve the bills. (See Enclosures.)
- F.1. Employees of the Month
- F.2. Superintendent's Report
- F.3. Board Comments/Announcements
- F.4. Report from Student Representative
- H.1. First Reading of Policy 3641 – Support Services – Construction – Procedures – Bidding. (See enclosure.)
- H.2. First Reading of Policy 5600 – Pupil Services – Student Health. (See enclosure)
- H.3. Motion by _____, seconded by _____, to approve the 2004-2005 Curriculum Handbooks. (See enclosure.)
- H.4. Motion by _____, seconded by _____, to change the first board meeting in January to January 12, 2004.
- H.5. Motion by _____, seconded by _____, to approve Personnel Action(s): Resignations and Teacher for Hire. (See enclosure)
- I. Reports
 - 1. Enrollment Report
 - 2. Terra Nova Results for Elementary
 - 3. Preliminary Enrollment Projections for Fall, 2004
 - 4. State Report Card

Administrative Memorandum
December 1, 2003
Page 2

J. Future Agenda Items/Board Calendar

1. Board of Education Meeting on Monday, December 15, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Board of Education Meeting on Monday, January 5, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
3. Committee of the Whole Meeting on Monday, January 12, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
4. Board of Education Meeting on Monday, January 19, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, February 2, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
6. Committee of the Whole Meeting on Monday, February 9, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
7. Board of Education Meeting on Monday, February 16, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
8. Town Hall Meeting on Monday, February 23, 2004 at Millard South High School at 7 p.m.

K. 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.

L. 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.

ENCL. E.1.
DEC. 1, 2003

SCHOOL DISTRICT NO 17

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. This meeting was convened in open and public session at 7:00 p.m., Monday, November 17, 2003 Don Stroh Administration Center, 5606 South 147th Street.

PRESENT: Brad Burwell, Mike Pate Jean Stothert, Linda Poole, and Julie Johnson

ABSENT: Mike Kennedy

Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment 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.

At 7:00 p.m. Jean Stothert called the meeting to order and asked everyone to say the Pledge of Allegiance.

Roll call was taken and members present were: Jean Stothert, Mike Pate, Brad Burwell, Julie Johnson and Linda Poole. Mike Kennedy was excused from the meeting because of a family crisis.

Motion by Brad Burwell, seconded by Linda Poole, to approve the Board of Education Minutes of November 3, 2003, to approve bills, and to receive the treasurer's report and place on file. Upon roll call vote, all members voted aye. Motion carried.

Mike Pate summarized the Committee of the Whole meeting on Monday, November 10, 2003. The two topics discussed included a report on the district's self-funded health program, and discussion on the board legislative resolutions.

Showcase highlighted a presentation of a Crystal Obelisk in recognition of as the winner of the National Association of School Library Award. Also highlighted was the National Merit semi-finalists and commended students.

Superintendent's Report:

1. Reminder about the NASB/NASA State Education Conference on November 19-21, 2003 at the Holiday Inn Central. There will be a luncheon Thursday and Friday at the state conference.
2. Martha Bruckner has received the Larry Vontz Award. Each year this is given to a UNL alumni.

Board of Education Minutes
November 17, 2003
Page 2

3. The Central Office will be closed on November 27 and 28, 2003 for Thanksgiving break.
4. There will be no committee meeting in December.
5. Millard North is in the State football finals. If any board members would like tickets they were to see the superintendent.
6. On December 1, 2003 the district is anticipating having the food service contract on the agenda for approval. The State of Nebraska needs to approve this contract also.

COMMENTS FROM THE BOARD:

Julie Johnson offered her congratulations to Dr. Martha Bruckner for receiving the Larry Vontz award.

Mrs. Johnson also congratulated Millard North High School for getting into the State football finals.

Linda Poole also congratulated Martha Bruckner.

Mrs. Poole congratulated Donna Helvering and the district's media specialists in receiving the award from the National Association of School Libraries and being the only large school district to receive the award is an honor. She also thanked the students and community members who use the library.

Mrs. Poole wished good luck to Millard North High School in the upcoming championship game in high school football.

Mrs. Poole will not be able to attend the Sieman's dinner, because she will be attending a meeting associated with the Nebraska Association of School Boards.

Brad Burwell congratulated Martha Bruckner for receiving the Larry Vontz Award, and all of the district's media specialists for the National Association of School Libraries Award.

Mr. Burwell reported that he, Julie Johnson, Jean Stothert, and Linda Poole attended the Business Advisory and PTO meetings that were held last week. He said both meetings went very well with great discussions.

Mr. Burwell has a meeting associated with the Nebraska Association of School Boards, but will be at the Sieman's dinner for a short time on Wednesday evening.

Board of Education Minutes
November 17, 2003
Page 3

He said he would be facilitating the workshop on new graduation requirements at the Nebraska Association of School Board Conference later during the week.

Mr. Burwell said he will be out of town on January 5, 2004 and will not be able to attend the Board meeting.

Jean Stothert offered her congratulations to all three high schools and their football coaches during the playoffs for the state football tournament.

Mrs. Stothert said she would not be at the Sieman's dinner because she has a Metropolitan Area Boards of Education annual dinner at the same time.

Mrs. Stothert said she will be at Millard West High School for their speech interviews on Thursday, but will be at the State Conference later that day, and all day on Friday.

Julie Beckwith, student representative from Millard North, Sara VanWinkle, student representative from Millard West, and Stacey Schmid, student representative from Millard South, gave their reports on academic and athletic activities occurring at their respective high schools.

Motion by Linda Poole, seconded by Julie Johnson, to approve the Board of Education's legislative resolutions. Upon roll call vote, all members voted aye. Motion carried.

Julie Johnson provided the final reading of Policy 3623 – Support Services – Construction – Professional Services – Construction Managers. Motion by Julie Johnson, seconded by Mike Pate, to approve Policy 3623 – Support Services – Construction – Professional Services – Construction Managers. Upon roll call vote, all members voted aye. Motion carried.

Linda Poole provided the final reading of Policy 3631 – Support Services – Construction – Site Acquisition. Motion by Linda Poole, seconded by Brad Burwell, to approve Policy 3631 – Support Services – Construction – Site Acquisition. Upon roll call vote, all members voted aye. Motion carried.

Mike Pate provided the final reading of Policy 3632 – Support Services – Construction – Site-Landscaping. Motion by Brad Burwell, seconded by Linda Poole, to approve Policy 3632 – Support Services – Construction – Site-Landscaping. Upon roll call vote, Linda Poole, Brad Burwell, and Jean Stothert voted aye. Mike Pate and Julie Johnson voted nay. Motion carried.

Motion by Mike Pate, seconded by Linda Poole, to receive and file the 2002-2003 Audit Report. Upon roll call vote, all members voted aye. Motion carried.

Board of Education Minutes
November 17, 2003
Page 4

Reports given included: a United Way and Corporate Cup Report, and a Teacher Retention Report.

Future Agenda Items/Board Calendar: The NASB State Education Conference will be held on November 19-21, 2003 at the Holiday Inn Central. A Board of Education Meeting will be held on Monday, December 1, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, December 15, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, January 5, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on Monday, January 12, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, January 19, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Jean Stothert adjourned the meeting.



SECRETARY

Millard Public Schools
December 1, 2003

Millard Public Schools

Check Register for 12/1/03 - 12/1/03

Date: 11/26/03

Check Number	Date	Vendor No	Vendor Name	Amount
209994	12/1/03	133241	POSPICHAL CONSTRUCTION INC	24,525.00
Total for SPECIAL BUILDING				24,525.00
Report Total				24,525.00

Millard Public Schools

Check Register for 11/26/03 - 11/26/03

Date: 11/26/03

Check Number	Date	Vendor No	Vendor Name	Amount
209969	11/26/03	011651	AMERICAN EXPRESS	6,829.43
209970	11/26/03	013209	ART STUDIO CLAY COMPANY	2,098.00
209971	11/26/03	133216	RICK BELIK	170.00
209973	11/26/03	107454	CHRISTOPHER COLLING	120.00
209974	11/26/03	133261	ANGELA M DIEHM	645.00
209975	11/26/03	133277	HAMPTON INN & SUITES	5,751.00
209976	11/26/03	133262	WILLIAM N HILL IV	160.00
209977	11/26/03	133037	JENSEN TIRE COMPANY	135.23
209978	11/26/03	131498	MOJO RIZIN' INC	120.09
209980	11/26/03	068393	NEBRASKA STATE PATROL	50.00
209981	11/26/03	107732	BRIAN L. NELSON	360.00
209982	11/26/03	107539	RUTH & MUELLER LLC	200.00
209984	11/26/03	107354	STEPHEN W. VENTEICHER	245.00
209985	11/26/03	133224	JEFF WARNOCK	220.00
Total for GENERAL FUND				17,103.75
209970	11/26/03	013209	ART STUDIO CLAY COMPANY	10,653.00
209972	11/26/03	102116	CHURCHICH RECREATIONAL DESIGN, INC.	2,000.00
209983	11/26/03	090630	US POSTMASTER	92.50
Total for GRANT FUND				12,745.50
209979	11/26/03	131412	NE DEPT OF HEALTH & HUMAN SERVICES	50.00
Total for ACTIVITY FUND				50.00
Report Total				29,899.25

Millard Public Schools

Check Register for 12/1/03 - 12/1/03

Date: 11/26/03

Check Number	Date	Vendor No	Vendor Name	Amount
209986	12/1/03	101330	DISCOVERY CHANNEL SCHOOL	158.63
209987	12/1/03	133319	HERMAR INC	110.00
209988	12/1/03	041146	KENNETH J FOSSEN	300.00
Total for GENERAL FUND				568.63
Report Total				568.63

Millard Public Schools

Check Register for 12/1/03 - 12/1/03

Date: 11/24/03

Check Number	Date	Vendor No	Vendor Name	Amount
209327	12/1/03	010275	ACADEMIC COMMUNICATION ASSOC INC	465.30
209328	12/1/03	132534	ACCESSIBILITY DOT NET, LLC	345.00
209329	12/1/03	010003	ACT INC	322.70
209330	12/1/03	131183	ACTE	90.00
209331	12/1/03	133327	ADAM INC	39.97
209332	12/1/03	010389	ADAMLAB LLC	220.00
209333	12/1/03	010455	ADVANCED NETWORK TECHNOLOGIES	8,380.00
209334	12/1/03	010421	DEBORAH A ADY	15.00
209335	12/1/03	132917	AHA PROCESS INC	2,774.48
209336	12/1/03	131189	AIR POWER OF NEBRASKA INC.	1,350.00
209337	12/1/03	010888	ALBERTSONS 2201	1,110.55
209338	12/1/03	102425	ALIMED INC.	75.95
209339	12/1/03	011040	ALL BRANDS TOOL SERVICE INC	72.42
209340	12/1/03	109079	ALLTEL CORPORATION	1,437.38
209341	12/1/03	109113	ALPHASMART, INC.	261.00
209342	12/1/03	107651	AMAZON.COM INC	112.35
209343	12/1/03	133209	AATF	40.00
209344	12/1/03	099597	AMERICAN GUIDANCE SERVICE INC	231.15
209345	12/1/03	012064	AMERICAN MAIL SERVICE INC.	918.30
209346	12/1/03	012067	AMERICAN MATHEMATICS COMPETITIONS	107.00
209347	12/1/03	102051	AMERICAN MUSIC COMPANY INC	354.20
209348	12/1/03	012450	AMERICAN RED CROSS HEARTLAND	65.00
209349	12/1/03	099549	AMERICAN SCHOOL HEALTH ASSOC	39.95
209350	12/1/03	133174	AMERICAN SECURITY SERVICES INC	36.00
209351	12/1/03	012989	APPLE COMPUTER, INC.	14,485.60
209352	12/1/03	106436	AQUA-CHEM INC	465.70
209353	12/1/03	133188	ARCHER PETROLEUM INC	751.82
209354	12/1/03	013209	ART STUDIO CLAY COMPANY	1,225.00
209355	12/1/03	013496	ASCD	1,202.14
209356	12/1/03	102840	ASSOCIATED FIRE PROTECTION	67.00
209357	12/1/03	012507	AT&T	49.66
209358	12/1/03	012507	AT&T	63.24

Millard Public Schools

Check Register for 12/1/03 - 12/1/03

Date: 11/24/03

Check Number	Date	Vendor No	Vendor Name	Amount
209359	12/1/03	010083	ATS MOBILE TELEPHONE CO INC	270.54
209360	12/1/03	010083	ATS MOBILE TELEPHONE CO INC	325.87
209361	12/1/03	133031	AUTISM RESOURCE NETWORK	308.99
209362	12/1/03	102237	AUTO STATION	817.52
209363	12/1/03	108092	APW/AUTO VALUE	801.71
209364	12/1/03	102781	AXIOM PRESS, INC.	128.61
209365	12/1/03	102727	B & H PHOTO	321.55
209366	12/1/03	109852	BAER SUPPLY	119.27
209367	12/1/03	133160	MARYAM BAERDE	79.20
209368	12/1/03	132405	BAG 'N SAVE	2,075.99
209369	12/1/03	132001	BETH L BALKUS	29.95
209370	12/1/03	101536	NANCY BALLARD	34.98
209371	12/1/03	017876	BARCLAY SCHOOL SUPPLIES INC	897.74
209372	12/1/03	017900	BARCO MUNICIPAL PRODUCTS, INC.	595.70
209373	12/1/03	099646	BARNES & NOBLE BOOKSTORE(OAKV)	560.16
209374	12/1/03	017877	CYNTHIA L BARR-MCNAIR	290.70
209375	12/1/03	132440	BARRONS' EDUCATIONAL SERIES, INC.	108.75
209376	12/1/03	017926	ROSEMARY W BARTA	460.33
209377	12/1/03	133353	JULIE A BARTHOLOMEW	18.00
209378	12/1/03	018240	CAROL A BEATY	126.00
209379	12/1/03	102860	BENIK CORP.	61.55
209380	12/1/03	101062	BENNINGTON IMPLEMENT INC	3,647.98
209381	12/1/03	018705	BERNINA SEWING CENTER	113.44
209382	12/1/03	072250	BG PETERSON COMPANY	355.00
209384	12/1/03	019111	BISHOP BUSINESS EQUIPMENT	8,551.87
209385	12/1/03	019138	JON T BLOOMQUIST	87.12
209386	12/1/03	130899	KIMBERLY M BOLAN	193.32
209390	12/1/03	019559	BOUND TO STAY BOUND BOOKS INC	5,743.72
209391	12/1/03	132775	JENNIFER A BOWES	382.42
209392	12/1/03	019835	BOYS TOWN NATIONAL	6,721.02
209393	12/1/03	133368	KELLY R BRANECKI	29.88
209394	12/1/03	019861	BRIGGS, INC.	41.85

Millard Public Schools

Check Register for 12/1/03 - 12/1/03

Date: 11/24/03

Check Number	Date	Vendor No	Vendor Name	Amount
209395	12/1/03	102783	BRIGHT APPLE	33.28
209396	12/1/03	133392	ANTHONY J BRISBOIS	151.20
209397	12/1/03	106466	BRUINS MONTESSORI INTERNATIONAL	657.00
209398	12/1/03	130333	BSI INTERIORS	75.00
209399	12/1/03	106815	NANCY J BUDA	257.27
209400	12/1/03	020550	BUREAU OF EDUCATION & RESEARCH	863.00
209401	12/1/03	020578	RONALD G. BURMOOD	200.00
209402	12/1/03	130460	KELLY L BUSCHER	17.99
209403	12/1/03	099431	BUSINESS MEDIA INC	2,056.50
209404	12/1/03	133215	C & H DISTRIBUTORS LLC	1,723.67
209405	12/1/03	023831	CALLOWAY HOUSE INC	82.90
209406	12/1/03	023856	CAMBRIDGE GROUP	283.90
209407	12/1/03	102880	CAPSTONE PRESS INC	167.81
209408	12/1/03	106806	ELIZABETH J CAREY	51.14
209409	12/1/03	108215	DEBRA R CARLSON	30.00
209410	12/1/03	024061	CARQUEST AUTO PARTS	59.33
209411	12/1/03	024052	JOHN T CARROLL	113.04
209412	12/1/03	131158	CURTIS R CASE	232.00
209413	12/1/03	024425	CENTRAL STATES INDUSTRIAL SUPPLY	139.32
209415	12/1/03	132271	ERIK P CHAUSSEE	94.25
209416	12/1/03	024652	CHILDCRAFT EDUCATION CORP	76.64
209417	12/1/03	025080	CHRISTOPHER GORDON PUB INC	24.95
209418	12/1/03	025110	ELY CHURCHICH	1,283.00
209420	12/1/03	131715	CLARION HOTEL	135.14
209421	12/1/03	099222	CLASSROOMDIRECT.COM	101.34
209422	12/1/03	131135	PATRICIA A CLIFTON	128.99
209423	12/1/03	022701	SHARON R COMISAR-LANGDON	321.48
209425	12/1/03	096861	CONTINENTAL PRESS INC	108.30
209426	12/1/03	026057	CONTROL MASTERS INC	6,679.03
209427	12/1/03	132170	CORMACI CONSTRUCTION INC.	850.00
209428	12/1/03	026537	CORWIN PRESS INC	23.02
209429	12/1/03	133284	CARMEN B COSTELLO	122.40

Millard Public Schools

Check Register for 12/1/03 - 12/1/03

Date: 11/24/03

Check Number	Date	Vendor No	Vendor Name	Amount
209430	12/1/03	024157	COUNCIL FOR EXCEPTIONAL CHILDREN	639.33
209432	12/1/03	026660	WILLIAM J CRAWFORD	295.85
209433	12/1/03	102823	TRIARCO ARTS & CRAFTS LLC	990.76
209434	12/1/03	026950	CREIGHTON UNIVERSITY	500.00
209435	12/1/03	133282	LODGIAN INC	349.44
209436	12/1/03	109021	PATRICIA A CRUM	88.93
209437	12/1/03	027130	CRYSTAL PRODUCTIONS	82.94
209438	12/1/03	103016	CULINARY INSTITUTE OF AMERICA	84.00
209439	12/1/03	106893	CULLIGAN WATER CONDITIONING	58.00
209440	12/1/03	027300	CUMMINS GREAT PLAINS DIESEL	2,453.38
209441	12/1/03	132725	CURRY BROTHERS MOTORSPORTS	3,415.31
209442	12/1/03	100577	CURTIS 1000	4,820.53
209443	12/1/03	130900	CHERYL L CUSTARD	49.32
209444	12/1/03	132409	TED CZERNIAK	20.52
209445	12/1/03	130731	D & D COMMUNICATIONS	683.48
209446	12/1/03	032061	D & D LASER	933.45
209447	12/1/03	103010	D & S MARKETING SYSTEMS INC	568.51
209448	12/1/03	132671	JEAN T DAIGLE	105.23
209449	12/1/03	032240	ANN M DAVIS	12.78
209450	12/1/03	032497	CHERYL R DECKER	15.24
209452	12/1/03	107469	DEFFENBAUGH INDUSTRIES	8,730.65
209453	12/1/03	099249	DELTA EDUCATION LLC	426.90
209454	12/1/03	032800	DEMCO INC	103.64
209455	12/1/03	032872	DENNIS SUPPLY COMPANY	795.53
209456	12/1/03	102435	DIAMOND VOGEL PAINTS	504.00
209457	12/1/03	101106	GREGG NEWTON	328.00
209458	12/1/03	099220	DICK BLICK	603.68
209459	12/1/03	131442	DIESEL SPECIALTIES OF OMAHA, INC.	12.50
209460	12/1/03	033473	DIETZE MUSIC HOUSE INC	1,235.60
209461	12/1/03	106194	DISCIPLINE WITH PURPOSE INC	900.00
209462	12/1/03	132723	ARTHUR CHOU	527.56
209463	12/1/03	133308	DISCOUNT LAWN & GARDEN OUTLET	299.00

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209465	12/1/03	100560	DISNEY EDUCATIONAL PRODUCTIONS	729.16
209467	12/1/03	054609	DON JOHNSTON INC	45.90
209468	12/1/03	102468	DONS PIONEER UNIFORMS	26.95
209471	12/1/03	133130	DOUGLAS SARPY 4H OFFICE	60.00
209472	12/1/03	100923	DOUGLAS/SARPY COOPERATIVE EXTENSION	260.00
209473	12/1/03	131969	DR. VINYL	48.00
209474	12/1/03	034100	DRAKE-WILLIAMS STEEL INC	476.50
209475	12/1/03	099556	DRAMATISTS PLAY SERVICE, INC.	36.77
209476	12/1/03	107948	DARREL DRAPER	200.00
209477	12/1/03	131203	SANDRA L DRUMMOND	48.00
209478	12/1/03	107033	DYNAVOX SYSTEMS LLC	155.00
209479	12/1/03	102791	EAI	149.33
209480	12/1/03	036520	EASTERN NE HUMAN SERVICES AGENCY	17,892.00
209481	12/1/03	036652	EBSCO SUBSCRIPTION SERVICES	98.63
209482	12/1/03	132253	EDU-KINESTHETICS	23.90
209483	12/1/03	036835	EDUCATION WEEK	42.97
209484	12/1/03	037400	EDUCATIONAL RESEARCH SERVICE	155.00
209486	12/1/03	037525	EDUCATIONAL SERVICE UNIT #3	41,719.62
209487	12/1/03	101277	EFFECTIVE COMMUNICATION SKILLS INC	1,250.00
209488	12/1/03	037977	EFFECTIVE SCHOOLS PRODUCTS	39.05
209489	12/1/03	132892	PAMELA S EHLY	16.90
209490	12/1/03	107682	EILEEN'S COLOSSAL COOKIES	110.75
209491	12/1/03	038100	ELECTRIC FIXTURE & SUPPLY	4,159.51
209492	12/1/03	038120	ELECTRIC MACHINERY SALES & SVC	77.12
209493	12/1/03	038140	ELECTRONIC SOUND INC.	1,067.25
209495	12/1/03	109066	TED H ESSER	383.04
209496	12/1/03	035610	ETA/CUISENAIRE	2,325.14
209497	12/1/03	038475	EXCEL ELECTRIC INC	212.00
209498	12/1/03	107729	EZ WAY INC	79.00
209499	12/1/03	131743	FACTS ON FILE INC.	52.69
209500	12/1/03	106949	LUCY FALCON	26.48
209501	12/1/03	040377	ROGER R FARR	95.18

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209502	12/1/03	040450	FEDERAL EXPRESS	107.51
209503	12/1/03	040537	FERGUSON ENTERPRISES INC	1,406.84
209504	12/1/03	106956	FERRELLGAS	41.48
209505	12/1/03	133269	SHANNON RENEE FICKEL	140.00
209506	12/1/03	040830	FILMS FOR THE HUMANITIES	194.24
209507	12/1/03	040902	FIRST NATIONAL BANK TRUST DEPT	1,400.00
209508	12/1/03	132202	PHIL FITZWATER	504.00
209509	12/1/03	102708	FLIBS	1,050.00
209510	12/1/03	041086	FLINN SCIENTIFIC INC	99.57
209511	12/1/03	106714	LADONNA V FLOOD	230.74
209512	12/1/03	131555	FLOORS INC	1,567.00
209513	12/1/03	041100	FOLLETT LIBRARY RESOURCES	11,189.73
209514	12/1/03	100307	FOOD SERVICES OF AMERICA	648.61
209515	12/1/03	102935	FREEDOM SCIENTIFIC BLV GROUP	135.00
209516	12/1/03	132321	MICHAEL R FREY	233.28
209517	12/1/03	041543	AMY J FRIEDMAN	83.69
209518	12/1/03	133351	STEPHANIE S FRITSON	103.28
209519	12/1/03	131494	FULL CIRCLE IMAGE	2,969.25
209520	12/1/03	042025	FUTURE HORIZONS INC	304.85
209521	12/1/03	109036	GALE GROUP	21,294.00
209522	12/1/03	131710	PARTICK T GEARY	23.66
209523	12/1/03	044050	GENERAL BINDING CORPORATION	282.48
209524	12/1/03	107968	LORI E GERARDI	68.56
209525	12/1/03	044470	GEYER INSTRUCTIONAL AIDS CO.	204.78
209526	12/1/03	133376	LINDA J GJERE	47.52
209527	12/1/03	106660	GLASSMASTERS, INC.	4,682.89
209528	12/1/03	044675	SYSTEMAX INC	280.00
209529	12/1/03	131089	K T RESTAURANTS LLC INC	52.51
209530	12/1/03	044891	GOPHER/PLAY WITH A PURPOSE	519.56
209531	12/1/03	132152	GOVCONNECTION INC	728.47
209532	12/1/03	109815	JENNIFER L GOWIN-HUSSEY	195.12
209533	12/1/03	043609	GP BUSINESS SERVICES LLC	1,604.24

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209535	12/1/03	132146	GRAEVE GARRELTS DENHAM & BRUCE, LLC	16,000.00
209536	12/1/03	099641	GRAPHICS LIMITED	192.50
209537	12/1/03	044965	KATHERINE A GRAY	347.40
209538	12/1/03	099754	GREAT BOOKS FOUNDATION	300.20
209539	12/1/03	099260	GREAT IDEAS FOR TEACHING INC	25.99
209541	12/1/03	133372	GREY HOUSE PUBLISHING	180.50
209542	12/1/03	133363	ANGELIQUE M GUNDERSON	216.63
209543	12/1/03	059223	HAL LEONARD PUBLISHING COMPANY	23.50
209544	12/1/03	107933	JEFF D HALLSTROM	92.16
209545	12/1/03	101931	HANCOCK FABRICS	277.65
209546	12/1/03	131067	HANDWRITING WITHOUT TEARS	76.45
209547	12/1/03	133381	CHELSEA HANSEN	50.00
209548	12/1/03	047853	HAPPY CAB COMPANY INC	20,035.00
209549	12/1/03	056820	HARRY A KOCH COMPANY	9,062.50
209550	12/1/03	048200	HAUFF SPORTING GOODS COMPANY	136.00
209551	12/1/03	106932	KATHRYN HAUSWALD	55.41
209552	12/1/03	132634	MARK W HAWKINS	155.97
209554	12/1/03	132558	HEARTLAND AWNING & DESIGN	1,025.00
209555	12/1/03	048475	HEARTLAND FOUNDATION	12,495.79
209556	12/1/03	048517	HEINEMANN EDUCATIONAL BOOKS	44.10
209557	12/1/03	048518	HEINEMANN PROFESSIONAL DEVELOPMENT	119.00
209558	12/1/03	101881	HENRY DOORLY ZOO	58.00
209559	12/1/03	132423	HEWLETT PACKARD CO	24,470.00
209560	12/1/03	133352	ROBYN D HEYDE	194.62
209561	12/1/03	048710	HIGHSMITH COMPANY INC	89.27
209562	12/1/03	048845	CAMILLE H HINZ	44.64
209563	12/1/03	010280	SAMUEL A PULLEN INC	52.50
209564	12/1/03	048940	HOBBY LOBBY	187.74
209566	12/1/03	133345	CHRISTINA K HOGAN	18.78
209568	12/1/03	133378	PAIGE HORACEK	74.30
209569	12/1/03	095520	LINDA D HORTON	760.00
209570	12/1/03	049440	HOSIER REFRIGERATION SUPPLY INC	157.26

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209571	12/1/03	106169	MARY K HOUGH	188.39
209572	12/1/03	049650	HOUGHTON MIFFLIN COMPANY	775.85
209573	12/1/03	132531	TERRY P HOULTON	324.45
209574	12/1/03	101533	DIANE F HOWARD	87.14
209576	12/1/03	133247	HUSKER GLASS	308.00
209577	12/1/03	049851	HY-VEE FOOD STORE (132ND ST.)	13.52
209579	12/1/03	049850	HY-VEE FOOD STORE (OAKVIEW DR)	35.29
209582	12/1/03	F03019	INSTITUTE FOR STUTTERING TREATMENT	138.00
209583	12/1/03	132091	INTEGRIS METALS INC	260.00
209584	12/1/03	102958	INTERSTATE ALL BATTERY CENTER	1,051.28
209585	12/1/03	052370	INTERSTATE ELECTRIC SUPPLY CO	110.30
209586	12/1/03	109094	PATRICK M IRWIN	159.80
209587	12/1/03	092791	J. WESTON WALCH PUBLISHING	45.89
209588	12/1/03	100928	J.W. PEPPER & SON INC.	2,242.69
209589	12/1/03	054230	JANELLE PUBLICATIONS INC	239.00
209590	12/1/03	054223	MICHAEL JANIS	950.00
209591	12/1/03	131157	CHRISTINE A JANOVEC-POEHLMAN	196.80
209592	12/1/03	054240	HANNELORE W JASA	108.72
209593	12/1/03	133205	JAY H BERK PHD INC	109.00
209594	12/1/03	132791	JEFFREY NORTON PUBLISHERS INC	30.90
209596	12/1/03	133037	JENSEN TIRE COMPANY	747.63
209597	12/1/03	054448	STEVEN K JOEKEL	822.36
209598	12/1/03	107039	SHARON KIM H JOHANSEN	94.60
209599	12/1/03	054489	HUGH P JOHNSON	135.36
209600	12/1/03	054481	JERRILL B JOHNSON	256.53
209601	12/1/03	054492	JIMMIE L JOHNSON	141.95
209602	12/1/03	054630	JOHNSTONE SUPPLY	248.62
209604	12/1/03	054643	JONES AND BARTLETT PUBLISHERS	2,071.68
209605	12/1/03	054768	JUDAH CASTER COMPANY	159.16
209606	12/1/03	133334	JUST IN CASE CO INC	41.40
209608	12/1/03	101641	KAR PRODUCTS	517.56
209609	12/1/03	132302	MICHAEL KATZ	150.00

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209610	12/1/03	056233	KAYBEE MONTESSORI INC	403.39
209611	12/1/03	056237	KAYLORS SCHOOL & OFFICE SUPPLY INC	39.56
209612	12/1/03	056275	KEL-WELCO DISTRIBUTING, INC.	312.48
209613	12/1/03	056278	JEANNE M KELLEY	62.64
209614	12/1/03	056276	KELVIN ELECTRONICS	456.09
209615	12/1/03	056724	KINKO'S	10.00
209617	12/1/03	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	85.00
209618	12/1/03	056770	BETTY H KLESITZ	97.38
209619	12/1/03	056865	PHILIP E KOCH	122.52
209621	12/1/03	107010	EUNICE A KOKRDA	14.81
209622	12/1/03	133196	ALICIA KOLASINSKI	23.66
209623	12/1/03	056913	RICHARD L KOLOWSKI	459.55
209624	12/1/03	109835	MAUREEN KONWINSKI	5.05
209625	12/1/03	131722	KROGER	154.97
209626	12/1/03	132266	DAWN M KRONAIZL	17.82
209627	12/1/03	056995	KAY KRONHOLM	950.00
209628	12/1/03	131160	MARGARET M KUBAT	45.00
209629	12/1/03	109033	AMANDA J KUNES	149.87
209630	12/1/03	133380	DAVE KUSH	170.00
209631	12/1/03	132327	AMBER KUSHNER	100.00
209632	12/1/03	132934	VICTORIA KYROS	72.47
209633	12/1/03	058755	LIDLAW TRANSIT INC	140,907.02
209634	12/1/03	058757	LAKELAND ENGINEERING EQUIPMENT CO.	39.96
209635	12/1/03	099217	LAKESHORE LEARNING MATERIALS	2,387.00
209637	12/1/03	058861	LARRY'S BOILER SERVICE, INC.	65.00
209638	12/1/03	102491	LARUE DISTRIBUTING INC	113.04
209639	12/1/03	058875	KELLY A LATIMER-BRIGGS	40.00
209640	12/1/03	131498	MOJO RIZIN' INC	105.80
209641	12/1/03	109816	JILL C LAVENE	145.15
209642	12/1/03	100732	LAWNSMITH & CO INC	2,332.00
209643	12/1/03	133367	LEE'S REFRIGERATION	192.16
209644	12/1/03	132200	MYRA LEZANIC	20.52

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209646	12/1/03	059380	LIBRARY VIDEO COMPANY	60.65
209647	12/1/03	059470	LIEN TERMITE & PEST CONTROL INC	302.00
209649	12/1/03	133391	NORMAN R LING	15.00
209650	12/1/03	059577	LINGUISYSTEMS, INC.	293.95
209651	12/1/03	059560	LINWELD INC	1,707.13
209652	12/1/03	131141	JON T LOPEZ	193.45
209653	12/1/03	102636	LORMAN BUSINESS CENTER INC	334.00
209654	12/1/03	060023	NEBRASKA SPORTS INDUSTRIES INC.	7.42
209655	12/1/03	099965	LOVE AND LOGIC INSTITUTE INC	1,780.00
209656	12/1/03	060111	LOVELESS MACHINE & GRINDING	44.94
209657	12/1/03	131397	LOWE'S HOME CENTERS INC	132.10
209658	12/1/03	060125	LUCKS MUSIC LIBRARY INC	219.06
209659	12/1/03	060153	KEITH W LUTZ	173.70
209660	12/1/03	131586	LYMM CONSTRUCTION CO.	1,185.00
209661	12/1/03	109834	JOHN MACLEAN	317.52
209662	12/1/03	063781	MALECKI MUSIC	469.99
209663	12/1/03	063800	MANGELSEN'S	100.36
209666	12/1/03	133198	TRACY D MATSON	47.32
209667	12/1/03	108052	MAX I WALKER	274.56
209668	12/1/03	101129	MAYER JOHNSON INC	305.00
209669	12/1/03	107123	SUSAN P MCADAM	9.34
209670	12/1/03	132893	TAMARA R MCCANN	120.60
209672	12/1/03	107470	MCGILL ASBESTOS ABATEMENT CO.	500.00
209673	12/1/03	063349	MCGRAW-HILL COMPANIES	1,378.89
209674	12/1/03	099781	MCQUEENY LOCK COMPANY	1,625.54
209675	12/1/03	133062	MEL BAY PUBLICATIONS	83.72
209676	12/1/03	064413	MENARDS INC	181.66
209677	12/1/03	063097	MENC	521.84
209678	12/1/03	132458	JAMES MERCER	38.22
209679	12/1/03	106393	WALTER B MERTZ	48.59
209680	12/1/03	064600	METAL DOORS & HARDWARE COMPANY INC	3,133.00
209682	12/1/03	108304	METRO MEDICAL TRANSPORTATION	1,925.00

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209685	12/1/03	064800	METRO UTILITIES DISTRICT OF OMAHA	45,500.13
209686	12/1/03	133393	BRAD MEURRENS	70.00
209687	12/1/03	102466	WYMAN L MARTINEK	96.45
209689	12/1/03	102870	MIDLAND COMPUTER INC	4,381.22
209690	12/1/03	064833	MIDLANDS BUSINESS JOURNAL	5.45
209691	12/1/03	648477	MIDLANDS MESSENGER SERVICE INC	181.90
209692	12/1/03	064950	MIDWEST METAL WORKS INC	203.80
209693	12/1/03	064952	MIDWEST MINOR MEDICAL, P.C.	270.00
209695	12/1/03	065233	MIDWEST TURF & IRRIGATION INC	1,057.23
209696	12/1/03	065300	MILLARD DRYWALL SERVICES, INC.	67.73
209697	12/1/03	107812	MILLARD FAMILY EYECARE PC	80.00
209698	12/1/03	065400	MILLARD LUMBER INC	642.97
209699	12/1/03	065410	MILLARD SCHOOLS ADMINISTRATIVE	72.80
209700	12/1/03	108451	MILLARD SCHOOLS HOT LUNCH FUND	87.66
209701	12/1/03	065350	MILLARD TRUE VALUE HARDWARE	395.82
209702	12/1/03	133385	KELLI K MILLER	4.98
209703	12/1/03	107537	LINDA A MILLER	45.32
209704	12/1/03	065316	GLENN L MILLERD	205.63
209706	12/1/03	102657	MODERN SIGNS PRESS INC	142.10
209707	12/1/03	101158	MONTESSORI N SUCH INC	453.60
209708	12/1/03	066075	MONTESSORI RESEARCH AND	353.10
209709	12/1/03	066083	KAREN F MONTGOMERY	66.10
209710	12/1/03	066137	JUNE E MORRISSEY	573.00
209711	12/1/03	133370	MORTON ELEMENTARY	200.00
209713	12/1/03	066510	DANIEL M MURPHY	100.81
209714	12/1/03	066996	NAPA/GENUINE PARTS COMPANY	13.88
209715	12/1/03	133220	LORAIN COUNTY JOINT VOCATIONAL SCH	154.00
209716	12/1/03	067000	NASCO	93.77
209717	12/1/03	067253	NATIONAL ASSOC OF SECONDARY	295.00
209718	12/1/03	067666	NATIONAL COUNCIL OF TEACHERS	85.00
209719	12/1/03	132535	NATIONAL COUNCIL ON ECONOMIC	57.09
209720	12/1/03	107416	NATIONAL GEOGRAPHIC BEE	250.00

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209721	12/1/03	067751	NATIONAL GEOGRAPHIC SOCIETY	437.40
209722	12/1/03	067801	NATIONAL MIDDLE SCHOOL ASSOC	70.00
209723	12/1/03	132854	NATIONAL SAFETY COUNCIL	600.00
209724	12/1/03	067910	NATIONAL SCHOOL BOARDS ASSOC	585.00
209725	12/1/03	068280	JOHN R NATTERMANN	54.24
209726	12/1/03	108416	WILLIAM B NATTERMANN	166.86
209727	12/1/03	130548	NCS PEARSON INC	2,231.62
209729	12/1/03	068315	NEBRASKA ACADEMY OF SCIENCES INC	180.00
209730	12/1/03	068334	NEBRASKA AIR FILTER INC	3,230.85
209731	12/1/03	068343	NEBRASKA ASSOC OF SCHOOL BOARDS	36.00
209732	12/1/03	068340	NEBRASKA ASSOCIATION FOR GIFTED	250.00
209733	12/1/03	068415	NEBRASKA COUNCIL OF SCHOOL	300.00
209734	12/1/03	068445	NEBRASKA FURNITURE MART INC	1,176.90
209736	12/1/03	100872	NEBRASKA LIBRARY COMMISSION	12,523.15
209737	12/1/03	068463	NEBRASKA MUSIC EDUCATORS ASSOC	65.00
209738	12/1/03	068684	NEBRASKA SCIENTIFIC	67.75
209739	12/1/03	131476	NEBRASKA TURF PRODUCTS	3,130.40
209740	12/1/03	068801	NEBRASKA WORKFORCE DEVELOPMENT	225.00
209741	12/1/03	068951	MICHAEL L NEEMANN	134.64
209742	12/1/03	131550	NANCY G NELSON	159.48
209743	12/1/03	069060	ROBIN K NELSON	19.80
209744	12/1/03	069099	CAROL C NEWTON	113.04
209745	12/1/03	069561	LYNNE NEWVILLE	280.93
209746	12/1/03	109843	NEXTEL PARTNERS INC	1,455.00
209747	12/1/03	109843	NEXTEL PARTNERS INC	779.24
209748	12/1/03	109843	NEXTEL PARTNERS INC	890.02
209749	12/1/03	109843	NEXTEL PARTNERS INC	809.36
209750	12/1/03	133254	LANDON T NGUYEN	72.00
209751	12/1/03	132576	THUONG T NGUYEN	30.00
209752	12/1/03	133386	LINDA L NICHOLS	164.97
209754	12/1/03	055400	MARTHA E NIELSEN	114.12
209755	12/1/03	069576	NIENHUIS MONTESSORI USA INC	1,122.37

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209756	12/1/03	099775	NJL ASSOCIATES INC	147.00
209757	12/1/03	069689	NOGG CHEMICAL & PAPER	7,519.75
209758	12/1/03	069815	NORTHWEST TEXTBOOK DEPOSITORY CO	98.09
209759	12/1/03	130667	CARRIE L NOVOTNY-BUSS	82.90
209760	12/1/03	131265	JILL M NUISMER	177.12
209761	12/1/03	107127	CHARICE K NYFFELER	124.92
209762	12/1/03	099235	NYSTROM	1,734.38
209765	12/1/03	100013	OFFICE DEPOT BUS. SVCS. DIV.	6,443.69
209766	12/1/03	070245	OHARCO DISTRIBUTORS	1,685.68
209767	12/1/03	070473	ELIZABETH A OLSON	381.45
209768	12/1/03	070662	OMAHA HEARING SCHOOL FOR CHILDREN	1,321.00
209769	12/1/03	070850	OMAHA SLINGS INC	481.98
209770	12/1/03	071039	OMAHA WINDUSTRIAL CO.	111.85
209771	12/1/03	071040	OMAHA WINNELSON COMPANY	130.98
209772	12/1/03	071053	OMAHA WORLD HERALD (EDUC)	677.60
209773	12/1/03	071050	OMAHA WORLD HERALD CO	505.14
209774	12/1/03	107815	ON LINE IMAGING SERVICES LLC	1,098.33
209775	12/1/03	071138	ORIENTAL TRADING COMPANY	59.60
209776	12/1/03	107193	OTIS ELEVATOR COMPANY	667.65
209777	12/1/03	071178	OUTDOOR RECREATION PRODUCTS	1,500.00
209778	12/1/03	071515	PAINTIN PLACE CERAMICS INC	386.50
209779	12/1/03	132325	KEEGAN PALZKILL	50.00
209780	12/1/03	133183	LUPE PANTOJA	57.20
209781	12/1/03	132006	ANDREA L PARSONS	140.15
209782	12/1/03	133169	NCH CORPORATION	802.19
209783	12/1/03	106973	RITA PASKOWITZ	600.00
209784	12/1/03	108098	ANGELO D PASSARELLI	302.04
209785	12/1/03	071891	PAYFLEX SYSTEMS USA, INC.	4,381.40
209786	12/1/03	102047	PAYLESS OFFICE PRODUCTS, INC.	159.00
209787	12/1/03	071353	WARFIELD PCI LIMITED	119.79
209788	12/1/03	131733	PEACE EDUCATION FOUNDATION	28.95
209789	12/1/03	102699	PEARSON EDUCATION	651.74

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209790	12/1/03	109027	PEARSON EDUCATION	392.19
209791	12/1/03	109831	JANET PELSTER	107.28
209792	12/1/03	072200	PERFECTION LEARNING CORP.	948.01
209793	12/1/03	072400	PHI DELTA KAPPA	340.00
209794	12/1/03	106967	PHILFLEET ADVANTAGE	4,826.22
209795	12/1/03	133390	HEATHER C PHIPPS	85.56
209796	12/1/03	072464	PHONIC EAR INC	269.50
209797	12/1/03	130721	MARY J PILLE	87.84
209798	12/1/03	132086	PIONEER VALLEY EDUCATIONAL PRESS	539.00
209799	12/1/03	108071	PITTSBURGH PAINT-5508	154.51
209800	12/1/03	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	64.92
209801	12/1/03	073011	JUDITH E PORTER	193.71
209802	12/1/03	133090	PORTOLAN GROUP INC	5,000.00
209805	12/1/03	073231	PRECISION INDUSTRIES, INC.	14.04
209806	12/1/03	072349	PREMIER AGENDAS, INC.	521.00
209807	12/1/03	131428	PREMIER GYMNASTICS	250.00
209808	12/1/03	106755	GAYLE A PRESTON	23.94
209809	12/1/03	102423	PRIMARY CONCEPTS	275.61
209810	12/1/03	132975	PRIORITY TRAINING & CONSULTING INC	125.00
209811	12/1/03	073427	PRO-ED INC	2,014.10
209812	12/1/03	133051	AMERICAN FUTURE SYSTEMS INC	28.99
209813	12/1/03	107657	PROTEC SYSTEMS LLC	503.00
209814	12/1/03	090673	QWEST	4,815.11
209815	12/1/03	090673	QWEST	24,468.03
209816	12/1/03	099777	RADIOSHACK	179.85
209817	12/1/03	078420	RAWSON & SONS ROOFING, INC.	1,040.00
209818	12/1/03	100642	REALLY GOOD STUFF INC	217.65
209819	12/1/03	078670	REAMS SPRINKLER SUPPLY COMPANY INC	386.84
209820	12/1/03	078673	RECORDING FOR THE BLIND & DYSLEXIC	112.84
209821	12/1/03	132392	REFEREE ENTERPRISES INC	502.45
209822	12/1/03	133191	MATTHEW K REGA	174.95
209823	12/1/03	130949	REGIONAL MIDDLE LEVEL CONFERENCE	430.00

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209824	12/1/03	102249	RELIABLE OFFICE SUPPLIES	68.07
209825	12/1/03	102436	RENTAL SERVICE CORPORATION	86.64
209826	12/1/03	133374	HILARY J RHOTEN	40.00
209827	12/1/03	106295	GREGORY RICE	181.44
209828	12/1/03	133373	RICHARD ROSENTHAL	60.00
209830	12/1/03	132095	CHARLOTTE A RIEWER	398.97
209831	12/1/03	102186	COMMUNITY PRODUCTS LLC	2,200.00
209832	12/1/03	079190	RIGBY EDUCATION	2,527.28
209833	12/1/03	099555	RIVERSIDE PUBLISHING COMPANY	139.00
209835	12/1/03	132034	ROCHESTER 100 INC.	80.50
209836	12/1/03	079310	ROCKBROOK CAMERA CENTER	4,675.87
209837	12/1/03	079440	ROSENBAUM ELECTRIC INC	1,508.90
209838	12/1/03	084660	RS STOVER COMPANY	156.96
209840	12/1/03	081495	LEONARD E SAGENBRECHT	159.02
209841	12/1/03	073300	SAMMONS PRESTON ROLYAN	10.36
209842	12/1/03	081695	SARGENT WELCH	19.80
209843	12/1/03	081725	KIMBERLEY K SAUM-MILLS	141.89
209844	12/1/03	133389	RYAN D SAUNDERS	36.36
209845	12/1/03	133199	MARK SCHAU	47.32
209847	12/1/03	082100	SCHOLASTIC INC	6,899.87
209848	12/1/03	101165	SCHOOL MATE	60.00
209849	12/1/03	130526	SCHOOL MEDIA ASSOCIATES	898.13
209850	12/1/03	082350	SCHOOL SPECIALTY INC	338.98
209852	12/1/03	099808	SCHOOLMASTERS	56.41
209853	12/1/03	082395	CLAUDIA K SCHULTE	378.13
209854	12/1/03	082396	CURT H SCHULTE	89.82
209855	12/1/03	106807	JEAN M SCHUMACHER	240.84
209856	12/1/03	099442	SEARS	340.95
209857	12/1/03	082905	KIMBERLY A SECORA	43.31
209858	12/1/03	082910	SECURITY EQUIPMENT INC	2,709.43
209859	12/1/03	108161	STAN J SEGAL	19.98
209860	12/1/03	082920	MARTI K SEIBERLING	74.43

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209861	12/1/03	082941	KELLY M SELTING	276.48
209862	12/1/03	130645	SHERWIN-WILLIAMS	244.06
209863	12/1/03	083188	SHIFFLER EQUIPMENT SALES, INC.	365.99
209864	12/1/03	083190	LINDA S SHIRCK	98.28
209865	12/1/03	102558	SHURLEY INSTRUCTIONAL MATERIALS	14.86
209867	12/1/03	083400	SIMPLEXGRINNELL	4,948.00
209868	12/1/03	083451	SIMPLICITY PATTERN COMPANY	37.90
209869	12/1/03	083590	SLOSSON EDUCATIONAL PUBLICATIONS	81.40
209870	12/1/03	107093	CHARLENE S SNYDER	167.56
209871	12/1/03	102264	SOFTWARE PLUS	2,170.00
209872	12/1/03	109793	SOLUTION ONE	223.67
209873	12/1/03	130722	SOLUTIONS FOR YOUR OFFICE	1,053.46
209874	12/1/03	084056	SOPRIS WEST, INC.	75.90
209875	12/1/03	133382	SOUNDZABOUND MUSIC LIBRARY LLC	239.00
209876	12/1/03	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	393.60
209877	12/1/03	100421	SOUTH/SOUTHWEST YMCA	64.00
209878	12/1/03	084093	SOUTHWEST STRINGS	34.75
209879	12/1/03	109796	SPORT SUPPLY GROUP INC.	337.81
209880	12/1/03	084326	SPORTIME	733.49
209881	12/1/03	101378	STAFF DEVELOPMENT FOR EDUCATORS	1,335.00
209882	12/1/03	084415	STANDARD STATIONERY SUPPLY CO	120.70
209883	12/1/03	131120	STATIONERY HOUSE	548.45
209884	12/1/03	131099	STENHOUSE PUBLISHERS	194.86
209885	12/1/03	084550	STEPHENSON SCHOOL SUPPLY CO.	254.85
209886	12/1/03	100217	STEPHENSON SCHOOL SUPPLY CO.	561.79
209887	12/1/03	084630	CYNTHIA F STIGGE	44.82
209888	12/1/03	132785	JAIME SUAREZ-DELGADO	60.00
209889	12/1/03	107258	SUE A. KRATOCHVIL	395.00
209890	12/1/03	084689	SULLIVAN SEWER SERVICE INC	1,762.50
209891	12/1/03	106793	VICKIE A SULLIVAN	70.64
209892	12/1/03	084781	SUMMIT LEARNING	85.80
209893	12/1/03	084907	SUNDERLAND BROTHERS COMPANY	178.92

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209894	12/1/03	084930	SUPER DUPER INC	319.40
209895	12/1/03	102869	SUPER SAVER #20	788.58
209897	12/1/03	088654	TARGET	83.63
209898	12/1/03	088660	LINDA TAUSZ	13.25
209899	12/1/03	088680	TEACHER CREATED MATERIALS	934.63
209900	12/1/03	101393	TEACHER'S VIDEO COMPANY	67.08
209901	12/1/03	088709	TEACHERS DISCOVERY	88.15
209902	12/1/03	101257	TEACHERS' CURRICULUM INSTITUTE	1,150.25
209903	12/1/03	088830	TED'S MOWER SALES & SERVICE INC	237.48
209905	12/1/03	132419	JACQUES L TETRAULT	6.13
209907	12/1/03	132958	TEXTBOOK BROKERS	44.00
209908	12/1/03	131159	JONATHON C THOMPSON	157.68
209909	12/1/03	089318	A. GERALD TIEGER	136.44
209910	12/1/03	132140	TILT GOLF	174.00
209911	12/1/03	133208	JILL TOMSON	140.26
209912	12/1/03	101910	TOOL CRIB	164.98
209913	12/1/03	131560	KATHLEEN K TORRES	16.03
209914	12/1/03	089574	TOTAL MARKETING INC	260.00
209915	12/1/03	108055	TRADE WELL PALLET INC	2,520.00
209916	12/1/03	132421	TRAINER'S WAREHOUSE	30.52
209917	12/1/03	106493	TRITZ PLUMBING, INC.	170.64
209918	12/1/03	103111	TRUE COLORS	318.60
209919	12/1/03	132268	LYNNE A TRUMAN	113.76
209920	12/1/03	090678	UNISOURCE	792.89
209921	12/1/03	090214	UNITED ELECTRIC SUPPLY CO INC	311.18
209922	12/1/03	109861	UNITED EQUIPMENT SERVICES CO INC	377.50
209923	12/1/03	133063	JOHN C RODI COMPANY INC	92.61
209924	12/1/03	100096	UNIVERSITY OF NE AT LINCOLN	672.00
209925	12/1/03	068834	UNIVERSITY OF NEBRASKA-LINCOLN	240.00
209926	12/1/03	090900	UNIVERSITY PUB, INC.	434.00
209927	12/1/03	090973	UPSTART	33.69
209928	12/1/03	090406	US ASPHALT COMPANY	6,517.70

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209929	12/1/03	090440	SPORT SUPPLY GROUP INC	198.20
209930	12/1/03	106173	UTA HALEE GIRLS VILLAGE	3,034.92
209931	12/1/03	132117	VALA'S PUMPKIN PATCH	217.00
209932	12/1/03	102808	VICTORY BRIEFS	22.00
209934	12/1/03	092323	VIRCO MANUFACTURING CORP	284.44
209935	12/1/03	092786	WALCRO INC	18.23
209936	12/1/03	092789	WALDINGER CORPORATION	5,440.35
209937	12/1/03	092834	WALKER TIRE INC	1,627.15
209938	12/1/03	093008	BARBARA N WALLER	422.18
209939	12/1/03	131112	LINDA WALTERS	111.89
209940	12/1/03	093765	WATER ENGINEERING, INC.	1,850.00
209941	12/1/03	109810	BETHANY B WATSON	111.60
209942	12/1/03	093976	WEEKLY READER CORPORATION	44.76
209943	12/1/03	093978	BECKY S WEGNER	311.64
209944	12/1/03	093989	DIANA L WEIS	72.76
209946	12/1/03	132312	KEVIN WENDT	100.00
209947	12/1/03	094174	WEST MUSIC COMPANY	1,995.79
209948	12/1/03	105619	WESTERN TRAILER LEASING INC	300.00
209949	12/1/03	094245	WESTLAKE ACE HARDWARE INC	326.19
209950	12/1/03	094630	WESTONE LABORATORIES	50.00
209951	12/1/03	094650	WESTSIDE COMMUNITY SCHOOLS	606.50
209952	12/1/03	094751	DEBBY A WHITAKER	385.56
209953	12/1/03	094820	WHOLESALE HEATING & COOLING	59.30
209954	12/1/03	095173	WINGERT JONES MUSIC INC.	52.71
209955	12/1/03	132016	REBECCA R WINTERFELD	330.96
209956	12/1/03	095258	THOMAS C WISE	7.98
209957	12/1/03	109073	CRAIG J WOLF	126.36
209958	12/1/03	095325	WOLVERINE SPORTS	80.60
209959	12/1/03	095349	WOODWIND & BRASSWIND OF SO BEND LLC	435.00
209960	12/1/03	130716	SUSAN J WOOSTER	81.36
209961	12/1/03	095362	NANCY R MCGRATH	1,061.60
209962	12/1/03	095371	WORLD ALMANAC EDUCATION	2,195.18

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209963	12/1/03	107149	MONICA R WORMINGTON	82.80
209964	12/1/03	095491	GLEN E WRAGGE	294.62
209965	12/1/03	044950	WW GRAINGER INC	738.29
209967	12/1/03	096200	YOUNG & WHITE	8,396.20
209968	12/1/03	109818	MARION YOUNG	240.48
Total for GENERAL FUND				771,502.18
209340	12/1/03	109079	ALLTEL CORPORATION	-596.65
209351	12/1/03	012989	APPLE COMPUTER, INC.	126.00
209424	12/1/03	025689	COMPUTER CABLE CONNECTION INC	299.75
209431	12/1/03	131506	CP RECOVERY	6,926.00
209445	12/1/03	130731	D & D COMMUNICATIONS	300.00
209466	12/1/03	106511	DIVERCON CONSTRUCTION INC	7,612.00
209497	12/1/03	038475	EXCEL ELECTRIC INC	3,657.48
209559	12/1/03	132423	HEWLETT PACKARD CO	1,584.00
209580	12/1/03	133320	INDEPENDENT INSTALLATIONS INC	1,040.00
209616	12/1/03	106314	KIRKHAM MICHAEL & ASSOCIATES INC	24,525.20
209648	12/1/03	131472	LINES OF COMMUNICATION	113,264.40
209660	12/1/03	131586	LYMM CONSTRUCTION CO.	250.00
209689	12/1/03	102870	MIDLAND COMPUTER INC	6,224.80
209694	12/1/03	133203	MIDWEST TENNIS & TRACK CO.	9,341.00
209705	12/1/03	132914	MODERN BUILDERS	9,170.00
209803	12/1/03	133241	POSPICHAL CONSTRUCTION INC	25,968.80
209804	12/1/03	073210	PRAIRIE CONSTRUCTION COMPANY	15,729.57
209810	12/1/03	132975	PRIORITY TRAINING & CONSULTING INC	500.00
209817	12/1/03	078420	RAWSON & SONS ROOFING, INC.	31,141.95
209846	12/1/03	081880	SCHEMMER ASSOCATES INC	810.00
209866	12/1/03	102875	SIGNEX INC	421.10
209966	12/1/03	130994	YORK INTERNATIONAL CORPORATION	84,471.00
Total for SPECIAL BUILDING				342,766.40
209351	12/1/03	012989	APPLE COMPUTER, INC.	17,668.00
209383	12/1/03	131146	CECELIA A BIRCKHEAD	28.28

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209387	12/1/03	133387	RICHARD J BONHAM	908.50
209388	12/1/03	101582	BOOKSOURCE	184.56
209389	12/1/03	101364	BOOKWORM	75.00
209403	12/1/03	099431	BUSINESS MEDIA INC	4,875.00
209414	12/1/03	103073	CENTURION TECHNOLOGIES INC	948.60
209458	12/1/03	099220	DICK BLICK	99.42
209464	12/1/03	099552	DISCOUNT SCHOOL SUPPLY	478.15
209486	12/1/03	037525	EDUCATIONAL SERVICE UNIT #3	35.00
209494	12/1/03	133371	CYNTHIA ELLIS	100.00
209514	12/1/03	100307	FOOD SERVICES OF AMERICA	72.25
209534	12/1/03	043635	GPN	192.50
209540	12/1/03	132794	TOLEDO PHYSICAL EDUCATION SUPPLY CO	344.19
209545	12/1/03	101931	HANCOCK FABRICS	65.34
209553	12/1/03	048270	HAWTHORNE EDUCATIONAL SERVICES INC	615.62
209556	12/1/03	048517	HEINEMANN EDUCATIONAL BOOKS	96.87
209559	12/1/03	132423	HEWLETT PACKARD CO	20,592.00
209564	12/1/03	048940	HOBBY LOBBY	94.00
209565	12/1/03	048960	HOCKENBERGS EQUIP & SUPPLY CO INC	222.64
209569	12/1/03	095520	LINDA D HORTON	12.66
209572	12/1/03	049650	HOUGHTON MIFFLIN COMPANY	1,166.85
209575	12/1/03	049715	HUMAN KINETICS	8,724.64
209595	12/1/03	133059	DEBBIE A JENKINS	21.23
209603	12/1/03	020316	ALINE R JONES	78.87
209620	12/1/03	130249	JEAN E KOERTEN	33.85
209633	12/1/03	058755	LIDLAW TRANSIT INC	413.35
209655	12/1/03	099965	LOVE AND LOGIC INSTITUTE INC	89.00
209663	12/1/03	063800	MANGELSEN'S	33.19
209664	12/1/03	132149	DAVID MARKSON	20,800.00
209665	12/1/03	099328	MATHEMATICAL OLYMPIADS	85.00
209669	12/1/03	107123	SUSAN P MCADAM	100.07
209673	12/1/03	063349	MCGRAW-HILL COMPANIES	597.84
209689	12/1/03	102870	MIDLAND COMPUTER INC	3,946.00

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209712	12/1/03	063150	MSC INDUSTRIAL SUPPLY CO	6,095.00
209753	12/1/03	133273	TERRI D NIEDERKLEIN	24.61
209790	12/1/03	109027	PEARSON EDUCATION	3,492.88
209792	12/1/03	072200	PERFECTION LEARNING CORP.	1,310.31
209829	12/1/03	133365	BRENDA A RIDDER	77.22
209847	12/1/03	082100	SCHOLASTIC INC	285.57
209851	12/1/03	082336	SCHOOLMART	1,670.67
209871	12/1/03	102264	SOFTWARE PLUS	937.60
209897	12/1/03	088654	TARGET	90.22
209904	12/1/03	133303	TESOL PUBLICATIONS	75.60
209906	12/1/03	088920	TEXAS INSTRUMENTS COMPANY	510.00
209931	12/1/03	132117	VALA'S PUMPKIN PATCH	1,020.00
209934	12/1/03	092323	VIRCO MANUFACTURING CORP	960.49
209961	12/1/03	095362	NANCY R MCGRATH	375.24
Total for GRANT FUND				100,723.88
209645	12/1/03	059360	LIBRARY STORE INC	95.59
209837	12/1/03	079440	ROSENBAUM ELECTRIC INC	1,059.00
209896	12/1/03	132855	SUPERIOR LIGHT AND SIGN MAINTENANCE	3,400.00
Total for DEPRECIATION				4,554.59
209470	12/1/03	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	288,466.39
209486	12/1/03	037525	EDUCATIONAL SERVICE UNIT #3	245.62
Total for INTERLOCAL FUND				288,712.01
209340	12/1/03	109079	ALLTEL CORPORATION	12.50
209372	12/1/03	017900	BARCO MUNICIPAL PRODUCTS, INC.	162.20
209419	12/1/03	025150	CIACCIO-DENNEL GROUP INC	1,600.00
209421	12/1/03	099222	CLASSROOMDIRECT.COM	71.90
209441	12/1/03	132725	CURRY BROTHERS MOTORSPORTS	1,000.00
209469	12/1/03	130648	DOSTALS CONST. CO. INC.	2,860.00
209514	12/1/03	100307	FOOD SERVICES OF AMERICA	1,518.16
209559	12/1/03	132423	HEWLETT PACKARD CO	72.00
209565	12/1/03	048960	HOCKENBERGS EQUIP & SUPPLY CO INC	135.00

Millard Public Schools

Check Register for 12/1/03 - 12/1/03

Date: 11/24/03

Check Number	Date	Vendor No	Vendor Name	Amount
209567	12/1/03	133072	CRT ASSOCIATES INC	141.15
209578	12/1/03	049850	HY-VEE FOOD STORE (OAKVIEW DR)	20.87
209581	12/1/03	101435	INNOVATIVE LABORATORY SYSTEMS INC	3,785.00
209607	12/1/03	131423	DON P KADEREIT	35.00
209636	12/1/03	058800	LANOHA NURSERIES, INC.	7,902.50
209671	12/1/03	100944	MCDONALD & ASSOCIATES INC	113.95
209676	12/1/03	064413	MENARDS INC	521.55
209681	12/1/03	102139	METAL LOGOS AND MORE	1,744.00
209689	12/1/03	102870	MIDLAND COMPUTER INC	421.00
209698	12/1/03	065400	MILLARD LUMBER INC	738.13
209728	12/1/03	131412	NE DEPT OF HEALTH & HUMAN SERVICES	50.00
209775	12/1/03	071138	ORIENTAL TRADING COMPANY	30.75
209777	12/1/03	071178	OUTDOOR RECREATION PRODUCTS	5,742.00
209815	12/1/03	090673	QWEST	150.00
209834	12/1/03	010544	ROBERTS DAIRY COMPANY	27.00
209836	12/1/03	079310	ROCKBROOK CAMERA CENTER	100.00
209839	12/1/03	079685	S & W FENCE COMPANY	5,430.00
209852	12/1/03	099808	SCHOOLMASTERS	141.44
209886	12/1/03	100217	STEPHENSON SCHOOL SUPPLY CO.	16.95
209896	12/1/03	132855	SUPERIOR LIGHT AND SIGN MAINTENANCE	1,192.00
209933	12/1/03	131837	VIKING WHITE SEWING CENTER	1,799.10
209945	12/1/03	130296	INGRID C WELAND	9.55
Total for ACTIVITY FUND				37,543.70
Report Total				1,545,802.76

Hot Lunch Fund Millard Public Schools

Check Register for 12/1/03 - 12/1/03

Date: 11/24/03

Check Number	Date	Vendor No	Vendor Name	Amount
17990	12/1/03	109079	ALLTEL CORPORATION	145.31
17991	12/1/03	032872	DENNIS SUPPLY COMPANY	34.73
17992	12/1/03	099585	MILLARD MANUFACTURING COMPANY	250.00
17993	12/1/03	100013	OFFICE DEPOT BUS. SVCS. DIV.	480.50
17994	12/1/03	092323	VIRCO MANUFACTURING CORP	2,377.50
17995	12/1/03	094245	WESTLAKE ACE HARDWARE INC	10.99

Total for FOOD SERVICE**3,299.03****Report Total****3,299.03**

Millard Public Schools

Check Register for 11/21/03 - 11/21/03

Date: 11/21/03

Check Number	Date	Vendor No	Vendor Name	Amount
209326	11/21/03	107354	STEPHEN W. VENTEICHER	405.00
Total for GENERAL FUND				405.00
Report Total				405.00

Millard Public Schools

Check Register for 11/20/03 - 11/20/03

Date: 11/20/03

Check Number	Date	Vendor No	Vendor Name	Amount
208819	11/20/03	133216	RICK BELIK	245.00
208820	11/20/03	107454	CHRISTOPHER COLLING	120.00
208821	11/20/03	133261	ANGELA M DIEHM	410.00
208822	11/20/03	038217	WARREN K ELTISTE	59.00
208823	11/20/03	131093	EMBASSY SUITES	1,443.84
208824	11/20/03	133262	WILLIAM N HILL IV	80.00
208825	11/20/03	100058	LINCOLN EAST HIGH SCHOOL	90.00
208826	11/20/03	060153	KEITH W LUTZ	282.00
208827	11/20/03	066105	STEVE MOORE	1,426.22
208828	11/20/03	068443	NEBRASKA WORKFORCE DEVELOPMENT	19.27
208829	11/20/03	068393	NEBRASKA STATE PATROL	50.00
208830	11/20/03	107732	BRIAN L. NELSON	360.00
208832	11/20/03	132115	PETTY CASH/YAP	207.44
208833	11/20/03	108243	PIUS X HIGH SCHOOL	80.00
208834	11/20/03	081630	SAM'S CLUB DIRECT	507.20
208835	11/20/03	132667	SHANE A STAIGER	473.50
208836	11/20/03	107286	TRAVELERS - COMMERCIAL LINES	173,468.00
208837	11/20/03	090630	US POSTMASTER	148.00
208838	11/20/03	107354	STEPHEN W. VENTEICHER	1,185.00
208840	11/20/03	133224	JEFF WARNOCK	160.00
Total for GENERAL FUND				180,814.47
208831	11/20/03	132258	PETTY CASH/DSAC	140.00
Total for GRANT FUND				140.00
208839	11/20/03	092734	NANCY SHARP WAGNER	525.00
Total for ACTIVITY FUND				525.00
Report Total				181,479.47

Millard Public Schools

Check Register for 11/13/03 - 11/13/03

Date: 11/13/03

Check Number	Date	Vendor No	Vendor Name	Amount
208787	11/13/03	133216	RICK BELIK	405.00
208790	11/13/03	107454	CHRISTOPHER COLLING	120.00
208791	11/13/03	133261	ANGELA M DIEHM	320.00
208793	11/13/03	131176	STEPHEN A. FERGUSON	141.96
208794	11/13/03	101484	KEARNEY HIGH SCHOOL	110.00
208795	11/13/03	101484	KEARNEY HIGH SCHOOL	120.00
208798	11/13/03	100058	LINCOLN EAST HIGH SCHOOL	150.00
208799	11/13/03	100058	LINCOLN EAST HIGH SCHOOL	70.00
208801	11/13/03	068443	NEBRASKA WORKFORCE DEVELOPMENT	2,792.44
208802	11/13/03	108364	NEBRASKA SCHOOLMASTERS CLUB	30.00
208803	11/13/03	068801	NEBRASKA WORKFORCE DEVELOPMENT	375.00
208804	11/13/03	107732	BRIAN L. NELSON	575.00
208805	11/13/03	072400	PHI DELTA KAPPA	63.00
208807	11/13/03	108243	PIUS X HIGH SCHOOL	135.00
208808	11/13/03	108243	PIUS X HIGH SCHOOL	25.00
208809	11/13/03	133354	CYNTHIA S SALZMANN	100.00
208810	11/13/03	081630	SAM'S CLUB DIRECT	104.81
208816	11/13/03	107354	STEPHEN W. VENTEICHER	160.00
208817	11/13/03	133224	JEFF WARNOCK	240.00
Total for GENERAL FUND				6,037.21
208797	11/13/03	133362	KIDS BODY SHOP	595.00
208800	11/13/03	102999	NATIONAL ASSOC.FOR EDUCATION	50.00
208813	11/13/03	133185	TEAMMATES MENTORING PROGRAM	232.00
208814	11/13/03	133185	TEAMMATES MENTORING PROGRAM	300.00
Total for GRANT FUND				1,177.00
208788	11/13/03	019111	BISHOP BUSINESS EQUIPMENT	1,360.00
208815	11/13/03	131446	TOSHIBA AMERICA INFO SYS INC	1,212.00
Total for DEPRECIATION				2,572.00
208786	11/13/03	133359	TERA BASS	240.00
208789	11/13/03	133355	RYAN CALLINAN	220.00
208792	11/13/03	133361	ALISON DUNNING	234.00

Millard Public Schools

Check Register for 11/13/03 - 11/13/03

Date: 11/13/03

Check Number	Date	Vendor No	Vendor Name	Amount
208796	11/13/03	133358	NANCY KERNS	760.18
208806	11/13/03	133357	PATRICIA PICKENS	330.00
208811	11/13/03	133356	GWEN SANDERS	465.00
208812	11/13/03	133360	SARAH SMITH	234.00
208818	11/13/03	130296	INGRID C WELAND	210.00
Total for ACTIVITY FUND				2,693.18
Report Total				12,479.39

Hot Lunch Fund Millard Public Schools

Check Register for 12/1/03 - 12/1/03

Date: 11/26/03

Check Number	Date	Vendor No	Vendor Name	Amount
17997	12/1/03	109079	ALLTEL CORPORATION	145.31
17998	12/1/03	100013	OFFICE DEPOT BUS. SVCS. DIV.	91.05
Total for FOOD SERVICE				236.36
Report Total				236.36

Hot Lunch Fund Millard Public Schools

Check Register for 11/26/03 - 11/26/03

Date: 11/26/03

Check Number	Date	Vendor No	Vendor Name	Amount
17996	11/26/03	048960	HOCKENBERGS EQUIP & SUPPLY CO INC	97.23
Total for FOOD SERVICE				97.23
Report Total				97.23

Hot Lunch Fund Millard Public Schools

Check Register for 11/13/03 - 11/17/03

Date: 11/13/03

Check Number	Date	Vendor No	Vendor Name	Amount
17984	11/13/03	130773	AMANDA CATHLINE SCHNEIDER	160.00
17985	11/17/03	065438	MILLARD NORTH HIGH SCHOOL	4,581.17
17986	11/17/03	065410	MILLARD SCHOOLS ADMINISTRATIVE	209.40
17987	11/17/03	065440	MILLARD SOUTH HIGH SCHOOL	4,810.19
17988	11/17/03	065443	MILLARD WEST HIGH SCHOOL	7,911.34
17989	11/17/03	133151	TREVOR MULLEN	44.80
Total for FOOD SERVICE				17,716.90
Report Total				17,716.90



Don Stroh Administration Center • 5606 So. 147th Street • Omaha, NE 68137-2604 • (402) 895-8200 • Fax (402) 895-8409

November 26, 2003

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for December are Teri Nolting, second grade teacher at Cather Elementary and Peggi Tomlinson, paraprofessional at Andersen Middle School.

AF:sp

5.

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 3641

MEETING DATE: December 1, 2003 (First Reading)
December 15, 2003 (Second Reading)

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Policy 3641: Support Services – Construction – Procedures - Bidding

ACTION DESIRED: Approval x (after second reading) Discussion Information Only .

BACKGROUND: The Series 7000 policies are being moved to Series 3000 (Support Services). Series 7000 policies will become policies related to technology.

Policy 3641 is a new policy. It will replace Policies 7415, 7416, and 7417.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: After 2nd Reading: It is recommended that Policy 3641 be adopted as presented and that Policies 7415, 7416, and 7417 be deleted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen (Assoc. Supt. Gen. Admin.)

SUPERINTENDENT'S APPROVAL: 

Support Services – Construction

Procedures - Bidding

3641

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for such project is forty-thousand dollars or more.

Each bid shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid.

The bidding procedures shall comply with the requirements of state law.

Legal Reference: Neb. Rev. Stat. §73-101 et seq.

Neb. Rev. Stat. §73-106

State ex rel. Neb. Bldg. & Inv. Co. v. Bd. of Comm., 105 Neb. 570 (1921)

Policy Adopted:

Millard Public Schools

Omaha, NE

New Construction**Receiving and Opening of Bids** _____ **7415**

~~All bids shall be received and opened by the Assistant Superintendent for Business. The Assistant Superintendent for Business shall certify to the district the details of the bidding. When bids are accepted by the Board of Education, the Superintendent shall present a copy of the recommendation for acceptance to the Assistant Superintendent for Business for his files.~~

Policy Adopted: February 4, 1974 _____ Millard Public Schools

Revised: _____ Omaha, NE

New Construction**Bid Bond for Bidders** _____ **7416**

~~Bid Bond: Cash, or a certified check, money order or bank draft payable to Millard Public Schools, District No., 17, or a bid bond executed by the bidder, in the amount of five percent (5%) of the amount of the bid, shall be submitted with each bid.~~

~~If a bid bond is submitted, it shall be issued by a surety company authorized by the State of Nebraska to issue such bonds and shall be acceptable to the owner and shall be submitted on AIA Document A310, current edition.~~

~~Bid security of the two (2) lowest bidders will be retained until a contract is entered into and required bonds and insurance filed. This period will not exceed thirty (30) days after the date of receipt of bids. The bid security of others will be returned after tabulation of bids is completed.~~

~~Policy Adopted: February 4, 1974~~ _____ ~~Millard Public Schools~~
~~Revised:~~ _____ ~~Omaha, NE~~

New Construction

List of Completed Projects _____ **7417**

~~From a list of projects submitted by the prospective bidder, the architect shall investigate and evaluate his capability and contracting experience and make recommendations to the Board of Education.~~

~~Policy Adopted: February 4, 1974 _____ Millard Public Schools
Revised: _____ Omaha, NE~~

AGENDA SUMMARY SHEET

AGENDA ITEM: First Reading of Policy 5600, Student Health. Rules 5600.1, 5600.2, 5600.3, 5600.5, and 5600.6 are accompanying and reaffirm Rule 5600.4.

MEETING DATE: December 1, 2003

DEPARTMENT: Pupil Services

TITLE AND BRIEF DESCRIPTION: This revision is necessary to bring school policies in line with the newly adopted changes to Rule 59 and to update procedures.

ACTION DESIRED: Information Only _____ Approval X

BACKGROUND: Changes to Rule 59 require that all districts adapt an asthma policy according to the state adopted protocol for responding to life-threatening asthma attacks and systemic allergic reactions contained in Rule 5600.5. Other changes in the Rules dealing with use, possession and dispensing of medications were recommended by the medical advisory committee. Additionally, minor changes were made in the policy and rules to add clarity, consistency, and legal compatibility.

OPTIONS AND ALTERNATIVE CONSIDERED:

RECOMMENDATIONS: Adoption of proposed rule.

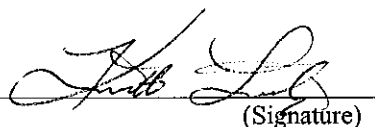
STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: If rejected, Millard Public Schools would not be in compliance with Rule 59.

TIMELINE:

RESPONSIBLE PERSON(S): Dr. Roger Farr

SUPERINTENDENT APPROVAL:


(Signature)

BOARD ACTION:

Pupil Services**Student Health****5600**

The District will provide an environment that promotes healthy conditions for students which is intended to: eliminate or minimize the risk of obtaining an infectious disease or illness; identify safety concerns for the purpose of eliminating accidents; respond to life-threatening asthma and systemic allergic reactions; prevent unauthorized use of medications on school grounds or at school activities; keep relevant medical information in order to respond to medical emergencies; and comply with statutory regulations concerning student health and safety.

~~The purpose of keeping health and accident records is to provide information for and support to a comprehensive safety program for all students and District personnel. Accident reports promote the safe and efficient operation of the school system as well as the protection and education of the students.~~

Pupil Services

Student Health

5600.1

Injury and Illness

- I. Injury. In cases of student injury, the following procedures -will be implemented:
 - A. Except in cases of minor injuries, an emergency medical unit will be called immediately and District personnel will remain with the student whenever practical until relieved or excused by emergency medical personnel.
 - B. Unless the injury is of a minor nature, the student's parents or guardian will be notified.
 1. When the parents or guardian are notified of injuries resulting from an accident, they will be told:
 - a. What has happened; and
 - b. What has been done.
 2. In addition, the parents or guardian will be given any other relevant information that the District possesses.
 3. If the parents or guardian cannot be reached, the student's emergency contact person will be notified.
 - C. An accident resulting in injury will be reported to the building principal or nurse and the Director of Pupil Services.
- II. Illness. In cases of student illness, the following procedures will be implemented:
 - A. Except in cases of minor illnesses not requiring a physician's attention, an emergency medical unit will be called immediately and District personnel will remain with the student whenever practical until relieved or excused by emergency medical personnel or when trained District personnel respond in accordance with procedures for life-threatening asthma attacks and systemic allergic reactions and they are relieved by emergency medical personnel.
 - B. Unless the illness is of a minor nature, the student's parents or guardian will be notified.
 1. When parents or guardian are notified of an illness, they will be told:
 - a. What has happened; and
 - b. What has been done.
 2. In addition, the parents or guardian will be given any other relevant information that the District possesses.
 3. If the parents or guardian cannot be reached, the student's emergency contact person will be notified.
 - C. Except in cases of minor illnesses, illnesses will be reported to the building principal or nurse and the Director of Pupil Services.

III. Definitions.

A. Emergency medical unit. Emergency medical unit shall mean a medical unit that can respond to a medical emergency.

~~B. Medication. Medication shall be broadly defined and shall include:~~

~~1. All prescribed medications, over the counter and other non-prescribed medications, and all chemical substances, compounds, and/or devices, which purport to aid in a person's health or well-being or are intended for use in the diagnoses, cure, mitigation, treatment, or prevention of diseases, or are intended to affect the structure or any function of the body; and~~

~~2. Any device, instrument, apparatus, implement, machine, contrivance, implant, or other similar or related article, including any component part or accessory, which is prescribed by a physician and dispensed by a pharmacist or other person authorized by law.~~

C. B. Physician. Physician shall mean individuals who are licensed by the Department of Health and Human Services Regulation and Licensure -as:

1. Medical Doctors (M.D.) who practice medicine and/or surgery; or
2. Osteopathic Physicians (D.O.), who are also authorized to prescribe medications.

Rule Approved: February 4, 1974
Revised: November 20, 1995; December 4, 2000; _____

Millard Public Schools
Omaha, NE

Pupil Services

Student Health

5600.2

Possession and Use of Medication

- I. General Statement. Prescribed medication shall not be brought to school unless the written directions of a physician, physician assistant, or advanced practice registered nurse state that the prescribed medication must be taken during school hours or during school activities.
- II. Rules for all Medications. ~~The following rules shall apply to the use, application, and transportation of all medications at the preschool, elementary school, and middle school levels.~~
 - A. Preschool, Elementary and Middle School Levels. The following rules shall apply to the use, application, and transportation of all medications at the preschool, elementary school, and middle school levels.
 1. Non-Prescribed Medication. A written authorization must be signed by the student's parents or guardian and filed with the school nurse or principal permitting the ~~possession~~ and use of non-prescribed medication.
 2. Prescribed Medication. The student or the student's parents or guardian must provide the school nurse or principal with a written order of a physician, physician assistant, or advanced practice registered nurse that prescribes the type and amount of medication. A current prescription label will satisfy the requirements of this paragraph. In addition, a written authorization permitting the ~~possession and~~ use of medication must be signed by the student's parents or guardian and filed with the school nurse or principal.
 3. Taking of Non-Prescribed and Prescribed Medication. The ingestion, taking, or application of non-prescribed and prescribed medications, including nebulizers, shall be performed under the direct supervision and observation of the school nurse, principal, or principal's designee, who shall have successfully completed a District competency assessment pursuant to the Medication Aide Act and applicable state rules and regulations, will be administered as directed on the manufacture's label, as directed by the student's physician, physician assistant, or advanced practice registered nurse. The school nurse or health room paraprofessional may assist a student with eye drops or ear drops if the school nurse or health room paraprofessional deems it appropriate or the student is unable to effectively administer such. If the student's parents or guardian have given written authorization, students will be allowed to possess and/or ingest glucose tablets as needed anywhere on school grounds.
 4. Homeopathic Substances, Herbs, and Vitamins. Homeopathic substances, herbs, and vitamins shall not be administered by school staff unless prescribed by a physician, physician assistant, or advanced practice registered nurse and dispensed by a pharmacist or other person authorized by law. Homeopathic substances, herbs and vitamins, whether prescribed or non-prescribed, shall be subject to the same restrictions and requirements as prescribed medications.
 - 4.5. Transporting Medications to and from School.
 - a. Preschool and Elementary Schools. In the preschool and elementary schools, students shall not be allowed to transport non-prescribed or prescribed medications to and from school with the exception of glucose tablets. Elementary school students may possess and use inhalers according to the

provisions of Section II(F). Non-prescribed or prescribed medications must be transported by the student's parents or guardian or by an adult designated in writing by the parents or guardian, and must be delivered to the school nurse, principal, or the principal's designee.

- b. Middle School. Middle school students will not be allowed to transport prescription medications to and from school with the exception of glucose tablets. Middle school students may possess and use inhalers according to the provisions of Section II(F). Prescription medications must be transported by the student's parents or guardian or by an adult designated in writing by the parents or guardian. Non-prescription medications may be transported by middle school students to and from school but must be delivered to the school nurse, principal, or the principal's designee.

B. High School. The following rules shall apply to the use and application of medications at the high school level.

1. Non-Prescribed Medication. No written authorization shall be required for non-prescribed medication. However, if a teacher, principal or school nurse observes frequent or inappropriate use by a student of non-prescribed medication, the school may require the following:
 - a. Written authorization by the student's parents or guardian permitting the possession and use of the non-prescribed medication; and
 - b. A written statement signed by a physician, physician assistant, or advanced practice registered nurse permitting the use of the non-prescribed medication.
2. Prescribed Medication. If prescribed medication is to be ingested, taken or applied, the following shall be required:
 - a. The medication shall be delivered to the school nurse, principal, or principal's designee;
 - b. A written authorization signed by the student's parents or guardian permitting the possession and use of the medication shall be filed with the school nurse or principal;
 - c. The school nurse or principal shall be provided with the written order of a physician, physician assistant, or advanced practice registered nurse prescribing the medication, and its dosage; and
 - d. The ingestion, taking or application of the medication, including nebulizers, shall be performed under the direct supervision and observation of the school nurse, principal, or principal's designee, who shall have successfully completed a District competency assessment pursuant to the Medication Aide Act and applicable state rules and regulations, and as directed by the student's parents, guardian, or physician, physician assistant, or advanced practice registered nurse. If the student's parents or guardian have given written authorization, students will be allowed to possess and/or ingest glucose tablets as needed anywhere on school grounds and to possess and administer inhalers according to the provisions of Section II(F).

3. Homeopathic Substances, Herbs, and Vitamins. Homeopathic substances, herbs, and vitamins shall not be administered by school staff unless prescribed by a physician, physician assistant, or advanced practice registered nurse and dispensed by a pharmacist or other person authorized by law. Homeopathic substances, herbs and vitamins, whether prescribed or non-prescribed, shall be subject to the same restrictions and requirements as prescribed medications.

C. Administration of Injections. Only school nurses and school personnel who have been trained to administer the Epi-Pen or Glucagon and are giving injections in emergency life-saving situations may administer injections at school.

1. Glucagon Injections. If a student requires administration of Glucagon in an emergency diabetic attack, school personnel will call 911. The Glucagon will be provided by the student's parents or guardian. School personnel other than the school nurse may administer Glucagon injections only in emergency situations if they are trained by qualified personnel.
2. Epi-pen Injections. Epi-pen injections may be given by health room paraprofessionals trained to administer such injections. All other injections that are given in response to an emergency should be given by a school nurse if available. An emergency medical unit and the student's parents or guardian shall be called.
3. Other Injections. If a student requires any injections during the school day, the student, parents or guardian will be responsible for administration. Students may administer injections in the nurse's office or an area designated by the principal or the principal's designee. Parents may request that the school nurse administer injections if the student is incapable of self-administration and reasonable accommodations are not available. Parents shall submit requests to the Director of Pupil Services.

D. Record Keeping.

1. Authorization and Medical Directions File. The school nurse, principal, or principal's designee for each school shall keep a file which shall contain the following:
 - a. All authorizations required under this Rule;
 - b. All orders or instructions from a physician, physician assistant, or advanced practice registered nurse;
 - c. The dates that authorizations and/or orders of a physician, physician assistant, or advanced practice registered nurse are received; and
 - d. The date that medication is delivered to the nurse, principal, or principal's designee.
2. Daily Medication Log. In each school, a daily medication log shall be kept which shall contain the following:
 - a. The student's name;
 - b. The type of medication the student is authorized to have;
 - c. The dosage or directions for ingestion, taking, or application of the medication; and

- d. The name of the person supervising the student who is taking the medication;
- e. The time the medication is administered; and
- f. Any refusal by the student to take and/or receive the medication.

E. Medical Information to be Provided to the District.

1. Medical Allergies, Seizures, and Susceptibility to Illness. If a student is either allergic to a certain medication or is prone to seizure or other illness, the student's parents, guardian, physician, physician assistant, or advanced practice registered nurse shall provide the District, in writing, with the following information on or by the first day of school:
 - a. The name of the medications to which the student is allergic;
 - b. The serious illnesses to which the student is susceptible; and
 - c. If the student is susceptible to an illness, what steps are to be taken by school personnel in the event the illness occurs.
2. Injections for Medical Emergencies. If a student is required to receive an injection for a medical emergency, the student's parents, guardian, physician, physician assistant, or advanced practice registered nurse shall notify the school, in writing, and provide the following information on or by the first day of school:
 - a. The name of the medication and its dosage; and
 - b. The method of administration (subcutaneous, intramuscular, intravenous, etc.).

F. Miscellaneous Provisions.

1. Inhalers. Students may use inhalers without supervision or monitoring by the school nurse or principal provided, however, if the inhaler is a prescribed medication, the school nurse or principal will have been advised by the student's parents, guardian, or a physician, physician assistant, or advanced practice registered nurse in writing of the inhaler's frequency of use. If school personnel observe a student using an inhaler in excess of the directions on the inhaler or with a frequency which would be considered unreasonable, it shall be reported to the school nurse or principal in which case the student's use of the inhaler shall be supervised by the school nurse or principal.
2. Containers. All medication shall be kept in its original container with its original label which describes the ingredients of the contents, recommends dosages, and provides appropriate warnings. The label must be legible and be written in English, or provide English translations.
3. Custody and Storage. All medication delivered to the school nurse or principal shall be stored in a container or refrigerator in the nurse's office, principal's office, or other area designated by the school principal. The storage area shall either be locked or under the control of a designated school employee.
4. Quantity. No more than a thirty (30) day supply of prescribed medication shall be provided and delivered to the school by the student, student's parents or guardian, unless there is a written order by a physician, physician assistant, or advanced practice registered nurse requiring a greater supply.

5. Transfer to Other Students. Students are prohibited from transferring, delivering, or receiving any medication to or from other students. Violation of this subsection will authorize the confiscation of the medication by the District, and subject the students to discipline.
6. Finger Stick Blood Test. Students who have been taught finger stick blood tests shall follow those procedures that they have been taught. Parents of students who have diabetes, and students who have diabetes, should notify the school nurse or principal at the beginning of the school year that the student is diabetic, and should provide the school nurse or principal with all information required under this Rule. Students may administer the finger stick blood test in the nurse's office or in another area designated by the principal or the principal's designee.

III. Student Discipline. If a student violates a provision of this Rule, the student shall be subject to discipline.

- A. In addition, where appropriate, the following people shall be immediately notified of a violation of this Rule:
 1. The school nurse, principal, or principal's designee; and
 2. The student's parents or guardian; and
 3. The physician, physician assistant, or advanced practice registered nurse prescribing the medication if deemed necessary.
- B. While notifications are being given, the student shall remain in the custody of the school nurse, principal, or principal's designee until necessary notifications have been made and until actions have been taken to eliminate any possible threat to the student or other students.
 1. If medications have been improperly dispensed or ingested by the student or other students, the student's physician, physician assistant, or advanced practice registered nurse shall be requested to give the proper medical directions to be followed by the school staff. Unless otherwise directed by the physician, physician assistant, or advanced practice registered nurse, the school nurse, and principal or principal's designee shall determine what action if any shall be followed to insure the student(s)' safety.
 2. If the physician, physician assistant, or advanced practice registered nurse cannot be reached and the school nurse or principal determines that an emergency exists, an emergency medical unit shall be immediately called. The parents or guardian shall be notified of any action being taken.

IV. Definitions.

- A. Emergency medical unit. Emergency medical unit shall mean a medical unit that can respond to a medical emergency.
- B. Medication. Medication shall be broadly defined and shall include:
 1. All prescribed medications, over the counter and other non-prescribed medications, and all chemical substances, compounds, homeopathic substances, herbs, vitamins, and/or devices, which purport to aid in a person's health or well-being or are intended for use in the diagnoses, cure, mitigation, treatment, or prevention of diseases, or are intended to affect the structure or any function of the body; and

2. Any device, instrument, apparatus, implement, machine, contrivance, implant, or other similar or related article, including any component part or accessory, which is prescribed by a physician, physician assistant, or advanced practice registered nurse and dispensed by a pharmacist or other person authorized by law.
- C. Physician. Physician shall mean individuals who are licensed by the Department of Health and Human Services Regulations and Licensure as:
1. Medical Doctors (M.D.) who practice medicine and/or surgery; or
 2. Osteopathic Physicians (D.O.), who are also authorized to prescribe medications.
- D. Advanced practice registered nurse. Advanced practice registered nurse shall mean individuals who are licensed and practicing under and in accordance with the Advance Practice Registered Nurse Act.
- E. Physician assistant. Physician assistant shall mean individuals who are licensed under Neb. Rev. Stat. Sections 71-1, 107.15 through 71-1, 107.30 to perform medical services under the supervision of a licensed physician.
- F. Qualified personnel. Shall mean people who have met an educational or legal requirement necessary to administer emergency injections.

Legal References: Neb. Rev. Stat. § 71-6718 *et seq.*
Title 92, Nebraska Administrative Code, Chapter 59
Title 172, Nebraska Administrative Code, Chapter 95

Rule Approved: February 5, 1990

Revised: November 20, 1995; December 4, 2000; March 3, 2003; April 21, 2003;

Millard Public Schools
Omaha, NE

Pupil Services

Student Health

5600.3

Physical Examination, Immunization, and Inspection

- I. Physical Examination. Prior to the entrance of any student into kindergarten and the seventh grade or, in the case of a transfer from out of state, to any other grade in any District school, the parents or guardian must submit written evidence of a physical examination of the student by a physician, physician assistant, or advanced practice registered nurse.
 - A. The physical examination must have been performed within six (6) months of the date of enrollment.
 - B. The cost of such physical examination is to be borne by the parents or guardian of each child examined.
 - C. No physical examination shall be required of any student whose parents or guardian objects thereto in writing.

- II. Immunization. All students by law are required to be protected by immunization against measles, mumps, rubella, poliomyelitis, diphtheria, pertussis, tetanus, and Hepatitis B; and ~~Haemophilus Influenzae type b (Hib)~~, prior to enrollment and in accordance with the immunization standards prescribed in Title 173, Nebraska Administrative Code, Chapter 3-007.
 - A. -Any student who does not comply with this provision shall not be permitted to continue in school until the student complies unless the student falls within the two (2) exceptions contained in this Rule.
 - B. Unless exempted by state law, the cost of such immunization shall be borne by the parents or guardian of each student who is immunized or by the Department of Health and Human Services for those students whose parents or guardian are unable to meet such cost.
 - C. Immunization shall not be required for enrollment if either of the following is submitted to the District:
 1. A statement signed by a physician, physician assistant, or advanced practice registered nurse practitioner stating that, in the health care provider's opinion, the immunizations required would be injurious to the health and well-being of the student or any member of the student's family or household; or
 2. A notarized affidavit signed by the student or, if the student is a minor, by a legally authorized representative of the student, stating that the immunization conflicts with the tenets and practice of a recognized religious denomination of which the student is an adherent or member or that immunization conflicts with the personal and sincerely followed religious beliefs of the student.
 3. The physician's statement or affidavit shall be kept in the student's file.

- D. A student may be provisionally enrolled in the District in the following circumstances:
1. The student has begun the immunizations required by state law and the student is receiving the necessary immunizations as rapidly as is medically feasible and in accordance with the requirements of Title 173, Nebraska Administrative Code, Chapter 3-009.02; or
 2. The student is the child or legal ward of an active member of the military services of the United States or of his or her spouse, and the student is enrolling in the District following residence in another state or in a foreign country, and the parents or guardian of the student provide the District with a signed written statement certifying that the student has completed the immunizations required by state law. The student's parents or guardian must thereafter provide the District with written evidence that the student has completed the immunizations required by state law, and if such written evidence is not provided to the District within sixty (60) days of the date of the provisional enrollment, then the student shall not thereafter be permitted to continue in school until such written evidence of compliance is provided.

III. Required Evidence of Immunization. For the purposes of compliance with the immunization requirements of state law, the student's parents or guardian shall be required to present to the District the following evidence of immunization:

- A. An immunization history containing the name of the vaccine, the month and year of administration (the month, day, and year for MMR vaccine), the name of the health practitioner, the agency where the immunization was obtained, and the signature of the physician, parent, guardian, or of such other person maintaining the immunization history of the student, verifying that the student has received these vaccines; or
- B. Laboratory evidence of circulating antibodies for measles, mumps, or rubella shall constitute evidence of immunity against those diseases provided the following information is supplied; name of test, test result, signature of laboratory technician performing the test or of the laboratory director, and date of signature.
- C. For purposes of compliance with this Rule, clinical history of measles, mumps, or rubella without laboratory or epidemiologic confirmation does not constitute evidence of immunity. Epidemiologic confirmation of a diagnosis means that the clinical history of measles, mumps, or rubella is corroborated by association with laboratory proven case(s) and that such epidemiologic case(s) have been reported to and counted by the Department of Health and Human Services.

IV. Inspection. Qualified District personnel shall separately inspect District students to ascertain if any student is suffering from defective sight or hearing, dental defects, or other conditions as prescribed by the Department of Health and Human Services Regulation and Licensure.

- A. If such inspection determines that any student has such condition, the District shall notify the parents or guardian in writing of the condition and explain the necessity of professional attendance or professional assistance for such student.
- B. When a student apparently shows symptoms of any contagious or infectious disease, such student shall be sent home immediately, or as soon as safe and proper transportation can be found, and the District's Director of Pupil Services shall be notified at once.
- C. No student shall be compelled to submit to a physical examination other than the District inspection over the written objection of the student's parents or guardian, delivered to the District. Such objection shall not exempt the student from the state's quarantine laws nor prohibit an examination for infectious or contagious diseases.

- D. The District's inspections shall be conducted during the first quarter of each school year for students then in attendance. Thereafter, as students enter the District during the year, such inspections shall be made immediately upon their entrance.
- V. Physical Examinations for Student Athletes. Students participating in student athletics shall obtain a physical examination by a physician prior to participation, and shall submit the same to the District prior to participation.
- A. The requirement of the obtaining and submission of a physical examination will be in force each year a student participates in student athletics.
- B. Student athletes must also be covered by accident insurance prior to participation on any team. Student athletes are eligible to purchase insurance made available by the District.
- VI. Definitions.
- A. Student Athletics. Student athletics shall mean extracurricular school sponsored competitive interscholastic sports.
- B. Physician. Physician shall mean individuals who are licensed by the Department of Health and Human Services Regulation and Licensure as:
1. Medical Doctors (M.D.) who practice medicine and/or surgery; or
 2. Osteopathic Physicians (D.O.) who are also authorized to prescribe medications.

Related Policy: 5600P

Legal References: Neb. Rev. Stat. § 71-1, 102 *et seq.*
 Neb. Rev. Stat. § 71-1, 137 *et seq.*
 Neb. Rev. Stat. § 79-214 (3)
 Neb. Rev. Stat. §§ 79-217 through 223
 Neb. Rev. Stat. §§ 79-248 through 253
 Title 173, Nebraska Administrative Code, Chapter 3

Rule Approved:
 Revised: July 20, 1992; November 20, 1995; December 4, 2000; August 6, 2001;
December 1, 2003

Millard Public Schools
 Omaha, NE

53.

Pupil Services

Student Health

5600.4

Contagious or Infectious Diseases

- I. General Statement. If a student has symptoms of a contagious or infectious disease, the District's Director of Pupil Services and the student's parents or guardian will be notified, and the student will be excluded from school.
 - A. Students with a contagious or infectious disease may return to school when the symptoms disappear, and when the minimum isolation period has elapsed provided, however, that students with HIV disease or Hepatitis B have complied with the procedures of paragraph III below.
 - B. The isolation period shall be in accordance with rules and regulations adopted by the Department of Health and Human Services.
 - C. This section shall not restrict or prohibit the District's authority to otherwise limit a student's activities in school where such limitation is necessary for the health or safety of the student or others.

- II. Attending School. Students diagnosed with HIV disease or Hepatitis B will be allowed to attend school without restriction unless they manifest severe or unusually aggressive behavior, such as biting, or if they have weeping skin sores that cannot be covered.
 - A. In such instances, the student's parents or guardian will be notified and the student will be excluded from school.
 - B. Immediately thereafter, a determination of the appropriate educational setting will be made by a team consisting of the school nurse, school medical advisor, student's physician, school principal and student's teacher (hereinafter "Team"). The Team shall consider the following determining the educational setting:
 1. Behavior of student;
 2. Neurologic development;
 3. Physical condition;
 4. Existence of open sores that cannot be covered; and/or
 5. Risk of transmission through normal school contacts.
 - C. A regular classroom setting will be provided unless, based on the considerations set forth in the preceding paragraph, it is determined that there is a risk of transmission through normal school contacts. If that risk exists, the student shall be removed from the classroom and placed in an appropriate alternate education program.

- III. Removal from Classroom. A student temporarily removed from the classroom for severe or unusually aggressive behavior will be immediately referred to the aforesaid Team for assessment and the development of an appropriate program, if warranted.

- A. A student temporarily removed from a classroom for weeping skin sores which cannot be covered may be provided homebound instruction, and will be re-admitted only when there is medical documentation that the risk no longer exists.
 - B. Removal from the classroom should not be the only response to reduce risk of transmission. The District will attempt to use the least restrictive means to accommodate the student's needs.
 - C. The student may return to the classroom when the Team determines that the risk of transmission through the reasonably expected school contacts has abated.
 - D. The removal shall be reviewed by the Team once per month unless there is no reasonable medical need for medical review.
 - E. A student with HIV disease may be removed from the classroom for the student's protection when cases of life-threatening diseases (e.g., measles, chicken pox) arise in school.
 - 1. The decision to remove the student will be made by the student's physician; the District may obtain a second opinion, at District expense, and the District will elect which opinion to follow if the District's second opinion conflicts with the student's physician's opinion.
 - 2. In cases where the student is removed for the student's protection, the student may return to the classroom when the risk is abated.
 - F. The school nurse will act as a liaison between the Team members, assist the student in problem resolution and answer the student's questions, and act as the coordinator of services provided by other staff members.
- V. Privacy. The student's right to privacy shall be honored. Only those persons directly involved with a student with HIV disease or Hepatitis B will be advised of the student's condition. Such persons shall not divulge any of the information concerning the infected student to any other person unless authorized by law.
- VI. Handling Body Fluids. Routine procedures for handling blood, body fluids, vomitus and fecal or urinary incontinence should be followed regardless of whether there are any students with an infectious disease attending school.
- VI. Definitions
- A. HIV Disease. HIV disease is a severe, life threatening disease that progressively damages the immune system. The onset of clinical illness is usually insidious and characterized by nonspecific symptoms such as malaise, anorexia, fatigue, diarrhea, weight loss, lymphadenopathy, and fever. Eventually, the patient is afflicted with serious infections, frequently opportunistic. It is spread primarily by saliva, urine, blood, and semen.
 - B. Hepatitis B. Hepatitis B is a disease of the liver, usually has an insidious onset with anorexia, vague abdominal pain, nausea and vomiting, and occasionally joint pain and rash. Jaundice is often present, but fever may be absent or mild. It is spread primarily by saliva, urine, blood, and semen.
 - C. Physician. Physician shall mean individuals who are licensed by the Department of Health and Human Services Regulation and Licensure as:
 - 1. Medical Doctors (M.D.) who practice medicine and/or surgery; or
 - 2. Osteopathic Physicians (D.O.) who are also authorized to prescribe medications.

Legal References: Neb. Rev. Stat. § 79-248
Title 173, Nebraska Administrative Code, Chapter 3

Rule Approved: November 20, 1995
Revised: December 4, 2000; Reaffirmed November 17, 2003

Millard Public Schools
Omaha, NE

26.

Pupil Services

Student Health

5600.5

Procedures for Life-Threatening Asthma Attacks and Systemic Allergic Reactions

I. Introduction.

- A. With no prior notice, life-threatening asthma attacks or systemic allergic reactions (anaphylaxis) that leave only minutes to save a life could necessitate an emergency response by school personnel. To maximize the chances that such an emergency response will result in full recovery, trained designated school personnel will administer epinephrine ("Epi-Pens") and nebulized albuterol treatments ("nebulizers") according to procedures that have been approved by the District's Director of Pupil Services or designee.
- B. Epi-Pens and nebulizers for emergency use will be distributed to every school within the District. Each District school will have Epi-Pens and nebulizers readily accessible in the health room or other designated area; these medications will be secured by lock and key or in another manner approved by the Director of Pupil Services to prevent unauthorized access.
- C. Standing orders for District emergency supplies of Epi-Pens and albuterol will be signed by at least two (2) physicians from the District's Medical Advisory Committee.
- D. Selected school personnel will be trained by qualified personnel to administer emergency nebulized albuterol and Epi-Pen injections under the supervision of the registered school nurse.
- E. Parents, guardians, and emancipated students will be notified on the District's Emergency Health Card that Epi-Pens and nebulizers may be administered to students for life-saving purposes.
- F. If parents, guardians, and emancipated students are aware of any medical condition that causes an Epi-Pen or nebulizer to be dangerous to a student, they should indicate on the Emergency Health Card the exact nature of the danger, and provide the District with the name and address of the medical provider who has made this determination.

II. Availability, Storage, Use and Destruction. Each District school will have emergency supplies of Epi-Pens and nebulizers readily accessible. The following will govern the availability, storage, and use of the same:

- A. All elementary schools will have both adult and pediatric emergency Epi-Pens available.
- B. Emergency supplies of Epi-Pens and albuterol will be kept current, and will be disposed of on the reaching of the recommended shelf life or when there is a color change in the epinephrine due to reaching or exceeding the expiration date or improper temperature control.
- C. Unless the subject's medical condition and/or circumstances dictate otherwise, the following standing procedures for emergency response to life-threatening asthma attacks or anaphylaxis will be followed.
 1. Call 911.
 2. Summon the school nurse if available. If not, summon designated trained, non-medical staff to implement emergency protocol.
 3. Check airway patency, breathing, respiratory rate, and pulse.

4. Administer medications (EpiPen and albuterol) per standing order.
 - a. Epi-Pens. Administer an adult Epi-Pen IM for a child over fifty (50) pounds and Epi-Pen IM Junior for a child under fifty (50) pounds. The container for each dose and the container holding all dosages shall be marked "FOR EMERGENCY USE ONLY" in bold print.
 - b. Administer a nebulized albuterol, .05 percent, 0.5cc plus 3cc of saline administered by oral mask or mouthpiece. After the original administration, if not better, this dosage may be repeated two (2) more times. The container for individual dosages and containers holding non-individual dosages shall be marked "FOR EMERGENCY USE ONLY" in bold print.
 5. Determine cause as quickly as possible.
 6. Monitor vital signs (pulse, respiration, etc.).
 7. Contact parents immediately and physician as soon as possible.
 8. Any individual treated for symptoms with epinephrine at school will be transferred to a medical facility.
- ~~2. Nebulized Albuterol. Administer a nebulized albuterol, .05 percent, 0.5cc plus 3cc of saline administered by oral mask or mouthpiece. After the original administration, if not better, this dosage may be repeated two (2) more times. The container for individual dosages and containers holding non individual dosages shall be marked "FOR EMERGENCY USE ONLY" in bold print.~~
- ~~2. Epi Pens. Administer an adult Epi Pen IM for a child over fifty (50) pounds and Epi Pen IM Junior for a child under fifty (50) pounds. The container for each dose and the container holding all dosages shall be marked "FOR EMERGENCY USE ONLY" in bold print.~~
4. ~~CPR. Administer CPR whenever trained personnel deem it appropriate.~~
 5. ~~Notify Parents or Guardian. Notify the parents or guardian immediately at the first signs of a life threatening asthma attack or anaphylaxis. If trained designated staff members are involved in life saving procedures, personnel not administering emergency treatment should provide the notice to the parents or guardian.~~
- D. Emergency supplies of Epi-Pens, albuterol, and nebulizers will be stored in a lock box secured by a squeeze-off lock and maintained between fifty-nine (59) and eighty-five (85) degrees Fahrenheit as measured by a thermometer maintained in the same location in an air conditioned nurse's office or other air conditioned area designated by the school principal. Access will be limited to those individuals trained to administer these medications.
- E. District emergency Epi-Pens and nebulizers will be administered to students or staff members for emergency use only. Students who need nebulized albuterol on a regular schedule must bring their own prescription and equipment for application in accordance with District Rule 5600.2. Emergency Epi-Pens and nebulizers may not be used under any circumstances other than emergency use.
- F. District emergency Epi-Pens and nebulizers will not be used on field trips or other activities away from the school. District emergency medications are to be maintained at school during regular school hours so that the largest population of students may be served.

- G. Each nebulizer will be inspected monthly by the Director of Pupil Services or designee to assure it is in proper working order and ready for immediate use. The school nurse will inspect the nebulizer in their assigned area after each use to ensure that the equipment is in proper working order and is ready for the next usage. The school nurse will also periodically inspect the nebulizer to ensure that it is in working order and supplies of albuterol and Epi-Pens have not exceeded the recommended shelf life or when there is a color change in the epinephrine due to reaching or exceeding the expiration date or improper temperature control. The school nurse will provide an inventory which includes lot number of medications and the recommended shelf life.
- H. All albuterol and Epi-Pens which have exceeded the recommended shelf life will be destroyed. The school nurse and principal keep a list which records when and how the albuterol and Epi-Pens were destroyed, and which District staff member oversaw the destruction.

III. Implementation and Training. Three (3) designated staff members from each school in addition to the school nurse will be trained in CPR, and in the administration of emergency Epi-Pens and nebulizers in life-threatening situations; implementation and training shall include:

- A. Designated staff members from each school will be appointed by a team consisting of the building principal or designee, the head nurse, the nurse serving the building, and approved by the Director of Pupil Services. No staff member other than District employed school nurses or health paraprofessionals shall be compelled through their employment status to serve as a designated staff member.
- B. Training of the designated staff members will be conducted and completed prior to the distribution of Epi-Pens and nebulizers within the schools. Designated and trained staff members must complete annual training in order to continue serving as a designated staff member.
- C. Training for the administration of Epi-Pens and nebulizers will be provided by a physician, a physician assistant, registered nurse, or pharmacist trained in the use of Epi-Pens and nebulizers.
- D. A certified CPR instructor will provide CPR training.
- E. Designated staff members will successfully pass the competency assessment required by the Medication Aide Act no less than every three (3) years.

IV. In-Service Training. The procedure for the delegation of the administration of Epi-Pens and nebulizer treatments to trained special care providers should be followed in accordance with Health Services Guidelines. At a minimum, the training shall consist of the following:

- A. A minimum of three (3) designated staff members in each school in addition to the school nurse trained in CPR should be in-serviced by the school nurse to:
 1. Identify the signs and symptoms of a life-threatening asthma attack or systemic allergic reaction;
 2. Follow District procedures for emergency treatment including required 911 calls and the administration of Epi-Pens and/or nebulizers;
 3. Complete, as time permits, an Emergency Form for paramedics;
 4. Review District procedures with the designated staff members a minimum of two (2) times during the school year;

5. At a minimum, training will be provided semi-annually for designated staff members who have already been trained and staff members who are newly appointed to the emergency team; and
 6. Identify and record all students whose parents or guardian have indicated that use of Epi-Pens or nebulizers increases danger or is ineffective, and to provide follow-up investigation with medical providers to determine the exact nature of the danger.
- B. At the conclusion of the inservice training, a Documentation of Competency form should be completed and filed in the Health Office.
 - C. The Director of Pupil Services will be responsible for overseeing what forms should be used to most effectively carry out the in-service training required under this Rule.
- V. Baseline Training for Epi-Pens and Anaphylaxis. Orientation and instruction for the administration of Epi-Pens for life-threatening asthma or systemic allergic reactions should include:
- A. Basic principles of the immune system and anaphylaxis;
 - B. Administration of Epi-Pens using an epicene trainer;
 - C. Assessing vital signs;
 - D. Establishing and maintaining vital body functions and summoning emergency personnel; and
 - E. Proper documentation.
- VI. Baseline Training for Nebulizers. Orientation and instruction for administering nebulizers should include:
- A. Basic principles of the anatomy and physiology of the respiratory system;
 - B. Procedure for using nebulizers including set-up, administration, and storage;
 - C. Signs and symptoms of respiratory distress and reporting; and
 - D. Proper documentation.
- VII. Post-Use Record. As soon as reasonably practicable following the emergency administration of an Epi-Pen or nebulizer, the designated staff members shall provide the Director of Pupil Services with a written report that should include, at a minimum, the following:
- A. The circumstances giving rise to the administration of the Epi-Pen or nebulizer;
 - B. The results; and
 - C. The recommended changes in the procedures or forms used by the District in its administration of Epi-Pens and/or nebulizers, if any.
- VIII. Annual Report. An annual report will be provided to the Nebraska Pharmaceutical Board providing information on the administration of epinephrine and nebulized albuterol in the life-saving situations described in this Rule. The report will contain the following information:
- A. The name of the student(s);
 - B. Where the incident(s) occurred;

- C. What pre-assessment was done;
 - D. The number of incidents;
 - E. What action(s) was taken;
 - F. The name of the emergency medications; and
 - G. The student's response.
- IX. Annual Review. On an annual basis, the Director of Pupil Services or designee will conduct a review of the effectiveness of this Rule, procedures utilized, forms adopted pursuant to this Rule, the post-use records of the District's designated staff members, and any other materials relevant to improving the District's use of Epi-Pens, nebulizers, and other emergency medications. The review will include, if practicable, the following:
- A. A tabulation of the number of uses of Epi-Pens and nebulizers per school year;
 - B. The results of the use;
 - C. The recommendations from the District's Medical Advisory Committee or other qualified organization as it pertains to Epi-Pens and nebulizers; and
 - D. Upon the completion of the review, the Director of Pupil Services shall provide the Board with the Director's findings and recommendations.
- X. Definitions.
- A. CPR. CPR shall mean cardiopulmonary resuscitation.
 - B. Qualified Personnel. Qualified personnel shall mean people who have met an educational and/or legal requirement necessary to provide instruction on the use of the Epi-Pens and nebulizers.

Pupil Services

Student Health

5600.6

Procedures for Use of Automated External Defibrillators

I. Distribution and Placement of Automated External Defibrillators.

- A. Introduction. Cardiac arrest is always a threat for students, staff, or visitors to our schools and when it occurs, can leave only minutes to save a life. To maximize the chances that emergency response will result in full recovery, Automated External Defibrillators (AEDs) will be placed in each school, and trained designated school personnel will use AEDs according to procedures that have been approved by the Director of Pupil Services or designee.
- B. AEDs will be distributed to every school within the District:
1. Each District high school will have, at minimum, three (3) AEDs readily accessible in designated area(s) where they are available for all students, staff and visitors.
 2. Each District middle school will have, at minimum, two (2) AEDs readily accessible in designated area(s) where they are available for all students, staff and visitors.
 3. Each District elementary school and the Millard Learning Center will have, at minimum, one (1) AED readily accessible in designated area(s) where they are available for all students, staff and visitors.
 4. The placement of AEDs will be determined by the principal. The principal will take into consideration that coverage must be provided for all activities and school functions that occur not only during the school day, but after school hours for school related activities.
 - a. AEDs will be placed in supervised areas where they can be observed by supervisory personnel or by surveillance cameras.
 - b. Each AED will be secured by an alarm device.
 - c. AEDs will not be placed in locked rooms or areas that limit availability after school hours.
 - d. Signs will be posted in each classroom, commons area, the office, and other areas of the building where students or staff congregate telling where the nearest AED is located.
 5. AEDs will not be taken on field trips or other activities away from the school building unless an extra AED is solely dedicated for that purpose, the AEDs absence does not affect coverage at school, and the AED is under the constant direct supervision of a staff member trained in its use.
 6. Groups, organizations, or individuals renting or using school facilities when school personnel are not present will be informed of the requirements for use of AEDs.
- C. Designated school personnel will be trained by qualified personnel to administer AEDs.

- D. Parents, guardians, and emancipated students will be notified on the District's Emergency Health Card that in case of cardiac arrest, an AED may be administered to students for life-saving purposes.

II. AED Maintenance and Use. The following will govern the maintenance and use of the same:

- A. AEDs will be maintained and tested in accordance with the operational guidelines of the manufacturer and monitored by personnel designated by the principal.
- B. AEDs will be stored with carrying case, ~~two extra~~ one (1) sets of pads, razor, latex or vinyl gloves, mouth barrier, and three (3) towelettes designed for use with the AED.
- C. All AED pads that have exceeded the manufacturer's recommended shelf life will be replaced.
- D. Each AED will be inspected, at a minimum, weekly by the principal or designee to assure it is in proper working order and ready for immediate use. The AED will be inspected after each use to ensure that the equipment is in proper working order and is ready for the next usage.
- E. Each AED will be marked with a Millard Public Schools identification number.
- F. The school nurse will maintain an inventory list which includes an identification number of the AED, its location, and when it was last inspected.

III. Operating Procedures.

- A. Unless the subject's medical conditions and/or circumstances dictate otherwise, the following standing procedures for emergency response cardiac arrest will be followed.
1. Call 911.
 2. AED. Administer the AED following the instructions on the AED.
 3. CPR. Administer CPR as directed by the AED.
- B. Notify Parents or Guardians. Notify the parents or guardians immediately at the first sign of a cardiac arrest. If trained designated staff members are involved in life-saving procedures, personnel not administering emergency treatment should provide the notice to the parents or guardians.
- C. The AED will be administered by trained personnel to students, staff members, or visitors only when emergency life threatening events occur resulting from cardiac arrest.

IV. AED Training and Implementation.

- A. The following people will be trained in each school that houses one (1) or more AED(s):
1. School nurses,
 2. Health paraprofessionals,
 3. All coaches,
 4. Assistant coaches,
 5. Athletic trainers,
 6. Extra curricular supervisors who supervise physical activities, and
 7. A minimum of three (3) additional designated staff members from each school.

- B. Designated staff members from each school will be appointed by the building principal or designee.
- C. Training of the designated staff members will be conducted and completed prior to the distribution of AEDs within the schools.
- D. Designated and trained staff members must ~~complete annual~~ maintain current CPR/AED ~~training~~ American Heart Association or American Red Cross certification in order to continue serving as a designated staff member.
- E. Training for the administration of AEDs will be provided by a certified CPR instructor.

V. Purchase of AEDs.

- A. All AEDs will be purchased through the District purchasing agent.
- B. All AEDs will meet District specifications, and
- C. All AEDs will be of the same model and manufacturer.
- D. ~~Original purchase and placement of the minimally required number of AEDs in each school will occur at approximately the same time.~~ Additional AEDs may be purchased and placed at any time by the individual school, if all of the requirements of this Rule are met.

VI. Post-Use Record. As soon as reasonably practical following the emergency administration of an AED, the designated staff members shall provide the Director of Pupil Services with a written report that should include, at a minimum, the following:

- A. The circumstances giving rise to the administration of AED;
- B. The results; and
- C. The recommended changes in the procedures or forms used by the District in its administration of AED, if any.

VII. Annual Review. On an annual basis, the Director of Pupil Services or designee will conduct a review of the effectiveness of this Rule, procedures utilized, forms adopted pursuant to this Rule, the post-use records of the District's designated staff members, and any other materials relevant to improving the District's use of AEDs. The review will include, if practicable, the following:

- A. The results of the use;
- B. The recommendations from the District's Medical Advisory Committee or other qualified organization as it pertains to AEDs; and
- C. Upon the completion of the review, the Director of Pupil Services shall provide the Board with the Director's findings and recommendations.

VIII. Definitions.

- A. AED. AED shall mean Automated External Defibrillator.
- B. CPR. CPR shall mean cardiopulmonary resuscitation.

- C. Qualified Personnel. Qualified personnel shall mean people who have met an educational and/or legal requirement necessary to provide instruction on the use of the AEDs.

Rule Approved: April 21, 2003
Revised: November 17, 2003, _____

Millard Public Schools
Omaha, NE

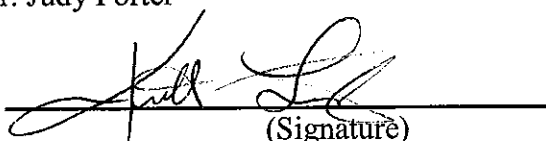
35.

AGENDA SUMMARY SHEET**AGENDA ITEM:****MEETING DATE:** December 1, 2003**DEPARTMENT:** Educational Services**TITLE AND BRIEF DESCRIPTION:** Curriculum Handbook Changes**ACTION DESIRED:** APPROVAL X

BACKGROUND: Curriculum handbooks describe the course offerings developed through the Millard Education Program. These descriptions are consistent among the three high schools. Yet, three individual handbooks are produced – one for each high school – each customizing its handbook to reflect specific needs.

Changes to the Curriculum Handbooks for 2004-2005 include:

1. Changes of dates (2004-2005) throughout.
2. There are no further references to differences in requirements between classes before 2004 and the upcoming Class of 2004.
3. References to Grading Guidelines are included (Rule 6330.1).
4. Post-Secondary Opportunities section updated to include current Early Entry Enrollment costs, new University of Nebraska – Omaha opportunities, Advanced Placement information, and updates to Metropolitan Community College information.
5. College Athletic Eligibility information has been updated.
6. A notation referencing the relationship between completing the Core Curriculum and success on the ACT is noted.
7. Descriptions of mini-magnet programs – Millard South High Technology Mini-Magnet and the International Baccalaureate Programme at Millard North High – are noted in all handbooks.
8. Art and Social Studies sections updated in accordance with the new frameworks approved in 2003.
9. Statements regarding fees charged are all updated to language from Rule 6750.1.

RECOMMENDATIONS: Approve Curriculum Handbooks for each high school.**TIMELINE:** 2004-2005 School Year**RESPONSIBLE PERSON(S):** Dr. Dorothy Farr, Dr. Kim Saum, Dr. Deb Kolc, and Dr. Judy Porter**SUPERINTENDENT APPROVAL:**


(Signature)

BOARD ACTION:

<p>Last Revised 11/24/03</p>
--

2004 – 2005

Curriculum Handbook

Millard North High School

Millard Public Schools

Millard Board of Education

**Brad Burwell
Julie A. Johnson
Mike Kennedy
Mike Pate
Linda Poole
Jean Stothert**

DR. KEITH LUTZ - SUPERINTENDENT

Notice of Nondiscrimination

The Millard Public School District does not discriminate on the basis of race, color, religion, national origin, gender, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policy:

Superintendent of Schools
5606 So. 147th Street
Omaha, NE 68137
(402) 895-8200

MILLARD NORTH HIGH SCHOOL
CURRICULUM HANDBOOK
2004-05

Dear Parents and Students:

The *Millard North High School Curriculum Handbook* has been prepared to provide specific information about the academic programs offered for the 2004-05 school year. A brief discussion of graduation requirements is an important section for you to study. Guidelines for you to follow in determining your course load and selection precede the description of each course. The course description contains the prerequisites and credit granted.

Millard North High School the only high school in Nebraska to offer the International Baccalaureate (IB) Diploma Program. Courses leading to that 11th and 12th IB Diploma Programme are indicated as being Pre-IB. A course sequence is provided to students interested in the IB program.

Our major goal is to provide quality, educational opportunities that will help you become an informed, productive, responsible citizen. The wide variety of courses at Millard North High School exemplifies our belief that individual differences in interests and aptitudes exist within all students. However, the effectiveness of your education depends largely upon your desire to learn. The benefits you receive from any class will be in direct proportion to your attitude, effort and desire to learn.

One concern is that some students do not take advantage of the many excellent opportunities available. Please examine your course selections carefully and do not settle for minimum graduation requirements. We believe all students should take at least six courses per school year. Students considering post secondary education should enroll in a strong English, foreign language, math, science, and social studies core program in addition to the elective areas they may wish to pursue. This is a major time set aside in your life for learning; take advantage of opportunities to learn, mature mentally, physically and socially to enjoy a quality life!

During your high school career, you will work with an advisor and counselor to monitor your academic program of studies and performance throughout your four years. Your advisor and counselor will see you periodically to assist you in career planning, course awareness and course selection. The courses you enroll in today could have an impact on your future career goals. Please plan carefully.

The faculty and current students welcome you to Millard North High School! Home of the Mustangs!

Sincerely yours,



Rick Werkheiser, Ed.D.
Principal

MILLARD PUBLIC SCHOOLS GRADUATION REQUIREMENTS

Credit Requirements: A minimum of 225 credits is required for graduation.
Assessment Requirements: Students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, math, science, and social studies.

<u>Program</u>	<u>Total Credits</u>	<u>Courses or Subject Areas</u>	<u>Credits</u>	<u>Univ. of Nebraska System Requirements **</u>
English	40	English 9 English 10 English 11 or IB English 11 Choice of an English Selected Elective or IB English 12 HL Course (10 credits) Choice of an Oral Communications (Not IB)	10 10 10 5 5	4 years (all courses must include intensive reading and writing experiences)
Social Studies	30	American History World Geography or IB 20th Cent. W. Hist. Topics Choice of a World Perspective or an American Studies Course United States Government & Economics (formerly Civics)	10 10 5 5	3 years (including American or world history and American government or geography)
Mathematics	25	Algebra or Algebra Foundations A course numbered 220 or higher One additional math course (Computer Science courses may not be applied toward math credit.)	10 10 5	4 years** (including algebra, geometry and one year that builds on algebra or geometry)
Science	25	Integrated Physical Science – 9 th Grade Biology – 10 th Grade Choice of Science Electives numbered 333 or higher OR Biology – 9 th Grade Chemistry or Physics – 10 th Grade Choice of Science Electives numbered 333 or higher OR See IB sequences Group IV pg. 14	10 10 5 10 10 5 Min. 25	3 years of natural science (includes one with laboratory instruction)
Physical Ed.	15	See Course Descrip. for grade-appropriate selections	15	
Health Ed.	5	EDL taken in 10th or 11th grade (IB, 9 th - 12 th grade)	5	
Technology Education	5	Choice of Technology Selected Courses	5	
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses (any music, art, or drama course)	5	
Human Resources	5	Choice of a Human Resources Course	5	
Electives	70	A total of 70 additional credits	70	2 years of the same foreign language

CREDIT SUMMARY:

Total Credits

English (5 credits must be from Oral Communications, except IB)	40
Social Studies	30
Mathematics	25
Science	25
Physical Education	15
Health Education	5
Technology Education	5
Fine & Performing Arts	5
Electives (5 credits must be from Human Resources)	75
Totals	225

**The Univ. of Nebraska has three undergraduate campuses – Univ. of Nebraska-Lincoln, Univ. of Nebraska at Omaha, and Univ. of Nebraska at Kearney. UNL requires 4 years of math. UNO & UNK require 3 years of math.

In addition, you must graduate in the upper half of your high school class or have an ACT score of 20 or higher or an SAT score of 950 or higher.

Assessment Requirements: Students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, math, science, and social studies.

ASSESSMENT REQUIREMENT INFORMATION

ASSESSMENT REQUIREMENTS:

In addition to 225 credits required for graduation, students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, mathematics, science, and social studies. The following information is taken from Board Rule 6320.1.

Effect of Student Performance

When a student has successfully met the Essential Learner Outcomes Assessment cutscore for each outcome of reading, writing, mathematics, science, and social studies:

1. A notation shall be made in the student's cumulative record for each outcome strand that the student has passed the assessment test. Such information will be communicated to parent(s)/guardian(s) in writing.
2. Having passed the high school Essential Learner Outcomes Assessment, the student shall have met an essential criteria for graduating from the Millard Public Schools.
3. Upon completion of the final assessment testing offered by the district during the student's senior year, if any student has not achieved the necessary cutscore as set by the Millard Board of Education, his/her diploma will be denied.
4. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite cutscores are achieved for High School Essential Learner Outcomes Assessments.
 - a. 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 to consider lowering of the cutscore 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 cutscore.
 - b. Applications for approval of lowered cutscore requirements and/or alternate assessments may be submitted by the student's parent(s) and/or guardian(s) 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.
 - c. If the lowered cutscore requirement is approved, it will be considered to represent the student's performance in this course area. The student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools.
 - d. For students in grades 9-12, an additional opportunity is available to demonstrate their proficiency. After two retest attempts to meet the established cutscore(s) for the Essential Learner Outcome assessment(s) without achieving the cutscore, students may apply to the Associate Superintendent for Educational Services to participate in a process, as provided in the District's Assessment Procedures Manual, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies. [Demonstration of Proficiency – contact a building administrator for further information.]

Student's Right to Appeal

A student has the right to appeal his/her eligibility for graduation regarding the requisite credits and/or the required assessments.

- A. 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 which was previously requested by the student and denied by the District.
 2. The failure of the District to provide an alternate assessment which had been previously requested by the student and denied by the District.
 3. The student had transferred into the District and was therefore not provided adequate teaching of the curriculum to enable the student to achieve the necessary cutscore.
 4. The failure of the District to approve evidence of proficiency through work products or classroom demonstrations in areas of deficiency in reading, writing, math, science, or social studies.

B. Procedures for Appeal

1. Within seven (7) days after the receipt of the notice that the student failed to achieve the cutscore or credits 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.
2. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or the Superintendent's 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.
3. 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 for a hearing before the Millard Board of Education be held on the issue whether the decision of the Superintendent or his/her designee was unreasonable.
4. Such hearing shall be held before the Millard Board of Education within thirty (30) days of the date the request for hearing was received. If a hearing before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.
5. 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.
6. The parties may, by mutual written agreement, extend the time for hearing or final determination.
7. 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.

8. 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 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.
9. The decision of the Millard Board of Education shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education 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.

GRADUATION

Upon successful completion of the required credits and assessments, a student shall be eligible for a graduation diploma from the Millard Public Schools.

ADDITIONAL REQUIREMENTS & CONSIDERATIONS

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 school they may attend.
3. Electives: Courses are offered in the subject areas previously listed and in business education, foreign language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.
4. Students must successfully complete 60 credit hours before being classified as a 10th grader (sophomore), 115 credits before being classified as an 11th grader (junior), and 170 credits before being classified as a 12th grader (senior).
5. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.
6. A student must complete 225 credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.
7. Subject areas listed on page 2 include the following courses:

ENGLISH SELECTED ELECTIVES

British Literature
World Literature
Career English
Shakespeare
AP[®] English
IB English 12

Research Methods
Creative Writing
Composition and Literature
Analysis of Mass Media
Professional Communications

ORAL COMMUNICATIONS COURSES

Speech
Forensics
Debate I

IB Language A, IB Language B, and 12th grade TOK fulfill the oral communications requirement for IB students

AMERICAN STUDIES

Ethnic Studies
Law Studies
AP[®] Macro Economics
AP[®] American History
IB History of Americas

WORLD PERSPECTIVES COURSES

World History
World Affairs
World Religions
AP[®] European History
IB Twentieth Century World History Topics

HUMAN RESOURCES COURSES

Introduction to Behavioral Sciences
Sociology
Psychology
AP[®] Psychology
Adult Living
Child Development
IB Psychology
IB Theory of Knowledge I
IB Theory of Knowledge II

PHYSICAL SCIENCE COURSES

Integrated Physical Science
 Introduction to Chemistry and Physics
 Astronomy
 Chemistry
 Physics
 AP[®] Chemistry
 AP[®] Physics
 IB Chemistry SL, HL
 IB Physics SL

LIFE SCIENCES COURSES

Biology
 Zoology
 Environmental Science
 Human Physiology
 AP[®] Biology
 IB Biology SL, HL

TECHNOLOGY EDUCATION

Computer Technology Applications
 Introduction to Computer Science
 Foundations of Technology
 Introduction to Graphics Communications
 Information Technology Mini-Magnet Courses

FINE & PERFORMING ARTS

Any Art course
 Any Music course
 Drama I
 Theatre Appreciation

8. Grading Guidelines for Third – Twelfth Grade

6330.1

The Millard Public Schools Grading Guidelines for third through twelfth grade shall be used to report achievement, academic progress, and compute Grade Point Averages (GPA) and Class Rankings where applicable. Weighted grade points shall be given to those grades received in Advanced Placement[®] (AP[®]) classes or International Baccalaureate (IB) classes where applicable.

<u>Number Grade</u>	<u>Letter Grade</u>	<u>% Grade Range</u>	<u>Standard Grade Pts.</u>	<u>Weighted Grade Pts. (AP) (IB)</u>
1 =	A =	100-93 =	20 Grade pts. or	25 Grade pts.
2 =	B =	92-85 =	15 Grade pts. or	20 Grade pts.
3 =	C =	84-77 =	10 Grade pts. or	15 Grade pts.
4 =	D =	76-69 =	5 Grade pts. or	5 Grade pts.
5 =	F =	68- 0 =	0 Grade pts.	0 Grade pts.
P =	P =	Pass =	0 Grade pts.	0 Grade pts.
F =	F =	Fail =	0 Grade pts.	0 Grade pts.

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. Weighted grade points will apply to Advanced Placement courses and to those courses taken for International Baccalaureate purposes wherein students are required to meet IB requirements for standard level or high level assessment. Pre-IB courses do not qualify for weighted grade points.

Class rank shall be determined by Total Class Rank Points. The Grade Point Average multiplied by the total Grade Points shall equal Total Class Rank Points for each student. The listing of the Total Class Rank Points from highest to lowest shall determine the class rank of each student.

9. Courses listed as "basic" are open only to students who meet the prerequisites. Failure of a regular course does not qualify a student to enter a basic course.
10. It is strongly recommended that each student take at least 5 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. Study halls are not a class.
11. **ELIGIBILITY FOR ACTIVITIES:** In order to participate in interscholastic athletic competition and/or activities, the Millard Schools require that a student be enrolled in at least 20 hours per week and regular in attendance as well as having received 20 semester hours of credit the immediate preceding semester.

12. **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 you should find yourself in this position, you should be aware that the Millard Schools have 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.

13. **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: www.ncaa.org or www.ncaaclearinghouse.net

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 Initial-Eligibility Clearinghouse which will analyze your academic information to determine if you meet NCAA initial-eligibility requirements. The three steps for being certified are clearly explained in a booklet entitled **Making Sure You Are Eligible to Participate in College Sports**. Obtain a copy of this booklet (available in the counseling department) early in the first semester of your senior year. Don't delay this process – if you are uncertain about participation in Division I or II it is best to complete this process anyway. This process does NOT bind you to participate, however, it is a necessary procedure should you 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.

You are encouraged to visit with your counselor or obtain the most recent NCAA booklet to review the policies which will affect you. Athletes or their parents are encouraged to obtain additional references pertaining to student athletes. The best single reference, which may be available in limited quantities in the counseling office, is **2002-2003 NCAA Guide for the College Bound Student Athlete** published by the NCAA, PO Box 6222, Indianapolis, Indiana, 46206-6222. The phone number is (317) 917-6222. This document is also available on-line.

In order to be classified a "qualifier" at a Division I college, you are required to:

1. Graduate from high school.
2. Successfully complete a core curriculum of at least 13 * academic course units as follows:
(Core curriculum courses are considered college preparatory. Courses listed as "Basic" may only be used for eligibility by students who have a verified disability. Accepted courses are listed on the NCAA Initial Eligibility Clearinghouse website. Contact your counselor if you have questions regarding core courses.)
 - English – 4 years,
 - Mathematics – 2 years (Algebra I or above),
 - Natural or Physical Science (including at least one laboratory class, if offered by the school) – 2 years,
 - Social Science – 2 years,
 - Additional course in English, mathematics, or natural or physical science – 1 year,
 - Additional academic courses (in any of the above areas or foreign language, computer science**, philosophy or non-doctrinal religion) – 2 years.

*Students first entering college on or after August 1, 2005 must complete 14 academic course units. The additional course may come from any of the following areas: English, mathematics, natural/physical science, social science, foreign language, non-doctrinal religion, or philosophy.

**Computer science courses will no longer be able to be used for initial-eligibility purposes for students first entering a collegiate institution on or after August 1, 2005.

*** Students planning to enter college (current high school freshmen) on or after August of 2008 will be required to have 16 core courses: 4 years of English; 3 years of Math (Algebra I or higher); 2 years of natural/physical science (one lab science; 1 year of additional English, math, or science; 2 years of social studies, 4 years of additional core courses (from any area listed above, or from foreign language, non-doctrinal religion or philosophy).

3. Have a core-course grade-point average (based on a maximum of 4.000) and a combined score on the SAT verbal and math sections or a sum score on the ACT based on the qualifier index scale. (Index scale is available through the Counseling or Activities Office or on-line.)

In order to be classified a "qualifier" at a Division II college, you are required to:

1. Graduate from high school.
2. Have a GPA of 2.00 (based on a maximum of 4.000) in a successfully completed core curriculum of at least 14 academic course units as follows:
 - See Division I listing.
3. Have a combined score on the SAT verbal and math sections of 820 (if taken on or after April 1, 1995) or a 68 sum score on the ACT.

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 860 on the SAT taken on or after April 1, 1995; 740 for tests taken prior to April 1, 1995.
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. Students must be a high school graduate or one who has received a high school equivalency diploma or has been certified as having passed a national test such as the General Education Development Test (GED).
2. Non-high school graduates can establish eligibility by competing one term of college work and passing 12 credits with a 1.75 grade point average or higher. This term must be taken after the student's high school class has graduated.
3. Non-high school graduates who have earned sufficient credit for high school graduation status can establish eligibility for athletic participation by completing one term of college work passing 12 credits with a 1.75 GPA or higher. This term can be completed before the student's high school class has graduated.

14. ACT Scores and Core Curriculum – Information provided by the College Board indicates that students who complete the core curriculum do better and have higher ACT scores. The ACT core curriculum consists of: 4 years of English, 3 years of Social Studies, 3 years of Math, 3 years of Science.

15. POST-SECONDARY OPPORTUNITIES

a. EARLY ENTRY COLLEGE OPPORTUNITIES

Selected AP[®] courses are available for early entry enrollment through Peru State College and the University of Nebraska-Omaha (UNO). The courses available for this option may vary from year to year due to staffing constraints. Students will have the option to enroll for college credit. The number of college credit hours is determined by the corresponding college class. Students are dual enrolled for the class at a Millard High School and Peru State College and/or UNO. Tuition costs for 2003-2004 are \$104.00 per credit hour including extended campus fee at Peru State and \$200.00 per course at UNO (2004-2005 costs to be determined). The grade earned on the high school transcript is on the Peru State College or UNO transcript. This credit is transferable to other colleges and universities. Students are urged to check with the college they plan to attend regarding transferring of credit toward their college program. Students are also encouraged to take the AP[®] exam, especially if they are unsure of their college plans.

b. ADVANCED PLACEMENT[®]

The Advanced Placement Program[®] (AP[®]) is a cooperative educational endeavor between secondary schools and colleges and universities. Advanced Placement[®] courses provide motivated students with the opportunity to take college-level courses in a high school setting. Based on student performance on rigorous AP[®] examinations, students can earn credit, advanced placement, or both, for college. This provides the opportunity for students to save on college tuition and even to graduate early from college. School counselors can provide more information about AP[®] opportunities.

c. **METROPOLITAN COMMUNITY COLLEGE**

Millard Public Schools and Metropolitan Community College (MCC) maintain an articulation agreement for the following courses. Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

- Obtain a grade of “B” or better in the course(s) to be considered for advanced placement.
- Complete the Advanced Placement Standing Application and enroll at MCC within two years of high school graduation.

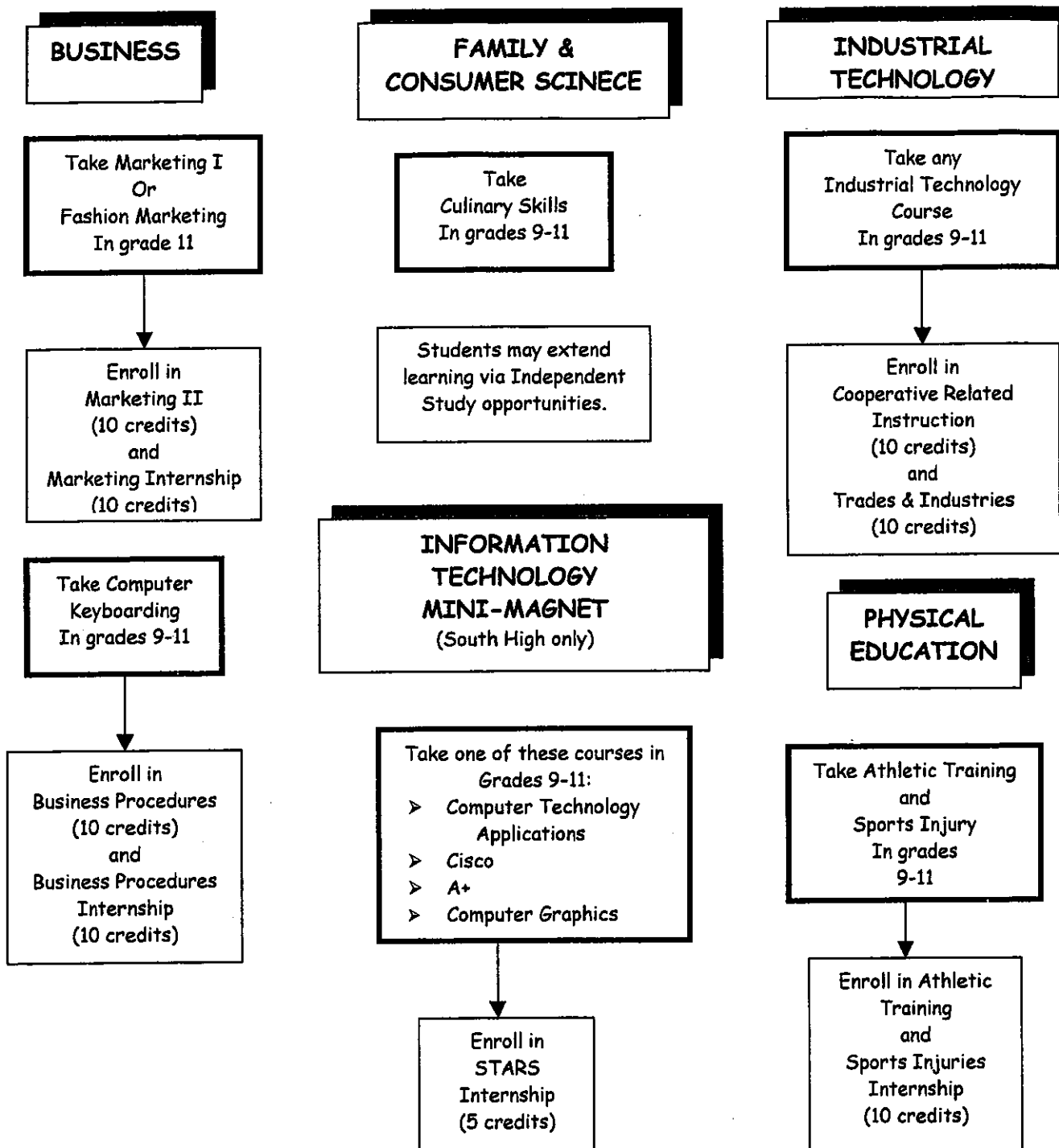
Millard Courses	Metropolitan Community College
504 Computer Keyboarding	MCT125 Keyboarding
505 Computer Word Processing	MCT128 Comp.Keyboarding Skill Building
506 Computer Technology Applications	MCT 103 Microcomputer Essentials
983 A+ Hardware, Software Troubleshooting	ELT 191 PC Troubleshooting
502 Accounting I	ACC 101 Bookkeeping
503 Accounting II	ACC 101 Bookkeeping and/or ACC 111 Accounting I
512 Marketing I / 513 Marketing II	MAR 101 Principles of Marketing
527 Child Development	CHC 101 Intro. to Early Childhood
981 CISCO Networking Academy I – Sem. 1	ELT 116 CISCO I Networking Fundamentals
981 CISCO Networking Academy I - Sem. 2	ELT 117 CISCO II Routing Fundamentals
982 CISCO Networking Academy II - Sem. 1	ELT 231 CISCO III Switching & Land Designs
982 CISCO Networking Academy II - Sem. 2	ELT 233 CISCO IV Wide Area Networking
525 Culinary Skills	FST 100 Menu Fundamentals and FST 110 Kitchen Fundamentals
601 Construction Technology	CST 101 Introduction to Carpentry
621 Comprehensive Metals	PFT 101 Intro to Machine Technology
622 Welding / 623 Advanced Welding	WEL 101 Oxy/Acetylene Welding I
640 Engineering Drafting & Design	ACT 109 Beginning Auto CAD
641 Residential Architectural Drafting & Design	ACT 119 Intermediate AutoCAD or ACT 124 Wood Frame Architecture II
651 Foundations of Computer Graphics	GCA 100 Creativity: Concept Development
655 Foundations of Visual Graphics / 656 Advanced Visual Graphics	PTY 100 Basic Photography
835 Theater Technology Apprenticeship Program I	THE 110 Theater Technology I
835 Theater Technology Apprenticeship Program II	THE 111 Theater Technology II
836 HVAC Apprenticeship Program I	BDM 100 Introduction to Industrial Safety AHR 101 Refrigeration Electrical Theory & Application
836 HVAC Apprenticeship Program II	AHR 103 Refrigeration Service Principles & Basic Automatic Controls AHR 107 Refrigeration Shop Practices AHR 108 Gas Heat
837 Auto Body Technology – Year 1	AFS 120 Employability Skills ABT 100 Automotive Welding ABT 101 Non-Structural Repair I ABT 110 Automotive Welding II ABT 099 Technical Academy Internship
838 Automotive Technology – Year 1	AFT 120 Employability Skills AUT 101 Intro to Auto Service & Minor Repair AUT 103 Auto Electricity and Electronics AUT 192 Lab Electricity I AUT 099 Technical Academy Internship

838 Automotive Technology – Year 2	AUT 099 Technical Academy Internship AUT 104 Battery, Starting & Charging Syst. AUT 193 Lab, Starting & Charging Syst. AUT 105 Brake Systems
839 Construction Technology – Concrete/Masonry – Year 1	AFT 120 Employability Skills CST 139 Intro. To Concrete CST 153 Intro. To Masonry CST 099 Technical Academy Internship
839 Construction Technology – Concrete/Masonry – Year 2	CST 099 Technical Academy Internship CST 163 Advanced Masonry Const. CST 143 Concrete and Wall Forms CST 165 Brick & Block Fireplace Const
840 Printing & Publishing Technology – Year 1	AFS 120 Employability Skills PPT 100 Print Overview PPT 101 Text Imaging QuarkXpress PPT 102 Camera Imaging PPT 099 Technical Academy Internship
840 Printing & Publishing Technology – Year 2	PPT 099 Technical Academy Internship PPT 112 Electronic Imaging PPT 116 Film Assembly PPT 121 Basic Press I
841 Horticulture – Year 1	AFS 120 Career Success Strategies ORH 101 Intro. To Horticulture ORH 112 Evergreen Identification ORH 121 Floral Design ORH 125 Annual Identification ORH 099 Technical Academy Internship
841 Horticulture – Year 2	ORH 099 Technical Academy Internship OHR 221 Interior Landscaping & Houseplants ORH 122 Floral Design I OHR 116 Ornamental Grass

Juniors & Seniors

Gain work experience & earn credit !

Enroll in the following Work Study Courses



See your counselor or advisor to enroll

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM at MILLARD NORTH HIGH SCHOOL



The International Baccalaureate Organization's Diploma Program, created in 1968, is a demanding pre-university course of study that leads to examinations; it is designed for highly motivated secondary school students aged 16 to 19. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. The IBO has shown, over the course of 30 years, that students are well prepared for university work.

The Diploma Program's grading system is criterion referenced: each student's performance is reassured 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. Top grades are not, for example, awarded to a certain percentage of students.

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 Program 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.

Today there are equal numbers of students from international schools and state or national systems. The idealism has remained unchanged, however. The IBO'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 Program equips students with the skills and attitudes necessary for success in higher education and employment.

The six academic subjects are studied concurrently; students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of the six groups. At least three but not more than four are taken at higher level (HL), while the others are standard level (SL); HL courses represent two years of study, SL courses cover one year. Students are thus able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. 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 to meet contemporary needs.

The IB curriculum at Millard North High School consists of six subject groups:

Group 1 Language A1	English HL (best language) including selections from World Lit
Group 2 Language B	(second language) French, German, Latin, Spanish
Group 3 Individuals and Societies	20th Century World History Topics, History of the Americas, Psychology
Group 4 Experimental Sciences	Biology, Chemistry, Physics
Group 5 Mathematics	Math Studies, Math Methods, Higher Level Mathematics
Group 6 Electives	Computer Science, Latin, Music, Psychology, Theatre Arts, Visual Arts, a 2nd science from Group 4

*International Baccalaureate Organization, February 2000: Reprinted by permission from the IBO 2002.

Theory of Knowledge (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 the International Baccalaureate Organization, 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, action, service (CAS) The IBO's goal is to educate the whole person, to help students become responsible, compassionate citizens. The CAS requirement 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. Action can include not only participation in individual and team sports but also 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 homeless people.

An extended essay (4,000 words) Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IBO 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, German, 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. Or they might add breadth to their academic experience by electing to write in a subject not included in their program choices.

Assessing student work and awarding the diploma Classroom teachers and IB 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 3,500 IB examiners worldwide, led by chief examiners with international authority in their fields. Nearly 46,000 students annually are assessed by the IBO. Each year approximately 80% of candidates who attempt the diploma succeed in earning it.

All IB Diploma candidates are required to test in one subject from each of the 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 requirements: the **Extended Essay**, the course entitled **Theory of Knowledge (TOK)**, and **CAS**. Bonus points may be awarded for the exceptional essay or performance in Theory of Knowledge. A final, official IB transcript will be sent by the International Baccalaureate North America (IBNA) regional office following the grade awarding and upon the request of the student. Results are available in late July for May session candidates. Students also must satisfy the Millard School District requirements and meet Millard Essential Learner Outcome Assessments to receive the Millard North High School diploma.

Millard North High School provides a Pre-IB program for grades 9-10. Students are encouraged to begin the study of a foreign language in the grade 8. It is also preferable to have completed Algebra and/or Geometry by grade 8. Students not in the diploma program may register for IB courses if they meet the pre-requisites and there is room in the class. External IB examination would not be required. Meetings for interested parents and students are held in January. Applications are due in February. For further information contact Mrs. Nancy Buda, International Baccalaureate Coordinator at 691-1363.

* International Baccalaureate Organization, February 2000: Reprinted by permission from the IBO 2002.

Millard North High School

IB Exams Offered and Course Completion Sequence

PROJECTED IB TEST	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Group 1—Language A1				
English HL	Honors English 9 (Pre IB)	Honors English 10 (Pre IB)	IB English HL 11 (2yrs)	IB English HL 12 (2yrs)
Group 2—Language B				
French SL	Honors French II (Pre IB)	Honors French III (Pre IB)	Honors French IV (Pre IB)	IB/AP French SL
German SL	Honors German II (Pre IB)	Honors German III (Pre IB)	Honors German IV (Pre IB)	IB/AP German SL
Latin SL	Latin I (Pre IB)	Latin II (Pre IB)	Latin III (Pre IB)	IB/AP Latin SL
Spanish SL	Honors Spanish II (Pre IB)	Honors Spanish III (Pre IB)	Honors Spanish IV (Pre IB)	IB Spanish SL
Group 3—Individuals and Society				
20 th Century World History Topics SL	American History Since 1914	Possible choices: World Perspective /American Studies/Everyday Living/PE	IB 20 th Century World History Topics SL (11/12)	Possible choices: World Perspectives/American Studies/Everyday Living/PE
History of the Americas HL	American History Since 1914	Possible choices: Everyday Living/Fine Arts/PE/Tech	IB 20 th Century World History Topics SL	IB History of Americas HL
Psychology SL	American History Since 1914	World Geography	IB Psychology SL (11/12)	World Perspective/American Study/Everyday Living/PE
Group 4—Experimental Sciences				
Biology SL	Chemistry Integrated Physical Science	Physics Chemistry/Human Phys.	IB Biology SL IB Biology SL	Elective Elective
Biology HL	Chemistry Integrated Physical Science	Physics / Human Phys Chemistry	IB Biology HL 11(2 yrs) IB Biology HL 11(2 yrs)	IB Biology HL 12 (2 yrs) IB Biology HL 12 (2 yrs)
Chemistry SL	Biology Biology Integrated Physical Science	Intro to Chem. & Physics Physics Biology	IB Chemistry SL IB Chemistry SL IB Chemistry SL	Elective Elective Elective
Chemistry HL	Biology	Intro to Chem. & Physics	IB/AP Chemistry HL 11/12 (2 yrs)	IB Chemistry HL 12 (2 yrs)
Physics SL	Biology Biology Integrated Physical Science	Intro to Chem. & Physics Chemistry/Human Phys. Biology	IB Physics SL IB Physics SL IB Physics SL	Elective

Preferred sequence

Millard North High School

IB Exams Offered and Course Completion Sequence

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Group 5—Mathematics	9th Grade	10th Grade	11th Grade	12th Grade
Math Studies SL	Honors Geometry Algebra Geometry Geometry Geom./Adv.Algebra Blocked	Honors Advanced Algebra Geometry Advanced Algebra Advanced Algebra Pre-calculus	IB Math Studies SL Advanced Algebra IB Math Studies SL Pre-calculus IB Math Studies SL	Elective IB Math Studies SL Elective IB Math Studies SL Elective
Mathematical Methods SL	Honors Advanced Algebra Geom/Adv. Algebra Blocked Honors Geometry	Honors Pre-calculus *Honors Pre-calculus Honors Advanced Algebra	IB Math Methods SL IB Math Methods SL Honors Pre-calculus	Elective IB Math Methods SL
Mathematics Higher Level	Honors Advanced Algebra	Honors Pre-calculus	IB HL Math I – 11 (2yrs)	IB HL Math II - 12 (2yrs)
Group 6—Electives				
Visual Arts SL Visual Arts HL	Art Foundations/Elective Art Foundations/Elective	Pre-IB Visual Arts Pre-IB Visual Arts	IB Visual Arts SL IB Visual Arts HL 11 (2yrs)	Elective IB Visual Arts HL 12 (2yrs)
Theatre Arts SL Theatre Arts SL Theatre Arts HL	Drama I(9 th or 10 th)/Elective Drama I(9 th or 10 th)/Elective Drama I(9 th or 10 th)/Elective	Drama I(9 th or 10 th)/Elective Drama I(9 th or 10 th)/Elective Drama I(9 th or 10 th)/Elective	IB Theatre Arts SL Drama I/Elective IB Theatre Arts HL 11 (2yrs)	IB Theatre Arts SL IB Theatre Arts HL (2 yrs)
Music SL	Chorensics/Band/Orchestra/ Concert Choir	Chorensics/Band/Orchestra/ Concert Choir	IB Music Theory SL –11/12 with Band/Orchestra/Concert Choir (one class period)	Band/Orchestra/Concert Choir / Elective
Computer Science SL Computer Science HL	PreIB Intro to Comp Sci I/ PreIB Intro to Comp Sci II (both sem classes 9 th or 10 th)	PreIB Intro to Comp Sci I/ PreIB Intro to Comp Sci II (both sem classes 9 th or 10 th)	IB Computer Science SL PreIB Intro to Comp Sci I/ II IB/AP Comp Sci 11/12	IB Computer Science SL IB Computer Science HL
Latin SL Psychology SL A second science from Group 4 (SL or HL)	Latin I (Pre-IB)	Latin II (Pre-IB)	Latin III (Pre-IB) IB Psychology SL IB Biology SL/HL, IB Physics SL, Chem SL/HL	IB Latin SL IB Biology HL IB Chemistry HL
Theory of Knowledge			Elective IB Theory of Knowledge (TOK) (2 nd sem.)	IB Theory of Knowledge (TOK) (1 st sem.) Civics (2 nd sem.)
Extended Essay (no class)			Extended Essay	Cont. Extended Essay
CAS (no class)			Begin 150 hours	Cont. 150 hours

NINTH GRADE

1. English: (both semesters) _____		10
2. American History Since 1914		10
3. Science: _____		10
4. Math: _____	Math _____	_____
5. Physical Education	Oral Communication** (Not IB) or	_____
	Elective: _____	_____
6. Elective: _____	Elective: _____	_____
7. Elective: _____	Elective: _____	_____
	TOTAL	_____

TENTH GRADE

1. English 10 (both semesters)		10
2. World Geography (or IB 20 th Century World History Topics in 11 th grade)		10
3. Science*: _____	Science*: _____	_____
4. Math: _____	Math: _____	_____
5. Physical Education	Oral Communication** or	_____
	Elective: _____	_____
6. Everyday Living	Elective: _____	_____
7. Elective: _____	Elective: _____	_____
	TOTAL	_____

*Biology is a prerequisite to other Life Science Courses.

**An oral communications course is required for non-IB students and can be taken at any time during the 9-12 program.

*** A technology selected course and a fine & performing arts selected course is required for 9th & 10th grade students and can be taken at anytime during the 9-12 program.

**** Everyday Living – a comprehensive health education course must be taken during the tenth or eleventh grades.
IB students may take in grades 9-12

***ELEVENTH GRADE**

CREDITS

1. English 11 (both semesters) _____	_____	10
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____

	TOTAL	_____

***TWELFTH GRADE**

CREDITS

1. United States Government & Economics _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____

	TOTAL	_____

*There may be occasions when low enrollments will lead to the cancellation of a given class. If such a cancellation occurs, the students in that class will be given the option of signing up for an alternative class.
 **Refer to page 2 and 6 for specific requirements or recommendations for each grade level.

HIGH SCHOOL OFFERINGS 2004-2005

All courses listed may not be offered each semester due to insufficient student enrollment or staff availability.

Art

- 700 Understanding Art - 9/12 S
- 704 Color and Design - 9/12 S
- 705 Art Foundations - 9/12 S
- 706 Pre IB Visual Arts - 10/11 Y (North)
- 710 Pottery and Sculpture - 10/12 S
- 711 Advanced Pottery and Sculpture - 10/12 S
- 720 Drawing - 10/12 S
- 721 Advanced Drawing - 10/12 S
- 722 Painting - 10/12 S
- 726 Commercial Art - 11/12 S
- 730 Advanced Studio Art - 12 Y
- 732 IB Visual Arts SL - 11/12 Y (North only)
- 733 IB Visual Arts HL - 11 Y (North only)
- 734 IB Visual Arts HL - 12 Y (North only)

Business

- 500 Personal Finance - 9/12 S
- 501 International Business - 10/12 S
- 502 Accounting I - 10/12 Y
- 503 Accounting II - 11/12 Y
- 504 Computer Keyboarding - 9/12 S
- 505 Computer Word Processing - 9/12 S
- 506 Computer Technology Applications - 9/12 S
- 507 Business Communications - 11/12 S
- 508 Business Procedures - 10/12 Y
- 509 Business Procedures Internship - 11/12 Y
- 510 Business Law - 11/12 S
- 511 Fashion Marketing - 11/12 Y
- 512 Marketing I - 11/12 Y
- 513 Marketing II - 11/12 Y
- 514 Marketing Internship - 12 Y
- 515 Professional Communications - 11/12 S (North only)

Computer Science

- 255 Introduction to Computer Science - 9/12 S
- 256 Computer Topics - 10/12 S
- 258 Contemporary Programming Languages - 10/12 S
- 260 Advanced Placement[®] Computer Science - 11/12 Y
- 263 PreIB Introduction to Computer Science I - 9/11 S (North only)
- 264 PreIB Introduction to Computer Science II - 9/11 S (North only)
- 265 IB Computer Science SL - 11/12 Y (beginning in 2005-2006 at North only)
- 266 IB/AP Computer Science HL - 11/12 Y (beginning in 2005-2006 at North only)
- 267 IB Computer Science HL - 12 Y (beginning in 2006-2007 at North only)

English

- 001 English 9 - Y
- 002 English 10 - Y
- 003 Honors English 9 - Y (Pre IB)

English (continued)

- 004 Honors English 10 - Y (Pre IB)
- 005 Basic English 9 - Y
- 006 Basic English 10 - Y
- 007 English 11 - Y
- 008 Basic English 11 - Y
- 011 Beginning Journalism - 9/12 S
- 012 Newspaper - 10/12 Y
- 013 Yearbook - 10/12 Y
- 014 Intro to Photojournalism - 10/12 S (North only)
- 016 IB English HL 11 Y (North only)
- 017 IB English HL 12 Y (North only)
- 020 Speech - 9/12 S
- 021 Forensics - 9/12 Y
- 022 Debate I - 9/12 S
- 023 Advanced Debate - 10/12 Y
- 024 Drama I - 9/12 S
- 025 Drama II - 9/12 S
- 026 Theatre Technology - 9/12 S
- 027 Analysis of Mass Media - 11/12 S
- 030 Career English - 11/12 S
- 515 Professional Communications - 11/12 S (North)
- 032 Composition and Literature - 12 Y
- 033 Creative Writing - 11/12 S
- 035 Research Methods - 11/12 S
- 038 College Prep Grammar Usage - 11/12 Q (North)
- 039 Theatre Appreciation 9/12 S
- 041 British Literature - 11/12 S
- 042 World Literature - 11/12 S
- 043 Shakespeare - 11/12 S
- 048 Advanced Placement[®] English - 12 Y
- 070 IB Theatre Arts SL - 11/12 S (North only)
- 071 IB Theatre Arts HL - 11 S (North only)
- 072 IB Theatre Arts HL - 12 S (beginning in 2005-2006 at North only)

Family and Consumer Science

- 520 Interior Design - 9/12 S
- 521 Apparel Design & Production - 9/12 S
- 522 Creative Textile Design - 9/12 S
- 523 Foods for Today - 9/12 S
- 524 Foods of the World - 9/12 S
- 525 Culinary Skills - 9/12 S
- 526 Everyday Living - 10/11 S
- 527 Child Development - 11/12 S
- 528 Adult Living - 12 S

Foreign Language

- 112 German I - 9/12 Y
- 113 German II - 9/12 Y
- 114 Honors German II - 9/10 Y (Pre IB)
- 115 German III - 10/12 Y
- 116 Honors German III - 10/12 Y (Pre IB)
- 117 German IV - 11/12 Y (West)

Foreign Language (continued)

- 118 Honors German IV - 11/12 Y (Pre IB)
 119 Advanced Placement® German - 12 Y
 (South & West only)
 120 IB/AP® German SL 12 Y (North only)
 132 French I - 9/12 Y
 133 French II - 9/12 Y
 134 Honors French II - 9/10 Y (Pre IB)
 135 French III - 10/12 Y
 136 Honors French III - 10/12 Y (Pre IB)
 137 French IV - 11/12 Y (South & West)
 138 Honors French IV - 11/12 Y (Pre IB)
 139 Advanced Placement® French - 12 Y
 140 IB/AP® French SL 12 Y (North only)
 149 Honors Spanish I- 9/12 Y Blocked (Pre-IB)
 151 Honors Spanish II- 9/12 Y Blocked (Pre-IB)
 152 Spanish I - 9/12 Y
 153 Spanish II - 9/12 Y
 154 Honors Spanish II - 9/10 Y (Pre IB)
 155 Spanish III - 10/12 Y
 156 Honors Spanish III - 10/12 Y (Pre IB)
 157 Spanish IV - 11/12 Y
 158 Honors Spanish IV - 11/12 Y (Pre IB)
 159 Advanced Placement® Spanish - 12 Y
 160 IB Spanish SL 12 Y (North only)
 161 IB/AP® Latin SL 12 Y (North)
 162 Latin I - 9/12 Y (North & West) (Pre IB)
 163 Latin II - 10/12 Y (Pre IB)
 164 Latin III - 11/12 Y (Pre IB)
 165 Advanced Placement® Latin - 11/12 Y
 166 Japanese I - 9/12 Y (North only)
 167 Japanese II - 9/12 Y (North only)
 168 Japanese III - 10/12 Y (North only)
 169 Japanese IV - 11/12 Y (North only)

Industrial Technology

- 601 Construction Technology - 9/12 S
 602 Manufacturing Technology - 9/12 S
 603 Introduction to Engineering & Architectural
 Graphics - 9/12 S
 605 Foundations of Technology I - 9/12 S
 606 Foundations of Technology II - 9/12 S
 607 Foundations of Technology III - 9/12 S
 610 Electricity - 10/12 S
 612 Industrial Plastics - 10/12 S (South only)
 613 Consumer Maintenance - 9/12 S
 620 Metals - 10/12 S
 621 Comprehensive Metals - 11/12 Y
 622 Welding - 10/12 S
 623 Advanced Welding - 11/12 S
 630 Woods I - 10/12 S
 632 Woods II - 11/12 Y
 637 Introduction to Building Trades - 10/12 S
 641 Residential Architectural Drafting and Design -
 10/12 Y
 646 Advanced Architectural Concepts - 11/12 S
 647 Adv. Arch: Residential Design & Presentation -
 11/12 S
 648 Adv. Arch: Commercial Design & Presentation -
 11/12 S

Industrial Technology (continued)

101

- 649 Adv. Arch: Modeling & Presentation - 11/12 S
 660 Trades and Industry - 12 Y
 661 Cooperative Related Instruction - 12 Y
 670 Engineering Drafting & Design - 10/12 Y
 671 Adv. Engineering Concepts - 11/12 S
 672 Adv. Engineering: Structural Design 11/12 S
 673 Adv. Engineering: Industrial/Mechanical Design
 11/12 S
 674 Adv. Engineering: Civil/Surface Design - 11/12 S

Mathematics

- 205 Algebra Foundations I - 9/10 Y
 206 Algebra Foundations II - 10/11 Y
 210 Algebra - 9/12 Y
 220 Geometry - 9/12 Y
 221 Honors Geometry 9-12 Y
 230 Advanced Algebra - 9/12 Y
 232 Honors Advanced Algebra 9-12 Y
 235 Functions and Discrete Mathematics 12 Y
 238 Precalculus - 10/12 Y
 239 Honors Precalculus - 10/12 Y
 243 Advanced Placement® Statistics - 11 Y
 245 IB Mathematics HL I - 11 Y (North)
 246 IB Mathematics HL II - 12 Y (North)
 247 IB Mathematical Studies SL - 11/12 Y (North)
 248 IB Mathematical Methods SL - 11/12 Y (North)
 250 Consumers Math - 12 Y
 252 Advanced Placement® Calculus AB - 12 Y
 253 Advanced Placement® Calculus BC - 12 Y

Music

- 755 The Music Consumer - 9/12 S
 759 IB Music SL - 11/12 Band Y (North only)
 760 Band - 9/12 Y (Pre IB)
 762 Orchestra - 9/12 Y (Pre IB)
 764 IB Music SL - 11/12 Orchestra Y (North only)
 771 Concert Choir - 11/12 Y
 772 Concert Choir/Forensics - 9/12 Y (Pre IB)
 773 Concert Choir - 9/10 Y (Pre IB)
 774 Mixed Chorus - 9/12 S
 776 IB Music SL - 11/12 Chorus Y (North only)
 780 Music Theory - 11/12 S
 781 Advanced Placement® Music Theory - 11/12 S
 789 IB Music SL - 11/12 Piano Y (North only)

Physical Education

- 800 Sports Skills and Fitness - 9/10 S
 801 Cross Training I - 9/12 S
 802 Cross Training II - 10/12 S
 803 Lifetime Fitness - 11/12 S
 805 Weight Training I - 10/12 S
 806 Weight Training II - 10/12 S
 808 Introduction to Aquatics - 9/12 S
 809 Lifeguard Training - 10/12 S
 810 Fitness Swimming - 9/12 S
 812 Developmental Physical Education - 9/12 S
 814 Athletic Training & Sports Injury - 9/12 S
 815 Athletic Training & Sports Injuries Internship 11/12 Y
 816 Advanced Performance - 11/12 S
 817 Sport Officiating - 10/12 S

Reading

- 050 Study Skills – 9/12 S
- 052 Reading 9 – S
- 053 Reading 10 – S
- 054 Reading 11 – S
- 055 Reading 12 – S
- 056 Content Area Reading 9 – Y
- 057 Content Area Reading 10 – Y

Science

- 320 Integrated Physical Science - 9 Y
- 321 Intro to Chemistry and Physics - 10 Y (Pre IB) (North)
- 327 Biology - 9/10 Y (Pre IB)
- 333 Zoology - 10/12 S
- 334 Chemistry - 9/12Y (Pre IB) (IB only take in 9th Grade)
- 335 Astronomy - 10/12 S
- 346 Environmental Science - 10/12 S
- 352 Physics - 10/12Y (Pre IB)
- 362 Human Physiology - 10/12 Y (Pre IB)
- 363 IB Chemistry SL - 11/12 Y (North)
- 370 Advanced Placement[®] Chemistry - 11/12 Y
- 371 IB/AP[®] Chemistry HL - 11/12 Y (North only)
- 372 IB Chemistry HL - 12 Y (North only)
- 375 IB/AP[®] Biology SL - 11/12 Y (North only)
- 376 IB Biology HL – 11 Y (North only)
- 377 Advanced Placement[®] Biology - 11/12Y
- 378 IB Biology HL -12 Y (North only)
- 379 Advanced Placement[®] Physics - 11/12Y
- 380 IB Physics SL - 11/12 Y (North only)

Social Studies

- 410 American History (Since 1914) - 9Y (Pre IB)
- 412 World Geography - 10Y (Pre IB)
- 414 United States Government & Economics (formerly called Civics/Consumerism) - 12S
- 418 IB 20th Century World History Topics - 11/12 Y (North)
- 420 World History - 11/12Y
- 421 World Affairs - 11/12S
- 422 World Religions - 11/12S
- 423 Ethnic Studies - 10/12S
- 430 Introduction to Behavioral Sciences - 10/12S
- 431 Sociology - 11/12S
- 432 Psychology - 11/12S
- 433 IB Psychology SL - 11/12 Y (North)
- 442 Law Studies - 11/12S
- 450 Advanced Placement[®] American History - 11/12Y
- 451 Advanced Placement[®] European History - 11/12Y
- 452 Advanced Placement[®] Macro Economics - 11/12S
- 453 Advanced Placement[®] Psychology - 11/12S
- 455 IB History of the Americas HL - 12Y (North only)

Special Education

- 900 Fundamental English – 9/12Y
- 901 Essentials of English - 9Y
- 902 Essentials of English - 10Y
- 903 Essentials of English - 11Y
- 904 Essentials of English – 12S
- 906 Essentials of Speech - 11/12S
- 908 Fundamental Reading – 9/12Y

Special Education(continued)

- 909 Essentials of Reading – 9/12S
- 920 Fundamental Math – 9/12Y
- 921 Essentials of Intro to Algebra – 9/12Y
- 923 Essentials of Algebra/Geometry - 9/12Y
- 925 Essentials of Consumer Math I – 11/12S
- 926 Essentials of Consumer Math II – 12S
- 930 Fundamental Science – 9/12Y
- 931 Essentials of Integrated Physical Science – 9/12Y
- 932 Essentials of Biology – 9/12Y
- 933 Essentials of Physiology and Health I – 9/12S
- 934 Essentials of Physiology and Health II – 9/12S
- 935 Essentials of Environmental Science – 9/12S
- 940 Fundamental Social Studies – 9/12Y
- 941 Essentials of American History (Since 1914) – 9Y
- 942 Essentials of World Geography - 10 Y
- 943 Essentials of Ethnic Studies - 10/12 S
- 944 Essentials of United States Government & Economics (formerly called Essentials of Civics/Consumerism) - 12 S
- 950 Fundamental Daily Living – 10/12S
- 951 Fundamental Independent Living – 9/12S
- 970 Fundamental Technology – 9/12S
- 971 Fundamental Prevocational Skills – 9/12Y
- 973 WIN I - 9/12S
- 974 WIN II – 9/12S
- 975 Occupational Skills I - 9/10S
- 976 Occupational Skills II - 11/12S
- 977 Supervised Occupations - 9/12Y
- 978 Essentials of Computer Keyboarding – 9/12S
- 979 Essentials of Computer Technology Applications – 10/12S

Special Programs

- 835 Theatre Technology Apprenticeship Program
- 836 HVAC Youth Apprenticeship Program
- 837 Auto Body Technology – Year 1 – 11/12 Y
- 837 Auto Body Technology – Year 2 – 11/12 Y
- 838 Automotive Technology – Year 1 – 11/12 Y
- 838 Automotive Technology – Year 2 – 11/12 Y
- 839 Construction Technology – Concrete/Masonry – Year 1 – 11/12 Y
- 839 Construction Technology – Concrete/Masonry – Year 2 – 11/12 Y
- 840 Printing & Publishing Technology2 - Year 2 - 11/12 Y
- 840 Printing & Publishing Technology2 - Year 2 - 11/12 Y
- 841 Horticulture – Year 1 – 11/12 Y
- 841 Horticulture – Year 2 – 11/12 Y
- 850 IB Theory of Knowledge I - 11 Y (North only)
- 851 IB Theory of Knowledge II - 12 Y (North only)
- 980 Community Internship - 9/12 S or Y
- 990 English Language Learner (ELL) - 9/12S
- Independent Study Courses
- ELO Courses

Information Technology (IT) Mini-Magnet Program

The Millard Public School District offers students the opportunity to participate in an Information Technology Mini-Magnet Program at Millard South High School. This program provides comprehensive, industry-validated technology curriculum. In addition to classroom instruction, students in this mini-magnet program participate in career sessions, job shadowing, internships, and other experiential learning opportunities. Students have the opportunity to earn industry certification in A+ and Cisco at their own expense. Upon the completion of the second year of Cisco, students will take a voucher exam which may entitle them to a 50% discount off the normal CCNA examination fee (\$125 as of November 2003). **This program requires transfer to Millard South High School.** Contact your counselor for more information.

Course offerings in this IT Mini-Magnet Program include:

- 981 Cisco Networking Academy I
- 982 Cisco Networking Academy II
- 983 A+: Computer Hardware & Software Operations
- 985 STARS Internship
- 255 Introduction to Computer Science
- 256 Computer Topics
- 258 Contemporary Programming Languages
- 260 Advanced Placement[®] Computer Science
- 506 Computer Technology Applications
- 980 Information Technology Internship
- 650 Introduction to Graphics Communication
- 651 Foundations of Computer Graphics
- 652 Advanced Computer Graphics
- 655 Foundations of Visual Graphics - 10/12 S
- 656 Advanced Visual Graphics - 10/12 S

International Baccalaureate Diploma Programme

The Millard Public Schools offers students the opportunity to participate in a leading, internationally recognized pre-university program that has become a symbol of academic excellence worldwide. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills. This student is also encouraged to appreciate the universal value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity we all share. While each component of the Diploma Programme has specific aims and assessment objectives, the distinctive aims of the programme as a whole are to:

- provide an internationally accepted qualification for entry into higher education
- promote international understanding
- educate the whole person, emphasizing intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.*

This program requires enrollment at Millard North High School. The IB is a rigorous two-year program of study in the 11th and 12th grades. Due to the fact the students must reach a certain level of proficiency in several of the academic areas before entering the

programme, it is recommended that they apply to the IB programme in January of their 8th grade year in order to take the necessary pre-IB courses. Students must be in Honors English, Honors Foreign Language, and preferably Honors Math in 9th and 10th grades.

Students not in the IB Diploma Programme may register for IB courses if they meet the pre-requisites and there is room in the class. External IB examination would not be required. Students pay for the cost of testing (i.e., currently approximately \$650 for two years of testing).

Course offerings in the International Baccalaureate Diploma Programme include the following:

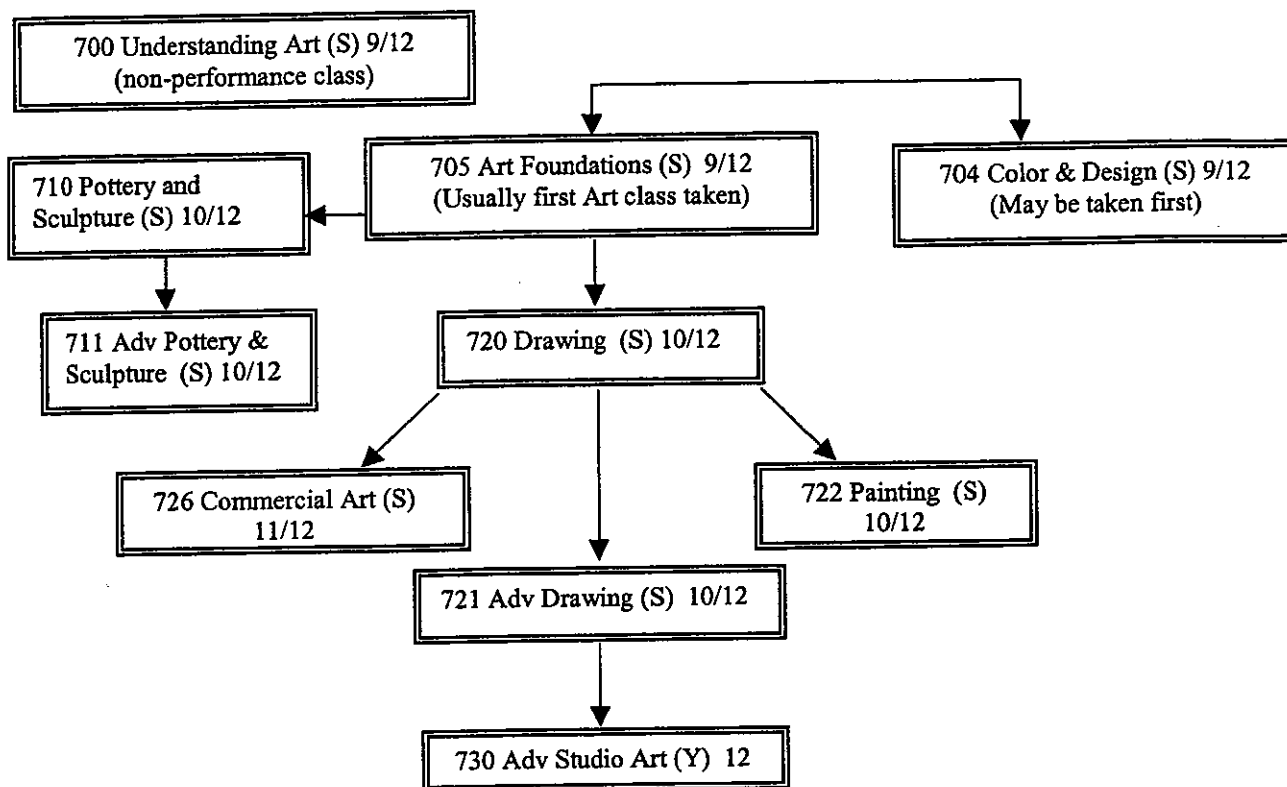
- 016 IB English HL – 11
- 017 IB English HL – 12
- 070 IB Theatre Arts SL – 11/12
- 071 IB Theatre Arts HL – 11
- 072 IB Theatre Arts HL – 12 (beginning in 2005-2006)
- 120 IB/AP[®] German SL - 12
- 140 IB/AP[®] French SL - 12
- 160 IB Spanish SL - 12
- 161 IB/AP[®] Latin SL - 12
- 245 IB Mathematics HL I – 11
- 246 IB Mathematics HL II – 12
- 247 IB Mathematical Studies SL – 11/12
- 248 IB Mathematical Methods SL – 11/12
- 263 PreIB Introduction to Computer Science I – 9/11 S (North only)
- 264 PreIB Introduction to Computer Science II – 9/11 S (North only)
- 265 IB Computer Science SL – 11/12 Y (beginning in 2005-2006 at North only)
- 266 IB/AP[®] Computer Science HL – 11/12 Y (beginning in 2005-2006 at North only)
- 267 IB Computer Science HL – 12 Y (beginning in 2006-2007 at North only)
- 321 Introduction to Chemistry and Physics - 10
- 363 IB Chemistry SL – 11/12
- 371 IB/AP[®] Chemistry HL – 11
- 372 IB Chemistry HL – 12
- 375 IB Biology SL – 11/12
- 376 IB Biology HL – 11
- 378 IB Biology HL – 12
- 380 IB Physics SL – 11/12
- 418 IB 20th Century World History Topics 11/12
- 433 IB Psychology SL – 11/12
- 455 IB History of the Americas HL - 12
- 706 Pre-IB Visual Arts - 10
- 732 IB Visual Arts SL – 11/12
- 733 IB Visual Arts HL – 11
- 734 IB Visual Arts HL – 12
- 759 IB Music SL Band – 11/12
- 764 IB Music SL Orchestra – 11/12
- 776 IB Music SL Chorus – 11/12
- 789 IB Music SL Piano – 11/12
- 850 IB Theory of Knowledge I – 11
- 851 IB Theory of Knowledge II – 12

HL = Higher Level SL = Standard Level
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* Diploma Programme Monograph, August 2002:
Reprinted by permission from the IBO, 2002.

COURSE DESCRIPTIONS

2004 - 2005



Please see pages 15 & 16 for International Baccalaureate course sequences.

Please refer to each course description for prerequisites.

Note that Art Foundations is the prerequisite course for all art courses except Color and Design.

Students may be asked to donate money, materials, or equipment to defray costs of consumable materials or to provide personal equipment. Instances where donations or equipment may be requested are designated with *Donation*. Materials for projects that will become the property of the student are available for purchase at the school at a reduced price.

700 UNDERSTANDING ART - 9/12

S 5 Credits

Description: Understanding Art is a non-production art class that will investigate the many roles of the visual arts and artists through historical, political and other social context. It satisfies the fine arts graduation requirement. It is not a prerequisite for any other art course.

Prerequisites: None

704 COLOR AND DESIGN - 9/12

S 5 Credits

Description: This is a semester course giving the student an opportunity to explore the expressive qualities of color and design. Students will work with the Elements of Art and the Principles of Design. Projects will involve two-dimensional and three-dimensional media and materials. This course satisfies the fine arts graduation requirement.

Donation

Prerequisites: None

705 ART FOUNDATIONS - 9/12

S 5 Credits

Description: This course enables students to communicate ideas through a variety of media, materials, and techniques. Students will explore both two-dimensional and three-dimensional art forms. In addition to art production, students will use a variety of learning strategies to aid the comprehension of course material. These will include reading, analyzing, and responding. *Donation*

Prerequisites: None

706 Pre-IB VISUAL ARTS 10/11 (Millard North only)

Y 10 Credits

Description: The Pre-IB Visual Arts course will introduce the student to the IB Art Curriculum, which involves the student 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 would be incorporated into the curriculum. Projects will include the following: observational drawing, contour drawing, design concepts, fantasy and surrealism and perspective units. *Donation*

Prerequisite: Art Foundations

710 POTTERY AND SCULPTURE - 10/12

S 5 Credits

Description: Pottery and Sculpture is a semester course in which students will explore a variety of hand-built and sculptural techniques. Introduction to the potter's wheel is covered as well as simple glaze methods. In addition to art production, students may use a variety of strategies including reading, responding and analyzing to develop the understanding of course material. *Donation*

Prerequisites: Art Foundations

711 ADVANCED POTTERY AND SCULPTURE - 10/12

S 5 Credits

Description: This is a semester course that involves advanced three-dimensional work. Students learn advanced handbuilding and further development on the potter's wheel, as well as more complex glaze application and surface decoration. In addition to art production, students may use a variety of strategies including reading, responding, and analyzing to aid in the understanding of course material. Pottery wheel thrown pieces may include bowls, plates and vases. Students will also create a sculpture. *Donation*

Prerequisites: Art Foundations and Pottery and Sculpture

720 DRAWING - 10/12

S 5 Credits

Description: Drawing is a semester course designed to give students an introduction to techniques in drawing and media usage. Projects will include observational studies, drawing approaches, and shading techniques in a variety of media. In addition to art production, students may use a variety of learning strategies including reading, responding, and analyzing to develop an understanding of course material. *Donation*

Prerequisites: Art Foundations

721 ADVANCED DRAWING - 10/12

S 5 Credits

Description: This course is designed to give the student an advanced experience in drawing techniques, composition, and media development. Advanced Drawing gives the student additional experience in observational studies, as well as in drawing approaches and shading techniques in a variety of media. *Donation*

Prerequisites: Drawing

722 PAINTING - 10/12

S 5 Credits

Description: Painting is a semester course designed to give students an introduction to techniques in painting and media usage. Students will develop an understanding of realistic, abstract, and non-objective painting styles. They will also familiarize themselves with famous works of art and artists. In addition to art production, students may use a variety of learning strategies including reading and writing to aid in the understanding of course material. *Donation*

Prerequisites: Art Foundations and Drawing

726 COMMERCIAL ART - 11/12

S 5 Credits

Description: Commercial Art is designed to develop an awareness and appreciation for all the numerous aspects of graphic design and advertising. It will involve the student in the essential areas of typography, layout, design and illustration. Computer graphics will be included. *Donation*

Prerequisites: Drawing

730 ADVANCED STUDIO ART - 12

Y 10 Credits

Description: This is an intensive yearlong 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 an individual portfolio. The portfolio can be used for possible submission to art schools or universities. Students must have permission granted only by art instructors. *Donation*

Prerequisites: Drawing, Advanced Drawing, plus two other offerings in the visual arts

732 IB VISUAL ARTS SL - 11/12 (Millard North only)

Y 10 Credits

Description: IB Visual Arts SL will incorporate 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 involve the 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 for the individual 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. *Donation*

Prerequisite: Pre IB Visual Arts

733 IB VISUAL ARTS HL - 11 (Millard North only)

Y 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 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. *Donation*

Prerequisite: Pre IB Visual Arts

734 IB VISUAL ARTS HL -12 (Millard North only)

Y 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. *Donation*

Prerequisite: IB Visual Arts HL - 11

BUSINESS

BUSINESS COURSES BY AREA OF INTEREST

Interest	9 th	10 th	11 th	12 th
Accounting	500 Personal Finance 504 Computer Keyboarding	501 International Business 506 Computer Technology Applications	501 International Business 502 Accounting I 510 Business Law 508 Business Procedures 507 Business Communications	501 International Business 503 Accounting II 507 Business Communications 508 Business Procedures 512 Marketing I
Business Law	500 Personal Finance	501 International Business	510 Business Law	510 Business Law
Communications	504 Computer Keyboarding 506 Computer Technology Applications	505 Computer Word Processing	507 Business Communications	507 Business Communications
Economics & Personal Finance	500 Personal Finance	501 International Business	502 Accounting I 508 Business Procedures 511 Fashion Marketing 512 Marketing I	503 Accounting II 507 Business Communications 510 Business Law 512 Marketing I
Information Systems	504 Computer Keyboarding 505 Computer Word Processing	506 Computer Technology Applications	502 Accounting I 507 Business Communications 508 Business Procedures 509 Business Procedures Internship	503 Accounting II 507 Business Communications 508 Business Procedures 509 Business Procedures Internship
Marketing	500 Personal Finance 504 Computer Keyboarding	501 International Business 506 Computer Technology Applications	501 International Business 507 Business Communications 510 Business Law 511 Fashion Marketing 512 Marketing I	501 International Business 502 Accounting I 507 Business Communications 510 Business Law 513 Marketing II 514 Marketing Internship

* Interest areas were originated from National Standards in Business.

- 506 Computer Technology Applications will fulfill the technology requirement. Computer Keyboarding is recommended for this class.

500 PERSONAL FINANCE - 9/12

S 5 Credits

Description: Want to have financial freedom? Learn how to make good money decisions. Learn to save, invest and spend money to earn and maintain a good standard of living. Students will gain knowledge of good economic decision making through the study of consumerism, banking, saving and investments, credit, taxes and risk management.

Prerequisites: None

501 INTERNATIONAL BUSINESS - 10/12

S 5 Credits

Description: Are you interested in knowing how businesses succeed worldwide? Do you want to prepare yourself for an international career? Learn how businesses export and import products and services and meet the challenges of culture, political and business/marketing differences. International economies, financing, social/cultural differences, international marketing, careers, and entrepreneurial opportunities are explored.

Prerequisites: None

502 ACCOUNTING I - 10-12

Y 10 Credits

Description: This course is for the student who wants to learn how businesses make a profit. Students will study accounting practices to record the financial operations of a business. These records are then used to guide profit-making decisions. Accounting principles and practices improve ones' understanding of business and personal financial management. Computerized accounting/spreadsheet applications are included in this class. All college business majors are required to take two semesters of college accounting, completion of this course can give you a head start.

Prerequisite: None

503 ACCOUNTING II - 11/12

Y 10 Credits

Description: This class is a continuation in the study of accounting principles. Greater detail is spent in the study of adjustments and applications of accounting principles to partnerships and corporations. This is a class for those planning future employment or college study in the accounting or business fields. Computerized accounting/spreadsheet applications are included in this class. Successful completion of this course will allow early entry to some college accounting programs. Supplies recommended include a calculator.

Prerequisites: Accounting I

504 COMPUTER KEYBOARDING - 9/12

S 5 Credits

Description: Reduce the amount of time it takes to key your papers on the computer! You will learn to format letters, papers, and reports while developing speed and accuracy. This course will provide the keyboarding skills students need for personal use, as well as introduce them to keyboarding for the workplace. Students will be introduced to graphics integration and e-mail protocol.

Prerequisites: None

505 COMPUTER WORD PROCESSING - 9/12

S 5 Credits

Description: Give yourself the edge on the job! This course provides opportunity to improve your keyboarding speed and accuracy while working on essential business documents. Practice includes specialized letters, reports, memorandums, use of graphics, composing at the keyboard, electronic communication protocol, etc.

Prerequisites: Computer Keyboarding must have had class (Testing out is not accepted.)

506 COMPUTER TECHNOLOGY APPLICATIONS - 9/12

S 5 Credits

Description: Are you interested in computers? Students will use critical thinking and problem-solving skills as they complete projects using a variety of computer software. Programs used will include word processing packages, database, spreadsheet, and presentation software. Students will also have the opportunity to scan and import graphics into files, use the Internet, develop web pages, learn about E-mail systems, understand computer ethics, and learn desktop publishing fundamentals. Prior completion of Computer Keyboarding is recommended.

Prerequisite: None

507 BUSINESS COMMUNICATIONS - 11/12

S 5 Credits

Description: Students will explore workplace ethics, cultural differences in communication, Internet etiquette and safety, conventions of grammar and style for oral and written communications, and social behaviors in business settings. This course will assist the student throughout their personal and professional life. Computer use is an integral part of the course.

Prerequisites: None

508 BUSINESS PROCEDURES - 10/12

Y 10 Credits

Description: Business Procedures will help students develop skills, concepts, and applications used in business today and to prepare them for employment opportunities in today's rapidly changing business environment. Students will use computers with Window's environment.

Prerequisites: Computer Keyboarding. Students must be enrolled in the Business Procedures Internship if they plan to work at a part-time job and receive school credit. Students will use their skills and knowledge from the Business Procedures class on their jobs.

509 BUSINESS PROCEDURES INTERNSHIP - 11/12

Y 10 Credits

Description: This cooperative work program provides opportunity for students to prepare for initial employment through classroom instruction and supervised related on-the-job training in cooperating local businesses. The school coordinates both experiences. Students performing satisfactorily receive school credit and are paid on an hourly wage by the business. Students may obtain a part-time job through the teacher or they may seek one on their own. The jobs need to include work with keyboarding, computers, 10-key calculators, filing, photocopying, telephones, customer service, accounting, record keeping, and other related skills.

Prerequisites: The student must be enrolled in Business Procedures class. If students have taken this course previously, they must be enrolled in a business course and have permission of the Business Procedures instructor.

510 BUSINESS LAW - 11/12

S 5 Credits

Description: What are your rights under the law? Learn how the legal system can help you. Using speakers, case studies and current events students will explore legal concepts and principles that will be used to make business and personal decisions. This will include a study of the legal system, law for minors, personal injury, discrimination, contracts and other legal topics.

Prerequisites: None

511 FASHION MARKETING - 11/12

Y 10 Credits

Description: What's hot in fashion? Learn how marketing influences what you wear. Explore the wide range of careers in the apparel industry. Emphasis will be on applying basic marketing; pricing, promotion, location analysis and product development, to the fashion market place. Students will study current fashion trends, designers, buying, fashion shows, and apparel management strategies. Students may take part in DECA, a co-curricular marketing club that emphasizes leadership, civic activities, career simulation competition and social activities.

Prerequisites: None

512 MARKETING I - 11/12

Y 10 Credits

Description: Marketing careers represent 1/3 of the jobs in our society. Learn how a product/service moves from ideas to you as a customer. Marketing I focuses on the fundamentals of marketing and the many related careers in advertising, banking/finance, services, hospitality and tourism, recreation, and many others. Students will explore the basic functions of marketing: pricing, promotion, product planning and location analysis. This course is recommended for all students who plan to study business administration in college, future entrepreneurs, and those wishing to explore marketing careers. Students have the opportunity to take part in DECA, a co-curricular marketing club that emphasizes leadership, civic activities, career simulation competition and social activities.

Prerequisite: None

513 MARKETING II - 12

Y 10 Credits

Description: Marketing II students apply the principles of marketing in a variety of activities. Students may develop a market research analysis of local business and develop promotional or business start-up plans. Students will use modern technology and computers to develop and make formal presentations. This course will include career guidance and study for preparation for a career in business. Students again will be able to take part in DECA, a co-curricular marketing club that emphasizes leadership, civic activities, career simulation competition and social activities.

Prerequisite: Marketing I or Fashion Marketing

514 MARKETING INTERNSHIP - 12

Y 10 Credits

Description: Marketing Internship is designed to provide students with marketing related work experience in conjunction with Marketing II class. Through the part-time position, a student can enhance his/her skills in such areas as advertising, cashiering, customer service, display, employer and employee relationships, pricing, sales and stock keeping. Students must work an average of 10 hours per week to receive credit.

Prerequisite: Students must enroll in both Marketing II and Marketing Internship concurrently.

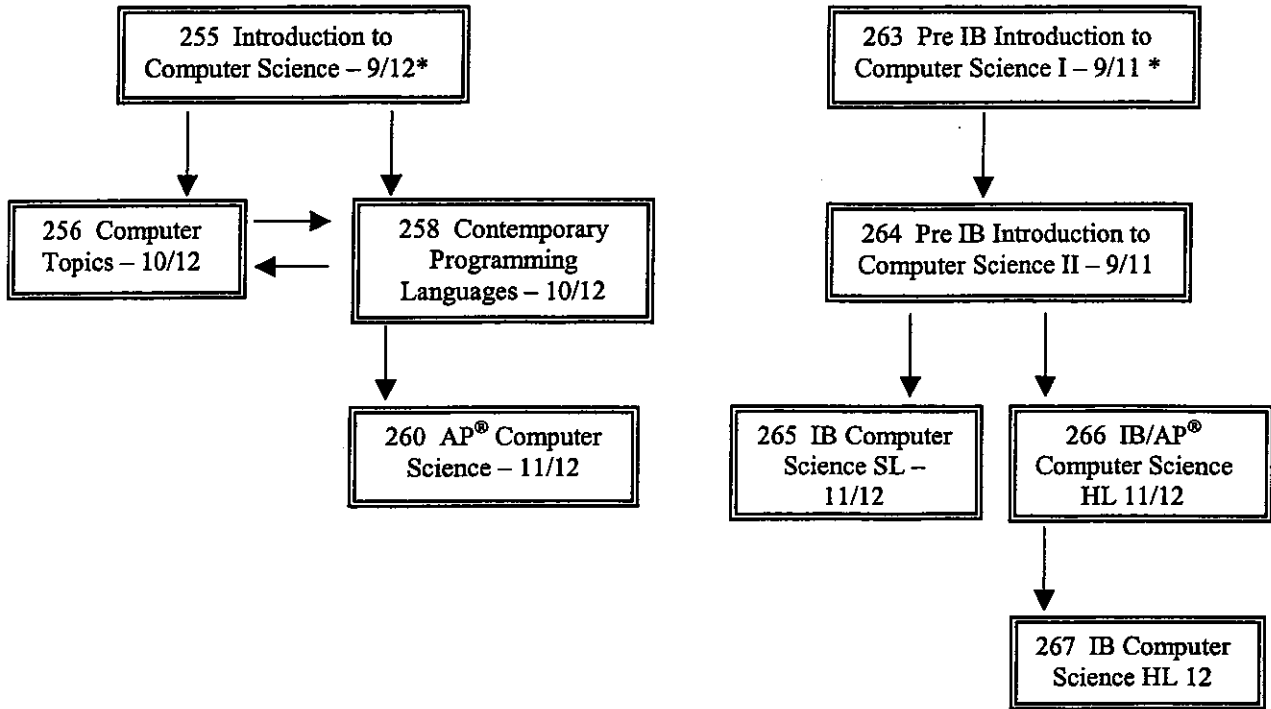
515 PROFESSIONAL COMMUNICATIONS - 11/12 (North)

S 10 Credits¹¹

Description: This blocked class emphasizes effective communication skills and activities which are common to most occupational areas. This course taught in a computer lab, combines oral and written English skills with the use of technology in writing formal research papers. In addition, students review grammar and composition skills and prepare a portfolio of writing models for future use. Students earn 5 credits of English and 5 credits of elective; or 10 credits of elective. This class is team taught by English and Business.

Prerequisites: Computer Keyboarding

COMPUTER SCIENCE (North High only)



* Students must complete Geometry before taking Introduction to Computer Science or Pre IB Introduction to Computer Science I.

COMPUTER SCIENCE

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255 INTRODUCTION TO COMPUTER SCIENCE - 9/12

S 5 Credits

Description: Introduction to Computer Science is the first of four computer science courses. The major emphasis of the course is to design and write computer programs. The student will work with current computer languages to learn how computers and networking are used to solve problems and help people communicate. This will include the preparation of documents for the World Wide Web. This course is highly recommended for students who are interested in careers utilizing technology. **Does not count for mathematics credit.**

Prerequisites: Geometry

256 COMPUTER TOPICS - 10/12

S 5 Credits

Descriptions: Computer Topics is offered as a second or third course in the computer science sequence. Topics may include computer number systems, computer logic, the structure of the central processing unit and microprocessor, Hyperstudio, and other programming languages. Students will have the opportunity to study areas of interest in-depth. **Does not count for mathematics credit.**

Prerequisites: Introduction to Computer Science.

258 CONTEMPORARY PROGRAMMING LANGUAGES - 10/12

S 5 Credits

Description: This course serves as a prerequisite to Advanced Placement® Computer Science. The course is designed for the college-bound student who will be required to take a semester or more of programming in college. Some college programs which require a semester or more of programming include engineering, computer science, architecture, business, mathematics, and science related fields. The content of the course may concentrate on one language or some combination of languages such as Scheme, or Java. **Does not count for mathematics credit.**

Prerequisites: Introduction to Computer Science.

260 ADVANCED PLACEMENT® COMPUTER SCIENCE - 11/12

Y 10 Credits

Description: Advanced Placement® Computer Science is designed for college-bound students who will be required to take one or more semesters of computer science. After completion of the course, students will be prepared to take the College Board Advanced Placement® examination. The course is taught using Java for the programming language and data structures. **Does not count for mathematics credit.**

Prerequisites: Contemporary Programming Languages and completion of Advanced Placement® application process.

263 Pre-IB INTRODUCTION TO COMPUTER SCIENCE I – 9/11 (Millard North only)

S 5 credits

Description: PreIB Introduction to Computer Science I is the first course in the International Baccalaureate Computer Science course series. Its main emphasis is the design process that leads in step by step fashion, from problem statements to well-organized solutions. The process will enable the student to read, analyze, organize, experiment, and think in a systematic manner. **Does not count for mathematics credit.**

Prerequisites: Geometry

264 Pre-IB INTRODUCTION TO COMPUTER SCIENCE II – 9/11 (Millard North only)

S 5 Credits

Description: PreIB Introduction to Computer Science II is the second course in the International Baccalaureate Computer Science course series. It is a continuation of the process started in PreIB Introduction to Computer Science I, but with an object oriented flavor. **Does not count for mathematics credit.**

Prerequisites: PreIB Introduction to Computer Science I

265 IB COMPUTER SCIENCE SL – 11/12 (Millard North only, beginning in 2005-2006)

Description: IB Computer Science SL is a one-year, stand-alone, IB diploma computer science course. It is a continuation of the process started in PreIB Introduction to Computer Science I and II. Topics covered will be: software development, computing system fundamentals, computing systems and society. A programme dossier is required. **Does not count for mathematics credit.**

Prerequisites: PreIB Introduction to Computer Science II

266 IB/AP® COMPUTER SCIENCE HL – 11/12 (Millard North only, beginning in 2005-2006)

114

Description: IB Computer Science HL I is the 11th grade component of a two-year Higher Level, IB diploma course. It is a continuation of the process started in PreIB Introduction to Computer Science I and II. Topics covered will be the following: computer mathematics and logic, advanced data structures and algorithms, further system fundamentals, system life cycle, and file organization. A programme dossier will be started. A student may choose to take the Advanced Placement® exam. **Does not count for mathematics credit.**

Prerequisites: PreIB Introduction to Computer Science II

267 IB COMPUTER SCIENCE HL - 12 (Millard North only, beginning in 2006-2007)

Description: IB Computer Science HL II is the 12th grade component of a two-year Higher Level, IB diploma course. Topics covered will be the following: software development, computing system fundamentals, computing systems and society. Work on a required programme dossier will be completed. **Does not count for mathematics credit.**

Prerequisites: IB Computer Science HL 11

ENGLISH

All students must complete the following English courses:

- 001 English 9
- 002 English 10
- 007 English 11
- One semester of an English Selected Elective.
- One semester of an Oral Communications Course.

OR

Colleges value rigorous course completion in high school.
Students may enroll in the following classes.

- 003 Honors English 9
- 004 Honors English 10
- Two semesters of English Selected Electives
- AP[®] English OR IB English 11 and IB English 12 (IB offered at MNHS only)
- One semester of an Oral Communications Course

** Students who plan to take AP[®] English are encouraged to take a reading course, such as British Literature, World Literature, or Shakespeare, and a writing course, such as Creative Writing or Research Methods.*

Students who desire a basic path in English should complete the following:

- 005 Basic English 9 and 056 Content Reading 9
- 006 Basic English 10
- 008 Basic English 11
- One semester of an English Selected Elective
- One semester of an Oral Communications Course

** Note: Failing an English class does not necessarily qualify a student for Basic English. Registration for Basic English classes is only with recommendation from previous year's teacher or current counselor. Many colleges do not accept credit in basic classes as fulfilling prerequisites for admission.*

English Selected Electives

- 027 Analysis of Mass Media – 11/12
- 030 Career English – 11/12
- 032 Composition and Literature – 11/12
- 033 Creative Writing – 11/12
- 035 Research Methods – 11/12
- 041 British Literature – 11/12
- 042 World Literature – 11/12
- 043 Shakespeare – 11/12
- 048 AP[®] English – 12

Oral Communications

- 020 Speech – 9/12
- 021 Forensics – 9/12
- 022 Debate I – 9/12

Additional Courses Available

(do not count toward English credit)

- 011 Beginning Journalism – 9/12
- 012 Newspaper – 10/12
- 013 Yearbook – 10/12
- 014 Intro to Photojournalism – 10/12
(North only)
- 023 Advanced Debate – 10/12
- 024 Drama I – 9/12
- 025 Drama II – 9/12
- 026 Theatre Technology – 9/12
- 036 College Prep Grammar & Reading – 11/12 (MSHS & MWHS)
- 038 College Prep Grammar Usage – 11/12 (MNHS only)
- 039 Theatre Appreciation – 9/12

Reading skills are critical for success in other courses.

See page 67 for Reading courses.

Please see pages 15 & 16 for International Baccalaureate course sequences.

001 ENGLISH 9Y 10 Credits¹⁶

Description: Students are introduced to analyzing and responding to various genre of literature from both the reader's and writer's perspective. The students will become reflective writers who understand and use appropriate composing and writing strategies to create structurally and grammatically correct pieces. An emphasis will be placed on developing support and believability in writing for the intended audience and purpose using the six-trait model.

Prerequisites: None

002 ENGLISH 10

Y 10 Credits

Description: Students will analyze and respond to various genre of literature from both the reader's and writer's perspectives. They will be expected to utilize research skills and various library resources. The students will become reflective writers who use the six-trait model and various techniques to create pieces of writing that are structurally and grammatically correct. Students who have completed Basic English 9 should discuss enrollment in this course with their Basic English teacher.

Prerequisites: English 9

003 HONORS ENGLISH 9 (Pre IB)

Y 10 Credits

Description: Honors English 9 is a fast-paced, two-semester course that is an extension of curriculum from both the English 9 and English 10 courses. Students who take this course are expected to be self-motivated learners with strong reading, writing, grammar, and vocabulary skills. In this course, students will use a variety of strategies, including reading, responding, analyzing, researching, discussing, and presenting, to explore and understand the course material. Self selection and completion of recommendation form with a commitment of remaining in the course at least one semester.

Prerequisites: None

004 HONORS ENGLISH 10 (Pre IB)

Y 10 Credits

Description: This course is designed for students who have high levels of language competencies and who enjoy an academic challenge. The aim of the course is to develop culturally literate people who can communicate effectively. The content used to reach these goals is American literature and composition texts.

Prerequisites: Honors English 9

005 BASIC ENGLISH 9

Y 10 Credits

Description: Basic English 9 is a course designed for 9th grade students reading two grade levels below placement who could still benefit from instruction in vocabulary, comprehension, and reading strategies. This course focuses on basic reading, writing, research and study skills. Students will also work with the six traits of writing which includes emphasis on organization and conventions. Many colleges will not accept this course for English credit.

Prerequisites: Recommendation from the middle school determined by (1) reading below grade level, (2) need for writing improvement, and (3) teacher recommendation.

006 BASIC ENGLISH 10

Y 10 Credits

Description: Basic English 10 is a course for 10th grade students which combines literature, composition, listening and language skills. This course is designed to build on skills learned in previous courses. Many colleges will not accept this course for English credit.

Prerequisites: Basic English 9 or recommendation from English 9 teacher based on (1) reading below grade level, (2) need for writing improvement, and (3) teacher recommendation. Failing English 9 does not in itself qualify a student for Basic English 10.

007 ENGLISH 11

Y 10 Credits

Description: This course includes both a survey of American literature and emphasis on writing skills. The literature component includes selections from early Native Americans to modern time. The composition component is designed to improve students' writing using the six-trait model. Students who have completed Basic English 9 or Basic English 10 should discuss enrollment in this course with their Basic English teacher.

Prerequisites: English 9 and English 10.

008 BASIC ENGLISH 11

Y 10 Credits

Description: Basic English is a course which combines literature, composition, and language usage skills for students who have difficulty in these areas. Many colleges will not accept this course for English credit.

Prerequisites: Basic English 10 OR a demonstrated skill deficiency in reading, writing, or language mechanics and usage, OR teacher recommendation.

011 BEGINNING JOURNALISM - 9/12 S 5 Credits 117

Description: Beginning Journalism students will study the techniques of interviewing, writing, editing, and designing for newspaper and yearbook. Students will also study the legal and ethical aspects of journalism. Writing assignments will include news, features, sports, editorials, columns, reviews and headlines. Design assignments will include newspaper, yearbook and advertising layouts through desktop publishing. Journalism as a career choice will be explored. Successful completion of this course with a "3" or better and/or teacher approval is a prerequisite for consideration for placement on yearbook or newspaper staffs. Keyboarding skills are helpful.

Prerequisites: None

012 NEWSPAPER - 10/12 Y 10 Credits

Description: As members of the school newspaper staff, students will conduct interviews, write a variety of stories, design page layouts, edit copy, write headlines and captions, take photos and manage advertising. Keyboarding is helpful.

Prerequisites: A "3" or better in Beginning Journalism and an application to the journalism adviser.

013 YEARBOOK - 10/12 Y 10 Credits

Description: As members of the school yearbook staff, students will conduct interviews, write a variety of assignments, design page layouts, edit copy, write headlines and captions, take photos, manage advertising, and handle sales and distribution of the book. Keyboarding skills are helpful.

Prerequisites: A "3" or better in Beginning Journalism and an application to the adviser.

014 INTRODUCTION TO PHOTOJOURNALISM -- 9/12 (Millard North only) S 5 Credits

Description: This class includes photocomposition, processing demonstrations of paper and film, flatbed and negative scanning, PhotoShop techniques for yearbook and/or newspaper, and placement of photos into a desktop publishing program. Successful completion of this course with a "3" or better and/or teacher approval is a prerequisite for consideration for placement on yearbook or newspaper staffs

Prerequisites: None

016 IB ENGLISH HL - 11 (Millard North only) Y 10 Credits

Description: IB English 11 consists of part 4 and part 1 of the IB English curriculum for testing. Part 4 is the "school's free choice" section which utilizes selections from the IB reading list that encompass the theme Individual and Society. IB required testing over these works is a prepared ten-minute oral presentation. The presentation is worth 15% of the IB English grade. Part 1 is "World Literature" which includes selections from the IB reading list. Part 1 culminates in the writing/preparation of two World Literature papers. Each paper is 10% of the final IB English grade. Students must possess a high level of commitment to close, detailed, and critical examination of world literature. Skills in studying, organizing, and managing time outside of class are essential, as well as the ability to communicate orally.

Prerequisites: Honors English 9 and 10.

017 IB ENGLISH HL - 12 (Millard North only) Y 10 Credits

Description: IB English 12 consists of Part 2 and Part 3 of the IB English curriculum for testing. Part 2 is the "detailed study" section where students study in detail some of the most important works and/or authors in the major genres of their respective Language A1. All selections are chosen from the IB reading list. IB required testing over these works is a formal oral commentary. The presentation is worth 15% of the IB English grade. Part 3 is "groups of works" which includes selections from the IB reading list. Here, groups of works are selected from the same genre category and studied in depth. Part 3 culminates in the writing of two papers, a commentary and an essay. Each is worth 25% of the English IB grade. Students should be able to think at higher levels such as inference, interpretation, compare-contrast, cause-effect, analysis, evaluation, and speculation. They should be able to write a well-organized, well-supported multi-paragraph essay. Students will be required to reach within themselves to interpret literature using appropriate approaches and techniques.

Prerequisites: IB English 11. Entrance into the IB program is suggested.

020 SPEECH - 9/12 S 5 Credits

Description: This course is designed to help students understand and improve skills in intrapersonal, interpersonal, public speaking, interviewing, and group communication processes. Individual speech presentations are a course requirement.

Prerequisites: None

772 CONCERT CHOIR/FORENSICS - 9/10 (Millard North only) Y 10 Credits
Description: Forensics students can block their forensics class with concert choir and receive 5 credits for concert choir and 5 credits for forensics while receiving instruction throughout the year. Speech writing and the memorization of up to ten minutes of literature are required. Students will be expected to participate in forensics contests and tournaments, many of which take place on weekends, and to participate in music concerts.
Prerequisites: None

021 FORENSICS - 9/12 Y 10 Credits
Description: Forensics is a one-year 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 and the National Forensic League. Most students specialize in selected areas including public speaking and oral interpretation and acting. Students will be expected to participate in contests and tournaments, many of which take place on weekends.
Prerequisites: Interest in competitive speaking. This class may be repeated with permission of the instructor. Large enrollment numbers may require students repeating the class to participate in an application process.

022 DEBATE I - 9/12 S 5 Credits
Description: Debate I is designed to introduce students to the theory and practice of academic debate. The course will focus on argumentation theory, research, and delivery skills. In-class rounds will be used to measure student understanding and application of skills. Tournament competitions are a non-mandatory option for interested students.
Prerequisites: None

023 ADVANCED DEBATE - 10/12 Y 10 Credits
Description: Advanced Debate is a continuation of Debate I. Instructional materials will be oriented towards competitive debate strategies and advanced argumentation theory. Inter-scholastic competition is a course requirement. This course is developed around competitive events sanctioned by the Nebraska School Activities Association and the National Forensic League.
Prerequisites: Maintenance of a "3" average in Debate I or instructor permission.

024 DRAMA I - 9/12 S 5 Credits
Description: This is a course designed to introduce students to several aspects of theatre which will include acting, technical theatre, analysis of theatre experiences, and a cultural and historical approach to theatre forms. Experiences may include: overviews of acting techniques, such as voice and movement; scenery, lighting, sound, and/or costuming/make-up; script and character analysis; and theatre history. Successful completion of performances and projects is a course requirement.
Prerequisites: None

025 DRAMA II - 9/12 S 5 Credits
Description: This is a course designed to further develop skills in theatre from production to performance. Students will examine acting, directing, analysis of theatre experiences, and a cultural and historical approach to theatre forms. Experiences may include: production analysis, acting techniques, directing techniques, theatre management. Successful completion of performances and projects is a course requirement. Students who have successfully completed this course may elect to repeat it for another semester of theatre experience.
Prerequisites: Recommended grade of "3" in Drama I and permission of the instructor. To repeat the course, the student must have permission of the instructor.

026 THEATRE TECHNOLOGY - 9/12 S 5 Credits
Description: This course is 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/make-up design, stage management, and theatre administration skills. Hands on lab instruction and technical projects are a course requirement. Students who have successfully completed this course may elect to repeat it for another semester of theatre experience.
Prerequisites: Drama I and permission of instructor.

027 ANALYSIS OF MASS MEDIA - 11/12 S 5 Credits

Description: This course introduces students to the mass media--what it is, how it impacts them, and how they respond to it. The focus of the course is media literacy: students will have a better understanding of what it means to be a critical receiver of media messages in society. Students will analyze a variety of mediums that shape their lives. Students will be required to read, research, and respond to a variety of nonfiction sources. Responses will include but are not limited to, large and small group discussions, reaction papers, and oral presentations.

Prerequisites: English 11 is highly recommended.

030 CAREER ENGLISH - 11/12 S 5 Credits

Description: A course designed for students seeking employment immediately following graduation from high school. Emphasis is on communication skills, written and oral, needed for obtaining a job and for everyday use in a job. Student will research and write on all aspects of a specific career area. Student will also create a resume and various business letters. (Not for students planning on attending a four-year post secondary institution).

Prerequisites: English 10 or Basic English 10. English 11 or Basic English 11 is strongly recommended.

515 PROFESSIONAL COMMUNICATIONS - 11/12 (Millard North only) S 10 Credits

Description: This blocked class emphasizes effective communication skills and activities which are common to most occupational areas. This course taught in a computer lab, combines English skills, oral and written, using technology in writing a formal research paper, reviewing grammar and composition skills, and preparing a portfolio of writing models for future use. Students earn 5 credits of English and 5 credits of elective; or 10 credits of elective.

Prerequisites: Computer Keyboarding

032 COMPOSITION AND LITERATURE - 12 Y 10 Credits

Description: This course is designed for students who do not plan to attend a four-year college. The course will help students become effective problem solvers and communicators. This course includes contemporary novels and short stories, researching solutions to real problems, and writing. Writing will include practical skills, such as memos, directions, letters, brochures, etc., as well as traditional essays and journals using the six-trait model.

Prerequisites: Basic English 11, English 11

033 CREATIVE WRITING - 11/12 S 5 Credits

Description: Creative Writing is a semester-long course in which students will participate in daily writing and reading activities. Students will maintain a writer's notebook where they will be invited to experiment with a variety of writing genre. These genre include but are not limited to the personal essay, short story, poetry, and script writing. Creative writers will read short stories and poetry as guides to develop their own writing skills. Students will also share their writing in small groups with at least one required reading to the class.

Prerequisites: English 9 and English 10 with a grade of "3" or above and keyboarding skills.

035 RESEARCH METHODS - 11/12 S 5 Credits

Description: Research Methods is a course designed to prepare students for independent research and writing at the collegiate level. The proper method for organizing, researching, and writing a formal research paper is taught. This class is suited for independent workers and motivated students. Organizational skills and time management are important when working to meet deadlines for this course.

Prerequisites: English 11 or Honors English 10 with a grade of "3" or better.

038 COLLEGE PREP GRAMMAR USAGE - 11/12 (Millard North only) Q 2.5 Credits

Description: College Prep Grammar is a nine-week course designed to help students improve their ACT English test score. The course refreshes students' knowledge of the more complex rules of usage, mechanics, and rhetorical skills. Elective credit only.

Prerequisites: English 9 and English 10

039 THEATRE APPRECIATION - 9/12 S 5 Credits

Description: This is a nonperformance course designed to introduce students to several aspects of theatre which will include multimedia theatre forms, technical theatre, analysis of theatre experiences, and a cultural and historical approach to theatre forms. Experiences may include overviews of stage, film, and television characteristics; scenery, lighting, sound, and/or costuming/make-up; script and character analysis; and theatre history. Successful completion of projects is a course requirement. Students interested in a performance based course, refer to Drama I.

Prerequisites: None

041 BRITISH LITERATURE - 11/12S 5 Credits¹²⁰

Description: This is a semester-long course which is a study of British literature, history, culture, and the evolution of the English language. Students will use a variety of strategies including reading, responding, analyzing, researching, discussing, and presenting to explore and understand the course material. Students considering this course should have successfully completed English 11 or Honors English 10.

Prerequisites: Honors English 10 or English 11

042 WORLD LITERATURE - 11/12

S 5 Credits

Description: World Literature is a college preparatory/upper level semester course which surveys many genre from a variety of countries and time periods. During daily reading, writing, and discussing, each student will maintain a writing portfolio which will demonstrate growth as a quality global citizen. Students will share revised, polished portfolio pieces at the end of the semester.

Prerequisites: Honors English 10 or English 11

043 SHAKESPEARE - 11/12

S 5 Credits

Description: This is a semester-long course that studies William Shakespeare and his works, culture, influence, and language. Students will use a variety of strategies, including reading, responding, analyzing, researching, discussing, and presenting to explore and understand the course material.

Prerequisites: Honors English 10 or English 11 with a grade of a "3" or better

048 ADVANCED PLACEMENT[®] ENGLISH - 12

Y 10 Credits

Description: Advanced Placement[®] English is a course for seniors who are interested in pursuing rigorous advanced studies in language arts for personal growth and possible college credit. The course will concentrate on writing, composition, and research as well as a critical analysis of designated literary works through class discussion, activities, and writing.

Prerequisites: Seniors only. Students should have a strong background in English. They must have completed six semesters of core English courses. The students should have received mainly "1's" in English courses and must receive permission to register for the course.

070 IB THEATRE ARTS SL – 11/12 (Millard North only)

Y 10 Credits

Description: IB Theatre Arts SL will involve the student in a comprehensive one-year examination of the nature of theatre. The four compulsory parts of the Standard Level course will include an in-depth study of: Performance Skills, which will include an examination of ensemble work; Performance Techniques, acting techniques and characterization; World Theatre Studies, which will include an examination of studies from a minimum of two play texts from more than one theatrical tradition and more than one culture focusing on an international perspective of texts and traditions; Play Analysis, which will include practical engagement with the challenge of imaging a play from a director's point of view, considering both overall concept and ways of staging; and Theatre Production, which will include a practical study of the principles and practices of theatre production with involvement in at least one production.

Prerequisite: Drama I

071 IB THEATRE ARTS HL – 11 (Millard North only)

Y 10 Credits

Description: IB Theatre Arts HL involves the student in year one of a two-year comprehensive examination of the nature of theatre. The five compulsory parts of the Higher Level course will include an in-depth study of: Performance Skills, which will include an examination of ensemble work, performance techniques, acting techniques and characterization; World Theatre, which will include an examination of studies from a minimum of three play texts from more than one theatrical tradition and more than one culture focusing on an international perspective of texts and traditions; Play Analysis, which will include practical engagement with the challenge of imaging a play from a director's point of view, considering both overall concept and ways of staging; Theatre Production, which will include a practical study of the principles and practices of theatre production with involvement in at least two productions; and Individual Project, a project, chosen by the student in consultation with the teacher, focusing on a specific aspect of Theatre Arts.

Prerequisite: Drama I

072 IB THEATRE ARTS HL – 12 (Millard North only, beginning in 2005-2006)

Y 10 Credits²¹

Description: IB Theatre Arts HL involves the student in year two of a two-year comprehensive examination of the nature of theatre. The five compulsory parts of the Higher Level course will include an in-depth study of: Performance Skills, which will include an examination of ensemble work, performance techniques, acting techniques and characterization; World Theatre Studies, which will include an examination of studies from a minimum of three play texts from more than one theatrical tradition and more than one culture focusing on an international perspective of texts and traditions; Play Analysis, which will include practical engagement with the challenge of imaging a play from a director's point of view, considering both overall concept and ways of staging; Theatre Production, which will include a practical study of the principles and practices of theatre production with involvement in at least two productions; and Individual Project, a project, chosen by the student in consultation with the teacher, focusing on a specific aspect of Theatre Arts.

Prerequisite: IB Theatre Arts HL 11

FAMILY AND CONSUMER SCIENCE

122

All courses address the issues related to building strong families, healthy individuals, and managing personal resources in order to be a productive member of society. Courses offered in Family & Consumer Science allow students to improve personal skills that will help them effectively manage their personal lives as well as expose them to career opportunities related to human growth and development, food and nutrition, textiles, clothing, and design.

Courses are designed to provide an in-depth study of topics that were explored in middle school.

Students may apply for Independent Study opportunities upon completion of a Family and Consumer Science strand. Refer to the Special Programs section of the handbook

Everyday Living is required of all students to meet State mandated health education requirements. This course may be taken during the 10th or 11th grade.

Child Development and Adult Living are two of the courses that meet the Human Resource graduation requirement.

Students who have enrolled in Family & Consumer Science courses may participate in FCCLA (Family, Community, Career Leaders of America)

Interest	9 th	10 th	11 th	12 th
Textiles	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design Independent Study Textiles	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design Independent Study Textiles
Foods & Nutrition	523 Foods for Today 524 Foods of the World	523 Foods for Today 524 Foods of the World	523 Foods for Today 524 Foods of the World 525 Culinary Skills Independent Study Foods	523 Foods for Today 524 Foods of the World 525 Culinary Skills Independent Study Foods
Human Development & Family		526 Everyday Living	526 Everyday Living 527 Child Development	527 Child Development 528 Adult Living

For graduation requirement purposes, certain courses have been grouped as follows:

Human Resource Courses: Adult Living; Child Development; Introduction to the Behavioral Sciences, Sociology; Psychology; A.P. Psychology, IB Psychology, IB Theory of Knowledge I & II

Students may be asked to donate money, materials, or equipment to defray costs of consumable materials or to provide personal equipment. Instances where donations or equipment may be requested are designated with *Donation*.

520 INTERIOR DESIGN IN THE HOME - 9/12 S 5 credits

Description: Learn how to make your dream a reality! Select flooring; wall covering, window treatments, furniture, and accessories that apply the principles and elements of design. Students will use computers, as well as, projects, field trips and speakers to explore interior design careers and for personal satisfaction. This course will provide the foundation for decision making related to housing choices.

Prerequisites: None

521 APPAREL DESIGN & PRODUCTION - 9/12 S 5 credits

Description: Create your own textile project. Use technology skills to develop, design and create individual textile projects. Students will explore careers in the textile, clothing, and design industry as well as refine their personal and professional images. Basic classroom equipment will be provided. *Donation*

Prerequisites: None

522 CREATIVE TEXTILE DESIGN - 9/12 S 5 credits

Description: Explore wearable art in this project-oriented class. Redesign/recycle clothing, sew for interior decoration, create seasonal designs and projects for children, and practice survival-sewing techniques. Computer-aided design systems will enable students to incorporate the basics of design in the development of a variety of projects. This course focuses on creative and technical skills needed in a design career or for personal fulfillment.

Donation

Prerequisites: None

523 FOODS FOR TODAY - 9/12 S 5 credits

Description: Do you enjoy food and want to know more about it? Students will explore food preparation, nutrition and meal planning for today's busy lifestyle. Students will participate in lab experiences, use the computer, and listen to guest speakers. *Donation*

Prerequisites: None

524 FOODS OF THE WORLD - 9/12 S 5 credits

Description: Travel the world without leaving home. Apply advanced cooking techniques in the preparation of foods from other countries/cultures. Understand the influences on our American food heritage and explore how foods reflect customs and traditions. *Donation*

Prerequisites: None

525 CULINARY SKILLS - 9/12 S 5 credits

Description: Do you really like to cook? Do you want to refine a hobby or prepare for a career? This class will allow you to expand your food preparation skills. You will apply principles of food preparation and presentation by rotating through food workstations. This course aligns with the National Restaurant Association ProStart curriculum. Eleventh and twelfth grade students may earn advanced standing credit at Metropolitan Community College. You will develop your own cooking expertise portfolio. *Donation*

Prerequisites: None

526 EVERYDAY LIVING - 10/11 S 5 credits

Description: Everyday Living is a semester course in health education and human growth and development, available to 10th or 11th grade students to fulfill graduation requirements. This course addresses the emotional, intellectual, and physical needs of the adolescent—information, guidance, and support in making responsible life decisions.

The curriculum is designed to meet local, state and federal mandates for drug education and comprehensive health education as well as the needs of this age of adolescence. It is a comprehensive study of self-concept, drug use and abuse, divorce, death and loss, suicide, violence, stress, aging, friendships and dating, and understanding human sexuality. Information will be used by students as they practice critical thinking regarding their personal lives, apply problem solving and decision-making skills, and deal with peer pressure. A pro-abstinence approach is taken in the understanding of sexuality unit.

Throughout this course, the seven core values of the Middle School comprehensive health course are again highlighted. Those values—self-control, social justice, promise keeping, respect, equality, honesty and responsibility—will be incorporated into lessons and student activities. Communications with families and use of community resources will be encouraged.

Current Board policy enables parents/guardians to request, for philosophical or ideological reasons, that their son/daughter be excused from this graduation requirement. Students excused from Everyday Living would register for one of the Human Resource Courses as a replacement. This replacement course, along with the current requirement that all students take one of the Human Resource Courses, means that students excused from Everyday Living will be required to take two of the Human Resource Courses to fulfill the graduation requirement. Parent/Guardians should contact the principal's office for direction and assistance.

Prerequisites: 10th Grade Standing

527 CHILD DEVELOPMENT - 11/12

S 5 credits

Description: Learn what it takes to create a positive environment for children! Students will explore the impact of parenting and childcare on the first years of development. The class will learn through interaction with babies, toddlers, preschoolers, guest speakers and possible field trips. This course would be a good choice for anyone interested in careers in education, health care and social services. This course meets the Human Resource graduation requirement.

Prerequisites: None

528 ADULT LIVING - 12

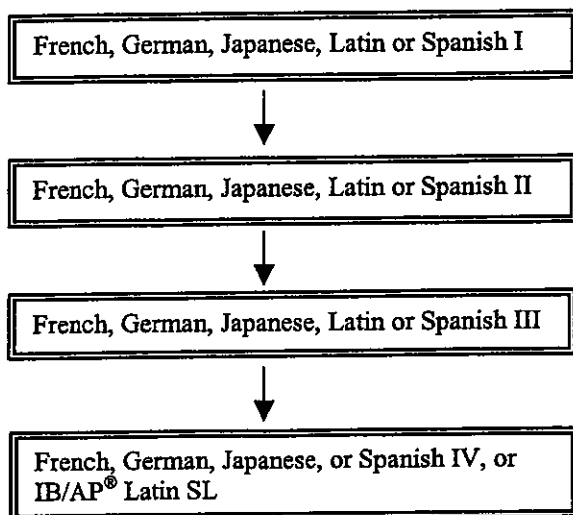
S 5 credits

Description: You're becoming an adult. Are you ready? This course will provide practical information to help you deal with real life situations. Students will explore a wide area of related topics, including: living independently; personal money matters (budgeting, insurance, consumer economics); relationships; family planning; marriage; parenting; the life cycle and recurring personal and family concerns. This course meets the Human Resource graduation requirement.

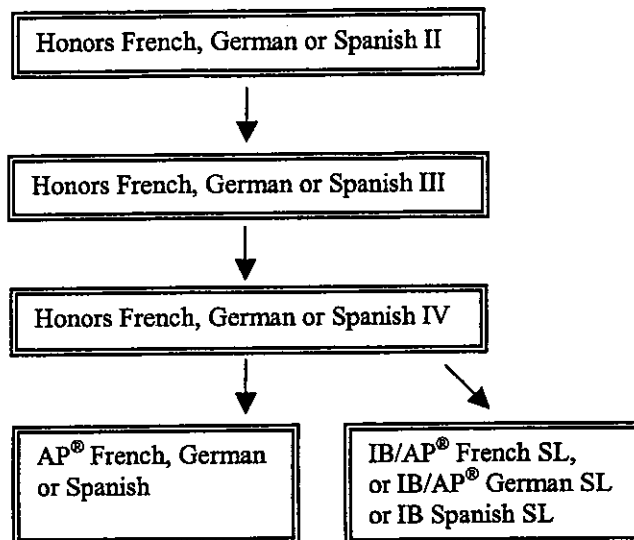
Prerequisites: None

FOREIGN LANGUAGE

For students beginning a foreign language in the 9th grade, this is the most frequent course path:



For students who have completed the equivalent of one year of a foreign language before 9th grade, this is the most frequent course path:



Please see pages 15 & 16 for International Baccalaureate course sequences.

Students are advised to take consecutive years of the same language.

Although students normally follow one of the above paths, based on a student's language proficiency, a recommendation may be made that a student take a different path.

Japanese is offered at North High only. Latin is offered at North High and West High. AP[®] classes are offered at all three high schools; however, IB classes are offered at North High only.

112 GERMAN I - 9/12

Y 10 Credits

Description: The student will learn the vocabulary and structures needed to communicate at a basic level in areas such as getting and giving personal data, purchasing items, asking for directions, etc. The student will begin to develop all four skills - listening, speaking, reading and writing. The student will acquire cultural information relating to the German-speaking countries.

Prerequisites: Interest

113 GERMAN II - 9/12

Y 10 Credits

Description: The student will continue his/her development of basic communication skills. The student will learn culture, vocabulary and language structures through discussions of topics such as past activities, health, living accommodations, jobs and educational options. Listening, speaking, reading and writing will be practiced.

Prerequisites: German I or the equivalent.

114 HONORS GERMAN II - 9/10 (Pre IB)

Y 10 Credits

Description: The student will continue his/her development of basic communication skills. The student will learn culture, vocabulary and language structures through discussions of topics such as past activities, health, living accommodations, jobs and educational options. Listening, speaking, reading and writing will be practiced. Additional readings, writings and enhancement activities differentiate this course from German II.

Prerequisites: German I or teacher recommendation.

- 115 GERMAN III - 10/12** Y 10 Credits¹²⁶
Description: The student will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations such as planning a trip, visiting a restaurant and organizing an outing. The student will also learn to express opinions about his/her present, past and future experiences.
Prerequisites: German II or the equivalent.
- 116 HONORS GERMAN III - 10/12 (Pre IB)** Y 10 Credits
Description: The student will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations such as planning a trip, visiting a restaurant and organizing an outing. The student will also learn to express opinions about his/her present, past and future experiences. Additional readings, writings and enhancement activities differentiate this course from German III.
Prerequisites: Honors German II and/or teacher recommendation.
- 117 GERMAN IV - 11/12 (Millard West only)** Y 10 Credits
Description: The student will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Topics may include environmental issues, student rights, art, architecture, history and other cultural themes.
Prerequisites: German III or the equivalent.
- 118 HONORS GERMAN IV - 11/12 (Pre IB)** Y 10 Credits
Description: The student will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Topics may include environmental issues, student rights, art, architecture, history and other cultural themes. Additional readings, writings and enhancement activities differentiate this course from German IV.
Prerequisites: Honors German III and/or teacher recommendation.
- 119 ADVANCED PLACEMENT® GERMAN - 12 (Millard South & West only)** Y 10 Credits
Description: The student 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.
Prerequisites: German IV or the equivalent.
- 120 IB/AP® GERMAN SL - 12 (Millard North only)** Y 10 Credits
Description: The IB Curriculum will be taught in this course. A student may take this course as a 5th year language course and/or choose to take the AP test. 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 AP® test. The necessary AP® review materials will be available.
Prerequisite: Honors German IV
- 132 FRENCH I - 9/12** Y 10 Credits
Description: In French I students learn, practice, and apply the vocabulary and structures needed to communicate on limited topics in French. Topics covered relate to the language purposes of the student such as getting information, greeting, inviting, etc. French culture is also emphasized.
Prerequisites: Interest
- 133 FRENCH II - 9/12** Y 10 Credits
Description: French II is a continuation of the language skills acquisition process begun in the preceding course. New grammar concepts and topical vocabulary are introduced. Listening and speaking skills are developed through oral exercises and occasional interactive group work. Writing skills are improved through written exercises and directed composition. Selected materials provide varied reading practice. Cultural studies are continued.
Prerequisites: French I or the equivalent.

134 HONORS FRENCH II - 9/10 (Pre IB)

Y 10 Credits

Description: Honors French II is a continuation of the language skills acquisition process from the preceding course. New grammar concepts and active vocabulary are introduced. Listening and speaking skills are developed through oral exercises and interactive group work. Writing skills are improved through written exercises and directed composition. Selected materials provide varied reading practice. Cultural studies are expanded. Pacing and skill level are accelerated.

Prerequisites: French I or teacher recommendation.

135 FRENCH III - 10/12

Y 10 Credits

Description: French III is a continuation of the language skill acquisition process begun in the preceding French courses. New grammar concepts and active vocabulary are introduced. Listening and speaking skills are developed through group discussion. Writing skills are improved as the student prepares written paragraphs. A short literary work is read, in addition to numerous cultural readings. Various topics concerning French culture are explored.

Prerequisites: French II or the equivalent.

136 HONORS FRENCH III - 10/12 (Pre IB)

Y 10 Credits

Description: Honors French III is a continuation of the language skill acquisition process begun in the preceding French courses. Cultural concepts provide the avenue for integrating new grammar and active vocabulary. Listening and speaking skills are developed. Writing skills are improved as the student prepares several short works. Reading practice is provided by supplementary stories or novels in addition to numerous cultural readings. Emphasis is placed on improvement of reasoning skills in a variety of higher level learning activities.

Prerequisites: Honors French II and/or teacher recommendation.

137 FRENCH IV - 11/12 (Millard South & Millard West only)

Y 10 Credits

Description: French IV is a review and continuation of the language skills acquisition process begun in the preceding French courses. The course concentrates on practical application of the language skills. The basis of the course is reading, speaking, listening and writing in the target language with the goal of developing the students' ability to function in French daily life. An overview of French history and literature is presented. Grammar is reviewed and continued. A literary work is read. Cultural concepts are an integral part of the entire course.

Prerequisites: French III or the equivalent.

138 HONORS FRENCH IV - 11/12 (Pre IB)

Y 10 Credits

Description: Honors French IV is a review and continuation of the language skills acquisition process begun in the preceding French courses. This course concentrates on practical application of the language skills. A variety of reading, speaking, listening and writing activities is provided in order to develop the students' ability to function in French daily life. Pacing and skill level are accelerated allowing for more active use of the language. An overview of French history and literature is presented. Grammar is reviewed and continued. A challenging literary work is read. Culture concepts are an integral part of the entire course.

Prerequisites: Honors French III and/or teacher recommendation.

139 ADVANCED PLACEMENT® FRENCH - 12

Y 10 Credits

Description: Advanced Placement® French is a review and elaboration of the language skills acquisition process begun in the preceding French courses. The study of French civilization and the reading of literary works from several periods are a basis of the course. Students work with advanced materials and use higher level thinking skills in activities which 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 civilization and literature studies.

Prerequisites: French IV or the equivalent.

140 IB/AP® FRENCH SL - 12 (Millard North only, IB)

Y 10 Credits¹²⁸

Description: IB Curriculum will be taught in this course. A student may take this course as a 5th year language course and/or choose to take the AP test. 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 AP® test. The necessary AP® review materials will be available.

Prerequisites: Honors French IV

149 HONORS SPANISH I - 9/12 Blocked (Pre- IB)

Y 10 Credits

Description: In Honors Spanish I, students learn, practice, and apply the vocabulary and structures needed to communicate on limited topics in Spanish. Topics covered relate to the language purposes of the student such as getting information, greeting, inviting, etc. Hispanic culture is also integrated. Creative thinking and higher level thinking skill activities are emphasized throughout the course. This is an accelerated course.

Prerequisites: Pre-IB student or extremely motivated student.

151 HONORS SPANISH II - 9/12 Blocked (Pre- IB)

Y 10 Credits

Description: In Honors Spanish I, students learn, practice, and apply the vocabulary and structures needed to communicate on limited topics in Spanish. Topics covered relate to the language purposes of the student such as getting information, greeting, inviting, etc. Hispanic culture is also integrated. Creative thinking and higher level thinking skill activities are emphasized throughout the course. This is an accelerated course.

Prerequisites: Pre-IB student or extremely motivated student.

152 SPANISH I - 9/12

Y 10 Credits

Description: In Spanish I, students learn, practice, and apply the vocabulary and structures needed to communicate on limited topics in Spanish. Topics covered relate to the language purposes of the student such as getting information, greeting, inviting, etc. Hispanic culture is also integrated.

Prerequisites: Interest

153 SPANISH II - 9/12

Y 10 Credits

Description: Spanish II is a continuation of the language skills acquired in Spanish I. New grammatical concepts and vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through guided oral conversation and in-class activities. Writing skills are improved through written exercises and directed compositions. Reading practice is provided. Cultural topics are included.

Prerequisites: Spanish I or the equivalent.

154 HONORS SPANISH II - 9/10 (Pre IB)

Y 10 Credits

Description: Honors Spanish II is a continuation of the language skills acquisition process begun in the preceding course. New grammatical concepts and active vocabulary are introduced. Listening and speaking skills are developed through oral exercises and group discussion. Writing skills are improved through written exercises and directed composition. Short literary works are read. Cultural concepts are integrated. Creative thinking and higher level thinking skill activities are emphasized throughout the course.

Prerequisites: Spanish I or teacher recommendation.

155 SPANISH III - 10/12

Y 10 Credits

Description: Spanish III is a continuation of the language skills acquisition begun in the preceding Spanish courses. New grammatical concepts and active vocabulary are introduced to develop conversational skills on themes of interest to young people. Reading practice is provided. Listening, speaking and writing activities emphasize real communication.

Prerequisites: Spanish II or the equivalent.

156 HONORS SPANISH III 10/12 (Pre IB) Y 10 Credits¹²⁹

Description: Honors Spanish III is a continuation of the language skills acquisition begun in the preceding Spanish courses. New grammatical concepts and active vocabulary are introduced to develop conversational skills on themes of interest to young people. Reading practice is provided. Listening, speaking and writing activities emphasize real communication. Emphasis is placed on improvement of skills in a variety of higher level learning activities and projects.

Prerequisites: Honors Spanish II, and/or teacher recommendation.

157 SPANISH IV - 11/12 Y 10 Credits

Description: Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented. There is more emphasis in oral communication through discussions of high interest topics. Grammatical concepts are reviewed.

Prerequisites: Spanish III or the equivalent.

158 HONORS SPANISH IV - 11/12 (Pre IB) Y 10 Credits

Description: Honors Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented. There is added emphasis in oral communication through discussions of readings and high interest topics. Grammatical concepts are reviewed.

Prerequisites: Honors Spanish III or the equivalent.

159 ADVANCED PLACEMENT[®] SPANISH - 12 Y 10 Credits

Description: Advanced Placement[®] Spanish is a fifth year course emphasizing listening and speaking skills by discussing topics of high interest, expressing opinions, and narrating events. Readings include current periodicals, short stories, and novels. Grammatical concepts are reviewed when necessary. Creative and higher level thinking skills activities are incorporated.

Prerequisites: Spanish IV or the equivalent.

160 IB SPANISH SL - 12 (Millard North only) Y 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 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. IB curriculum will be taught in this course. A student may take this course as a 5th year language course and/or choose to take the AP[®] test.

Prerequisites: Honors Spanish IV

161 IB/AP[®] LATIN SL - 12 (Millard North only) Y 10 Credits

Description: IB Curriculum will be taught in this course. A student may take this course as a 5th year language course and/or choose to take the AP test. Through the poetry of Ovid, Horace, 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. No study of the ancient world is complete, however, without including, where appropriate, studies of 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: Latin III

162 LATIN I - 9/12 (Pre IB) (Millard North & Millard West only) Y 10 Credits

Description: Latin I provides an introduction to the Latin language with emphasis placed on acquiring a vocabulary foundation, strengthening basic grammatical skills, and learning classical Latin pronunciation. The students will begin a literature study focusing on Roman and Greek epic poetry. Roman history, culture, and Roman/Greek mythology will provide an understanding of the historical and contemporary influences of the Roman Empire.

Prerequisites: Interest

163 LATIN II - 10/12 (Pre IB) (Millard North & Millard West only) Y 10 Credits

Description: Latin II is a continuation of the language skills acquisition process begun in the preceding Latin course. New grammar concepts, active, and passive vocabulary advance the students' ability to comprehend Latin manuscripts. The students will continue literature studies emphasizing the development of dramatic and comic theater in Greece and Rome. Latin composition and dictation skills are reinforced by weekly exercises.

Prerequisites: Latin I

164 LATIN III - 11/12 (Pre IB) (Millard North only) Y 10 Credits

Description: Latin prose explores the development of Latin from Cicero and Petronius to medieval writings, with reading selections chosen for their diversity and entertainment. The enrichment materials focus on the progression of classical philosophies; Socrates', Plato's, Aristotle's, and Lucretius' influence on modern doctrines of knowledge. Historically, ancient Greece and the Roman Republic are the main interests.

Prerequisites: Latin I and II

165 ADVANCED PLACEMENT® LATIN – 12 (Millard North only) Y 10 Credits

Description: The final level of the Latin sequence involves intense study, analysis, and translating ancient documents of four major authors: Catullus, Horace, Ovid, and Cicero. Since mythology is a common thematic ground for these authors, exploration into the progression of the myths, religion, and heroes will be essential. The high degree of reading proficiency and vocabulary assimilation at this level allows for a myriad of topographical, historical, and cultural studies.

Prerequisites: Latin I, II and III

166 JAPANESE I - 9/12 (Millard North only) Y 10 Credits

Description: This course will be an in depth introduction to Japanese. Students will be introduced to the polite or formal speech patterns. The students will also learn the basics of reading and writing in both hiragana, cursive alphabet, and katakana, printed alphabet. There will be a balanced emphasis on speaking, listening to, and writing Japanese. Topics covered will include daily situations, describing yourself and others, likes and dislikes, weather, time, days of the week and month, things that people do, and making requests. There will be presentations about the unique aspects of Japanese culture, geography, and perspectives on everyday life.

Prerequisites: Interest

167 JAPANESE II - 9/12 (Millard North only) Y 10 Credits

Description: Japanese II is a continuation of the language skills acquisition process begun in Japanese I. New grammar concepts and active vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through oral exercises and group discussions. Writing skills are improved through written exercises and directed compositions. Several short passages provide reading practice. The study of the unique aspects of the Japanese culture that was begun in Japanese I will be continued.

Prerequisites: Japanese I or the equivalent.

168 JAPANESE III - 10/12 (Millard North only) Y 10 Credits

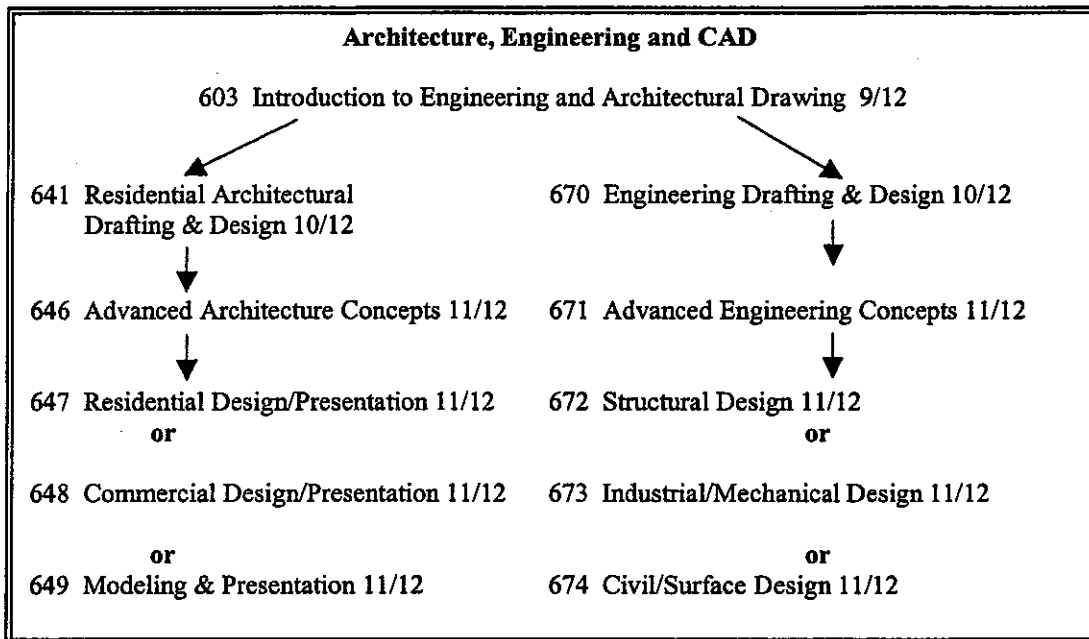
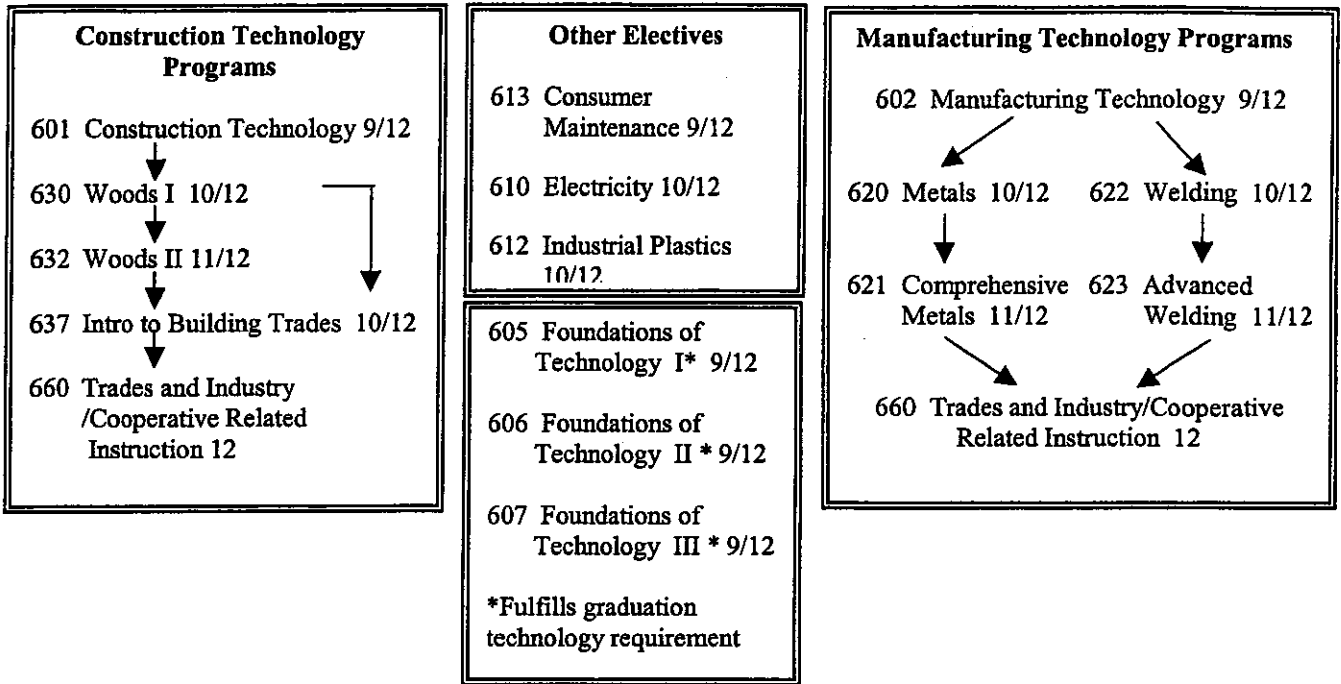
Description: This course will focus on developing the student's proficiency in speaking, reading, and writing Japanese in the context of Japan's culture, history, and people. In order to enhance their understanding of Japanese, students must be able to read and write hiragana and katakana. There will be a balance with speaking and listening. This course will emphasize the use of kanji (characters of Chinese origin) in conjunction with speaking.

Prerequisites: Japanese I and II or the equivalent.

169 JAPANESE IV - 11/12 (Millard North only) Y 10 Credits

Description: This course focuses on proficiency in speaking, reading, listening, and writing Japanese in the context of Japan's culture, history, and people. Students must be able to read and write hiragana and katakana and approximately 250 kanji. Speaking and listening are emphasized. Kanji (characters of Chinese origin) will be incorporated with reading and writing. Readings will include short news articles and simple stories. Students will have an extended opportunity to strengthen individual areas of their language abilities with independent projects.

Prerequisites: Japanese III or the equivalent.



Students may be asked to donate money, materials, or equipment to defray costs of consumable materials or to provide personal equipment. Instances where donations or equipment may be requested are designated with *Donation*.

601 CONSTRUCTION TECHNOLOGY - 9/12

S 5 Credits

Description: Construction Technology is an exploratory course designed to provide instruction in the use and care of woodworking hand tools and portable power equipment. The student will also be involved with fundamental principles of construction design, fabrication and career exploration.

Prerequisites: The student should have a desire to work with wood and have a career or vocational (hobby) interest in some phase of the area.

602 MANUFACTURING TECHNOLOGY - 9/12

S 5 Credits 132

Description: Manufacturing Technology is an exploratory course designed for students with little or no background in the metals field. Emphasis is placed on career exploration, tools and materials in the areas of welding, sheet metal, foundry, plastics and bench metals. Students will also be involved with manufacturing techniques and processes and be introduced to Computerized Numerical Control mill and lathe training.

Prerequisites: The student should desire to gain knowledge and skill in this subject area.

603 INTRO. TO ENGINEERING & ARCHITECTURAL GRAPHICS - 9/12

S 5 Credits

Description: An exploratory course designed to introduce the learner to the tools and techniques used in the drafting industry. Activities provide the basis necessary for architectural and advanced mechanical drafting/design classes. Activities include mechanical, architectural problems and CAD exercises.

Prerequisites: An interest in technical fields of study, including drafting, engineering and architecture.

605 FOUNDATIONS OF TECHNOLOGY I - 9/12

S 5 Credits

Description: The course will allow students to select and rotate through eight (8) of the seventeen (17) modular stations. Each module will be an intensive, "hands on" introduction to specific technology. The modular stations include: Computer Graphic design, CNC Lathe, CNC Mill, Electricity, Electronics, Intro to Computer and Computer Service, Fiber Optics and Lasers, Auto Explorations, Flight Instrumentation, Alternative Energy, Automation and Robotics, Exploring Mechanisms, Engineering and Stress Analysis, Video Production, Digital Video Editing, Radio Broadcasting and Small Engines. *Donation*

Prerequisites: None

606 FOUNDATIONS OF TECHNOLOGY II - 9/12 (North)

S 5 Credits

Description: This course will allow students to rotate through an additional eight (8) of the seventeen (17) modular stations taken in Foundations of Technology I (605). Each module will be an intensive, "hands on" introduction to a specific technology. The modular stations include: Computer Graphic Design, CNC Lathe, CNC Mill, Electricity, Electronics, Intro Computers and Computer Science, Fiber Optics and Lasers, Auto Exploration, Flight Instrumentation, Alternative Energy, Automation and Robotics, Exploring Mechanisms, Engineering and Stress Analysis, Video Production, Digital Video Editing, Radio Broadcasting, and Small Engines. *Donation*

Prerequisites: Foundations of Technology I.

607 FOUNDATIONS OF TECHNOLOGY III - 9/12 (North)

S 5 Credits

Description: This course will allow students to rotate through an additional five (5) of the seventeen (17) modular stations taken in Foundations of Technology I (605). Each module will be an intensive, "hands on" introduction to specific technology. The modular stations include: Computer Graphic Design, CNC Lathe, CNC Mill, Electricity, Electronics, Intro to Computers and Computer Science, Fiber Optics and Lasers, Auto Exploration, Flight Instrumentation, Alternative Energy, Automation and Robotics, Exploring Mechanisms, Engineering and Stress Analysis, Video Production, Digital Video Editing, Radio Broadcasting and Small Engines. *Donation*

Prerequisites: Foundations of Technology II

610 ELECTRICITY - 10/12

S 5 Credits

Description: Electricity is designed for the student with a further interest in electricity/electronics. Students use experiments and lab activities to simulate on-the-job training skills in residential wiring, building code application, and other electrical test equipment concepts. Students study blueprint and schematic reading applications, as well as safe and proper techniques in the use of equipment. Knowledge of current National Electric Code will also be taught.

Prerequisites: None

612 INDUSTRIAL PLASTICS - 10/12 (South only)

S 5 Credits

Description: Industrial Plastics is an exploratory course providing technical information as to the classification, properties, and the processing of plastics. Students will study the processes and perform operations with the various plastic materials.

Prerequisites: The student should have a vocational or vocational interest in working with plastics.

613 CONSUMER MAINTENANCE - 9/12

S 5 Credits

Description: An exploratory level course designed to introduce the learner to consumer knowledge and maintenance skills in the areas of: masonry, carpentry, plumbing, electricity, insulation, drywall, interior wall finish, exterior wall finish and repair, appliance repair, furnace maintenance, small engines, and basic auto repair. The class will also explore career opportunities in these areas. Enrollment may be limited due to facility availability.

Prerequisites: None

620 METALS - 10/12

S 5 Credits

Description: Metals is a course designed for the student who has either a general interest in metalworking or for one who plans a career in a field requiring a working knowledge of the metals processes. Emphasis is placed on developing technical skills in the areas of machining, foundry, benchmetal and sheetmetal. The student will continue with computerized machining. *Donation*

Prerequisites: Manufacturing Technology with a grade of "3" or better.

621 COMPREHENSIVE METALS - 11/12 (2 Periods per day at North High)

Y 20 Credits

Description: Comprehensive Metals is a course designed for the student who is planning a career in a metals related field or one who has a general interest in developing advanced skills. Emphasis is placed on advanced skill development in machining, foundry, and sheet metal. The student will also become familiar with C.N.C. (Computer Numerical Control) lathe and milling operations, programs writing, and C.A.M. (Computer Aided Manufacturing) which allows the student to design, program, and produce a product through computer use. Other topics include robotics and productivity. *Donation*

Prerequisites: Metals with a grade of "3" or better.

622 WELDING - 10/12

S 5 Credits

Description: Welding is a course designed for the student who wishes to develop welding skills in flat position arc, oxyacetylene welding, brazing, and gas cutting.

Prerequisites: Successful completion of Manufacturing Technology.

623 ADVANCED WELDING - 11/12

S 5 Credits

Description: Advanced welding is a class designed for the student who wishes to develop skills in off-position arc and gas welding. MIG (wire feed) welding and TIG welding skills are also taught. The student can select individual projects to further develop his or her skills.

Prerequisites: Successful completion of Welding.

630 WOODS I - 10/12

S 5 Credits

Description: Woods I is a course designed to provide students with the introductory skills and knowledge needed to correctly perform woodworking operations using handtools and power woodworking equipment. Instructional emphasis is placed on the safe, proper operation and care of woodworking equipment, selection of woodworking materials, understanding woodworking processes, and the importance of design. *Donation*

Prerequisites: Successful completion of Construction Technology.

632 WOODS II - 11/12

Y 10 Credits

Description: Woods II is a course designed to provide students with advanced skills and knowledge needed to perform upper level woodworking operations using power equipment. Instructional emphasis is placed on obtaining job-related, entry-level woodworking skills. This course also provides an introduction in the use of the wood shaper, pneumatic fastening systems, the plastic laminating process, and spray finishing techniques. *Donation*

Prerequisites: Successful completion of Woods I.

637 INTRODUCTION TO BUILDING TRADES - 10/12

S 5 Credits

Description: Introduction to Building Trades is designed to provide students with a hands-on career exploratory experience in the construction industry. Students will study surveying and site preparation, masonry, electrical, plumbing, framing and other construction trades. Emphasis will be placed on basic entry-level skills, demonstration of desirable employability skills, and development of an awareness of the opportunities in the building trades. Students may also choose additional emphasis in the cabinet making area.

Prerequisites: Woods I or approval of instructor. The students should also possess a vocational interest in the building trades. They should be able to apply the basic math concepts and demonstrate the necessary psychomotor skills.

641 RESIDENTIAL ARCHITECTURAL DRAFTING AND DESIGN - 10/12

Y 10 Credits

Description: An intermediate level course designed to introduce the learner to (1) design considerations, (2) construction practices, and (3) factors to consider in the purchase of a home. The learner will have the opportunity to develop skill in the making and reading of construction documents by completing a full set of CAD produced prints. Classroom organization and activities will familiarize the learner with architectural practices and procedures.

Prerequisites: Introduction to Engineering & Architectural Graphics is strongly recommended.

646 ADVANCED ARCHITECTURAL CONCEPTS - 11/12 (Taken with 647 - 2 periods North High) 134

S 5 Credits

Description: An advanced course designed to develop (1) visual thinking concepts including geometric shapes, balance and patterns, function, form and scale, (2) design/drawing concepts, including two and three dimensional drawings and (3) rendering concepts, including line, color and composition. Activities include computer and architectural modeling

Prerequisites: Successful completion of Residential Architectural Drafting and Design.

647 ADVANCED ARCHITECTURE: RESIDENTIAL DESIGN/PRESENTATION - 11/12 (Taken with 646 - 2 periods North High) S 5 Credits

Description: An advanced course designed to provide career information and to apply concepts and rendering methods in the design and presentation of a residential structure. The culminating project will consist of a rendered presentation board showing the floor plans, site plan, elevations, and pictorial of the student's design.

Prerequisites: Successful completion of Advanced Architectural Concepts.

648 ADVANCED ARCHITECTURE: COMMERCIAL DESIGN/PRESENTATION - 11/12 (Taken with 649 - 2 periods North High) S 5 Credits

Description: An advanced course designed to provide career information and to allow the student to research and design a commercial structure in a group setting. The culminating project will include the oral and graphic presentation of the solution.

Prerequisites: Successful completion of Advanced Architectural Concepts.

649 ADVANCED ARCHITECTURE: MODELING AND PRESENTATION - 11/12 (Taken with 648 - 2 periods North High) S 5 Credits

Description: An advanced course designed to provide career information and to apply concepts and skills in the development of physical and electronic models of structures. Culminating projects will include physical and electronic models of: 1) the MOBA category II or III projects; or 2) a famous work of architecture.

Prerequisites: Successful completion of Advanced Architectural Concepts.

660 TRADES AND INDUSTRY - 12 Y 10 Credits

Description: The Trades and Industry Cooperative Program is designed to provide T & I Career program seniors with released time from school for on-the-job training. Each student's occupational needs will be met through a cooperative arrangement with industry. Students will interview and obtain employment in an area of his/her interest and training, work a minimum of 10 hours per week, maintain accurate work records and be evaluated by the employer each grading period. Students enrolled in this course must also register for Cooperative Related Instruction.

Prerequisites: The student has completed at least one skill development course in one of Millard's T & I Programs, or wishes to work in an occupational area in which Millard offers no training. Application must be approved by T & I instructor.

661 COOPERATIVE RELATED INSTRUCTION - 12 Y 10 Credits

Description: The Cooperative Related Instruction class is designed to meet the individual needs of students who are enrolled in Millard's Trade and Industry Program. Individual needs are satisfied through a coordinated effort with industry and a team teaching arrangement. Students will concentrate on developing good work habits, understand the principles associated with successful employment, and acquire knowledge related to their on-the-job training. Students enrolled in this course must also register for Trades & Industry.

Prerequisites: The student should exhibit the desire to obtain employability skills in his/her chosen industrial field.

670 ENGINEERING DRAFTING AND DESIGN - 10/12 Y 10 Credits

Description: An intermediate course designed to provide career information and to introduce the student to engineering fields. Areas include; computer aided drafting, computer modeling, CNC programming, technical illustration, pattern development, and structural design. Activities include; the reading and construction of working drawings, production of CNC machined parts, construction of structural models, air brushing, and computer animation.

Prerequisites: Successful completion of Introduction to Engineering and Architectural Graphics.

671 ADVANCED ENGINEERING CONCEPTS - 11/12 (Taken with 672 -2 periods North High) S 5 Credits 135

Description: An advanced course designed to develop (1) visual thinking concepts including geometric shapes, form and scale (2) design/drawing concepts including presentation work (3) rendering concepts including line, color, shade and shadows, and (4) computer generated modeling. Classroom procedures and activities are designed to prepare the student for structural, industrial/mechanical and civil engineering.

Prerequisites: Successful completion of Engineering Drafting and Design.

672 ADVANCED ENGINEERING: STRUCTURAL DESIGN - 11/12 (Taken with 671 - 2 Periods North High) S 5 Credits

Description: An advanced course designed to provide career information and apply structural engineering methods and knowledge in problem solving and construction activities. The culminating projects will consist of the design and construction of a model truss, bridge, tower, and a personal support device.

Prerequisites: Successful completion of Advance Engineering Concepts.

673 ADVANCED ENGINEERING: INDUSTRIAL/MECHANICAL DESIGN - 11/12

(Taken with 674 - 2 Periods North High)

S 5 Credits

Description: An advanced course designed to provide career information and apply industrial/mechanical methods and knowledge in the problem solving and construction activities including CNC/CAD/CAM. The culminating projects will include injection mold, gears and cams, and the design/re-engineering of an existing product.

Prerequisites: Successful completion of Advance Engineering Concepts.

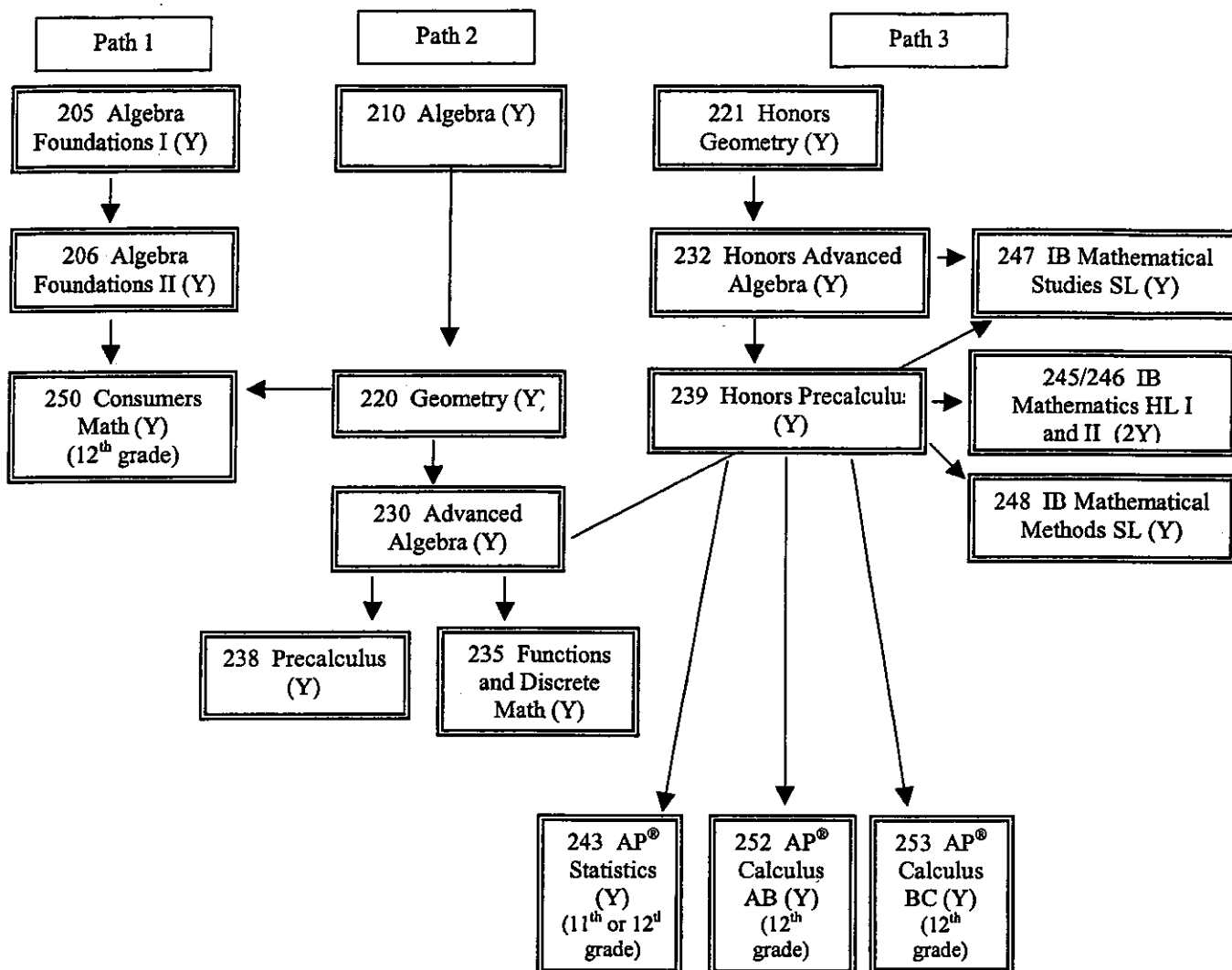
674 ADVANCED ENGINEERING: CIVIL/SURFACE DESIGN - 11/12

(Taken with 673 - 2 Periods North High)

S 5 Credits

Description: An advanced course designed to provide career information and apply civil engineering methods and knowledge in the problems solving and construction activities. Activities include surveying, topographical models, surface engineering, and descriptive geometry.

Prerequisites: Successful completion of Advance Engineering Concepts.



All students must successfully complete 25 credits of mathematics in order to meet the minimum graduation requirements. College bound students should complete 3 to 4 years of mathematics including Advanced Algebra for minimum college preparation.

School calculators are available for use in all math classes. Students may also use their own calculator.

205 ALGEBRA FOUNDATIONS I - 9/10

Y 10 Credits

Description: Algebra Foundations is the first of a two-year sequence designed for those students who need reinforcement in basic skills in order to successfully master algebra and geometry concepts. Students who successfully complete both semesters of Algebra Foundations I will have satisfied the Algebra graduation requirement. Students interested in taking Algebra Foundations should talk with their teacher about indicators that may help students determine their readiness for the course.

Prerequisites: None

206 ALGEBRA FOUNDATIONS II - 10/11

Y 10 Credits

Description: Algebra Foundations II is a two-year sequence designed for those students who need reinforcement in basic skills in order to successfully master algebra and geometry concepts.

Prerequisites: Algebra Foundations I

210 ALGEBRA - 9/12 Y 10 Credits 137

Description: Algebra is a course designed for those students who have mastered the basics of arithmetic and pre-algebra and who understand mathematics in a more abstract form. This is a typical first year algebra course and would be the appropriate mathematics course for most college-bound freshmen. Students interested in taking Algebra should talk with their teacher about indicators that may help students determine their readiness for the course.

Prerequisites: Pre-Algebra

220 GEOMETRY - 9/12 Y 10 Credits

Description: The student will learn traditional geometric facts, applications of those facts, and the axiomatic method used to derive those facts. All college-bound students should take this course.

Prerequisites: Algebra

221 HONORS GEOMETRY - 9/12 Y 10 Credits

Description: The student will learn traditional geometric facts, applications of those facts, and the axiomatic method used to derive those facts. This class will move at a quicker pace and will cover topics in greater detail than the regular Geometry class. It is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate math classes. Students interested in taking Honors Geometry should talk with their teacher about indicators that may help students determine their readiness for the course.

Prerequisites: Algebra

230 ADVANCED ALGEBRA - 9/12 Y 10 Credits

Description: Concepts from Algebra are expanded and used to develop a variety of more advanced algebraic topics. Advanced Algebra completes the minimum three-year mathematics sequence required by most colleges.

Prerequisites: Geometry

232 HONORS ADVANCED ALGEBRA - 9/12 Y 10 Credits

Description: Concepts from Algebra are expanded and used to develop a variety of more advanced algebraic topics. This class will move at a quicker pace and will cover topics in greater detail than the regular Advanced Algebra class. It completes the minimum three-year mathematics sequence required by most colleges and is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate math classes. A student who has not taken Honors Geometry must talk with the department head about the student's understanding of the concepts and skills needed for Honors Advanced Algebra before registering for the course.

Prerequisites: Honors Geometry

235 FUNCTIONS AND DISCRETE MATHEMATICS -12 Y 10 Credits

Description: This course will review and extend Advanced Algebra concepts and introduce students to discrete math topics. It is recommended for seniors who need a fourth year of mathematics in preparation for college algebra or statistics. (Seniors who will need trigonometry or calculus in college should enroll in Precalculus.)

Prerequisites: Advanced Algebra

238 PRECALCULUS - 10/12 Y 10 Credits

Description: Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important ideas of Calculus. The relationship between functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real world application.

Prerequisites: Advanced Algebra

239 HONORS PRECALCULUS - 10/12 Y 10 Credits

Description: Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important ideas of Calculus. The relationship between functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real world application. This class will move at a quicker pace and will cover topics in greater detail than the regular Precalculus class. It is recommended for all students who plan to pursue Advanced Placement or International Baccalaureate math classes. A student who has not taken Honors Advanced Algebra must talk with the department head about the student's understanding of the concepts and skills needed for Honors Precalculus before registering for the course.

Prerequisites: Honors Advanced Algebra

243 ADVANCED PLACEMENT® STATISTICS - 11

Y 10 Credits 138

Description: Advanced Placement® Statistics is designed to prepare students for the Advanced Placement® statistics exam. The content will consist of the statistical concepts tested on the exam including exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete the Advanced Placement® examination may receive credit and/or advanced placement for a one-semester introductory college statistics course at many colleges and universities. A student who has not taken Honors Precalculus must talk with the department head about the student's understanding of the concepts and skills needed for Advanced® Placement Statistics before registering for the course.

Prerequisites: Honors Precalculus

245 IB MATHEMATICS HIGHER LEVEL I - 11 (Millard North only)

Y 10 Credits

Description: HL Math I is a course intended for juniors in the IB program with excellent math abilities. It is the first course in a two-year sequence culminating with the IB HL Math test in the spring of their senior year. The course will provide a rigorous study of polynomial and trigonometric functions, vectors and matrices.

Prerequisites: Honors Advanced Algebra (formerly Accelerated Adv. Alg.) and Honors Pre-calculus. (formerly Accelerated Precalculus).

246 IB MATHEMATICS HIGHER LEVEL II - 12 (Millard North only)

Y 10 Credits

Description: HL Math II is a course intended for seniors who have successfully completed Math HL I. It is the second course in a two-year sequence culminating with the IB HL Math test in the spring of their senior year. The course will provide a rigorous study of statistics, calculus and group theory.

Prerequisites: Higher Level Math I.

247 IB MATHEMATICAL STUDIES SL - 11/12 (Millard North only)

Y 10 Credits

Description: IB Mathematical Studies SL is a course designed for juniors or seniors who intend to test standard level math in the IB program. This course is intended for students of varied math backgrounds who plan to study non-math intensive fields. The course will concentrate on advanced math topics such as number and algebra, sets and logic, geometry and trigonometry, functions, and financial math, with an emphasis on statistics and probability.

Prerequisites: Algebra, Geometry and Honors Advanced Algebra (formerly Accelerated Advanced Algebra)

248 IB MATHEMATICS METHODS SL - 11/12 (Millard North only)

Y 10 Credits

Description: This course is an IB standard level course designed for students who anticipate a need for a sound mathematical background in preparation for their future studies. This course offers a wide range of topics, including numbers and algebra, functions and equations, circular functions and trigonometry, vector geometry, statistics and probability, calculus and further calculus. This course will focus on introducing important mathematical concepts through the development of mathematical techniques. This subject should be taken by those who expect to go on to study subjects which have a significant amount of mathematical content, for example: chemistry, economics, geography, psychology and business administration.

Prerequisites: Algebra, Honors Geometry, Honors Advanced Algebra, Honors Pre-calculus (Honors classes formerly listed as Accelerated)

250 CONSUMERS MATH - 12

Y 10 Credits

Description: Consumers Math is designed to provide students with a foundation necessary for the continual exploration of personal finance and consumer issues throughout their adult lives. Because 4-year institutions do not accept this course for math credit, it is not recommended for college bound students.

Prerequisites: Seniors only. Students who have passed Advanced Algebra should not select this course.

252 ADVANCED PLACEMENT® CALCULUS AB - 12

Y 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. It is equivalent to at least a semester of calculus at most colleges and universities, perhaps to a year of calculus at some. A student who has not taken Honors Precalculus must talk with the department head about the student's understanding of the concepts and skills needed for Advanced® Placement Calculus AB before registering for the course.

Prerequisites: Honors Precalculus

253 ADVANCED PLACEMENT[®] CALCULUS BC - 12

Y 10 Credits 139

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. It is equivalent to at least a year of calculus at most colleges and universities. A student who has not taken Honors Precalculus must talk with the department head about the student's understanding of the concepts and skills needed for Advanced[®] Placement Calculus BC before registering for the course.

Prerequisites: Honors Precalculus

MUSIC

Students may be asked to provide specialized attire or to make a donation in these courses in compliance with Rule 6750.1

INSTRUMENTAL

9th - 12th Grade ORCHESTRA – Successful completion of Middle School Orchestra or approval of instructor.

9th - 12th Grade BAND – Successful completion of Middle School Band. All students will be part of the Marching Band for first quarter. In an effort to match the student's ability to an appropriate level of literature, auditions will be held to place the student in the Symphonic or Concert Band for second through fourth quarters.

CHORAL

Mixed Chorus (semester) 9th - 12th Grade (no audition)	9/10 Choir/Forensics (year only) 9th-10th Grade 5 credits-choir 5 credits - forensics Approval of instructor Must be able to compete on a week-end (at least twice per semester).	Concert Choir (year only) 9th - 10th Grade Approval of instructor	Concert Choir (year only) 11th - 12th Grade Approval of instructor
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THEORY

Music Theory
11th - 12th Grade
(Currently enrolled in music class
or approval of instructor)

AP[®] Music Theory
11th - 12th Grade
(successful completion of Music Theory
and/or approval of instructor)

Please see pages 15 & 16 for International Baccalaureate course sequences.

755 THE MUSIC CONSUMER - 9/12

S 5 Credits

Description: It doesn't matter if you are riding in a car, buying a new CD, watching television, or sitting in the dentist's chair, we are all consumers of music. To help students become more knowledgeable music consumers, this course will help develop active listening skills and bring music to life with a unique combination of creative tools. It will present numerous types of music and sound, emphasizing the depth of emotion that can be conveyed. Students will explore a brief history of music and musical concepts through various multimedia tools.

Prerequisites: None

759 IB MUSIC SL-11/12 BAND (Millard North only)

Y 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. (Band performance for IB credit) Band students pay a uniform cleaning fee and provide uniform shoes.

Prerequisites: Successful completion of Band in both 9th and 10th grades and permission of the instructor.

760 BAND - 9/12 (Pre IB)

Y 10 Credits

Description: This course is for all 9th, 10th, 11th, and 12th grade students who play a band instrument and have an interest in band music literature. ALL students registered for Band #760 will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Orchestra winds and percussion, Musical Pit Orchestra, and various small groups and individual solos and honor groups.

At the conclusion of marching season, band students will be divided into two concert bands by audition. The groups will be designated as Concert Band and Symphonic Band. Students selected for Symphonic Band should have an interest in advanced literature and desire the highest level possible in performance and musical experience. A fee may be charged. Color Guard students who continue in band will receive 5 credits. The Color Guard students who drop at the quarter and do not continue with band will receive 2.5 credits. Color guard students purchase uniforms as determined by the instructor.

Prerequisites: Students should have passed band the previous year or have an audition with the band director.

762 ORCHESTRA - 9/12 (Pre IB)

Y 10 Credits

Description: Orchestra is for all high school students who play a string instrument and desire to perform repertoire from all periods of music history. Following marching season, the String Orchestra will be joined, twice weekly, by wind and percussion players to form the full Orchestra. Opportunities exist for chamber music, conducting, solo performances, and participation in honor groups.

Prerequisites: Students should have completed 8th grade Orchestra or an audition with the Director.

764 IB MUSIC SL - 11/12 - ORCHESTRA (Millard North only)

Y 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. Students will be asked to provide performance appropriate clothing. (Orchestra performance for IB credit)

Prerequisites: Successful completion of Orchestra in both 9th and 10th grades and permission of the instructor.

771 CONCERT CHOIR - 11/12

Y 10 Credits

Description: This is a select mixed chorus with emphasis on performance. There is a minimum of three major performances per year. A variety of musical styles are explored, including sacred and secular music.

Prerequisites: Successful completion of an audition with the director is required.

772 CONCERT CHOIR/FORENSICS - 9/12 (Pre IB)

Y 10 Credits

Description: Forensics students can block their forensics class with concert choir and receive 5 credits for concert choir and 5 credits for forensics while maintaining instruction throughout the year.

Prerequisites: Recommendation by current choral music instructor.

773 CONCERT CHOIR - 9/10 (Pre IB)

Y 10 Credits

Description: This is a select mixed chorus with emphasis on performance. There is a minimum of three major performances per year. A variety of musical styles are explored, including sacred and secular music.

Prerequisites: Successful completion of 8th grade choir with placement by director; or successful completion of an audition with the director.

774 MIXED CHORUS - 9/12 (1st Semester)

S 5 Credits

Description: Students may take Mixed Chorus first semester. This course is designed to develop the students' vocal instrument and to increase their knowledge of musical literature. Emphasis is on performing three (SAB) and four-part (SATB) literature.

Prerequisites: Successful completion of Choir in both 9th and 10th grades and permission of the instructor

776 IB MUSIC SL - 11/12 - CHORUS (Millard North only)

Y 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. (Choral performance for IB credit)

Prerequisites: None

780 MUSIC THEORY - 11/12

S 5 Credits

Description: A course that offers students insights into music melody, rhythm, intervals, triads, harmony, notation, ear training, and history. This course is not an introductory music course. It is designed for students who are interested in pursuing the study of music.

Prerequisites: Previous musical experience is not required but may be beneficial.

781 ADVANCED PLACEMENT[®] MUSIC THEORY - 11/12

S 5 Credits

Description: This course is for junior and seniors wanting to pursue an intense study of music theory, literature, history and composition for personal gain and possible college credit following the national Advanced Placement[®] exams or college music theory entrance exams. The course will concentrate on critical analysis and designated musical literature. Students should have a strong background in music theory and must obtain approval and permission from the instructor to enroll.

Prerequisites: Successful completion of 780 Introduction to Music Theory and/or approval and permission by the instructor.

789 IB/AP[®] MUSIC SL - 11/12 - PIANO (Millard North only)

Y 10 Credits ¹⁴²

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. Students will be prepared to take the IB or AP[®] exam at the conclusion of the course. (Piano performance for IB credit)

Prerequisites: Successful completion of at least one music performance class in both 9th and 10th grades and permission of the instructor.

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 earning 5 credits. Note that these courses can only be taken once for credit toward graduation but may be taken as an elective if room in the class is available.

9th Grade Offerings

- 800 Sport Skills & Fitness
- 801 Cross Training I
- 808 Intro to Aquatics
- 810 Fitness Swimming
- 814 Athletic Training and Sport Injury*
* elective credit only

10th Grade Offerings

- 800 Sport Skills & Fitness
- 801 Cross Training I
- 802 Cross Training II
(prerequisite Cross Training I)
- 805 Weight Training I
- 808 Intro to Aquatics
- 809 Lifeguard Training
- 810 Fitness Swimming
- 814 Athletic Training and Sport Injury*
* elective credit only
- 817 Sport Officiating

11th & 12th Grade Offerings

- 801 Cross Training I
- 802 Cross Training II
(prerequisite Cross Training I)
- 803 Lifetime Fitness
- 805 Weight Training I
- 806 Weight Training II
(prerequisite Weight Training I)
- 808 Intro to Aquatics
- 809 Lifeguard Training
- 810 Fitness Swimming
- 814 Athletic Training and Sport Injury*
* elective credit only
- 815 Athletic Training and Sport Injury Internship*
* elective credit only
- 816 Advanced Performance
- 817 Sport Officiating

PHYSICAL EDUCATION

144

Students provide athletic shoes, elastic-waist shorts, t-shirt, and cold weather attire as needed.

800 SPORTS SKILLS AND FITNESS - 9/10

S 5 Credits

Description: This class meets every day for one semester. This class is designed to teach basic lifelong individual and team activities. Class activities will last 5 to 10 class periods. This class meets outside regularly and students are encouraged to bring a variety of clothes to store in their lockers.

Prerequisites: None

Activities:

- | | |
|----------------|-----------------------|
| 1. Swimming | 7. Tennis |
| 2. Softball | 8. Volleyball |
| 3. Pickle Ball | 9. Flag Football |
| 4. Soccer | 10. New Games |
| 5. Badminton | 11. Fitness Knowledge |
| 6. Basketball | 12. Floor Hockey |

Optional Enrichment Activities:

- | | |
|-------------------------|-----------------|
| 1. Cross Country Skiing | 5. Racquetball |
| 2. Roller Skating | 6. Self Defense |
| 3. Bowling | |
| 4. Handball | |

801 CROSS TRAINING I - 9/12

S 5 Credits

Description: This class meets every day for one semester and is designed to teach basic lifestyle fitness concepts and aerobic/anaerobic fitness activities which use continuous movement or exercise for a determined amount of time. This class meets outdoors regularly and students are required to dress appropriately for the weather.

Prerequisites: None

Activities:

- | | |
|------------------------------------|---------------------------------|
| 1. Aerobic Dance | 6. Power Walking |
| 2. Bench Step Aerobics | 7. Swimming/Water Aerobics |
| 3. Circuit/Station/Weight Training | 8. Literature in Healthy Living |
| 4. Fitness Concepts | 9. Roller Skating (optional) |
| 5. Jogging | |

802 CROSS TRAINING II - 10/12

S 5 Credits

Description: This class meets every day for one semester and is designed to build and expand on the learning experience gained from Cross Training 1. Class meets outdoors regularly and students are required to dress appropriately for the weather.

Prerequisites: Successful completion of Cross Training 1 and/or approval of instructor.

Activities:

- | | |
|------------------------------------|------------------------------|
| 1. Aerobic Dance | 5. Jogging |
| 2. Bench Step Aerobics | 6. Power Walking |
| 3. Circuit/Station/Weight Training | 7. Swimming/Aquatic Aerobics |
| 4. Fitness Concepts | 8. Fitness Games |

Optional Enrichment Activities:

- | | |
|-------------------|--------------------|
| 1. Roller Skating | 3. Health Centers |
| 2. Fitness Labs | 4. Aerobic Centers |

803 LIFETIME FITNESS - 11/12

S 5 Credits

Description: This class meets every day for one semester. It is designed to teach basic skills in most activities considered to be of value as a leisure time experience and to make the student aware of life style fitness concepts that can be used after graduation. The life style fitness concepts will be taught in the classroom on an alternating basis with the lifetime sport activities. Activities will last from 1-2 weeks. Students pay a fee (not to exceed actual cost less revenue raised via fundraising activities and/or donations) for all optional field tips approved by the building administration.

Prerequisites: None

Activities:

- | | |
|-----------------------|-------------------------------------|
| 1. Badminton | 8. Volleyball |
| 2. Golf | 9. Softball |
| 3. Tennis | 10. Swimming/Aquatic Activities |
| 4. Fitness Activities | 11. Wellness Activities |
| 5. Soccer | 12. Pickleball |
| 6. Ultimate Frisbee | 13. Flag Football/Ultimate Football |
| 7. Basketball | |

Optional Enrichment Activities

- | | |
|--------------------------------|----------------------------|
| 1. Frisbee golf | 10. Fitness/Health Centers |
| 2. Roller skating/laser runner | 11. Self Defense |
| 3. Golf course/driving range | 12. Bowling |
| 4. Self-defense instruction | 13. CPR |
| 5. Floor hockey | 14. Roller Hockey |
| 6. Rock climbing/Rappelling | 15. Ice Skating |
| 7. Miniature golf | 16. Batting cages |
| 8. Ping pong | 17. Weight room |
| 9. Billiards | 18. Fishing |

805 WEIGHT TRAINING I - 10/12

S 5

Credits

Description: This class meets every day for one semester. It is designed to teach the beginning weight training student. Major 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. ENROLLMENT IS LIMITED TO ONE SEMESTER.

Prerequisites: Must be at least a sophomore.

Activities:

1. Introduce weight lifting exercises
2. Introduce and develop proper lifting techniques
3. Introduce and establish workout routines
4. Introduce physiological and kinesiological concepts
5. Introduce weight training principles
6. Use free weights and universal gym weights
7. Conditioning activities

806 WEIGHT TRAINING II - 10/12

S 5

Credits

Description: This class meets every day for one semester. It is designed to build on learning experiences gained from Weight Training 1. WEIGHT TRAINING II MAY BE REPEATED WITH INSTRUCTOR'S PERMISSION.

Prerequisites: Successful completion of Weight Training 1 and/or approval of the instructor.

Activities:

1. Introduce advanced weight lifting exercises
2. Improve on proper lifting techniques
3. Develop, assess, and select advanced workout routines
4. Apply physiological and kinesiological concepts
5. Apply advanced weight training principles
6. Use free weights and universal gym weights
7. Conditioning activities

808 INTRODUCTION TO AQUATICS - 9/12

S 5 Credits

Description: This class is designed for the novice swimmer and will teach basic swimming strokes and water safety skills.

Prerequisites: Students are required to furnish their own towel and swim suit. 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 | 3. Community Water Safety |
| 2. Basic Swimming Strokes and Skills | 4. Water Sports |

809 LIFEGUARD TRAINING - 10/12

S 5 Credits

Description: This class meets every day for one semester. It is designed for the advanced swimmer, and will follow the program designed by the American Red Cross. Students who successfully complete this class will receive the Red Cross Certification in Lifeguard Training. Students will be required to purchase CPR mouth guard (available for purchase at school).

Prerequisites: Students are required to (1) furnish their own towel and swim suit, (2) be 15 years of age on or before the beginning of the course, (3) swim 500 yards continuously using each of the following strokes for at least 50 yards: crawl, breaststroke, and sidestroke, (4) surface dive to a minimum depth of nine feet and bring a 10-pound diving brick to the surface, (5) surface dive to a minimum depth of five feet and swim underwater a minimum of 15 yards, and (6) tread water for one minute without the use of arms.

Activities:

- | | |
|-----------------------|----------------------|
| 1. Advanced Swimming | 3. Water Safety |
| 2. Lifeguard Training | 4. First Aid and CPR |

810 FITNESS SWIMMING - 9/12

S 5 Credits

Description: This class meets every day for one semester. It is designed for the advanced swimmer and will teach the student the benefits of fitness swimming and its effect on lifetime health. Major emphasis will be on safety, hydrodynamics and fitness concepts. If the class has been taken for 9/10th grade credit, it may be repeated for 11/12 grade credit. Students are required to furnish their own towel and swimsuit.

Prerequisites: Students must be able to swim 500 yards continuously using the crawl stroke, backstroke and breaststroke in any combination.

Activities:

- | | |
|--------------------------------|---------------------------|
| 1. Fitness Programming | 5. Water Aerobics |
| 2. Training Concepts | 6. Community Water Safety |
| 3. Hydrodynamic Concepts | 7. Community CPR |
| 4. Fitness Swimming Activities | |

812 DEVELOPMENTAL PHYSICAL EDUCATION - 9/12

S 5 Credits

Description: This class will meet as directed by district parameters and the individual building schedule. It is designed to serve students whose physical, social and academic needs dictate an altered curriculum. Students will participate in activities that will promote personal growth in the areas of motor skills, expressive and receptive language, fitness concepts, and group socialization.

Prerequisites: Permission of Physical Education instructor after consultation with Special Education case manager and district Adapted Physical Education consultant.

814 ATHLETIC TRAINING AND SPORTS INJURY - 9/12

S 5 Credits

(This course is for elective credit only. It does not fulfill the 15 credit P.E. graduation requirement.)

Description: This course is designed for the student interested in 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.

Prerequisites: A completed application form submitted to the instructor and a strong interest in the health care field. All freshman applicants must complete their first semester of high school.

815 ATHLETIC TRAINING AND SPORTS INJURIES INTERNSHIP - 11/12

Y 10 Credits

Description: The Athletic Training internship is designed as a mutually beneficial experience for Millard North student trainers and the Millard community. Student trainers would volunteer their athletic training and first aid skills as support to a variety of community sports activities. This coordination would take place with the head trainer at Millard North and any amateur sports organizations, junior high athletic directors/principals, local health and fitness clubs, and sports medicine clinics. The experience would enhance the student trainers' skills in a setting outside the high school sports arena while at a time providing an important health care service to those requesting participation.

Prerequisites: The student must be actively involved in the Student Athletic Trainer program and have current certification in First Aid, Sports Safety Training and Community CPR.

816 ADVANCED PERFORMANCE– 11/12

S 5 Credits ¹⁴⁷

Description: This course is designed for the highly motivated student interested in advanced performance training. The class will also help build potential health and fitness career opportunities and knowledge of those careers. The class will incorporate intense training techniques, nutrition, goal setting and research in the area of exercise science.

Prerequisites: Students must have junior status, teacher approval and have successfully completed two of the following courses – Weight Training I, Weight Training II, Cross Training I or Cross Training II.

817 SPORT OFFICIATING – 10/12

S 5 Credits

Description: This course is designed to offer students the coursework 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, field experiences, guest speakers and video lessons. Upon successful completion of this class, students interested in employment may pursue NSAA certification at their own cost.

Prerequisites: None

READING

Strong reading skills are critical for success in high school and college. The following reading courses fulfill elective requirements. See course descriptions for further information.

Courses designed students reading below grade level:

052 Reading 9
053 Reading 10
054 Reading 11
055 Reading 12

Courses designed to support Basic English:

056 Content Area Reading 9
057 Content Area Reading 10

Course designed for students reading on or above grade level:

050 Study Skills – 9/12

050 STUDY SKILLS - 9/12

S 5 Credits

Description: An elective course designed for the average and above average student. Study skills emphasized will be goal setting, learning styles, listening skills, time management, test-taking, note-taking, and memory. A portion of the course will be devoted to improving reading speed and efficiency.

Prerequisites: None

052 READING 9

S 5 Credits

Description: An elective course designed for the student reading two grade levels below grade placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation and content teacher recommendation.

053 READING 10

S 5 Credits

Description: An elective course designed for the student reading two grade levels below placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation, and content teacher recommendation.

054 READING 11

S 5 Credits

Description: An elective course designed for the student reading two grade levels below placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation, and content teacher recommendation.

055 READING 12

S 5 Credits

Description: An elective course designed for the student reading two grade levels below placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation, and content teacher recommendation.

056 CONTENT AREA READING 9

Y 10 Credits

Description: Content area reading supports students' reading needs in the content areas of English, Science, and Social Studies. This class is designed to enable students to effectively read the narrative and expository text necessary to be successful in the content area classroom. At the 9th grade level, reading will support Basic English 9, IPS or Basic IPS, and American History from 1914.

Prerequisites: None

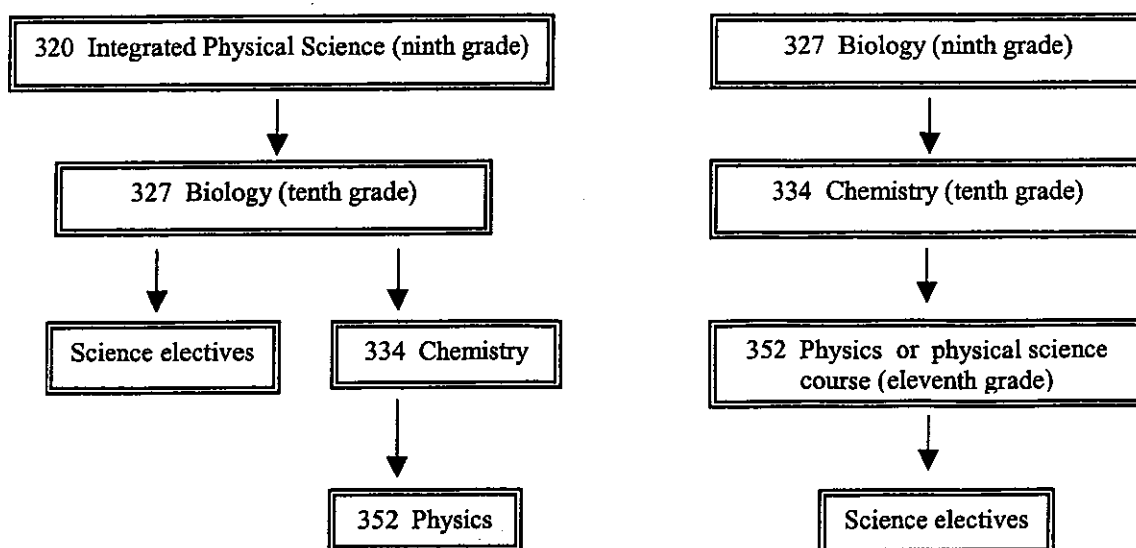
057 CONTENT AREA READING 10

Y 10 Credits

Description: Content area reading supports students' reading needs in the content areas of English, Science, and Social studies. This class is designed to enable students to effectively read the narrative and expository text necessary to be successful in the content area classroom. At the 10th grade level, reading will support Basic English 10, Biology or Basic Biology, and World Geography.

Prerequisites: None

SCIENCE



Please see pages 15 & 16 for International Baccalaureate course sequences.

Most students should take Integrated Physical Science in ninth grade followed by Biology in the tenth grade. Other physical science (including Chemistry and Physics) and life science courses are available as electives to round out the student's understanding of life, physical, earth and space science.

Students wanting to accelerate their science curriculum may take Biology in ninth grade. It is recommended that they take Chemistry in tenth grade, followed by Physics in eleventh grade. The purpose of starting with Biology in ninth grade is to provide students who have a strong interest in science the opportunity to take more than two and a half years of science in high school, including Advanced Placement® science courses.

Success as an eighth grader is the criteria for placement in Biology in ninth grade. In order to take Biology as a ninth grader, students should be recommended by their eighth grade team with that recommendation based on:

- Strong math ability and skills
- Strong reading ability and skills
- Strong science ability, skills and interest

Interest in taking more than the required high school science courses.

320 INTEGRATED PHYSICAL SCIENCE - 9 (Pre IB) Y 10 Credits

Description: This course utilizes a multifaceted, hands-on, technology driven approach to science. This course focuses on the earth systems: atmospheric, geologic and water. Students will have many opportunities to explore their surroundings and gain a greater awareness and deeper understanding of their world.

Prerequisites: None

321 INTRODUCTION TO CHEMISTRY AND PHYSICS - 10 (Pre-IB, North only) Y 10 Credits

Description: Introduction to Chemistry and Physics will offer the Pre-IB student basic concepts taught in IB Chemistry and IB Physics. Students will be able to make an informed decision as to which IB course (Chemistry or Physics) they will choose the following year. Chemistry and Physics topics will be taught in an integrated manner. 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 IB program.

327 BIOLOGY - 9/10 (Pre IB) Y 10 Credits

Description: This course offers an opportunity to explore diversity and interdependence in our living world. Students develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills. With an environmental emphasis, this course provides a thorough overview of all major biology topics including the cell, microscopic life, plants, and animals.

Prerequisites: None.

333 ZOOLOGY - 10/12

S 5 Credits 150

Description: This course offers an in-depth exploration of animal life. In a laboratory setting, students investigate the physical structure of animals in order to understand its function and its role in the animal's survival. Students also examine the relationship of animals to their environment and to each other. Emphasis is placed on the understanding and use of biological classification.

Prerequisites: Biology.

334 CHEMISTRY - 9/12 (Pre IB) (IB take in 9th grade)

Y 10 Credits

Description: This course emphasizes the impact of chemistry on society by addressing relevant technological issues in our communities. It presents a thorough and balanced view of modern chemistry designed to stimulate and challenge students. Students develop a strong conceptual understanding of chemistry and enhance their problem-solving skills through the application of acquired information and laboratory experience. Decision-making activities require student participation and cooperation. This course is designed for all motivated students.

Prerequisites: Algebra.

335 ASTRONOMY - 10/12

S 5 Credits

Description: This course offers an opportunity to explore various topics in astronomy. Students examine the development of the universe, galaxies, moons and the earth. Emphasis is placed on the role of space exploration as well as the history of astronomy, its beginning and its development through time.

Prerequisites: None.

346 ENVIRONMENTAL SCIENCE - 10/12

S 5 Credits

Description: This course is designed to help students gain a better awareness of how they fit into the delicate balance of their environment. The interactions of living things as well as their impact on the non-living will be explored.

Prerequisites: Biology.

352 PHYSICS - 10/12 (Pre IB)

Y 10 Credits

Description: Physics is a strong college preparatory class which develops critical thinking skills and problem solving techniques. It is not just a class for students interested in science. Students use laboratory equipment to explore the way the physical world works. Traditional concepts of motion, forces, energy, heat, sound, light, electricity, magnetism, and nuclear physics are emphasized.

Prerequisites: Completion of or concurrent enrollment in Advanced Algebra.

362 HUMAN PHYSIOLOGY - 10/12 (Pre IB)

Y 10 Credits

Description: This course is an in-depth study of the structure and function of human body systems. It is recommended for students: 1) wishing to gain insight regarding bodily functions and the improvement of their health, 2) students interested in learning health occupational skills and gaining insight in various health and medical careers, and 3) students wishing to explore current human health topics such as the causation and prevention of disease.

Prerequisites: Biology.

363 IB CHEMISTRY SL - 11/12 (Millard North only)

Y 10 Credits

Description: This course is designed to provide knowledge and develop skills associated with a comprehensive study of general chemistry. The class will revolve around the use of problem solving skills and the ability to analyze data. Approximately one third of the time will be spent in laboratory exploration. Full reports accompany each laboratory investigation. The reports allow students to present data correctly and accurately and to interpret the data and relate it to chemical principles. Student success in the course will be assessed based on their ability to apply their acquired knowledge and skills in the collaborative laboratory environment and free-response examinations.

Prerequisites: Introduction to Chemistry and Physics

370 ADVANCED PLACEMENT[®] CHEMISTRY - 11/12

Y 10 Credits

Description: 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). AP[®] Chemistry is designed to be equivalent to introductory General 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: Chemistry and completion or concurrent enrollment in Advanced Algebra.

371 IB/AP[®] CHEMISTRY HL - 11/12 (Millard North only)

Y 10 Credits

Description: IB/AP[®] Chemistry is the first year, grade 11, of a two-year sequence for IB students testing Higher Level. For AP[®] it may be taken in either grade 11 or 12. 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/AP[®] Chemistry HL (year one) is designed to be equivalent to introductory General 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 student needs completion or concurrent enrollment in Advanced Algebra and Introduction to Chemistry and Physics in 10th grade. AP[®] student needs Chemistry.

372 IB CHEMISTRY HL - 12 (Millard North only)

Y 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 (year two) 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/AP[®] Chemistry HL (year one).

375 IB/AP[®] BIOLOGY SL - 11/12 (Millard North only)

Y 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.

Prerequisite: Chemistry

376 IB BIOLOGY HL - 11 (Millard North only)

Y 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

377 ADVANCED PLACEMENT[®] BIOLOGY - 11/12

Y 10 Credits

Description: This course provides an in-depth study of the major components of the Life Sciences. Emphasis is placed on traditional concepts as well as current topics in biology and related subjects. AP[®] Biology is designed to be equivalent to introductory General Biology 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 intense laboratory experience and become familiar with current scientific literature.

Prerequisites: Biology and Chemistry

378 IB BIOLOGY HL - 12 (Millard North only)

Y 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 - 11, Chemistry

379 ADVANCED PLACEMENT[®] PHYSICS - 11/12

Y 10 Credits

Description: This course is for students with a very strong interest in science and mathematics. A college physics textbook will be the basis for covering all the traditional topics in physics with emphasis on thermodynamics, electricity, magnetism, light, optics, relativity, quantum and atomic physics. The fast pace of this course will prepare students for the AP[®] physics exam. Previous AP[®] physics exam questions will be utilized for evaluation throughout the course.

Prerequisites: Physics and completion of or concurrent enrollment in Precalculus.

380 IB PHYSICS SL - 11/12 (Millard North only)

Y 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 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 Chemistry and Physics and Completion of or concurrent enrollment in Precalculus

SOCIAL STUDIES

Required for Graduation

9 th Grade	410 American History Since 1914
10 th Grade	412 World Geography
12 th Grade	414 U.S. Government & Economics

For graduation requirement purposes students must choose at least one course from Human Resources and one from either American Studies or World Perspectives.

Human Resources

430 Intro. to Behavioral Sciences 10/12
431 Sociology 11/12
432 Psychology 11/12
453 AP [®] Psychology 11/12
527 Child Development 11/12
528 Adult Living 12

American Studies

423 Ethnic Studies 10/12
442 Law Studies 11/12
450 AP [®] American History 11/12
452 AP [®] Macro Economics 11/12

World Perspectives

421 World Affairs 11/12
422 World Religions 11/12
420 World History 11/12
451 AP [®] European History 11/12

Please see pages 15 & 16 for International Baccalaureate course sequences.

410 AMERICAN HISTORY (SINCE 1914) - 9 (Pre IB) Y 10 Credits

Description: This course continues the concepts started in the eighth grade American History course and begins with the time period of 1914 prior to World War I and continues towards the present.

Prerequisites: None

412 WORLD GEOGRAPHY - 10 (Pre IB) Y 10 Credits

Description: Today's world is one which is driven by the interrelationships between nations. To function as a global citizen, one must have an understanding of global interdependence and diversity, the effect of cooperation and conflict resolution between nations, and the impact of culture and history upon contemporary world issues. From this understanding, students will develop a world perspective to view events of the day.

Prerequisites: None

414 UNITED STATES GOVERNMENT AND ECONOMICS - 12 S 5 Credits

(formerly called Civics/Consumerism)

Description: This course is designed to help seniors acquire the knowledge and skills necessary to function as an informed, concerned and active citizen/consumer in our democratic society and complex world.

Prerequisites: None

- 418 IB 20TH CENTURY WORLD HISTORY TOPICS -11/12** (Millard North only) Y 10 Credits
Description: Twentieth Century World History Topics will be offered at Millard North High School at the Standard Level for IB students their junior or senior year. This course will be offered as the first year of the two-year curriculum for the History of the Americas, which is offered at the Higher Level. Through a comparative analysis of the topics being applied to the former Soviet Union, the Middle East, Western and Eastern Europe, China, and the Americas, the student will gain an appreciation of the diversity of human nature and its impact on economic, political, and social development of specific countries and issues, including domestic and foreign policy.
Prerequisites: None
- 420 WORLD HISTORY - 11/12** Y 10 Credits
Description: World History traces humanity's struggle to survive and create civilizations through the study of anthropology and the developments in religion, government, science, commerce, philosophy and the arts.
Prerequisites: None.
- 421 WORLD AFFAIRS - 11/12** S 5 Credits
Description: This is a course in contemporary world events. World Affairs is the study of current events happening in the modern world including historical information explaining why these events are important.
Prerequisites: None.
- 422 WORLD RELIGIONS - 11/12** S 5 Credits
Description: This course is an introduction to different religions in the world. It will cover Hinduism, Buddhism, Christianity, Islam and Judaism. The course will help students understand the basic tenets of the major religions of the world, as well as try to develop an appreciation of the complex history of each religion through studying such primary sources as the Vedas, the Sutras, the Torah, the Bible, and the Koran.
Prerequisites: Parent permission.
- 423 ETHNIC STUDIES - 10/12** S 5 Credits
Description: Ethnic Studies is a historical and cultural study of the major ethnic groups that make-up our pluralistic society in the United States.
Prerequisites: None
- 430 INTRODUCTION TO BEHAVIORAL SCIENCES - 10/12** S 5 Credits
Description: This course is an introduction to behavioral sciences studied through the disciplines of anthropology, sociology, and psychology with an emphasis on the scientific research methods.
Prerequisites: None
- 431 SOCIOLOGY - 11/12** S 5 Credits
Description: This course is an introduction to the study of group behavior and social interaction. The class will analyze the structure, values and function of groups in various levels of our society. The units of study include introduction to sociology, socialization, family, aging, death and dying, education, and poverty.
Prerequisites: None
- 432 PSYCHOLOGY - 11/12** S 5 Credits
Description: This course is an introduction to the discipline of psychology as the scientific study of the individual and his/her behavior. The class will analyze psychology in action. Major topics include methods of psychology, learning, memory, social interaction, personality, and the study of abnormal behavior.
Prerequisites: None
- 433 IB PSYCHOLOGY SL - 11/12** (Millard North only) Y 10 Credits
Description: This psychology course enables us 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.
Prerequisites: None

442 LAW STUDIES - 11/12

S 5 Credits

Description: Law Studies is an academic and community oriented course designed to give the student an introductory look at 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

450 ADVANCED PLACEMENT® AMERICAN HISTORY - 11/12

Y 10 Credits

Description: This course is a chronological study of American History from colonial times to present. This is a rigorous course with college level expectations that allows a student the option of taking a nationally standardized examination for college credit. Strong reading, writing and analytical skills are necessary. The course is intended for qualified students who wish to complete studies in high school equivalent to college introductory courses in the field of American History. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in American History.

Prerequisites: None

451 ADVANCED PLACEMENT® EUROPEAN HISTORY - 11/12

Y 10 Credits

Description: AP® European History is designed to provide the students with the factual knowledge necessary to analyze historical evidence in relation to the principle themes (social, cultural, political and economic) in European history (1450-Present). The course is intended for motivated students who wish to complete studies in high school equivalent to college introductory courses in European History. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in European History.

Prerequisites: None

452 ADVANCED PLACEMENT® MACRO ECONOMICS - 11/12

S 5 Credits

Description: Advanced Placement® Macro Economics is a one semester course detailing the principles and methods of understanding a mixed economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP® Macro Economics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature of the economic problem and marginal thinking, price theory, comparing and contrasting competing economic models to explain issues of price stability, employment, and economic growth and fiscal and monetary policies which propose, describe, analyze, and evaluate economic goals in an international and global economy. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Macro Economics.

Prerequisites: None

453 ADVANCED PLACEMENT® PSYCHOLOGY - 11/12

S 5 Credits

Description: The purpose of the Advanced Placement® course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. All AP® Psychology students will have already successfully completed the introductory psychology course, showing mastering in the areas of scientific methods, learning, memory, personality, abnormal and social psychology. Students must have completed Psychology. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Psychology.

Prerequisites: Psychology.

455 IB HISTORY OF THE AMERICAS HL - 12 (Millard North only)

Y 10 Credits

Description: The History of the Americas course at Millard North High School 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 20th Century World History Topics 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 20th Century World History Topics

SPECIAL EDUCATION

All students must be Special Education verified to qualify for the following classes. Each course will be modified to fit the needs of the students based on the students' Individual Educational Plan (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.

ENGLISH

900 FUNDAMENTAL ENGLISH – 9/12 Y 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.

Prerequisite: Recommended by student's Individual Educational Plan

901 ESSENTIALS OF ENGLISH - 9 Y 10 Credits

Description: This course is designed to teach sentence writing, monitoring errors, spelling correctly, building vocabulary and understanding literature.

902 ESSENTIALS OF ENGLISH - 10 Y 10 Credits

Description: This course is designed to review sentence writing, monitoring errors, and develop paragraph writing with emphasis on the six traits of writing. It will include a study of literature to strengthen reading skills.

903 ESSENTIALS OF ENGLISH - 11 Y 10 Credits

Description: This course includes a survey of American literature and emphasis on improving writing skills for those who have difficulty in this area. The literature component includes selections from early Native Americans to modern time. The writing component includes instruction in sentence, paragraph, and error monitoring strategies. Students will also learn to write essays and practice journaling.

904 ESSENTIALS OF ENGLISH - 12 S 5 Credits

Description: The emphasis of this course is on communication skills needed for obtaining a job and for everyday use on the job. Students will research and write a detailed report on all aspects of a specific career area. Students will also type a resume and various business letters. This course also includes the study of contemporary short stories and novels.

906 ESSENTIALS OF SPEECH - 11/12 S 5 Credits

Description: This course is designed to help students understand and improve skills in intrapersonal, interpersonal, public speaking, and group communication processes. Individual speech presentations are a course requirement.

Prerequisites: Junior or senior class standing.

908 FUNDAMENTAL READING – 9/12 Y 10 Credits

Description: This course is designed for students who require an alternate curriculum in reading. This course's grading system is pass/fail.

Prerequisite: Recommended by student's Individual Educational Plan

909 ESSENTIALS OF READING – 9/12 S 5 Credits

Description: This course provides students with specific reading assistance and appropriate strategies to deal with decoding, vocabulary, and comprehension.

Prerequisite: Have not passed Reading ELO/IEP team placement.

MATH

920 FUNDAMENTAL MATH – 9/12 Y 10 Credits

Description: This course is designed for students who require an alternate curriculum in math. This course's grading system is pass/fail.

Prerequisite: Recommended by student's Individual Educational Plan

921 ESSENTIALS OF INTRODUCTION TO ALGEBRA – 9 Y 10 Credits

Description: This course is designed for the student who needs more practice with basic mathematics. Students will receive instruction in concepts involving whole numbers, decimals, and fractions. The course also includes basic Algebra concepts and is designed to prepare students for Essentials of Algebra.

Prerequisite: Recommendation of case manager / IEP team.

923 ESSENTIALS OF ALGEBRA/GEOMETRY – 9/12 Y 10 Credits

Description: This course is designed for students who may have difficulty understanding mathematics in an abstract form. The course includes basic algebra concepts and an introduction to basic geometry.

Prerequisite: Recommendation of Resource Math teacher.

925 ESSENTIALS OF CONSUMER MATH I – 11/12 S 5 Credits

Description: This course is designed to gain a better understanding of the application of mathematics in the market place. Areas to be covered are: mathematical skills, budgeting, taxes, insurance, auto consumerism, consumer applications, and consumer economics.

Prerequisite: None

926 ESSENTIALS OF CONSUMER MATH II – 12 S 5 Credits

Description: This course will continue with the skills learned in Essentials of Consumer Math I.

Prerequisite: Seniors Only

SCIENCE

930 FUNDAMENTAL SCIENCE – 9/12 Y 10 Credits

Description: This course is designed for students who require an alternate curriculum in science. This course's grading system is pass/fail.

Prerequisite: Recommended by student's Individual Educational Plan

931 ESSENTIALS OF INTEGRATED PHYSICAL SCIENCE – 9/12 Y 10 Credits

Description: This course utilizes a multi-faceted, hands-on approach to science. This course includes elements of Life Science although emphasis is placed on the Physical and Earth Sciences

932 ESSENTIALS OF BIOLOGY – 9/12 Y 10 Credits

Description: This course offers a simplified presentation of the important concepts of biology. Topics to be covered include: the cell classification, animal biology, botany, ecology, and scientific method.

933 ESSENTIALS OF PHYSIOLOGY & HEALTH I – 9/12 S 5 Credits

Description: This course offers a simplified presentation of the structure and function of the ten systems of the human body. Setting and achieving goals for healthy living as well as diseases and disorders of the systems are included.

934 ESSENTIALS OF PHYSIOLOGY & HEALTH II – 9/12 S 5 Credits

Description: This course is an extension of Fundamental Physiology & Health I. Students will continue to examine the ten systems of the human body. Setting and achieving goals for healthy living as well as diseases and disorders of the systems are included.

935 ESSENTIALS OF ENVIRONMENTAL SCIENCE – 9/12 S 5 Credits

Description: This course is designed to help students gain a better awareness of how they fit into the delicate balance of their environment. The interactions of living things with other living things as well as their impact on the non-living will be explored. A hands-on instructional approach is used.

SOCIAL STUDIES

940 FUNDAMENTAL SOCIAL STUDIES – 9/12 Y 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.

Prerequisite: Recommended by student's Individual Educational Plan

941 ESSENTIALS OF AMERICAN HISTORY (SINCE 1914) - 9 Y 10 Credits
Description: This course continues the strands started in the eighth grade American History course and begins with the time period of 1914 prior to World War I.

942 ESSENTIALS OF WORLD GEOGRAPHY - 10 Y 10 Credits
Description: This course focuses on the interrelationships between nations. To function as a global citizen, students will develop an understanding of global interdependence and diversity, cooperation and conflict between nations, and the impact of culture and history upon world issues.

943 ESSENTIALS OF ETHNIC STUDIES - 10/12 S 5 Credits
Description: Ethnic Studies provides students with a means of learning about their own ethnic backgrounds, as well as the ancestry and history of others in their school and community. Ethnicity is an integral, but complex, part of American life. Students learn about differences and focus on those cultural values and components which have become national in character.

944 ESSENTIALS OF UNITED STATES GOVERNMENT & ECONOMICS (formerly called Essentials of Civics/Consumerism) - 12 S 5 Credits
Description: This course is designed to help seniors acquire the knowledge and skills necessary to function as an informed, concerned and active citizen/consumer in our democratic society and complex world.
Prerequisite: Senior standing

FAMILY AND CONSUMER SCIENCE

950 FUNDAMENTAL DAILY LIVING – 10/12 S 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's grading system is pass/fail.
Prerequisite: Recommended by student's Individual Educational Plan

951 FUNDAMENTAL INDEPENDENT LIVING – 9/12 S 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. This course's grading system is pass/fail.
Prerequisite: Recommended by student's Individual Educational Plan

970 FUNDAMENTAL TECHNOLOGY – 9/12 S 5 Credits
Description: This course is designed for students who require an alternate curriculum to access technology. This course's grading system is pass/fail.
Prerequisite: Recommended by student's Individual Educational Plan

971 FUNDAMENTAL PREVOCATIONAL SKILLS – 9/12 Y 10 Credits
Description: This course is designed for students who require an alternate curriculum to learn prevocational work habits and skills in a supportive environment. This course's grading system is pass/fail.
Prerequisite: Recommended by student's Individual Educational Plan

973 WORK INTRODUCTION NETWORK (WIN) I – 9/12 S 5 Credits
Description: This course provides students with an opportunity to explore occupations in non-paid work experiences at pre-approved 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.
Prerequisite: Recommended by student's Individual Educational Plan

974 WORK INTRODUCTION NETWORK (WIN) II – 9/12 S 5 Credits
Description: This course provides students with an opportunity to explore occupations in non-paid work experiences at pre-approved 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.
Prerequisite: Recommended by student's Individual Educational Plan

975 OCCUPATIONAL SKILLS I - 9/10

S 5 Credits 159

Description: This exploratory course emphasizes career awareness and the development of positive worker traits. Students become acquainted with job sources, application procedures, interviewing techniques, and job maintenance skills.

Prerequisites: Permission of the Vocational Adjustment Coordinator or Work Introduction Network (suggested for 10th grade).

976 OCCUPATIONAL SKILLS II - 11/12

S 5 Credits

Description: Students are provided with information to help them prepare to enter the job market. Areas included are the job application process, vocational aptitude and interest assessment, career research, job maintenance, and consumerism.

Prerequisites: Permission of the Vocational Adjustment Coordinator or Work Introduction Network.

977 SUPERVISED OCCUPATIONS - 9/12

Y 10 Credits

Description: Provides students with an opportunity to work at a pre-approved school or community based job. This experience and the courses in Work Attitudes and Occupational Skills serve as integral components of the student's job preparation.

Prerequisites: Permission of the Vocational Adjustment Coordinator; age 16; completion of, or concurrent enrollment in the corresponding Occupational Skills or Work Attitude class. Seniors must have completed or be enrolled in Occupational Skills II to receive credit for Supervised Occupations.

Credit: 5 per semester (student must be employed the entire semester to be eligible for full credit).

978 ESSENTIALS OF COMPUTER KEYBOARDING - 9/12

S 5 Credits

Description: This course designed to teach basic keyboarding skills using all of the modalities of learning.

979 ESSENTIALS OF COMPUTER TECHNOLOGY APPLICATIONS - 10/12

S 5 Credits

Description: This course is designed to teach word processing for personal and academic use.

Prerequisites: Successful completion of Essentials of Computer Keyboarding or the equivalent.

SPECIAL PROGRAMS

835 THEATRE TECHNOLOGY APPRENTICESHIP PROGRAM – 11/12 Y 20 Credits
Description: This program is provided through a collaborative agreement with the Omaha Community Playhouse and the Omaha Job Clearinghouse. Student stage technician apprentices learn to perform a variety of tasks required for preparing stages for theatrical, musical and other entertainment events in arenas, stadium, theaters, studios and amusement parks. Training encompasses about 4500 hours of instruction and on-the-job experiences. It exposes the stage-technician candidate to such skills as stage carpentry, stage lighting, stage props, rigging, stage wardrobe, stage setups of audiovisual equipment, special effects, makeup, laser and stage pyrotechnics, and the basics of television and video production.

Prerequisites: Approved application and interview. Contact your counselor.

836 HVAC YOUTH APPRENTICESHIP PROGRAM – 11/12 Y 10 Credits
Description: This two year program is provided through collaborative agreement with the Omaha Job Clearinghouse and the Heating and Cooling Contractors Association. Students will attend classes at Metro Community College and participate in a paid internship program. The focus of the junior year will be Introduction to Industrial Safety (BDM 100) and Refrigeration Electrical Theory and Application (AHR 101). The focus of the senior year will be Refrigeration Service Principles and Basic Automatic Controls (AHP 103) and Refrigeration and Shop Practices (AHR 107) and Gas Heat (108).

Prerequisites: Approved application and interview. Contact your counselor.

837 AUTO BODY TECHNOLOGY – Year 1 – 11/12 Y 10 Credits
837 AUTO BODY TECHNOLOGY – Year 2 – 11/12 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Automotive Welding (ABT 100), Non-Structural Repair I (ABT 101), Automotive Welding II (ABT 110), Auto Refinishing I (ABT 200), Structural Repair I (ABT 113), Structural Repair II (ABT 123), Employability Skills (AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

838 AUTOMOTIVE TECHNOLOGY – Year 1 – 11/12 Y 10 Credits
838 AUTOMOTIVE TECHNOLOGY – Year 2 – 11/12 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Introduction to Auto Service & Minor Repair (AUT 101), Auto Electricity and Electronics (AUT 103), Lab Electricity I (AUT 192), Battery, Starting & Charging Systems (AUT 104), Lab-Starting & Charging Systems (AUT 193) and Brake Systems (AUT 105)), Employability Skills (AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

839 CONSTRUCTION TECHNOLOGY-CONCRETE/MASONRY – Year 1 – 11/12 Y 10 Credits
839 CONSTRUCTION TECHNOLOGY-CONCRETE/MASONRY – Year 2 – 11/12 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, the student will complete Introduction to Concrete (CST 139), Introduction to Masonry (CST 153), Advanced Masonry Construction (CST 163), concrete and Wall Forms (CST 143) and Brick & Block Fireplace Construction (CST 165), Employability Skills (AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

840 PRINTING & PUBLISHING TECHNOLOGY – Year 1 – 11/12 Y 10 Credits 161
840 PRINTING & PUBLISHING TECHNOLOGY – Year 2 – 11/12 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Elkhorn Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Print Overview (PPT 100), Text Imaging QuarkXPress (PPT 101), Camera Imaging (PPT 102), Electronic Imaging (PPT 112), Film Assembly (PPT 116) and Basic Press I (PPT 121), Employability Skills (AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

841 HORTICULTURE – Year 1 – 11/12 Y 10 Credits
841 HORTICULTURE – Year 2 – 11/12 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Introduction to Horticulture (OHR 101), Evergreen Identification (ORH 112), Ornamental Grass (OHR 116), Floral Design (OHR 121 and 122), Interior Landscaping & Houseplants (OHR 221) and Technical Academy Internships (OHR 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

980 COMMUNITY INTERNSHIP – 11/12 S 5 or 10 Credits

Description: This experience enables students to explore possible career options by learning in a work environment. Students must complete a minimum of 80 unpaid contact hours to earn 5 credits and 160 unpaid contact hours to earn 10 credits. Internship hours must occur during the normal school times. In addition, students will keep a time log, journal, complete abstracts for a minimum of 10 career articles, and give a presentation about the internship experience. The student/parent is responsible for transportation to and from the internship site.

Prerequisite: An application form must be submitted to Mr. Ott, Program Coordinator. Course work related to the career area, previous job experience and volunteer experiences will all be considered in making placements. Junior or Senior status is recommended.

990 ENGLISH LANGUAGE LEARNER- 9/12 S 5 Credits

Description: This course is designed for students who are in the process of learning English. An individualized program is developed for each ELL student using the 4 modalities of listening, speaking, reading, and writing. Instruction in these modalities provides the basis for the student to think, problem solve and learn in English.

Prerequisites: Permission of the ELL Department Head based on student performance on an English language proficiency test.

INDEPENDENT STUDY COURSES

Description: Students will usually be required to meet with a coordinating independent study teacher for a block of time on a daily basis. Students must, however, complete a minimum of 80 hours contact time to earn 5 credits and 160 contact hours for ten credits. Independent studies can only be taken for course work that exceeds the course offerings at the high school. 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 of Curriculum and Instruction. Once this contract has been approved, the student should register for the independent study with the Assistant Principal of Pupil Services.

ESSENTIAL LEARNER OUTCOME (ELO) RETEACHING COURSES

Description: Elective review courses are available for students who have not met cut scores in Essential Learner Outcome Assessments in Math, Science or Social Studies. Students will acquire knowledge and skills in areas of deficiency as indicated by the Individualized Learning Plan (ILP), develop reading strategies that apply to the respective discipline and apply test-taking strategies to the respective discipline.

Prerequisites: Recommendation by ELO assessment administrator, two unsuccessful attempts to meet the cut score.

850 IB THEORY OF KNOWLEDGE – 11 (Millard North only)

Y 5 Credits

Description: The Theory of Knowledge course is a required component of all International Baccalaureate Program 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 and may be combined with Computer Applications in the junior year and United States Government and Economics (formerly called Civics and Consumerism) in the senior year. TOK will satisfy the 5 credit Human Resources requirement in 11th grade

851 IB THEORY OF KNOWLEDGE – 12 (Millard North only)

Y 5 credits

Description: This course is the second year of a required component of the International Baccalaureate Program. 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. It will meet throughout the year and may be scheduled with United States Government and Economics (formerly called Civics and Consumerism). TOK is five credits of electives in 12th grade.

Prerequisites: IB Theory of Knowledge 11.

ACCELERATED PROGRAMS

1. Accelerated programs for qualified students in grades 9 through 12 are available in Math, English and Foreign Language.
2. Advanced Placement® courses are available in English, American History, European History, Psychology, Macro Economics, Computer Science, Music Theory, Physics, Statistics, Biology, Chemistry, Calculus, French, Spanish, German, and Latin. The College Board Advanced Placement® tests are administered for these courses and are also available for able students in other advanced programs.
3. Early-entry college courses are available through local institutions such as the University of Nebraska Omaha (UNO), Creighton and Metropolitan Community College. Selected AP® courses are available for early entry enrollment through Peru State College and the University of Nebraska Omaha (UNO).
4. Dual Enrollment with Metro Community College Articulated Agreement for high school credit and the University of Nebraska Omaha (UNO).
5. An International Baccalaureate Diploma Program is available to students who meet the entrance criteria. A full diploma program is available in six subject groups: Language A1, Language B, Individuals and Societies, Experimental Sciences, Mathematics, and Electives.



Millard South High School

<p>Last Revised 11/24/03</p>

Curriculum Handbook

&

Student Registration Guide

2004 – 2005

Millard Public Schools

Millard Board of Education

**Brad Burwell
Julie A. Johnson
Mike Kennedy
Mike Pate
Linda Poole
Jean Stothert**

DR. KEITH LUTZ - SUPERINTENDENT

NOTICE OF NONDISCRIMINATION

The Millard Public School District does not discriminate on the basis of race, color, religion, national origin, gender, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policy:

Superintendent of Schools
5606 S. 147th St., Omaha, NE 68137
(402) 895-2000

Dear Parents and Students:

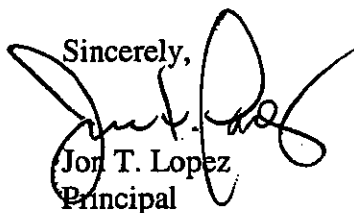
The purpose of this curriculum handbook is to provide you with specific information that you will need as you make course selections for the 2004-2005 school year. Information that you will find in this handbook includes graduation requirements, course descriptions, student outcomes, prerequisites, and credit that is granted for the successful completion of each course. I encourage you as a family to closely examine this information as you prepare for the next school year, and for life after high school.

Millard South offers a comprehensive educational program utilizing an alternating day block schedule. A variety of course offerings and special programs are available for students of all learning styles, ability levels, and career and post secondary aspirations. It is important to consider these characteristics of your child when making course selections. Each student is assigned a guidance counselor and a teacher advisor during their time at Millard South. It is equally important to communicate with them regarding your/your child's course selection and academic progress. For students who have an Individualized Learning Plan or a 504 Accommodation Guide, it is essential that there is communication with the student's case manager and counselor prior to course selection.

The success of any academic program depends on the amount of effort and communication that takes place by all who are involved in the teaching and learning process. I encourage you to contact our staff with any questions that you may have as you make your course selections and during the academic year.

You have my best wishes for a successful 2004-2005 school year.

Sincerely,



Jon T. Lopez
Principal

MILLARD PUBLIC SCHOOLS GRADUATION REQUIREMENTS

Credit Requirements: A minimum of 225 credits is required for graduation.
Assessment Requirements: Students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, math, science, and social studies.

<u>Program</u>	<u>Total Credits</u>	<u>Courses or Subject Areas</u>	<u>Credits</u>	<u>Univ. of Nebraska System Requirements **</u>
English	40	English 9 English 10 English 11 Choice of an English Selected Elective Choice of an Oral Communications Course	10 10 10 5 5	4 years (all courses must include intensive reading and writing experiences)
Social Studies	30	American History World Geography Choice of a World Perspective or an American Studies Course United States Government & Economics (formerly Civics)	10 10 5 5	3 years (including American or world history and American government or geography)
Mathematics	25	Algebra or Algebra Foundations A course numbered 220 or higher One additional math course (Computer Science courses may not be applied toward math credit.)	10 10 5	4 years** (including algebra, geometry and one year that builds on algebra or geometry)
Science	25	Integrated Physical Science – 9 th Grade Biology – 10 th Grade Choice of Science Electives numbered 333 or higher OR Biology – 9 th Grade Chemistry or Physics – 10 th Grade Choice of Science Electives numbered 333 or higher	10 10 5 10 10 5	3 years of natural science (includes one with laboratory instruction)
Physical Education	15	See Course Descriptions for grade-appropriate selections	15	
Health Education	5	Everyday Living taken in 10th or 11th grade	5	
Technology Education	5	Choice of Technology Selected Courses	5	
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses (any music, art, or drama course)	5	2 years of the same foreign language
Human Resources	5	Choice of a Human Resources Courses	5	
Electives	70	A total of 70 additional credits	70	

CREDIT SUMMARY:

	<u>Total Credits</u>
English (5 credits must be from Oral Communications)	40
Social Studies	30
Mathematics	25
Science	25
Physical Education	15
Health Education	5
Technology Education	5
Fine & Performing Arts	5
Human Resources	5
Electives	70
Totals	225

**The Univ. of Nebraska has three undergraduate campuses – Univ. of Nebraska-Lincoln, Univ. of Nebraska at Omaha, and Univ. of Nebraska at Kearney. UNL requires 4 years of math. UNO & UNK require 3 years of math.

In addition, you must graduate in the upper half of your high school class OR have an ACT score of 20 or higher OR an SAT score of 950 or higher.

Assessment Requirements: Students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, math, science, and social studies.

ASSESSMENT REQUIREMENT INFORMATION

ASSESSMENT REQUIREMENTS:

In addition to 225 credits required for graduation, students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, mathematics, science, and social studies. The following information is taken from Board Rule 6320.1.

Effect of Student Performance

When a student has successfully met the Essential Learner Outcomes Assessment cutscore for each outcome of reading, writing, mathematics, science, and social studies:

1. A notation shall be made in the student's cumulative record for each outcome strand that the student has passed the assessment test. Such information will be communicated to parent(s)/guardian(s) in writing.
2. Having passed the high school Essential Learner Outcomes Assessment, the student shall have met an essential criteria for graduating from the Millard Public Schools.
3. Upon completion of the final assessment testing offered by the district during the student's senior year, if any student has not achieved the necessary cutscore as set by the Millard Board of Education, his/her diploma will be denied.
4. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite cutscores are achieved for High School Essential Learner Outcomes Assessments.
 - a. 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 to consider lowering of the cutscore 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 cutscore.
 - b. Applications for approval of lowered cutscore requirements and/or alternate assessments may be submitted by the student's parent(s) and/or guardian(s) 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.
 - c. If the lowered cutscore requirement is approved, it will be considered to represent the student's performance in this course area. The student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools.
 - d. For students in grades 9-12, an additional opportunity is available to demonstrate their proficiency. After two retest attempts to meet the established cutscore(s) for the Essential Learner Outcome assessment(s) without achieving the cutscore, students may apply to the Associate Superintendent for Educational Services to participate in a process, as provided in the District's Assessment Procedures Manual, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies. [Demonstration of Proficiency – contact a building administrator for further information.]

Student's Right to Appeal

A student has the right to appeal his/her eligibility for graduation regarding the requisite credits and/or the required assessments.

- A. 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 which was previously requested by the student and denied by the District.
 2. The failure of the District to provide an alternate assessment which had been previously requested by the student and denied by the District.
 3. The student had transferred into the District and was therefore not provided adequate teaching of the curriculum to enable the student to achieve the necessary cutscore.
 4. The failure of the District to approve evidence of proficiency through work products or classroom demonstrations in areas of deficiency in reading, writing, math, science, or social studies.
- B. Procedures for Appeal
1. Within seven (7) days after the receipt of the notice that the student failed to achieve the cutscore or credits 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.
 2. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or the Superintendent's 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.
 3. 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 for a hearing before the Millard Board of Education be held on the issue whether the decision of the Superintendent or his/her designee was unreasonable.
 4. Such hearing shall be held before the Millard Board of Education within thirty (30) days of the date the request for hearing was received. If a hearing before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.
 5. 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.
 6. The parties may, by mutual written agreement, extend the time for hearing or final determination.
 7. 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.

8. 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 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.
9. The decision of the Millard Board of Education shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education 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.

GRADUATION

Upon successful completion of the required credits and assessments, a student shall be eligible for a graduation diploma from the Millard Public Schools.

ADDITIONAL REQUIREMENTS & CONSIDERATIONS

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 attend.
3. Electives: Courses are offered in the subject areas previously listed and in business education, foreign language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.
4. Students must successfully complete 60 credit hours before being classified as a 10th grader (sophomore), 115 credits before being classified as an 11th grader (junior), and 170 credits before being classified as a 12th grader (senior).
5. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.
 1. A student must complete 225 credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.
7. Subject areas listed on page 2 include the following courses:

ENGLISH SELECTED ELECTIVES

British Literature
World Literature
Career English
Shakespeare
AP[®] English

Research Methods
Creative Writing
Composition and Literature
Analysis of Mass Media

ORAL COMMUNICATIONS COURSES

Speech
Forensics
Debate I

AMERICAN STUDIES

Ethnic Studies
Law Studies
AP[®] Macro Economics
AP[®] American History

WORLD PERSPECTIVES COURSES

World History
World Affairs
World Religions
AP[®] European History

HUMAN RESOURCES COURSES

Introduction to Behavioral Sciences
Sociology
Psychology
AP[®] Psychology
Adult Living
Child Development

TECHNOLOGY EDUCATION

Computer Technology Applications
Introduction to Computer Science
Foundations of Technology
Introduction to Graphics Communications
Information Technology Mini-Magnet Courses

FINE & PERFORMING ARTS

Any Art course
Any Music course
Drama I
Theatre Appreciation

8. Grading Guidelines for Third – Twelfth Grade

6330.1

The Millard Public Schools Grading Guidelines for third through twelfth grade shall be used to report achievement, academic progress, and compute Grade Point Averages (GPA) and Class Rankings where applicable. Weighted grade points shall be given to those grades received in Advanced Placement® (AP®) classes or International Baccalaureate (IB) classes where applicable.

<u>Number Grade</u>	<u>Letter Grade</u>	<u>% Grade Range</u>	<u>Standard Grade Pts.</u>	<u>Weighted Grade Pts. (AP) (IB)</u>
1 =	A =	100-93 =	20 Grade pts. or	25 Grade pts.
2 =	B =	92-85 =	15 Grade pts. or	20 Grade pts.
3 =	C =	84-77 =	10 Grade pts. or	15 Grade pts.
4 =	D =	76-69 =	5 Grade pts. or	5 Grade pts.
5 =	F =	68- 0 =	0 Grade pts.	0 Grade pts.
P =	P =	Pass =	0 Grade pts.	0 Grade pts.
F =	F =	Fail =	0 Grade pts.	0 Grade pts.

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. Weighted grade points will apply to Advanced Placement courses and to those courses taken for International Baccalaureate purposes wherein students are required to meet IB requirements for standard level or high level assessment. Pre-IB courses do not qualify for weighted grade points.

Class rank shall be determined by Total Class Rank Points. The Grade Point Average multiplied by the total Grade Points shall equal Total Class Rank Points for each student. The listing of the Total Class Rank Points from highest to lowest shall determine the class rank of each student.

9. Courses listed as "basic" are open only to students who meet the prerequisites. Failure of a regular course does not qualify a student to enter a basic course.
10. It is strongly recommended that each student take at least 5 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. Study halls are not a class.
11. **ELIGIBILITY FOR ACTIVITIES:** In order to participate in interscholastic athletic competition and/or activities, the Millard Schools require that a student be enrolled in at least 20 hours per week and regular in attendance as well as having received 20 semester hours of credit the immediate preceding semester.
12. **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 you should find yourself in this position, you should be aware that the Millard Schools have 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.
13. **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: www.ncaa.org or www.ncaaclearinghouse.net
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 Initial-Eligibility Clearinghouse which will analyze your academic information to determine if you meet NCAA initial-eligibility requirements. The three steps for being certified are clearly explained in a booklet entitled **Making Sure You Are Eligible to Participate in College Sports**. Obtain a copy of this booklet (available in the

counseling department) early in the first semester of your senior year. Don't delay this process – if you are uncertain about participation in Division I or II it is best to complete this process anyway. This process does NOT bind you to participate, however, it is a necessary procedure should you 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.

You are encouraged to visit with your counselor or obtain the most recent NCAA booklet to review the policies which will affect you. Athletes or their parents are encouraged to obtain additional references pertaining to student athletes. The best single reference, which may be available in limited quantities in the counseling office, is **2002-2003 NCAA Guide for the College Bound Student Athlete** published by the NCAA, PO Box 6222, Indianapolis, Indiana, 46206-6222. The phone number is (317) 917-6222. This document is also available on-line.

In order to be classified a “qualifier” at a Division I college, you are required to:

1. Graduate from high school.
2. Successfully complete a core curriculum of at least 13 * academic course units as follows:
(Core curriculum courses are considered college preparatory. Courses listed as “Basic” may only be used for eligibility by students who have a verified disability. Accepted courses are listed on the NCAA Initial Eligibility Clearinghouse website. Contact your counselor if you have questions regarding core courses.)
 - English – 4 years,
 - Mathematics – 2 years (Algebra I or above),
 - Natural or Physical Science (including at least one laboratory class, if offered by the school) – 2 years,
 - Social Science – 2 years,
 - Additional course in English, mathematics, or natural or physical science – 1 year,
 - Additional academic courses (in any of the above areas or foreign language, computer science**, philosophy or non-doctrinal religion) – 2 years.

*Students first entering college on or after August 1, 2005 must complete 14 academic course units. The additional course may come from any of the following areas: English, mathematics, natural/physical science, social science, foreign language, non-doctrinal religion, or philosophy.
 **Computer science courses will no longer be able to be used for initial-eligibility purposes for students first entering a collegiate institution on or after August 1, 2005.
 *** Students planning to enter college (current high school freshmen) on or after August of 2008 will be required to have 16 core courses: 4 years of English; 3 years of Math (Algebra I or higher); 2 years of natural/physical science (one lab science); 1 year of additional English, math, or science; 2 years of social studies, 4 years of additional core courses (from any area listed above, or from foreign language, non-doctrinal religion or philosophy).
3. Have a core-course grade-point average (based on a maximum of 4.000) and a combined score on the SAT verbal and math sections or a sum score on the ACT based on the qualifier index scale. (Index scale is available through the Counseling or Activities Office or on-line.)

In order to be classified a “qualifier” at a Division II college, you are required to:

1. Graduate from high school.
2. Have a GPA of 2.00 (based on a maximum of 4.000) in a successfully completed core curriculum of at least 14 academic course units as follows:
 - See Division I listing.
3. Have a combined score on the SAT verbal and math sections of 820 (if taken on or after April 1, 1995) or a 68 sum score on the ACT.

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 860 on the SAT taken on or after April 1, 1995; 740 for tests taken prior to April 1, 1995.
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. Students must be a high school graduate or one who has received a high school equivalency diploma or has been certified as having passed a national test such as the General Education Development Test (GED).
2. Non-high school graduates can establish eligibility by competing one term of college work and passing 12 credits with a 1.75 grade point average or higher. This term must be taken after the student's high school class has graduated.
3. Non-high school graduates who have earned sufficient credit for high school graduation status can establish eligibility for athletic participation by completing one term of college work passing 12 credits with a 1.75 GPA or higher. This term can be completed before the student's high school class has graduated.

14. **ACT SCORES AND CORE CURRICULUM** – Information provided by the College Board indicates that students who complete the core curriculum do better and have higher ACT scores. The ACT core curriculum consists of: 4 years of English, 3 years of Social Studies, 3 years of Math, 3 years of Science.

15. POST-SECONDARY OPPORTUNITIES**a. EARLY ENTRY COLLEGE OPPORTUNITIES**

Selected AP[®] courses are available for early entry enrollment through Peru State College and the University of Nebraska-Omaha (UNO). The courses available for this option may vary from year to year due to staffing constraints. Students will have the option to enroll for college credit. The number of college credit hours is determined by the corresponding college class. Students are dual enrolled for the class at a Millard High School and Peru State College and/or UNO. Tuition costs for 2003-2004 are \$104.00 per credit hour including extended campus fee at Peru State and \$200.00 per course at UNO (2004-2005 costs to be determined). The grade earned on the high school transcript is on the Peru State College or UNO transcript. This credit is transferable to other colleges and universities. Students are urged to check with the college they plan to attend regarding transferring of credit toward their college program. Students are also encouraged to take the AP[®] exam, especially if they are unsure of their college plans.

b. ADVANCED PLACEMENT[®]

The Advanced Placement Program[®] (AP[®]) is a cooperative educational endeavor between secondary schools and colleges and universities. Advanced Placement[®] courses provide motivated students with the opportunity to take college-level courses in a high school setting. Based on student performance on rigorous AP[®] examinations, students can earn credit, advanced placement, or both, for college. This provides the opportunity for students to save on college tuition and even to graduate early from college. School counselors can provide more information about AP[®] opportunities.

c. METROPOLITAN COMMUNITY COLLEGE

Millard Public Schools and Metropolitan Community College (MCC) maintain an articulation agreement for the following courses. Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

- Obtain a grade of "B" or better in the course(s) to be considered for advanced placement.
- Complete the Advanced Standing Placement Application and enroll at MCC within two years of high school graduation.

<u>Millard Courses</u>	<u>Metropolitan Community College</u>
504 Computer Keyboarding	MCT 125 Keyboarding
505 Computer Word Processing	MCT 128 Comp. Keyboarding Skill Building
506 Computer Technology Applications	MCT 103 Microcomputer Essentials
983 A+ Hardware, Software Troubleshooting	ELT 191 PC Troubleshooting
502 Accounting I	ACC 101 Bookkeeping
503 Accounting II	ACC 101 Bookkeeping and/or ACC 111 Accounting I
512 Marketing I / 513 Marketing II	MAR 101 Principles of Marketing
527 Child Development	CHC 101 Intro. to Early Childhood
981 CISCO Networking Academy I – Sem. 1	ELT 116 CISCO I Networking Fundamentals

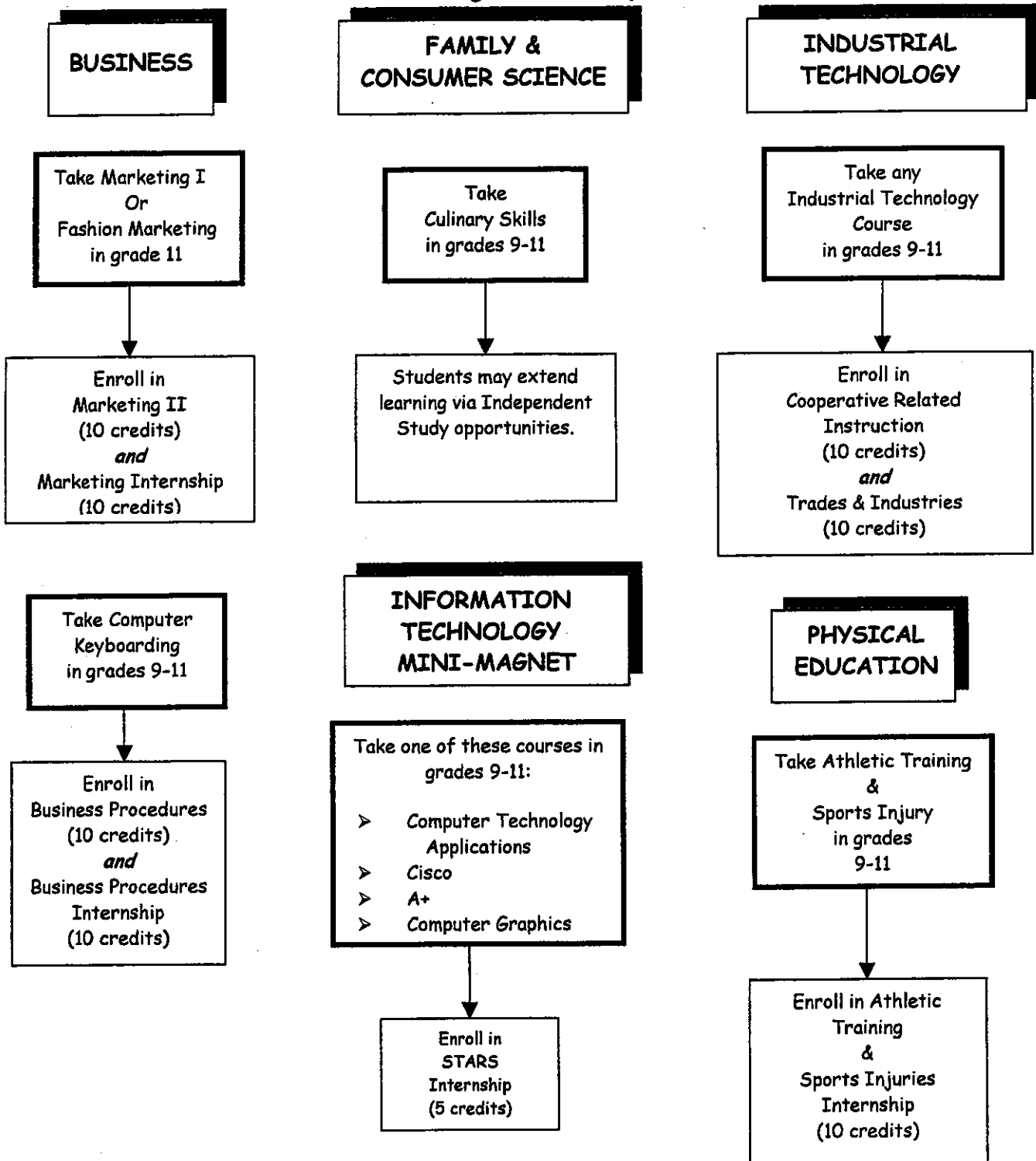
981 CISCO Networking Academy I – Sem. 2	ELT 117 CISCO II Routing Fundamentals
982 CISCO Networking Academy II – Sem. 1	ELT 231 CISCO III Switching & Land Designs
982 CISCO Networking Academy II – Sem. 2	ELT 233 CISCO IV Wide Area Networking
525 Culinary Skills	FST 100 Food Industry Fundamentals or FST 110 Culinary Skills
601 Construction Technology	CST 101 Introduction to Carpentry
621 Comprehensive Metals	PFT 101 Intro to Machine Technology
622/Welding/623 Advanced Welding	WEL 101 Oxy/Acetylene Welding I
640 Engineering Drafting & Design	ACT 109 Beginning AutoCAD
641 Residential Architectural Drafting & Design	ACT 119 Intermediate Auto CAD or ACT 124 Wood Frame Architecture II
651 Foundations of Computer Graphics	GCA 100 Creativity: Concept Development
655 Foundations of Visual Graphics / 656 Advanced Visual Graphics	PTY 100 Basic Photography
835 Theater Technology Apprenticeship Program I	THE 110 Theater Technology I
835 Theater Technology Apprenticeship Program II	THE 111 Theater Technology II
836 HVAC Apprenticeship Program I	BDM 100 Introduction to Industrial Safety AHR 101 Refrigeration Electrical Theory & Application
836 HVAC Apprenticeship Program II	AHR 103 Refrigeration Service Principles & Basic Automatic Controls AHR 107 Refrigeration Shop Practices AHR 108 Gas Heat
837 Auto Body Technology – Year 1	AFS 120 Employability Skills ABT 100 Automotive Welding ABT 101 Non-Structural Repair I ABT 110 Automotive Welding II ABT 099 Technical Academy Internship
837 Auto Body Technology – Year 2	ABT 099 Technical Academy Internship ABT 200 Auto Refinishing I ABT 113 Structural Repair I ABT 123 Structural Repair II
838 Automotive Technology – Year 1	AFT 120 Employability Skills AUT 101 Intro to Auto Service & Minor Repair AUT 103 Auto Electricity and Electronics AUT 192 Lab Electricity I AUT 099 Technical Academy Internship
838 Automotive Technology – Year 2	AUT 099 Technical Academy Internship AUT 104 Battery, Starting & Charging Syst. AUT 193 Lab, Starting & Charging Syst. AUT 105 Brake Systems
839 Construction Technology – Concrete/Masonry – Year 1	AFT 120 Employability Skills CST 139 Intro. To Concrete CST 153 Intro. To Masonry CST 099 Technical Academy Internship
839 Construction Technology – Concrete/Masonry – Year 2	CST 099 Technical Academy Internship CST 163 Advanced Masonry Const. CST 143 Concrete and Wall Forms CST 165 Brick & Block Fireplace Const
840 Printing & Publishing Technology – Year 1	AFS 120 Employability Skills PPT 100 Print Overview PPT 101 Text Imaging QuarkXPress PPT 102 Camera Imaging PPT 099 Technical Academy Internship

840 Printing & Publishing Technology – Year 2	PPT 099 Technical Academy Internship PPT 112 Electronic Imaging PPT 116 Film Assembly PPT 121 Basic Press I
841 Horticulture – Year 1	AFS 120 Career Success Strategies ORH 101 Intro. To Horticulture ORH 112 Evergreen Identification ORH 121 Floral Design ORH 125 Annual Identification ORH 099 Technical Academy Internship
841 Horticulture – Year 2	ORH 099 Technical Academy Internship OHR 221 Interior Landscaping & Houseplants ORH 122 Floral Design I OHR 116 Ornamental Grass

Juniors & Seniors

Gain work experience & earn credit!

Enroll in the following Work Study Courses



See your counselor or advisor to enroll

HIGH SCHOOL OFFERINGS 2004-2005

180

All courses listed may not be offered each semester due to insufficient student enrollment or staff availability.

Art

- 700 Understanding Art - 9/12 S
- 704 Color and Design - 9/12 S
- 705 Art Foundations - 9/12 S
- 710 Pottery and Sculpture - 10/12 S
- 711 Advanced Pottery and Sculpture - 10/12 S
- 720 Drawing - 10/12 S
- 721 Advanced Drawing - 10/12 S
- 722 Painting - 10/12 S
- 726 Commercial Art - 11/12 S
- 730 Advanced Studio Art - 12 Y

Business

- 500 Personal Finance - 9/12 S
- 501 International Business - 10/12 S
- 502 Accounting I - 10/12 Y
- 503 Accounting II - 11/12 Y
- 504 Computer Keyboarding - 9/12 S
- 505 Computer Word Processing - 9/12 S
- 506 Computer Technology Applications - 9/12 S
- 507 Business Communications - 11/12 S
- 508 Business Procedures - 10/12 Y
- 509 Business Procedures Internship - 11/12 Y
- 510 Business Law - 11/12 S
- 511 Fashion Merchandising - 11/12 Y
- 512 Marketing I - 11/12 Y
- 513 Marketing II - 12 Y
- 514 Marketing Internship - 12 Y
- 517 Basic Computer Keyboarding - 9/12 S
- 518 Basic Computer Technology Applications - 10/12 S

Computer Science

- 255 Introduction to Computer Science - 9/12 S
- 256 Computer Topics - 10/12 S
- 258 Contemporary Programming Languages - 10/12 S
- 260 Advanced Placement[®] Computer Science 11/12 Y
- 981 Cisco Networking Academy I - 11/12 Y
- 982 Cisco Networking Academy II - 12 Y
- 983 A+: Computer Hardware & Software Operations - 10/12 S
- 985 STARS Internship - 11/12 S

English

- 001 English 9 - Y
- 002 English 10 - Y
- 003 Honors English 9 - Y
- 004 Honors English 10 - Y
- 005 Basic English 9 - Y
- 006 Basic English 10 - Y
- 007 English 11 - Y
- 008 Basic English 11 - Y
- 011 Beginning Journalism - 9/12 S
- 012 Newspaper - 10/12 Y
- 013 Yearbook - 10/12 Y
- 020 Speech - 9/12 S
- 021 Forensics - 9/12 Y
- 022 Debate I - 9/12 S
- 023 Advanced Debate - 10/12 Y

English (continued)

- 024 Drama I - 9/12 S
- 025 Drama II - 9/12 S
- 026 Theatre Technology - 9/12 S
- 027 Analysis of Mass Media - 11/12 S
- 030 Career English - 11/12 S
- 032 Composition and Literature - 12 Y
- 033 Creative Writing - 11/12 S
- 035 Research Methods - 11/12 S
- 036 College Prep Grammar and Reading - 11/12 S
- 039 Theatre Appreciation - 9/12 S
- 041 British Literature - 11/12 S
- 042 World Literature - 11/12 S
- 043 Shakespeare - 11/12 S
- 048 Advanced Placement[®] English - 12 Y

Family and Consumer Science

- 520 Interior Design - 9/12 S
- 521 Apparel Design & Production - 9/12 S
- 522 Creative Textile Design - 9/12 S
- 523 Foods for Today - 9/12 S
- 524 Foods of the World - 9/12 S
- 525 Culinary Skills - 9/12 S
- 526 Everyday Living - 10/11 S
- 527 Child Development - 11/12 S
- 528 Adult Living - 12 S

Foreign Language

- 112 German I - 9/12 Y
- 113 German II - 9/12 Y
- 114 Honors German II - 9/10 Y
- 115 German III - 10/12 Y
- 116 Honors German III - 10/12 Y
- 117 German IV - 11/12 Y
- 118 Honors German IV - 11/12 Y
- 119 Advanced Placement[®] German - 12 Y
- 132 French I - 9/12 Y
- 133 French II - 9/12 Y
- 134 Honors French II - 9/10 Y
- 135 French III - 10/12 Y
- 136 Honors French III - 10/12 Y
- 137 French IV - 11/12 Y
- 138 Honors French IV - 11/12 Y
- 139 Advanced Placement[®] French - 12 Y
- 152 Spanish I - 9/12 Y
- 153 Spanish II - 9/12 Y
- 154 Honors Spanish II - 9/10 Y
- 155 Spanish III - 10/12 Y
- 156 Honors Spanish III - 10/12 Y
- 157 Spanish IV - 11/12 Y
- 158 Honors Spanish IV - 11/12 Y
- 159 Advanced Placement[®] Spanish - 12 Y

Industrial Technology

- 601 Construction Technology - 9/12 S
 602 Manufacturing Technology - 9/12 S
 603 Intro to Eng & Architectural Graphics - 9/12 S
 605 Foundations of Technology I - 9/12 S
 606 Foundations of Technology II - 9/12 S
 607 Foundations of Technology III - 10/12 S
 610 Electricity - 10/12 S
 612 Industrial Plastics - 10/12 S
 613 Consumer Maintenance - 9/12 S
 620 Metals - 10/12 S
 621 Comprehensive Metals - 11/12 Y (Double Block)
 622 Welding - 10/12 S
 623 Advanced Welding - 11/12 S
 630 Woods I - 10/12 S
 632 Woods II - 11/12 Y
 637 Introduction to Building Trades - 10/12 S
 641 Residential Architectural Drafting and Design - 10/12 Y
 646 Advanced Architectural Concepts - 11/12 S
 647 Adv. Arch: Residential Design & Presentation - 11/12 S
 648 Adv. Arch: Commercial Design & Presentation - 11/12 S
 649 Adv. Arch: Modeling & Presentation - 11/12 S
 660 Trades and Industry - 12 Y
 661 Cooperative Related Instruction - 12 Y
 670 Engineering Drafting & Design - 10/12 Y
 671 Adv. Engineering Concepts - 11/12 S
 672 Adv. Engineering: Structural Design - 11/12 S
 673 Adv. Engineering: Industrial/Mech Design - 11/12 S
 674 Adv. Engineering: Civil/Surface Design - 11/12 S

Mathematics

- 205 Algebra Foundations I - 9/10 Y
 206 Algebra Foundations II - 10/11 Y
 210 Algebra - 9/12 Y
 220 Geometry - 9/12 Y
 221 Honors Geometry - 9/12 Y
 230 Advanced Algebra - 9/12 Y
 232 Honors Advanced Algebra - 9/12 Y
 235 Functions and Discrete Math - 12 Y
 238 Precalculus - 10/12 Y
 239 Honors Precalculus - 10/12 Y
 243 Advanced Placement® Statistics - 11/12 Y
 250 Consumers Math - 12 Y
 252 Advanced Placement® Calculus AB - 12 Y
 253 Advanced Placement® Calculus BC - 12 Y

Music

- 755 The Music Consumer - 9/12 S
 760 Symphonic Band - 9/12 S
 761 Marching Band - 9/12 S
 762 Concert Band - 9/12 S
 763 Orchestra - 9/12 Y
 764 Wind Ensemble - 9/12 S
 771 Concert Choir - 9 Y
 772 Junior Varsity Choir - 10 Y
 773 Varsity Choir - 11/12 Y
 774 Mixed Chorus I - 9/12 S (1st Semester)
 775 Mixed Chorus II - 9/12 Y
 780 Music Theory - 9/12 S
 781 Advanced Placement® Music Theory - 11/12 S

Physical Education

- 800 Sports Skills and Fitness - 9/10S
 801 Cross Training I - 9/12S
 802 Cross Training II - 10/12S
 803 Lifetime Fitness - 11/12S
 805 Weight Training I - 10/12S
 806 Weight Training II - 10/12S
 808 Introduction to Aquatics - 9/12S
 809 Lifeguard Training - 10/12S
 810 Fitness Swimming - 9/12S
 812 Developmental Physical Education - 9/12 S
 814 Athletic Training & Sports Injury - 9/12S
 815 Ath Training & Sports Injuries Intern - 11/12 Y
 816 Advanced Performance - 11/12 S
 817 Sport Officiating - 10/12 S

Reading

- 050 Study Skills - 9/12 S
 052 Reading 9 Y
 053 Reading 10 - S
 054 Reading 11 - S
 055 Reading 12 - S
 056 Content Area Reading 9 - Y
 057 Content Area Reading 10 - Y

Science

- 319 Basic Integrated Physical Science - 9Y
 320 Integrated Physical Science - 9Y
 326 Basic Biology - 10Y
 327 Biology - 9/10Y
 333 Zoology - 10/12S
 334 Chemistry - 10/12Y
 335 Astronomy - 10/12 S
 346 Environmental Science - 10/12S
 352 Physics - 10/12Y
 362 Human Physiology - 10/12Y
 370 Advanced Placement® Chemistry - 11/12Y
 377 Advanced Placement® Biology - 11/12Y
 379 Advanced Placement® Physics - 11/12Y

Social Studies

- 410 American History (Since 1914) - 9Y
 412 World Geography - 10Y
 414 United States Government & Economics - 12S
 (formerly called Civics/Consumerism)
 420 World History - 11/12Y
 421 World Affairs - 11/12S
 422 World Religions - 11/12S
 423 Ethnic Studies - 10/12S
 430 Introduction to Behavioral Sciences - 10/12S
 431 Sociology - 11/12S
 432 Psychology - 11/12S
 442 Law Studies - 11/12S
 450 Advanced Placement® American History - 11/12Y
 451 Advanced Placement® European History - 11/12Y
 452 Advanced Placement® Macro Economics - 11/12S
 453 Advanced Placement® Psychology - 11/12S

Special Education

- 900 Fundamental English-9/12 Y
 901 Essentials of English 9 Y
 902 Essentials of English 10 Y
 903 Essentials of English 11 Y
 904 Essentials of English 12 S
 908 Fundamental Reading 9/12 Y
 909 Essentials of Reading 9/12 Y
 920 Fundamental Math 9/12 Y
 921 Essentials of Introduction to Algebra 9 Y
 922 Essentials of Algebra 9/10 Y
 923 Essentials of Algebra/Geometry 10/11 Y
 924 Essentials of Geometry 11 S
 925 Essentials of Consumer Math I 12 S
 926 Essentials of Consumer Math II 12 S
 930 Fundamental Science 9/12 Y
 931 Essentials of Integrated Physical Science 9 Y
 932 Essentials of Biology 10 Y
 933 Essentials of Physiology & Health I 11 S
 935 Essentials of Environmental Science 11/12 S
 940 Fundamental Social Studies 9/12 Y
 941 Essentials of American History (Since 1914) 9 Y
 942 Essentials of World Geography 10 Y
 943 Essentials of Ethnic Studies 11/12 S
 944 Essentials of United States Government & Economics 12 S (formerly called Essentials of Civics/Consumerism)
 950 Fundamental Daily Living 9/12 S
 951 Fundamental Independent Living 9/12 S
 970 Fundamental Technology 9/12 Y
 971 Fundamental Prevocational Skills 9/12 Y
 973 Work Introduction Network I 9/12 Y
 974 Work Introduction Network II 9/12 Y
 975 Occupational Skills I 9/10 S
 976 Occupational Skills II 11/12 S
 977 Supervised Occupations 9/12 Y

Special Programs

- 835 Theatre Technology Apprenticeship Program
 836 HVAC Youth Apprenticeship Program
 837 Auto Body Technology – Year 1
 837 Auto Body Technology – Year 2
 838 Automotive Technology – Year 1
 838 Automotive Technology – Year 2
 839 Construction Technology – Concrete/Masonry – Year 1
 839 Construction Technology – Concrete/Masonry – Year 2
 840 Printing & Publishing Technology – Year 1
 840 Printing & Publishing Technology – Year 2
 841 Horticulture – Year 1
 841 Horticulture – Year 2
 980 Community Internship
 990 English Language Learner (ELL)
 NF New Frontier
 --- Independent Study Courses
 --- ELO Courses

Information Technology (IT) Mini-Magnet Program

The Millard Public School District offers students the opportunity to participate in an Information Technology Mini-Magnet Program at Millard South High School. This program provides comprehensive, industry-validated technology curriculum. In addition to classroom instruction, students in this mini-magnet program participate in career sessions, job shadowing, internships, and other experiential learning opportunities. Students have the opportunity to earn industry certification in A+ and Cisco at their own expense. Upon the completion of the second year of Cisco, students will take a voucher exam which may entitle them to a 50% discount off the normal CCNA examination fee (\$125 as of November 2003). **Contact your counselor for more information.**

Course offerings in this IT Mini-Magnet Program include:

- 981 Cisco Networking Academy I – 11/12 Y
 982 Cisco Networking Academy II – 12 Y
 983 A+: Hardware and Software Operations – 10/12 S
 985 STARS Internship -11/12 S
 255 Introduction to Computer Science - 9/12 S
 256 Computer Topics - 10/12 S
 258 Contemporary Programming Languages -10/12 S
 260 Advanced Placement® Computer Science – 11/12 Y
 506 Computer Technology Applications – 9/12 S
 650 Introduction to Graphics Communication - 9/12 S
 651 Foundations of Computer Graphics - 10/12 Y
 652 Advanced Computer Graphics – 11/12 Y
 655 Foundations of Visual Graphics – 10/12 S
 656 Advanced Visual Graphics - 10/12 S

International Baccalaureate Diploma Programme

The Millard Public Schools offers students the opportunity to participate in a leading, internationally recognized pre-university program that has become a symbol of academic excellence worldwide. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills. This student is also encouraged to appreciate the universal value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity we all share. While each component of the Diploma Programme has specific aims and assessment objectives, the distinctive aims of the programme as a whole are to:

- provide an internationally accepted qualification for entry into higher education
- promote international understanding
- educate the whole person, emphasizing intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.*

This program requires enrollment at Millard North High School. The IB is a rigorous two-year program of study in the 11th and 12th grades. Due to the fact the students must reach a certain level of proficiency in several of the academic areas before entering the programme, it is recommended that they apply to the IB programme in January of their 8th grade year in order to take the necessary pre-IB courses. Students must be in Honors English, Honors Foreign Language, and preferably Honors Math in 9th and 10th grades. Students not in the IB Diploma Programme may register for IB courses if they meet the pre-requisites and there is room in the class. External IB examination would not be required. Students pay for the cost of testing (i.e., currently approximately \$650 for two years of testing.)

Course offerings in the International Baccalaureate Diploma Programme include the following:

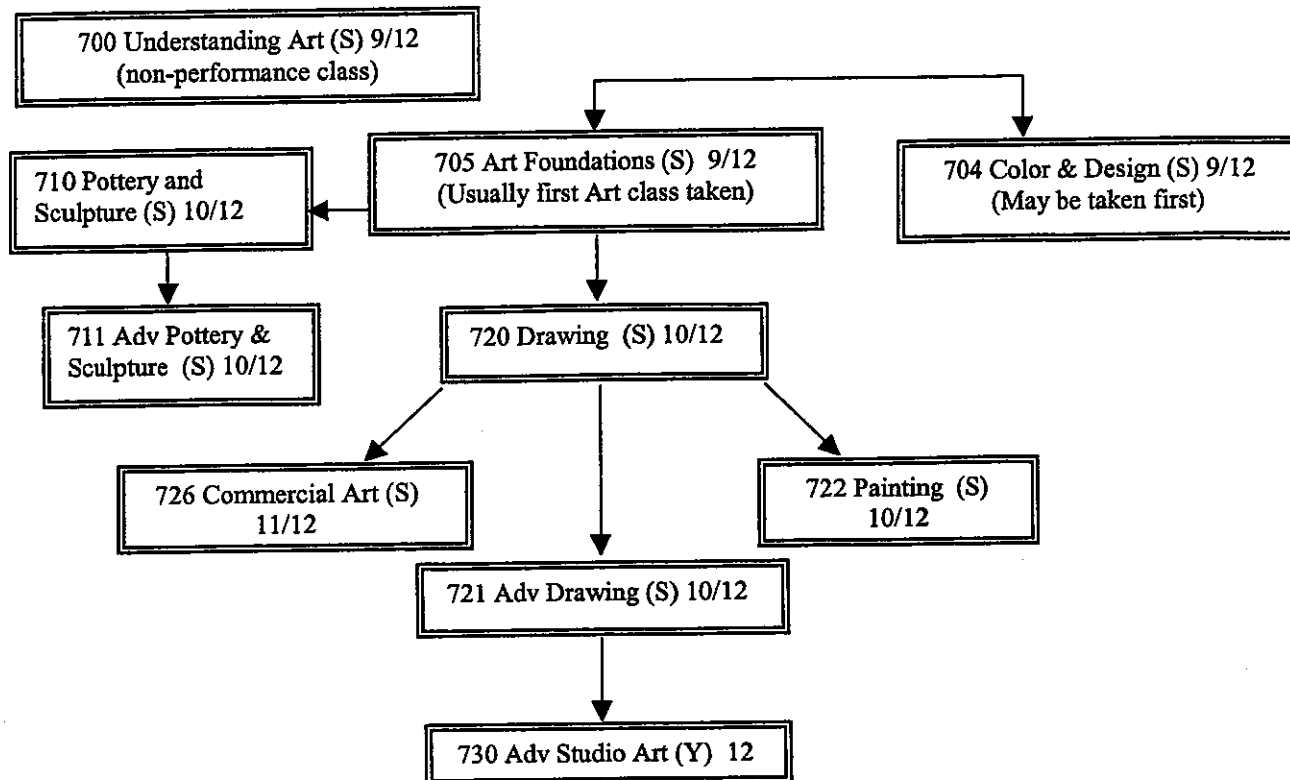
- | |
|----------------------------|
| <i>HL = Higher Level</i> |
| <i>SL = Standard Level</i> |
- 016 IB English HL – 11
 - 017 IB English HL – 12
 - 070 IB Theatre Arts SL – 11/12
 - 071 IB Theatre Arts HL – 11
 - 072 IB Theatre Arts HL – 12 (beginning in 2005-2006)
 - 120 IB/AP® German SL
 - 140 IB/AP® French SL
 - 160 IB Spanish SL
 - 161 IB/AP® Latin SL
 - 245 IB Mathematics HL I – 11
 - 246 IB Mathematics HL II – 12
 - 247 IB Mathematical Studies SL
 - 248 IB Mathematical Methods SL
 - 263 PreIB Introduction to Computer Science I – 9/11 S (North only)
 - 264 PreIB Introduction to Computer Science II – 9/11 S (North only)
 - 265 IB Computer Science SL – 11/12 Y (beginning in 2005-2006 at North only)
 - 266 IB/AP Computer Science HL – 11/12 Y (beginning in 2005-2006 at North only)
 - 267 IB Computer Science HL – 12 Y (beginning in 2006-2007 at North only)
 - 321 Introduction to Chemistry and Physics
 - 363 IB Chemistry SL
 - 371 IB/AP® Chemistry HL – 11
 - 372 IB Chemistry HL – 12
 - 375 IB Biology SL
 - 376 IB Biology HL – 11
 - 378 IB Biology HL – 12
 - 380 IB Physics SL – 11/12
 - 418 IB 20th Century World History Topics
 - 433 IB Psychology SL
 - 455 IB History of the Americas HL 706 Pre-IB Visual Arts
 - 706 Pre-IB Visual Arts – 10
 - 732 IB Visual Arts SL
 - 733 IB Visual Arts HL – 11
 - 734 IB Visual Arts HL – 12
 - 759 IB Music SL Band
 - 764 IB Music SL Orchestra
 - 776 IB Music SL Chorus
 - 789 IB Music SL Piano
 - 850 IB Theory of Knowledge I – 11
 - 851 IB Theory of Knowledge II – 12

* Diploma Programme Monograph, August 2002:
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COURSE DESCRIPTIONS

2004 - 2005

ART



Please refer to each course description for prerequisites.
Note that Art Foundations is the prerequisite course for all art courses except Color and Design.

ART

Students may be asked to donate money, materials, or equipment to defray costs of consumable materials or to provide personal equipment. Instances where donations or equipment may be requested are designated with *Donation*. Materials for projects that will become the property of the student are available for purchase at the school at a reduced price.

700 UNDERSTANDING ART - 9/12

S 5 Credits

Description: Understanding Art is a non-production art class that will investigate the many roles of the visual arts and artists through historical, political and other social contexts. It satisfies the fine arts graduation requirement. It is not a prerequisite for any other art course.

Prerequisites: None

704 COLOR AND DESIGN - 9/12

S 5 Credits

Description: This is a semester course giving the student an opportunity to explore the expressive qualities of color and design. Students will work with the Elements of Art and the Principles of Design. Projects will involve two-dimensional and three-dimensional media and materials. This course satisfies the fine arts graduation requirement.

Donation

Prerequisites: None

705 ART FOUNDATIONS - 9/12

S 5 Credits

Description: This course enables students to communicate ideas through a variety of media, materials, and techniques. Students will explore both two-dimensional and three-dimensional art forms. In addition to art production, students will use a variety of learning strategies to aid the comprehension of course material. These will include reading, analyzing, and responding. *Donation*

Prerequisites: None

710 POTTERY AND SCULPTURE - 10/12

S 5 Credits

Description: Pottery and Sculpture is a semester course in which students will explore a variety of hand-built and sculptural techniques. Introduction to the potter's wheel is covered as well as simple glaze methods. In addition to art production, students may use a variety of strategies including reading, responding and analyzing to develop the understanding of course material. *Donation*

Prerequisites: Art Foundations

711 ADVANCED POTTERY AND SCULPTURE - 10/12

S 5 Credits

Description: This is a semester course that involves advanced three-dimensional work. Students learn advanced handbuilding and further development on the potter's wheel, as well as more complex glaze application and surface decoration. In addition to art production, students may use a variety of strategies including reading, responding, and analyzing to aid in the understanding of course material. Pottery wheel thrown pieces may include bowls, plates and vases. Students will also create a sculpture. *Donation*

Prerequisites: Art Foundations and Pottery and Sculpture

720 DRAWING - 10/12

S 5 Credits

Description: Drawing is a semester course designed to give students an introduction to techniques in drawing and media usage. Projects will include observational studies, drawing approaches, and shading techniques in a variety of media. In addition to art production, students may use a variety of learning strategies including reading, responding, and analyzing to develop an understanding of course material. *Donation*

Prerequisites: Art Foundations

721 ADVANCED DRAWING - 10/12

S 5 Credits

Description: This course is designed to give the student an advanced experience in drawing techniques, composition, and media development. Advanced Drawing gives the student additional experience in observational studies, as well as in drawing approaches and shading techniques in a variety of media. *Donation*

Prerequisites: Drawing

722 PAINTING I - 10/12

S 5 Credits

Description: Painting is a semester course designed to give students an introduction to techniques in painting and media usage. Students will develop an understanding of realistic, abstract, and non-objective painting styles. They will also familiarize themselves with famous works of art and artists. In addition to art production, students may use a variety of learning strategies including reading and writing to aid in the understanding of course material. *Donation*

Prerequisites: Art Foundations and Drawing

726 COMMERCIAL ART - 11/12

S 5 Credits

Description: Commercial Art is designed to develop an awareness and appreciation for all the numerous aspects of graphic design and advertising. It will involve the student in the essential areas of typography, layout, design and illustration. Computer graphics will be included. *Donation*

Prerequisites: Drawing

730 ADVANCED STUDIO ART - 12

Y 10 Credits

Description: This is an intensive yearlong 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 an individual portfolio. The portfolio can be used for possible submission to art schools or universities. Students must have permission granted only by art instructors. *Donation*

Prerequisites: Drawing, Advanced Drawing, plus two other offerings in the visual arts.

BUSINESS

BUSINESS COURSES BY AREA OF INTEREST

Interest	9 th	10 th	11 th	12 th
Accounting	500 Personal Finance 504 Computer Keyboarding	501 International Business 506 Computer Technology Applications	501 International Business 502 Accounting I 510 Business Law 508 Business Procedures 507 Business Communications	501 International Business 503 Accounting II 507 Business Communications 508 Business Procedures 512 Marketing I
Business Law	500 Personal Finance	501 International Business	510 Business Law	510 Business Law
Communications	504 Computer Keyboarding 506 Computer Technology Applications	505 Computer Word Processing	507 Business Communications	507 Business Communications
Economics & Personal Finance	500 Personal Finance	501 International Business	502 Accounting I 508 Business Procedures 511 Fashion Marketing 512 Marketing I	503 Accounting II 507 Business Communications 510 Business Law 512 Marketing I
Information Systems	504 Computer Keyboarding 505 Computer Word Processing	506 Computer Technology Applications	502 Accounting I 507 Business Communications 508 Business Procedures 509 Business Procedures Internship	503 Accounting II 507 Business Communications 508 Business Procedures 509 Business Procedures Internship
Marketing	500 Personal Finance 504 Computer Keyboarding	501 International Business 506 Computer Technology Applications	501 International Business 507 Business Communications 510 Business Law 511 Fashion Marketing 512 Marketing I	501 International Business 502 Accounting I 507 Business Communications 510 Business Law 513 Marketing II 514 Marketing Internship

*Interest areas were originated from National Standards in Business.

- 506 Computer Technology Applications will fulfill the technology requirement. Computer Keyboarding is recommended for this class.

BUSINESS

500 PERSONAL FINANCE - 9/12

S 5 Credits

Description: Want to have financial freedom? Learn how to make good money decisions. Learn to save, invest and spend money to earn and maintain a good standard of living. Students will gain knowledge of good economic decision making through the study of consumerism, banking, saving and investments, credit, taxes and risk management.

Prerequisites: None

501 INTERNATIONAL BUSINESS - 10/12

S 5 Credits

Description: Are you interested in knowing how businesses succeed worldwide? Do you want to prepare yourself for an international career? Learn how businesses export and import products and services and meet the challenges of culture, political and business/marketing differences. International economies, financing, social/cultural differences, international marketing, careers, and entrepreneurial opportunities are explored.

Prerequisites: None

502 ACCOUNTING I - 10/12

Y 10 Credits

Description: This course is for the student who wants to learn how businesses make a profit. Students will study accounting practices to record the financial operations of a business. These records are then used to guide profit-making decisions. Accounting principles and practices improve ones' understanding of business and personal financial management. Computerized accounting/spreadsheet applications are included in this class. All college business majors are required to take two semesters of college accounting, completion of this course can give you a head start.

Prerequisite: None

503 ACCOUNTING II - 11/12

Y 10 Credits

Description: This class is a continuation in the study of accounting principles. Greater detail is spent in the study of adjustments and applications of accounting principles to partnerships and corporations. This is a class for those planning future employment or college study in the accounting or business fields. Computerized accounting/spreadsheet applications are included in this class. Successful completion of this course will allow early entry to some college accounting programs. Supplies recommended include a calculator.

Prerequisites: Accounting I

504 COMPUTER KEYBOARDING - 9/12

S 5 Credits

Description: Reduce the amount of time it takes to key your papers on the computer! You will learn to format letters, papers, and reports while developing speed and accuracy. This course will provide the keyboarding skills students need for personal use, as well as introduce them to keyboarding for the workplace. Students will be introduced to graphics integration and e-mail protocol.

Prerequisites: None

505 COMPUTER WORD PROCESSING - 9/12

S 5 Credits

Description: Give yourself the edge on the job! This course provides opportunity to improve your keyboarding speed and accuracy while working on essential business documents. Practice includes specialized letters, reports, memorandums, use of graphics, composing at the keyboard, electronic communication protocol, etc.

Prerequisites: Computer Keyboarding (Students must have had class; testing out is not accepted.)

506 COMPUTER TECHNOLOGY APPLICATIONS - 9/12

S 5 Credits

Description: Are you interested in computers? Students will use critical thinking and problem-solving skills as they complete projects using a variety of computer software. Programs used will include word processing packages, data base, spreadsheet, and presentation software. Students will also have the opportunity to scan and import graphics into files, use the Internet, develop web pages, learn about E-mail systems, understand computer ethics, and learn desktop publishing fundamentals. Prior completion of Computer Keyboarding is recommended.

Prerequisite: None

507 BUSINESS COMMUNICATIONS - 11/12

S 5 Credits

Description: Students will explore workplace ethics, cultural differences in communication, Internet etiquette and safety, conventions of grammar and style for oral and written communications, and social behaviors in business settings. This course will assist the student throughout their personal and professional life. Computer use is an integral part of the course.

Prerequisites: None

508 BUSINESS PROCEDURES - 10/12

Y 10 Credits

Description: Business Procedures will help students develop skills, concepts, and applications used in business today and to prepare them for employment opportunities in today's rapidly changing business environment. Students will use IBM compatible computers with Window's environment.

Prerequisites: Computer Keyboarding. Students must be enrolled in the Business Procedures Internship if they plan to work at a part-time job and receive school credit. Students will use their skills and knowledge from the Business Procedures class on their jobs.

509 BUSINESS PROCEDURES INTERNSHIP - 11/12

Y 10 Credits

Description: This cooperative work program provides opportunity for students to prepare for initial employment through classroom instruction and supervised related on-the-job training in cooperating local businesses. Both experiences are coordinated by the school. Students performing satisfactorily receive school credit and are paid on an hourly wage by the business. Students may obtain a part-time job through the teacher or they may seek one on their own. The jobs need to include work with keyboarding, computers, 10-key calculators, filing, photocopying, telephones, customer service, accounting, record keeping, and other related skills.

Prerequisites: The student must be enrolled in Business Procedures class. If students have taken this course previously, they must be enrolled in a business course and have permission of the Business Procedures instructor.

510 BUSINESS LAW - 11/12

S 5 Credits

Description: What are your rights under the law? Learn how the legal system can help you. Using speakers, case studies and current events students will explore legal concepts and principles that will be used to make business and personal decisions. This will include a study of the legal system, law for minors, personal injury, discrimination, contracts and other legal topics.

Prerequisites: None

511 FASHION MARKETING - 11/12

Y 10 Credits

Description: What's hot in fashion? Learn how marketing influences what you wear. Explore the wide range of careers in the apparel industry. Emphasis will be on applying basic marketing; pricing, promotion, location analysis and product development, to the fashion market place. Students will study current fashion trends, designers, buying, fashion shows, and apparel management strategies. Students may take part in DECA, a co-curricular marketing club that emphasizes leadership, civic activities, career simulation competition and social activities.

Prerequisites: None

512 MARKETING I - 11/12

Y 10 Credits

Description: Marketing careers represent 1/3 of the jobs in our society. Learn how a product/service moves from ideas to you as a customer. Marketing I focuses on the fundamentals of marketing and the many related careers in advertising, banking/finance, services, hospitality and tourism, recreation, and many others. Students will explore the basic functions of marketing: pricing, promotion, product planning and location analysis. This course is recommended for all students who plan to study business administration in college, future entrepreneurs, and those wishing to explore marketing careers. Students have the opportunity to take part in DECA, a co-curricular marketing club which emphasizes leadership, civic activities, career simulation competition and social activities.

Prerequisite: None

513 MARKETING II - 12

Y 10 Credits

Description: Marketing II students apply the principles of marketing in a variety of activities. Students may develop a market research analysis of local business and develop promotional or business start-up plans. Students will use modern technology and computers to develop and make formal presentations. This course will include career guidance and study for preparation for a career in business. Students again will be able to take part in DECA, a co-curricular marketing club that emphasizes leadership, civic activities, career simulation competition and social activities.

Prerequisite: Marketing I or Fashion Marketing

514 MARKETING INTERNSHIP - 12

Y 10 Credits

Description: Marketing Internship is designed to provide students with marketing related work experience in conjunction with Marketing II class. Through the part-time position, a student can enhance his/her skills in such areas as advertising, cashiering, customer service, display, employer and employee relationships, pricing, sales and stock keeping. Students must work an average of 10 hours per week to receive credit.

Prerequisite: Students must enroll in both Marketing II and Marketing Internship concurrently.

517 BASIC COMPUTER KEYBOARDING - 9/12

S 5 Credits

Description: Basic Computer Keyboarding is a course designed to teach basic keyboarding skills using all of the modalities of learning.

Prerequisites: None

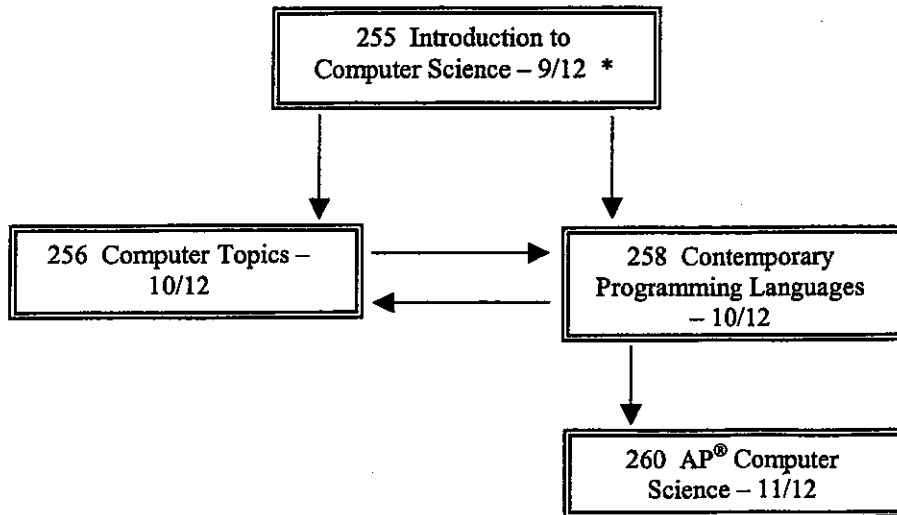
518 BASIC COMPUTER TECHNOLOGY APPLICATIONS - 10/12

S 5 Credits

Description: This course is designed to teach word processing for personal and academic use.

Prerequisites: Successful completion of Basic Computer Keyboarding or the equivalent.

COMPUTER SCIENCE



* Students must complete Geometry before taking Introduction to Computer Science

COMPUTER SCIENCE

- 255 INTRODUCTION TO COMPUTER SCIENCE - 9/12** S 5 Credits
Description: Introduction to Computer Science is the first of four computer science courses. The major emphasis of the course is to design and write computer programs. The student will work with current computer languages to learn how computers and networking are used to solve problems and help people communicate. This will include the preparation of documents for the World Wide Web. This course is highly recommended for students who are interested in careers utilizing technology. **Does not count for mathematics credit.**
Prerequisites: Geometry
- 256 COMPUTER TOPICS - 10/12** S 5 Credits
Descriptions: Computer Topics is offered as a second or third course in the computer science sequence. Topics may include computer number systems, computer logic, the structure of the central processing unit and microprocessor, Hyperstudio, and other programming languages. Students will have the opportunity to study areas of interest in-depth. **Does not count for mathematics credit.**
Prerequisites: Introduction to Computer Science.
- 258 CONTEMPORARY PROGRAMMING LANGUAGES - 10/12** S 5 Credits
Description: This course serves as a prerequisite to Advanced Placement[®] Computer Science. The course is designed for the college-bound student who will be required to take a semester or more of programming in college. Some college programs which require a semester or more of programming include engineering, computer science, architecture, business, mathematics, and science related fields. The content of the course may concentrate on one language or some combination of languages such as C++, or Java. **Does not count for mathematics credit.**
Prerequisites: Introduction to Computer Science.
- 260 ADVANCED PLACEMENT[®] COMPUTER SCIENCE – 11/12** Y 10 Credits
Description: Advanced Placement[®] Computer science is designed for college-bound students who will be required to take one or more semesters of computer science. After completion of the course, students will be prepared to take the College Board Advanced Placement[®] examination. The course is taught using Java for the programming language and date structures. **Does not count for mathematics credit.**
Prerequisites: Contemporary Programming Languages and completion of Advanced Placement[®] application process.
- 981 CISCO NETWORKING ACADEMY I – 11/12** Y 10 Credits
Description: The first year of the academy provides instruction in the in-depth theories of computer network design and maintenance.
Prerequisites: None
- 982 CISCO NETWORKING ACADEMY II - 12** Y 10 Credits
Description: During the second year of the academy students continue to study the theories of computer networking while learning how to design and implement a computer network.
Prerequisites: Students must have passed Cisco semester I and II exams with a 75% on the first attempt to continue with year two.
- 983 A+: COMPUTER HARDWARE AND SOFTWARE OPERATIONS - 10/12** S 5 Credits
Description: This class is designed for the student who is interested in computer maintenance, diagnostics, repair and software installation. The curriculum follows rigorous industry guidelines. Instruction is delivered via lab activities and textbook assignments.
Prerequisites: Minimum 10th grade with a 2.5 grade point or counselor recommendation.
- 985 STARS INTERNSHIP – 11/12** S 5 Credits
Description: This class provides students an opportunity to enhance and expand their technology skills through work based learning activities in a simulated business environment. Students will receive business-related instruction to include the following: Communication (web research, etiquette), Technology (voice recognition software, pocket PC,) and Mentoring skills (assessment, teaching, presentation). In addition, students will use state of the art technology equipment and applications and complete a technology project.
Prerequisites: Permission from Mini Magnet Staff.

ENGLISH

All students must complete the following English courses:

001 English 9
 002 English 10
 007 English 11
 One semester of an English Selected Elective.
 One semester of an Oral Communications Course.

OR

Colleges value rigorous course completion in high school.
 Students may enroll in the following classes.

003 Honors English 9
 004 Honors English 10
 Two semesters of English Selected Electives
 AP[®] English
 One semester of an Oral Communications Course

** Students who plan to take AP[®] English are encouraged to take a reading course, such as British Literature, World Literature, or Shakespeare, and a writing course, such as Creative Writing or Research Methods.*

Students who desire a basic path in English should complete the following:

005 Basic English 9
 006 Basic English 10
 008 Basic English 11
 One semester of an English Selected Elective
 One semester of an Oral Communications Course

** Note: Failing an English class does not necessarily qualify a student for Basic English. Registration for Basic English classes is only with recommendation from previous year's teacher or current counselor. Many colleges do not accept credit in basic classes as fulfilling prerequisites for admission.*

English Selected Electives

027 Analysis of Mass Media – 11/12
 030 Career English – 11/12
 032 Composition and Literature – 11/12
 033 Creative Writing – 11/12
 035 Research Methods – 11/12
 041 British Literature – 11/12
 042 World Literature – 11/12
 043 Shakespeare – 11/12
 048 AP[®] English – 12

Oral Communications

020 Speech – 9/12
 021 Forensics – 9/12
 022 Debate I – 9/12

Additional Courses Available

(do not count toward English credit)

011 Beginning Journalism – 9/12
 012 Newspaper – 10/12
 013 Yearbook – 10/12
 023 Advanced Debate – 10/12
 024 Drama I – 9/12
 025 Drama II – 9/12
 026 Theatre Technology – 9/12
 036 College Prep Grammar & Reading – 11/12
 039 Theatre Appreciation – 9/12

**Reading skills are critical for success in other courses.
 See page 53 for Reading courses.**

ENGLISH

- 001 ENGLISH 9** Y 10 Credits
Description: Students are introduced to analyzing and responding to various genre of literature from both the reader's and writer's perspective. The students will become reflective writers who understand and use appropriate composing and writing strategies to create structurally and grammatically correct pieces. An emphasis will be placed on developing support and believability in writing for the intended audience and purpose using the six-trait model.
Prerequisites: None
- 002 ENGLISH 10** Y 10 Credits
Description: Students will analyze and respond to various genre of literature from both the reader's and writer's perspectives. They will be expected to utilize research skills and various library resources. The students will become reflective writers who use the six-trait model and various techniques to create pieces of writing that are structurally and grammatically correct. Students who have completed Basic English 9 should discuss enrollment in this course with their Basic English teacher.
Prerequisites: English 9
- 003 HONORS ENGLISH 9** Y 10 Credits
Description: Honors English 9 is a fast-paced, two-semester course that is an extension of curriculum from both the English 9 and English 10 courses. Students who take this course are expected to be self-motivated learners with strong reading, writing, grammar, and vocabulary skills. In this course, students will use a variety of strategies, including reading, responding, analyzing, researching, discussing, and presenting, to explore and understand the course material. Self selection and completion of recommendation form with a commitment of remaining in the course at least one semester.
Prerequisites: None
- 004 HONORS ENGLISH 10** Y 10 Credits
Description: This course is designed for students who have high levels of language competencies and who enjoy an academic challenge. The aim of the course is to develop culturally literate people who can communicate effectively. The content used to reach these goals is American literature and composition texts.
Prerequisites: Honors English 9
- 005 BASIC ENGLISH 9** Y 10 Credits
Description: Basic English 9 is a course designed for 9th grade students reading two grade levels below placement who could still benefit from instruction in vocabulary, comprehension, and reading strategies. This course focuses on basic reading, writing, research and study skills. Students will also work with the six traits of writing which includes emphasis on organization and conventions. Many colleges will not accept this course for English credit.
Prerequisites: Recommendation from the middle school determined by (1) reading below grade level, (2) need for writing improvement, and (3) teacher recommendation.
- 006 BASIC ENGLISH 10** Y 10 Credits
Description: Basic English 10 is a course for 10th grade students which combines literature, composition, listening and language skills. This course is designed to build on skills learned in previous courses. Many colleges will not accept this course for English credit.
Prerequisites: Basic English 9 or recommendation from English 9 teacher based on (1) reading below grade level, (2) need for writing improvement, and (3) teacher recommendation. Failing English 9 does not in itself qualify a student for Basic English 10.
- 007 ENGLISH 11** Y 10 Credits
Description: This course includes both a survey of American literature and emphasis on writing skills. The literature component includes selections from early Native Americans to modern time. The composition component is designed to improve students' writing using the six-trait model. Students who have completed Basic English 9 or Basic English 10 should discuss enrollment in this course with their Basic English teacher.
Prerequisites: English 9 and English 10.

008 BASIC ENGLISH 11

Y 10 Credits

Description: Basic English is a course which combines literature, composition, and language usage skills for students who have difficulty in these areas. Many colleges will not accept this course for English credit.

Prerequisites: Basic English 10 OR a demonstrated skill deficiency in reading, writing, or language mechanics and usage, OR a demonstrated skill deficiency in reading, writing, or language mechanics and usage, OR teacher recommendation.

011 BEGINNING JOURNALISM - 9/12

S 5 Credits

Description: Beginning Journalism students will study the techniques of interviewing, writing, editing, and designing for newspaper and yearbook. Students will also study the legal and ethical aspects of journalism. Writing assignments will include news, features, sports, editorials, columns, reviews and headlines. Design assignments will include newspaper, yearbook and advertising layouts through desktop publishing. Journalism as a career choice will be explored. Successful completion of this course with a "3" or better and/or teacher approval is a prerequisite for consideration for placement on yearbook or newspaper staffs. Keyboarding skills are helpful.

Prerequisites: None

012 NEWSPAPER - 10/12

Y 10 Credits

Description: As members of the school newspaper staff, students will conduct interviews, write a variety of stories, design page layouts, edit copy, write headlines and captions, take photos and manage advertising. Keyboarding skills are helpful.

Prerequisites: A "3" or better in Beginning Journalism and an application to the journalism adviser.

013 YEARBOOK - 10/12

Y 10 Credits

Description: As members of the school yearbook staff, students will conduct interviews, write a variety of assignments, design page layouts, edit copy, write headlines and captions, take photos, manage advertising, and handle sales and distribution of the book. Keyboarding skills are helpful.

Prerequisites: A "3" or better in Beginning Journalism and an application to the adviser.

020 SPEECH - 9/12

S 5 Credits

Description: This course is designed to help students understand and improve skills in intrapersonal, interpersonal, public speaking, interviewing, and group communication processes. Individual speech presentations are a course requirement.

Prerequisites: None

021 FORENSICS - 9/12

Y 10 Credits

Description: Forensics is a one-year 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 and the National Forensic League. Most students specialize in selected areas including public speaking and oral interpretation and acting. Students will be expected to participate in contests and tournaments, many of which take place on weekends.

Prerequisites: Interest in competitive speaking. This class may be repeated with permission of the instructor. Large enrollment numbers may require students repeating the class to participate in an application process.

022 DEBATE I - 9/12

S 5 Credits

Description: Debate I is designed to introduce students to the theory and practice of academic debate. The course will focus on argumentation theory, research, and delivery skills. In-class rounds will be used to measure student understanding and application of skills. Tournament competitions are a non-mandatory option for interested students.

Prerequisites: None

023 ADVANCED DEBATE - 10/12

Y 10 Credits

Description: Advanced Debate is a continuation of Debate I. Instructional materials will be oriented towards competitive debate strategies and advanced argumentation theory. Inter-scholastic competition is a course requirement. This course is developed around competitive events sanctioned by the Nebraska School Activities Association and the National Forensic League.

Prerequisites: Maintenance of a "3" average in Debate I or instructor permission.

024 DRAMA I - 9/12

S 5 Credits

Description: This is a course designed to introduce students to several aspects of theatre which will include acting, technical theatre, analysis of theatre experiences, and a cultural and historical approach to theatre forms. Experiences may include: overviews of acting techniques, such as voice and movement; scenery, lighting, sound, and/or costuming/make-up; script and character analysis; and theatre history. Successful completion of performances and projects is a course requirement.

Prerequisites: None

025 DRAMA II - 9/12

S 5 Credits

Description: This is a course designed to further develop skills in theatre from production to performance. Students will examine acting, directing, analysis of theatre experiences, and a cultural and historical approach to theatre forms. Experiences may include: production analysis, acting techniques, directing techniques, theatre management. Successful completion of performances and projects is a course requirement. Students who have successfully completed this course may elect to repeat it for another semester of theatre experience.

Prerequisites: Recommended grade of "3" in Drama I and permission of the instructor. To repeat the course, the student must have permission of the instructor.

026 THEATRE TECHNOLOGY - 9/12

S 5 Credits

Description: This course is 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/make-up design, stage management, and theatre administration skills. Hands on lab instruction and technical projects are a course requirement. Students who have successfully completed this course may elect to repeat it for another semester of theatre experience.

Prerequisites: Drama I and permission of instructor.

027 ANALYSIS OF MASS MEDIA - 11/12

S 5 Credits

Description: This course introduces students to the mass media - what it is, how it impacts them, and how they respond to it. The focus of the course is media literacy: students will have a better understanding of what it means to be a critical receiver of media messages in society. Students will analyze a variety of mediums that shape their lives. Students will be required to read, research, and respond to a variety of nonfiction sources. Responses will include but are not limited to, large and small group discussions, reaction papers, and oral presentations.

Prerequisites: English 11 is highly recommended.

030 CAREER ENGLISH - 11/12

S 5 Credits

Description: A course designed for students seeking employment immediately following graduation from high school. Emphasis is on communication skills, written and oral, needed for obtaining a job and for everyday use in a job. Student will research and write on all aspects of a specific career area. Student will also create a resume and various business letters. (Not for students planning on attending a four-year post secondary institution).

Prerequisites: English 10 or Basic English 10. English 11 or Basic English 11 is strongly recommended.

032 COMPOSITION AND LITERATURE - 12

Y 10 Credits

Description: This course is designed for students who do not plan on attending a four-year college. The course will help students become effective problem solvers and communicators. This course includes contemporary novels and short stories, researching solutions to real problems, and writing. Writing will include practical skills, such as memos, directions, letters, brochures, etc., as well as traditional essays and journals using the six-trait model.

Prerequisites: Basic English 11, English 11

033 CREATIVE WRITING - 11/12

S 5 Credits

Description: Creative Writing is a semester long course in which students will participate in daily writing and reading activities. Students will maintain a writer's notebook where they will be invited to experiment with a variety of writing genre. These genre include but are not limited to the personal essay, short story, poetry, and script writing. Creative writers will read short stories and poetry as guides to develop their own writing skills. Students will also share their writing in small groups with at least one required reading to the class.

Prerequisites: English 9 and English 10 with a grade of "3" or above and keyboarding skills.

035 RESEARCH METHODS - 11/12

S 5 Credits

Description: Research Methods is a course designed to prepare students for independent research and writing at the collegiate level. The proper method for organizing, researching, and writing a formal research paper is taught. This class is suited for independent workers and motivated students. Organizational skills and time management are important when working to meet deadlines for this course.

Prerequisites: English 11 or Honors English 10 with a grade of "3" or better.

036 COLLEGE GRAMMAR AND READING - 11/12

S 5 Credits

Description: College Grammar and Reading is a semester course designed to help students improve their ACT English and Reading test scores. One aspect of the course refreshes students' knowledge of the more complex rules of usage, mechanics, and rhetorical skills. The reading component enhances students' knowledge and efficient use of reading strategies for reading in multiple content areas that are representative of the level and type commonly encountered in college freshman classes. This course counts for elective credit only.

Prerequisites: English 9 and English 10

039 THEATRE APPRECIATION - 9/12

S 5 Credits

Description: This is a nonperformance course designed to introduce students to several aspects of theatre which will include multimedia theatre forms, technical theatre, analysis of theatre experiences, and a cultural and historical approach to theatre forms. Experiences may include: overviews of stage, film, and television characteristics; scenery, lighting, sound, and/or costuming/make-up; script and character analysis; and theatre history. Successful completion of projects is a course requirement. Students interested in a performance-based course, refer to Drama I.

Prerequisites: None

041 BRITISH LITERATURE - 11/12

S 5 Credits

Description: This is a semester long course which is a study of British literature, history, culture, and the evolution of the English language. Students will use a variety of strategies including reading, responding, analyzing, researching, discussing, and presenting to explore and understand the course material. Students considering this course should have successfully completed English 11 or Honors English 10.

Prerequisites: Honors English 10 or English 11

042 WORLD LITERATURE - 11/12

S 5 Credits

Description: World Literature is a college preparatory/upper level semester course which surveys many genre from a variety of countries and time periods. During daily reading, writing, and discussing, each student will maintain a writing portfolio which will demonstrate growth as a quality global citizen. Students will share revised, polished portfolio pieces at the end of the semester.

Prerequisites: Honors English 10 or English 11

043 SHAKESPEARE - 11/12

S 5 Credits

Description: This is a semester long course that studies William Shakespeare and his works, culture, influence, and language. Students will use a variety of strategies, including reading, responding, analyzing, researching, discussing, and presenting to explore and understand the course material.

Prerequisites: Honors English 10 or English 11 with a grade of a "3" or better

048 ADVANCED PLACEMENT® ENGLISH - 12

Y 10 Credits

Description: Advanced Placement® English is a course for seniors who are interested in pursuing rigorous advanced studies in language arts for personal growth and possible college credit. The course will concentrate on writing, composition, and research as well as a critical analysis of designated literary works through class discussion, activities, and writing.

Prerequisites: Seniors only. Students should have a strong background in English. They must have completed six semesters of core English courses. The students should have received mainly "1's" in English courses and must receive permission to register for the course.

FAMILY & CONSUMER SCIENCE

All courses address the issues related to building strong families, healthy individuals, and managing personal resources in order to be a productive member of society. Courses offered in Family & Consumer Science allow students to improve personal skills that will help them effectively manage their personal lives as well as expose them to career opportunities related to human growth and development, food and nutrition, textiles, clothing and design.

Courses are designed to provide in-depth study to topics that were explored in middle school.

Students may apply for Independent Study opportunities upon completion of a Family and Consumer Science strand. Refer to the Special Programs section of the handbook.

Everyday Living is required of all students to meet State mandated health education requirements. This course may be taken during the 10th or 11th grade.

Child Development and Adult Living are two of the courses that meet the Human Resource graduation requirement.

Students who have enrolled in Family & Consumer Science courses may participate in FCCLA (Family, Community, Career Leaders of America)

Interest	9 th	10 th	11 th	12 th
Textiles	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design Independent Study Textiles	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design Independent Study Textiles
Foods & Nutrition	523 Foods for Today 524 Foods of the World	523 Foods for Today 524 Foods of the World	523 Foods for Today 524 Foods of the World 525 Culinary Skills Independent Study Foods	523 Foods for Today 524 Foods of the World 525 Culinary Skills Independent Study Foods
Human Development & Family		526 Everyday Living	526 Everyday Living 527 Child Development	527 Child Development 528 Adult Living

FAMILY AND CONSUMER SCIENCE

Students may be asked to donate money, materials, or equipment to defray costs of consumable materials or to provide personal equipment. Instances where donations or equipment may be requested are designed with *Donation*.

520 INTERIOR DESIGN IN THE HOME - 9/12 S 5 credits

Description: Learn how to make your dream a reality! Select flooring; wall covering window treatments, furniture and accessories that apply the principles and elements of design. Students will use computers, as well as, projects, field trips and speakers to explore interior design careers and for personal satisfaction. This course will provide the foundation for decision making related to housing choices.

Prerequisites: None

521 APPAREL DESIGN & PRODUCTION-9/12 S 5 credits

Description: Create your own textile project. Use technology skills to develop, design and create individual textile projects. Students will explore careers in the textile, clothing and design industry as well as refine their personal and professional images. Basic classroom equipment will be provided. *Donation*

Prerequisites: None

522 CREATIVE TEXTILE DESIGN-9/12 S 5 credits

Description: Explore wearable art in this project-oriented class. Redesign/recycle clothing, sew for interior decoration, create seasonal designs and projects for children, and practice survival-sewing techniques. Computer-aided design systems will enable students to incorporate the basics of design in the development of a variety of projects. This course focuses on creative and technical skills needed in a design career or for personal fulfillment.

Donation

Prerequisites: None

523 FOODS FOR TODAY - 9/12 S 5 credits

Description: Do you enjoy food and want to know more about it? Students will explore food preparation, nutrition and meal planning for today's busy lifestyle. Students will participate in lab experiences, use the computer, and listen to speakers. *Donation*

Prerequisites: None

524 FOODS OF THE WORLD - 9/12 S 5 credits

Description: Travel the world without leaving home. Apply advanced cooking techniques in the preparation of foods from other countries/cultures. Understand the influences on our American food heritage and explore how foods reflect customs and traditions. *Donation*

Prerequisites: None

525 CULINARY SKILLS - 9/12 S 5 credits

Description: Do you really like to cook? Do you want to refine a hobby or prepare for a career? This class will allow you to expand your food preparation skills. You will apply principles of food preparation and presentation by rotating through food workstations. This course aligns with the National Restaurant Association ProStart curriculum. Eleventh and twelfth grade students may earn advanced standing credit at Metropolitan Community College. You will develop your own cooking expertise portfolio. *Donation*

Prerequisites: None

526 EVERYDAY LIVING 10/11 S 5 credits

Description: Everyday Living is a semester course in health education and human growth and development, available to 10th or 11th grade students to fulfill graduation requirements. This course addresses the emotional, intellectual, and physical needs of the adolescent—information, guidance, and support in making responsible life decisions.

The curriculum is designed to meet local, state and federal mandates for drug education and comprehensive health education as well as the needs of this age of adolescence. It is a comprehensive study of self-concept, drug use and abuse, divorce, death and loss, suicide, violence, stress, aging, friendships and dating, and understanding human sexuality. Information will be used by students as they practice critical thinking regarding their personal lives, apply problem solving and decision-making skills, and deal with peer pressure. A pro-abstinence approach is taken in the understanding of sexuality unit.

Throughout this course, the seven core values of the Middle School comprehensive health course are again highlighted. Those values—self-control, social justice, promise keeping, respect, equality, honesty and responsibility—will be incorporated into lessons and student activities. Communications with families and use of community resources will be encouraged.

Current Board policy enables parents/guardians to request, for philosophical or ideological reasons, that their son/daughter be excused from this graduation requirement. Students excused from Everyday Living would register for one of the Human Resource Courses as a replacement. This replacement course, along with the current requirement that all students take one of the Human Resource Courses, means that students excused from Everyday Living will be required to take two of the Human Resource Courses to fulfill the graduation requirement. Parent/Guardians should contact the principal's office for direction and assistance.

Prerequisites: 10th Grade Standing

527 CHILD DEVELOPMENT 11/12

S 5 credits

Description: Learn what it takes to create a positive environment for children! Students will explore the impact of parenting and childcare on the first years of development. The class will learn through interaction with babies, toddlers, preschoolers, guest speakers and possible field trips. This course would be a good choice for anyone interested in careers in education, health care and social services. This course meets the Human Resource graduation requirement.

Prerequisites: None

528 ADULT LIVING - 12

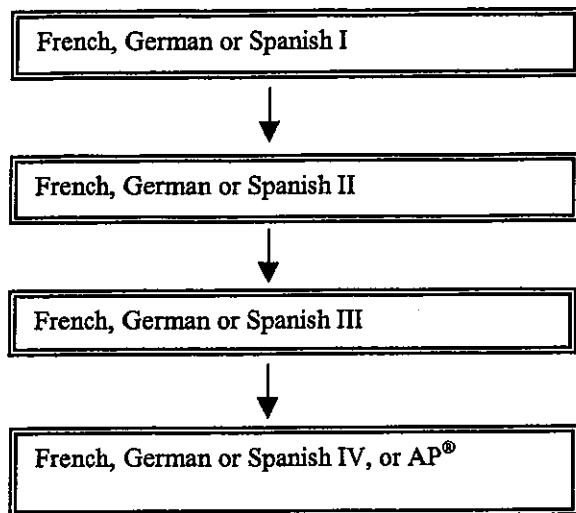
S 5 credits

Description: You're becoming an adult. Are you ready? This course will provide practical information to help you deal with real life situations. Students will explore a wide area of related topics, including: living independently; personal money matters (budgeting, insurance, consumer economics); relationships; family planning; marriage; parenting; the life cycle and recurring personal and family concerns. This course meets the Human Resource graduation requirement.

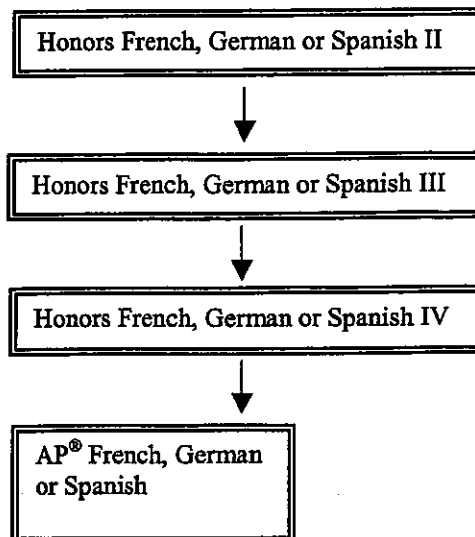
Prerequisites: None

FOREIGN LANGUAGE

For students beginning a foreign language in the 9th grade, this is the most frequent course path:



For students who have completed the equivalent of one year of a foreign language before 9th grade, this is the most frequent course path:



Students are advised to take consecutive years of the same language.

Although students normally follow one of the above paths, based on a student's language proficiency, a recommendation may be made that a student take a different path.

FOREIGN LANGUAGE

112 GERMAN I - 9/12

Y 10 Credits

Description: The student will learn the vocabulary and structures needed to communicate at a basic level in areas such as getting and giving personal data, purchasing items, asking for directions, etc. The student will begin to develop all four skills - listening, speaking, reading and writing. The student will acquire cultural information relating to the German-speaking countries.

Prerequisites: Interest

113 GERMAN II - 9/12

Y 10 Credits

Description: The student will continue his/her development of basic communication skills. The student will learn culture, vocabulary and language structures through discussions of topics such as past activities, health, living accommodations, jobs and educational options. Listening, speaking, reading and writing will be practiced.

Prerequisites: German I or the equivalent.

- 114 HONORS GERMAN II - 9/10** Y 10 Credits
Description: The student will continue his/her development of basic communication skills. The student will learn culture, vocabulary and language structures through discussions of topics such as past activities, health, living accommodations, jobs and educational options. Listening, speaking, reading and writing will be practiced. Additional readings, writings and enhancement activities differentiate this course from German II.
Prerequisites: German I or teacher recommendation.
- 115 GERMAN III - 10/12** Y 10 Credits
Description: The student will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations such as planning a trip, visiting a restaurant and organizing an outing. The student will also learn to express opinions about his/her present, past and future experiences.
Prerequisites: German II or the equivalent.
- 116 HONORS GERMAN III - 10/12** Y 10 Credits
Description: The student will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations such as planning a trip, visiting a restaurant and organizing an outing. The student will also learn to express opinions about his/her present, past and future experiences. Additional readings, writings and enhancement activities differentiate this course from German III.
Prerequisites: Honors German II and/or teacher recommendation.
- 117 GERMAN IV - 11/12** Y 10 Credits
Description: The student will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Topics may include environmental issues, student rights, art, architecture, history and other cultural themes.
Prerequisites: German III or the equivalent.
- 118 HONORS GERMAN IV - 11/12** Y 10 Credits
Description: The student will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Topics may include environmental issues, student rights, art, architecture, history and other cultural themes. Additional readings, writings and enhancement activities differentiate this course from German IV.
Prerequisites: Honors German III and/or teacher recommendation.
- 119 ADVANCED PLACEMENT® GERMAN - 12** Y 10 Credits
Description: The student 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.
Prerequisites: German IV or the equivalent.
- 132 FRENCH I - 9/12** Y 10 Credits
Description: In French I students learn, practice, and apply the vocabulary and structures needed to communicate on limited topics in French. Topics covered relate to the language purposes of the student such as getting information, greeting, inviting, etc. French culture is also emphasized.
Prerequisites: Interest
- 133 FRENCH II - 9/12** Y 10 Credits
Description: French II is a continuation of the language skills acquisition process begun in the preceding course. New grammar concepts and topical vocabulary are introduced. Listening and speaking skills are developed through oral exercises and occasional interactive group work. Writing skills are improved through written exercises and directed composition. Selected materials provide varied reading practice. Cultural studies are continued.
Prerequisites: French I or the equivalent.
- 134 HONORS FRENCH II - 9/10** Y 10 Credits
Description: Honors French II is a continuation of the language skills acquisition process from the preceding course. New grammar concepts and active vocabulary are introduced. Listening and speaking skills are developed through oral exercises and interactive group work. Writing skills are improved through written exercises and directed composition. Selected materials provide varied reading practice. Cultural studies are expanded. Pacing and skill level are accelerated.
Prerequisites: French I or teacher recommendation.

135 FRENCH III - 10/12

Y 10 Credits

Description: French III is a continuation of the language skill acquisition process begun in the preceding French courses. New grammar concepts and active vocabulary are introduced. Listening and speaking skills are developed through group discussion. Writing skills are improved as the student prepares written paragraphs. A short literary work is read, in addition to numerous cultural readings. Various topics concerning French culture are explored.

Prerequisites: French II or the equivalent.

136 HONORS FRENCH III - 10/12

Y 10 Credits

Description: Honors French III is a continuation of the language skill acquisition process begun in the preceding French courses. Cultural concepts provide the avenue for integrating new grammar and active vocabulary. Listening and speaking skills are developed. Writing skills are improved as the student prepares several short works. Reading practice is provided by supplementary stories or novels in addition to numerous cultural readings. Emphasis is placed on improvement of reasoning skills in a variety of higher level learning activities.

Prerequisites: Honors French II and/or teacher recommendation.

137 FRENCH IV - 11/12

Y 10 Credits

Description: French IV is a review and continuation of the language skills acquisition process begun in the preceding French courses. The course concentrates on practical application of the language skills. The basis of the course is reading, speaking, listening and writing in the target language with the goal of developing the students' ability to function in French daily life. An overview of French history and literature is presented. Grammar is reviewed and continued. A literary work is read. Cultural concepts are an integral part of the entire course.

Prerequisites: French III or the equivalent.

138 HONORS FRENCH IV - 11/12

Y 10 Credits

Description: Honors French IV is a review and continuation of the language skills acquisition process begun in the preceding French courses. This course concentrates on practical application of the language skills. A variety of reading, speaking, listening and writing activities is provided in order to develop the students' ability to function in French daily life. Pacing and skill level are accelerated allowing for more active use of the language. An overview of French history and literature is presented. Grammar is reviewed and continued. A challenging literary work is read. Culture concepts are an integral part of the entire course.

Prerequisites: Honors French III and/or teacher recommendation.

139 ADVANCED PLACEMENT® FRENCH - 12

Y 10 Credits

Description: Advanced Placement® French is a review and elaboration of the language skills acquisition process begun in the preceding French courses. The study of French civilization and the reading of literary works from several periods are a basis of the course. Students work with advanced materials and use higher level thinking skills in activities which 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 civilization and literature studies.

Prerequisites: French IV or the equivalent.

152 SPANISH I - 9/12

Y 10 Credits

Description: In Spanish I, students learn, practice, and apply the vocabulary and structures needed to communicate on limited topics in Spanish. Topics covered relate to the language purposes of the student such as getting information, greeting, inviting, etc. Hispanic culture is also integrated.

Prerequisites: Interest

153 SPANISH II - 9/12

Y 10 Credits

Description: Spanish II is a continuation of the language skills acquired in Spanish I. New grammatical concepts and vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through guided oral conversation and in-class activities. Writing skills are improved through written exercises and directed compositions. Reading practice is provided. Cultural topics are included.

Prerequisites: Spanish I or the equivalent.

154 HONORS SPANISH II - 9/10

Y 10 Credits

Description: Honors Spanish II is a continuation of the language skills acquisition process begun in the preceding course. New grammatical concepts and active vocabulary are introduced. Listening and speaking skills are developed through oral exercises and group discussion. Writing skills are improved through written exercises and directed composition. Short literary works are read. Cultural concepts are integrated. Creative thinking and higher level thinking skill activities are emphasized throughout the course.

Prerequisites: Spanish I or teacher recommendation.

155 SPANISH III - 10/12

Y 10 Credits

Description: Spanish III is a continuation of the language skills acquisition begun in the preceding Spanish courses. New grammatical concepts and active vocabulary are introduced to develop conversational skills on themes of interest to young people. Reading practice is provided. Listening, speaking and writing activities emphasize real communication.

Prerequisites: Spanish II or the equivalent.

156 HONORS SPANISH III 10/12

Y 10 Credits

Description: Honors Spanish III is a continuation of the language skills acquisition begun in the preceding Spanish courses. New grammatical concepts and active vocabulary are introduced to develop conversational skills on themes of interest to young people. Reading practice is provided. Listening, speaking and writing activities emphasize real communication. Emphasis is placed on improvement of skills in a variety of higher level learning activities and projects.

Prerequisites: Honors Spanish II, and/or teacher recommendation.

157 SPANISH IV - 11/12

Y 10 Credits

Description: Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented. There is more emphasis in oral communication through discussions of high interest topics. Grammatical concepts are reviewed.

Prerequisites: Spanish III or the equivalent.

158 HONORS SPANISH IV - 11/12

Y 10 Credits

Description: Honors Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented. There is added emphasis in oral communication through discussions of readings and high interest topics. Grammatical concepts are reviewed.

Prerequisites: Honors Spanish III or the equivalent.

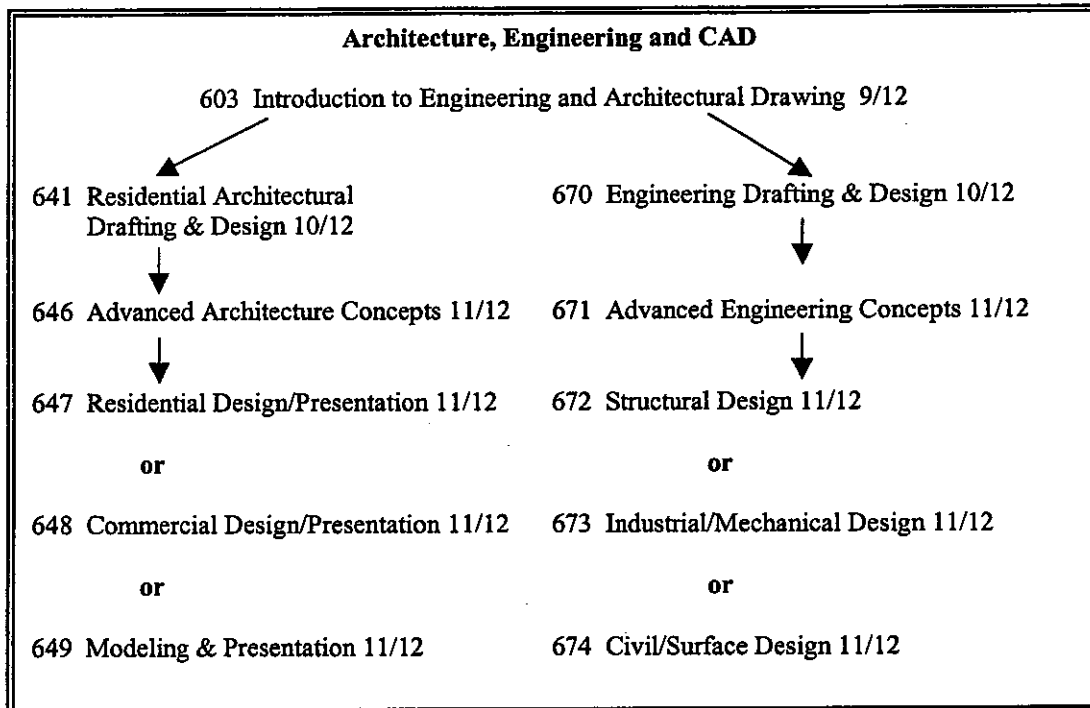
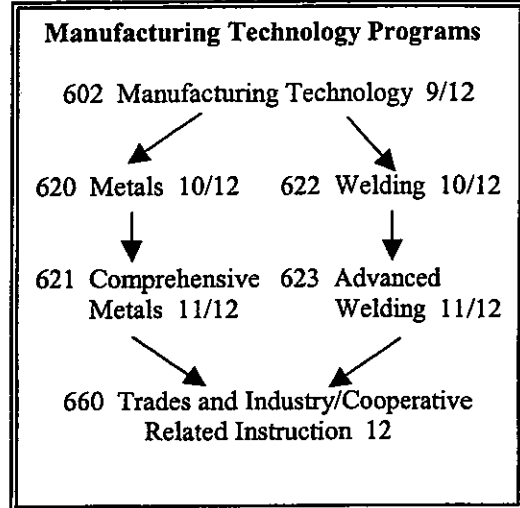
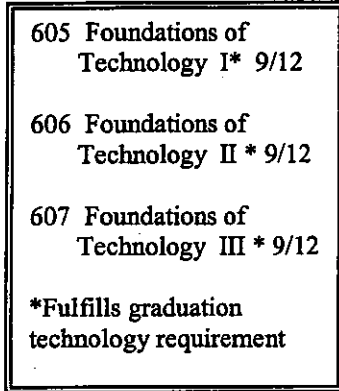
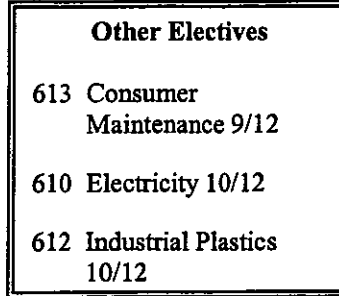
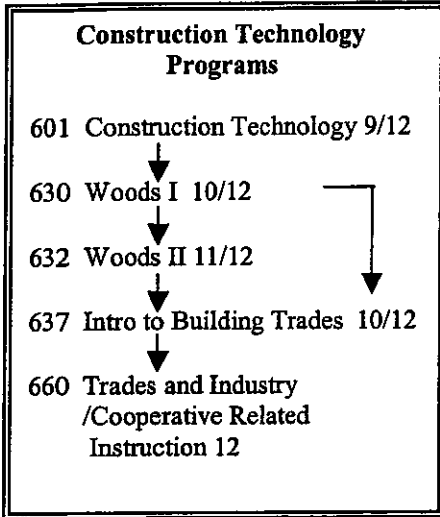
159 ADVANCED PLACEMENT® SPANISH - 12

Y 10 Credits

Description: Advanced Placement® Spanish is a fifth year course emphasizing listening and speaking skills by discussing topics of high interest, expressing opinions, and narrating events. Readings include current periodicals, short stories, and novels. Grammatical concepts are reviewed when necessary. Creative and higher level thinking skills activities are incorporated.

Prerequisites: Spanish IV or the equivalent.

INDUSTRIAL TECHNOLOGY



INDUSTRIAL TECHNOLOGY

Students may be asked to donate money, materials, or equipment to defray costs of consumable materials or to provide personal equipment. Instances where donations or equipment may be requested are designated with *Donation*.

601 CONSTRUCTION TECHNOLOGY - 9/12 S 5 Credits

Description: Construction Technology is an exploratory course designed to provide instruction in the use and care of woodworking hand tools and portable power equipment. The student will also be involved with fundamental principles of construction design, fabrication and career exploration.

Prerequisites: The student should have a desire to work with wood and have a career or vocational (hobby) interest in some phase of the area.

602 MANUFACTURING TECHNOLOGY - 9/12 S 5 Credits

Description: Manufacturing Technology is an exploratory course designed for students with little or no background in the metals field. Emphasis is placed on career exploration, blueprint reading, tools and materials in the areas of welding, sheet metal, foundry, plastics and bench metals. Students will also be involved with manufacturing techniques and processes and be introduced to Computerized Numerical Control mill and lathe training.

Prerequisites: The student should desire to gain knowledge and skill in this subject area.

603 INTRO. TO ENGINEERING & ARCHITECTURAL GRAPHICS - 9/12 S 5 Credits

Description: An exploratory course designed to introduce the learner to the tools and techniques used in the drafting industry. Activities provide the basis necessary for architectural and advanced mechanical drafting/design classes. Activities include mechanical, architectural problems and CAD exercises.

Prerequisites: An interest in technical fields of study, including drafting, engineering and architecture.

605 FOUNDATIONS OF TECHNOLOGY I - 9/12 S 5 Credits

Description: This course will allow students the opportunity to study one of five areas or clusters of Industrial Technology Education: Communication, Construction, Manufacturing, Power & Energy, and Transportation. Teams of up to six students will rotate through three "modules" in the cluster area during the semester, developing skills and learning information about the area. Modular topics include CNC lathe and mill, Graphic Design, Computer Aided Design, Radio Broadcasting, Video Editing and Production, Robotics and Automation, Flight, Space and Rocketry, Aerodynamics, Fluid Power, Engineering, Mechanisms, and Electricity/Electronics.

Donation

Prerequisites: None

606 FOUNDATIONS OF TECHNOLOGY II - 9/12 S 5 Credits

Description: This course will allow students the opportunity to study one of the other areas or clusters of Industrial Technology Education. The modular topics are the same as Foundations of Technology I.

Donation

Prerequisites: Foundations of Technology I

607 FOUNDATIONS OF TECHNOLOGY III - 10/12 S 5 Credits

Description: This course will allow students the opportunity to study one of the other areas or clusters of Industrial Technology Education. The modular topics are the same as Foundations of Technology I. *Donation*

Prerequisites: Foundations of Technology I & II

610 ELECTRICITY - 10/12 S 5 Credits

Description: Electricity is designed for the student with a further interest in electricity/electronics. Students use experiments and lab activities to simulate on-the-job training skills in residential wiring, building code application, and other electrical test equipment concepts. Students study blueprint and schematic reading applications, as well as safe and proper techniques in the use of equipment. Knowledge of current National Electric Code will also be taught.

Prerequisites: None

612 INDUSTRIAL PLASTICS - 10/12

S 5 Credits

Description: Industrial Plastics is an exploratory course providing technical information as to the classification, properties, and the processing of plastics. Students will study the processes and perform operations with the various plastic materials.

Prerequisites: The student should have a vocational or vocational interest in working with plastics.

613 CONSUMER MAINTENANCE - 9/12

S 5 Credits

Description: An exploratory level course designed to introduce the learner to consumer knowledge and maintenance skills in the areas of: masonry, carpentry, plumbing, electricity, insulation, drywall, interior wall finish, exterior wall finish and repair, appliance repair, furnace maintenance, small engines, and basic auto repair. The class will also explore career opportunities in these areas. Enrollment may be limited due to facility availability.

Prerequisites: None

620 METALS - 10/12

S 5 Credits

Description: Metals is a course designed for the student who has either a general interest in metalworking or for one who plans a career in a field requiring a working knowledge of the metals processes. Emphasis is placed on developing technical skills in the areas of machining, foundry, benchmetal and sheetmetal. The student will continue with computerized machining. *Donation*

Prerequisites: Manufacturing Technology with a grade of "3" or better.

621 COMPREHENSIVE METALS - 11/12 (Double Block)

Y 20 Credits

Description: Comprehensive Metals is a course designed for the student who is planning a career in a metals related field or one who has a general interest in developing advanced skills. Emphasis is placed on advanced skill development in machining, foundry, and sheetmetal. The student will also become familiar with C.N.C. (Computer Numerical Control) lathe and milling operations, programs writing, and C.A.M. (Computer Aided Manufacturing) which allows the student to design, program, and produce a product through computer use. Other topics include robotics and productivity. *Donation*

Prerequisites: Metals with a grade of "3" or better.

622 WELDING - 10/12

S 5 Credits

Description: Welding is a course designed for the student who wishes to develop welding skills in flat position arc, oxyacetylene welding, brazing, and gas cutting.

Prerequisites: Successful completion of Manufacturing Technology.

623 ADVANCED WELDING - 11/12

S 5 Credits

Description: Advanced welding is a class designed for the student who wishes to develop skills in off-position arc and gas welding. MIG (wire feed) welding and TIG welding skills are also taught. The student can select individual projects to further develop his or her skills.

Prerequisites: Welding with a grade of "3" or better.

630 WOODS I - 10/12

S 5 Credits

Description: Woods I is a course designed to provide students with the introductory skills and knowledge needed to correctly perform woodworking operations using handtools and power woodworking equipment. Instructional emphasis is placed on the safe, proper operation and care of woodworking equipment, selection of woodworking materials, understanding woodworking processes, and the importance of design. *Donation*

Prerequisites: Construction Technology with a grade of "3" or better.

632 WOODS II - 11/12

Y 10 Credits

Description: Woods II is a course designed to provide students with advanced skills and knowledge needed to perform upper level woodworking operations using power equipment. Instructional emphasis is placed on obtaining job-related, entry-level woodworking skills. This course also provides an introduction in the use of the wood shaper, pneumatic fastening systems, the plastic laminating process, and spray finishing techniques. *Donation*

Prerequisites: Woods I with a grade of "3" or better.

- 637 INTRODUCTION TO BUILDING TRADES - 10/12** S 5 Credits
Description: Introduction to Building Trades is designed to provide students with a hands-on career exploratory experience in the construction industry. Students will study surveying and site preparation, masonry, electrical, plumbing, framing and other construction trades. Emphasis will be placed on basic entry-level skills, demonstration of desirable employability skills, and development of an awareness of the opportunities in the building trades. Students may also choose additional emphasis in the cabinet making area.
Prerequisites: Woods I or approval of instructor. The students should also possess a vocational interest in the building trades. They should be able to apply the basic math concepts and demonstrate the necessary psychomotor skills.
- 641 RESIDENTIAL ARCHITECTURAL DRAFTING AND DESIGN - 10/12** Y 10 Credits
Description: An intermediate level course designed to introduce the learner to (1) design considerations, (2) construction practices, and (3) factors to consider in the purchase of a home. The learner will have the opportunity to develop skill in the making and reading of construction documents by completing a full set of CAD produced prints. Classroom organization and activities will familiarize the learner with architectural practices and procedures.
Prerequisites: Introduction to Engineering & Architectural Graphics is strongly recommended.
- 646 ADVANCED ARCHITECTURAL CONCEPTS - 11/12** S 5 Credits
Description: An advanced course designed to develop (1) visual thinking concepts including geometric shapes, balance and patterns, function, form and scale, (2) design/drawing concepts, including two and three dimensional drawings and (3) rendering concepts, including line, color and composition. Activities include computer and architectural modeling.
Prerequisites: Successful completion of Residential Architectural Drafting and Design with a grade of "3" or better.
- 647 ADVANCED ARCHITECTURE: RESIDENTIAL DESIGN/PRESENTATION - 11/12** S 5 Credits
Description: An advanced course designed to provide career information and to apply concepts and rendering methods in the design and presentation of a residential structure. The culminating project will consist of a rendered presentation board showing the floor plans, site plan, elevations, and pictorial of the student's design.
Prerequisites: Successful completion of Advanced Architectural Concepts.
- 648 ADVANCED ARCHITECTURE: COMMERCIAL DESIGN/PRESENTATION - 11/12** S 5 Credits
Description: An advanced course designed to provide career information and to allow the student to research and design a commercial structure in a group setting. The culminating project will include the oral and graphic presentation of the solution.
Prerequisites: Successful completion of Advanced Architectural Concepts
- 649 ADVANCED ARCHITECTURE: MODELING AND PRESENTATION - 11/12** S 5 Credits
Description: An advanced course designed to provide career information and to apply concepts and skills in the development of physical and electronic models of structures. Culminating projects will include physical and electronic models of: 1) the MOBA category II or III projects; or 2) a famous work of architecture.
Prerequisites: Successful completion of Advanced Architectural Concepts.
- 660 TRADES AND INDUSTRY - 12** Y 10 Credits
Description: The Trades and Industry Cooperative Program is designed to provide T & I Career program seniors with released time from school for on-the-job training. Each student's occupational needs will be met through a cooperative arrangement with industry. Students will interview and obtain employment in an area of his/her interest and training, work a minimum of 10 hours per week, maintain accurate work records and be evaluated by the employer each grading period. Students enrolled in this course must also register for Cooperative Related Instruction.
Prerequisites: The student must have completed at least one skill development course in one of Millard's T & I Programs, or wishes to work in an occupational area in which Millard offers no training. Application must be approved by T & I instructor.

661 COOPERATIVE RELATED INSTRUCTION - 12

Y 10 Credits

Description: The Cooperative Related Instruction class is designed to meet the individual needs of students who are enrolled in Millard's Trade and Industry Program. Individual needs are satisfied through a coordinated effort with industry and a team teaching arrangement. Students will concentrate on developing good work habits, understand the principles associated with successful employment, and acquire knowledge related to their on-the-job training. Students enrolled in this course must also register for Trades & Industry.

Prerequisites: The student should exhibit the desire to obtain employability skills in his/her chosen industrial field.

670 ENGINEERING DRAFTING AND DESIGN 10/12

Y 10 Credits

Description: An intermediate course designed to provide career information and to introduce the student to the engineering fields. Areas include; computer aided drafting, computer modeling, CNC programming, technical illustration, pattern development, and structural design. Activities include; the reading and construction of working drawings, production of CNC machined parts, construction of structural models, air brushing, and computer animation.

Prerequisites: Successful completion of Introduction to Engineering and Architectural Graphics.

671 ADVANCED ENGINEERING CONCEPTS – 11/12

S 5 Credits

Description: An advanced course designed to develop (1) visual thinking concepts including geometric shapes, form and scale (2) design/drawing concepts including presentation work (3) rendering concepts including line, color, shade and shadows and (4) computer generated modeling. Classroom procedures and activities are designed to prepare the student for structural, industrial/mechanical and civil engineering.

Prerequisites: Successful completion of Engineering Drafting and Design.

672 ADVANCED ENGINEERING: STRUCTURAL DESIGN – 11/12

S 5 Credits

Description: An advanced course designed to provide career information and apply structural engineering methods and knowledge in problem solving and construction activities. The culminating projects will consist of the design and construction of a model truss, bridge, tower, and a personal support device.

Prerequisites: Successful completion of Advanced Engineering Concepts.

673 ADVANCED ENGINEERING: INDUSTRIAL/MECHANICAL DESIGN– 11/12

S 5 Credits

Description: An advanced course designed to provide career information and apply industrial/mechanical methods and knowledge in the problem solving and construction activities including CNC/CAD/CAM. The culminating projects will include injection mold, gears and cams, and the design/re-engineering of an existing product.

Prerequisites: Successful completion of Advanced Engineering Concepts.

674 ADVANCED ENGINEERING: CIVIL/SURFACE DESIGN – 11/12

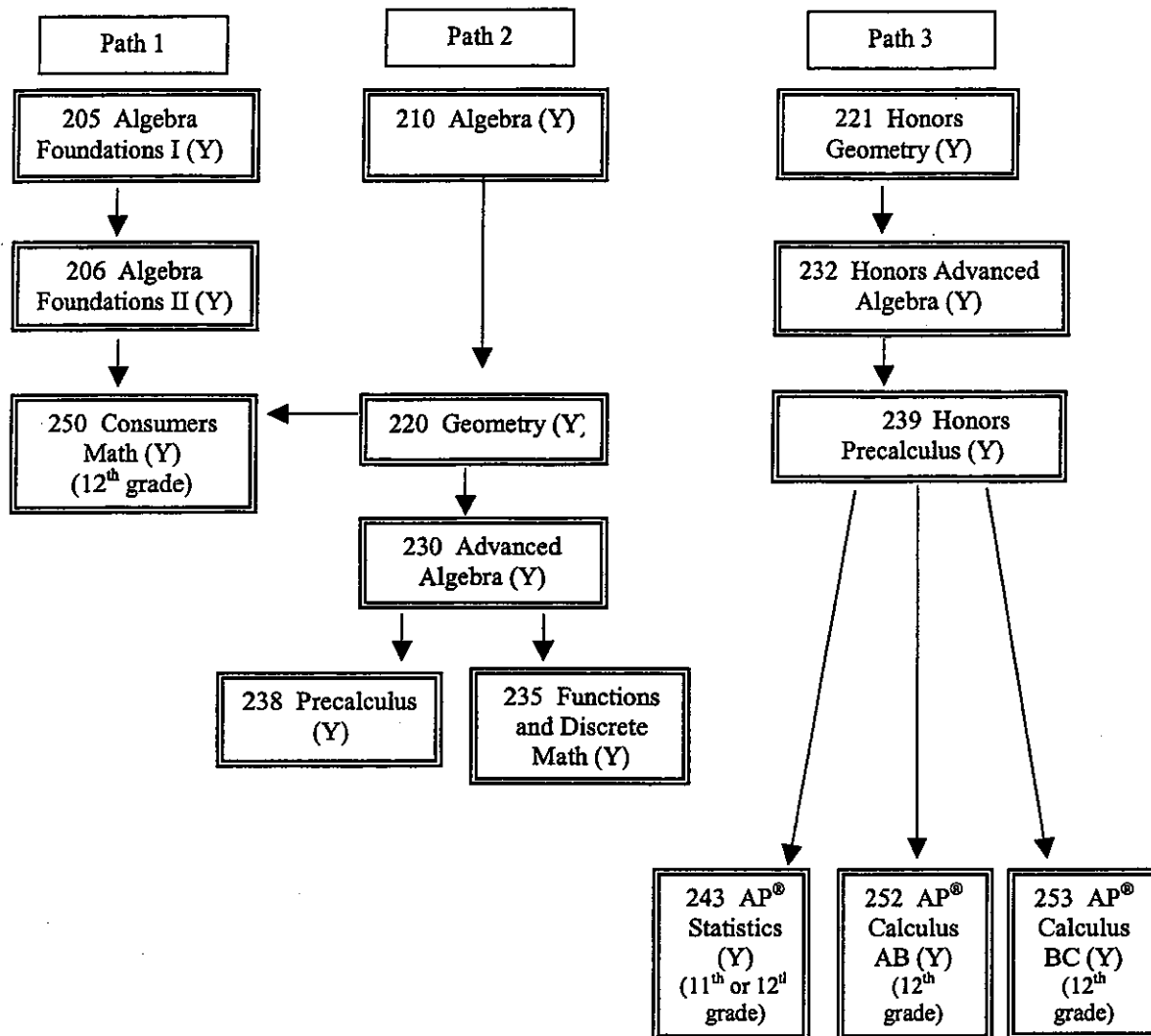
S 5 Credits

Description: An advanced course designed to provide career information and apply civil engineering methods and knowledge in the problems solving and construction activities. Activities include surveying, topographical models, surface engineering, and descriptive geometry.

Prerequisites: Successful completion of Advanced Engineering Concepts.

MATHEMATICS

Students generally follow one of the course paths shown below.



MATH

All students must successfully complete 25 credits of mathematics in order to meet the minimum graduation requirements. College bound students should complete 3 to 4 years of mathematics including Advanced Algebra for minimum college preparation.

School calculators are available for use in all math classes. Students may also use their own calculator.

205 ALGEBRA FOUNDATIONS I – 9/10 Y 10 Credits

Description: Algebra Foundations is a two-year sequence designed for those students who need reinforcement in basic skills in order to successfully master algebra and geometry concepts. Students who successfully complete both semesters of Algebra Foundations I will have satisfied the Algebra graduation requirement. Students interested in taking Algebra Foundations should talk with their teacher about indicators that may help students determine their readiness for the course. Students interested in taking Algebra Foundations should talk with their teacher about indicators that may help students determine their readiness for the course.

Prerequisites: None

206 ALGEBRA FOUNDATIONS II – 10/11 Y 10 Credits

Descriptions: Algebra Foundations is a two-year sequence designed for those students who need reinforcement in basic skills in order to successfully master algebra and geometry concepts.

Prerequisites: Algebra Foundations I

210 ALGEBRA - 9/12 Y 10 Credits

Description: Algebra is a course designed for those students who have mastered the basics of arithmetic and pre-algebra and who understand mathematics in a more abstract form. This is a typical first year algebra course and would be the appropriate mathematics course for most college-bound freshmen. Students interested in taking Algebra should talk with their teacher about indicators that may help students determine their readiness for the course.

Prerequisites: Pre-Algebra

220 GEOMETRY - 9/12 Y 10 Credits

Description: The student will learn traditional geometric facts, applications of those facts, and the axiomatic method used to derive those facts. All college-bound students should take this course.

Prerequisites: Algebra

221 HONORS GEOMETRY – 9/12 Y 10 Credits

Description: The student will learn traditional geometric facts, applications of those facts, and the axiomatic method used to derive those facts. This class will move at a quicker pace and will cover topics in greater detail than the regular Geometry class. It is recommended for all students who plan to pursue Advanced Placement or International Baccalaureate math classes. Students interested in taking Honors Geometry should talk with their teacher about indicators that may help students determine their readiness for the course.

Prerequisites: Algebra

230 ADVANCED ALGEBRA - 9/12 Y 10 Credits

Description: Concepts from Algebra are expanded and used to develop a variety of more advanced algebraic topics. Advanced Algebra completes the minimum three-year mathematics sequence required by most colleges

Prerequisites: Geometry

232 HONORS ADVANCED ALGEBRA – 9/12 Y 10 Credits

Description: Concepts from Algebra are expanded and used to develop a variety of more advanced algebraic topics. This class will move at a quicker pace and will cover topics in greater detail than the regular Advanced Algebra class. It completes the minimum three-year mathematics sequence required by most colleges and is recommended for all students who plan to pursue Advanced Placement or International Baccalaureate math classes.

A student who has not taken Honors Geometry must talk with the department head about the student's understanding of the concepts and skills needed for Honors Advanced Algebra before registering for the course.

Prerequisites: Honors Geometry

- 235 FUNCTIONS AND DISCRETE MATHEMATICS - 12** Y 10 Credits
Description: This course will review and extend Advanced Algebra concepts and introduce students to discrete math topics. It is recommended for seniors who need a fourth year of mathematics in preparation for college algebra or statistics. (Seniors who will need trigonometry or calculus in college should enroll in Precalculus.)
Prerequisites: Advanced Algebra
- 238 PRECALCULUS-10/12** Y 10 Credits
Description: Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important ideas of Calculus. The relationship functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real world application.
Prerequisites: Advanced Algebra
- 239 HONORS PRECALCULUS – 10/12** Y 10 Credits
Description: Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important ideas of Calculus. The relationship between functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real world application. This class will move at a quicker pace and will cover topics in greater detail than the regular Precalculus class. It is recommended for all students who plan to pursue Advanced Placement®. A student who has not taken Honors Advanced Algebra must talk with the department head about the student's understanding of the concepts and skills needed for Honors Precalculus before registering for the course.
Prerequisites: Honors Advanced Algebra
- 243 ADVANCED PLACEMENT® STATISTICS - 11/12** Y 10 Credits
Description: Advance Placement® Statistics is designed to prepare students for the Advanced Placement® Statistics exam. The content will consist of the statistical concepts tested on the exam including exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete the Advanced Placement® examination may receive credit and/or advanced placement for a one-semester introductory college statistics course at many colleges and universities. A student who has not taken Honors Precalculus must talk with the department head about the student's understanding of the concepts and skills needed for Advanced® Placement Statistics before registering for the course.
Prerequisites: Honors Precalculus
- 250 CONSUMERS MATH - 12** Y 10 Credits
Description: Consumers Math is designed to provide students with a foundation necessary for the continual exploration of personal finance and consumer issues throughout their adult lives. Because 4-year institutions do not accept this course for math credit, it is not recommended for college bound students.
Prerequisites: Seniors only. Students who have passed Advanced Algebra should not select this course.
- 252 ADVANCED PLACEMENT® CALCULUS AB – 12** Y 10 Credits
Description: Advanced Placement® Calculus AB is a course in a 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. It is equivalent to at least a semester of calculus at most colleges and universities, perhaps to a year of calculus at some. A student who has not taken Honors Precalculus must talk with the department head about the student's understanding of the concepts and skills needed for Advanced® Placement Calculus AB before registering for the course.
Prerequisites: Honors Precalculus
- 253 ADVANCED PLACEMENT® CALCULUS BC - 12** Y 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. It is equivalent to at least a year of calculus at most colleges and universities. A student who has not taken Honors Precalculus must talk with the department head about the student's understanding of the concepts and skills needed for Advanced® Placement Calculus BC before registering for the course.
Prerequisites: Honors Precalculus

MUSIC

Students may be asked to provide specialized attire or to make a donation in these courses in compliance with Rule 6750.1

755 THE MUSIC CONSUMER - 9/12

S 5 Credits

Description: It doesn't matter if you are riding in a car, buying a new CD, watching television, or sitting in the dentist's chair, we are all consumers of music. To help students become more knowledgeable music consumers, this course will help develop active listening skills and bring music to life with a unique combination of creative tools. It will present numerous types of music and sound, emphasizing the depth of emotion that can be conveyed. Students will explore a brief history of music and musical concepts through various multimedia tools.

Prerequisites: None

760/761 SYMPHONIC BAND/MARCHING BAND - 9/12

S 5 Credits

Description: This course is for all 9th, 10th, 11th and 12th grade students who play a band instrument and have an interest in advanced level band music literature. All students registered for Symphonic Band will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Orchestra winds and percussion, Musical Pit Orchestra, and various small groups, individual solos and honor groups. 761 Marching Band meets only 1st semester and should be paired with 760 Symphonic Band for the 2nd semester class.

Prerequisites: Students should have passed their previous year of Band and completed an audition with the band director.

762/761 CONCERT BAND/MARCHING BAND - 9/12

S 5 Credits

Description: This course is for all 9th, 10th, 11th and 12th grade students who play a band instrument and have an interest in band music literature. All students registered for Band will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Musical Pit Orchestra, Orchestra winds and percussion, and various small groups, individual solos and honor groups. 761 Marching Band meets only 1st semester and should be paired with 762 Concert Band for the 2nd semester class.

Prerequisites: Students should have passed their previous year of Band and completed an audition with the band director.

764/761 WIND ENSEMBLE/ MARCHING BAND – 9/12

Y 10 Credits

Description: The course is for all 9th, 10th, 11th and 12th grade students who play a band instrument and have an interest in the most advanced band music literature. All students registered for Band will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Orchestra winds and percussion, Musical Pit Orchestra, and various small groups and individual solos and honor groups. 761 Marching Band meets only 1st semester and should be paired with 764 Wind Ensemble for the 2nd semester class.

Prerequisites: Students should have passed their previous year of Band and completed an audition with the band director.

763 ORCHESTRA - 9/12

Y 10 Credits

Description: Orchestra is for all high school students who play a string instrument and desire to perform repertoire from all periods of music history. Following marching season, the String Orchestra will be joined by wind and percussion players selected from the bands to form the Full Orchestra. Opportunities exist for chamber music, conducting, solo performances, and participation in honor groups, contests, studio orchestra (jazz and pop) and chamber orchestra (by audition).

Prerequisites: Students should have passed their previous year of Orchestra or completed an audition with the orchestra director.

771 CONCERT CHOIR – 9

Y 10 Credits

Description: This is a select mixed voice chorus with emphasis on performance. There is a minimum of three performances per year. A variety of musical styles are explored.

Prerequisites: Students should have passed 8th grade choir with placement by the choral director; or successful completion of an audition with the choral director.

772 JUNIOR VARSITY CHOIR – 10

Y 10 Credits

Description: This is a select, mixed voice chorus with emphasis on performance. There is a minimum of three performances per year. A variety of musical styles are explored.

Prerequisites: Students should have passed Concert Choir with placement by the choral director; or successful completion of an audition with the choral director.

773 VARSITY CHOIR 11/12

Y 10 Credits

Description: This is a select mixed voice chorus with emphasis on advanced level choral performance. There is a minimum of three performances per year. A variety of musical styles are explored.

Prerequisites: Students should have passed the previous year of choir with placement by the choral director; or successful completion of an audition with the choral director.

774 MIXED CHORUS I - 9/12

S 5 Credits

Description: Students may take this Mixed Chorus for a semester. This course is designed to develop the students' vocal instrument and to increase their knowledge of musical literature. Emphasis is on performing (SAB) and four-part (SATB) literature of all styles. If the membership is all women we will study SSA & SSAA literature.

Prerequisites: None

775 MIXED CHORUS II - 9/12

Y 10 Credits

Description: Students may take this Mixed Chorus for the entire year. This course is designed to develop the students' vocal instrument and to increase their knowledge of musical literature. Emphasis is on performing (SAB) and four-part (SATB) literature of all styles. If the membership is all women we will study SSA & SSAA literature.

Prerequisites: None

780 MUSIC THEORY 9/12

S 5 Credits

Description: A course which offers students insights into music melody, rhythm, intervals, triads, harmony, notation, ear training, composition and history. This is designed for students who are interested in how music is created and does make use of current music technology.

Prerequisites: Previous musical experience is not required but may be beneficial.

781 ADVANCED PLACEMENT® MUSIC THEORY 11/12

S 5 Credits

Description: This course is for juniors and seniors wanting to pursue an intense study of music theory, literature, history and composition for personal understanding and possible college credit following the national Advanced Placement® exams or college music theory entrance exams. The course will concentrate on critical analysis of designated musical literature and composition. Students will make use of current music technologies. Students should have a strong background in music theory.

Prerequisites: Successful completion of 780 Music Theory or approval by the instructor.

PHYSICAL EDUCATION

215

The Physical Education requirement for graduation is 15 credit hours. The courses listed below are all the offerings in physical education, with each course earning 5 credits. Note that these courses can only be taken once for credit toward graduation but may be taken as an elective if room in the class is available.

9th Grade Offerings

- 800 Sport Skills & Fitness
- 801 Cross Training I
- 808 Intro to Aquatics
- 810 Fitness Swimming
- 814 Athletic Training and Sport Injury*
* elective credit only

10th Grade Offerings

- 800 Sport Skills & Fitness
- 801 Cross Training I
- 802 Cross Training II
(prerequisite Cross Training I)
- 805 Weight Training I
- 808 Intro to Aquatics
- 809 Lifeguard Training
- 810 Fitness Swimming
- 814 Athletic Training and Sport Injury*
* elective credit only
- 817 Sport Officiating

11th & 12th Grade Offerings

- 801 Cross Training I
- 802 Cross Training II
(prerequisite Cross Training I)
- 803 Lifetime Fitness
- 805 Weight Training I
- 806 Weight Training II
(prerequisite Weight Training I)
- 808 Intro to Aquatics
- 809 Lifeguard Training
- 810 Fitness Swimming
- 814 Athletic Training and Sport Injury*
* elective credit only
- 815 Athletic Training and Sport Injury Internship*
* elective credit only
- 816 Advanced Performance
- 817 Sport Officiating

PHYSICAL EDUCATION

Students provide athletic shoes, elastic-waist shorts, t-shirt, and cold weather attire as needed.

800 SPORTS SKILLS AND FITNESS - 9/10

S 5 Credits

Description: This class meets every other day for one semester. This class is designed to teach basic lifelong individual and team activities. Class activities will last 5 to 10 class periods.

Prerequisites: None

Activities:

- | | |
|----------------|-----------------------|
| 1. Swimming | 9. Golf |
| 2. Softball | 10. Dance |
| 3. Pickle Ball | 11. Floor Hockey |
| 4. Soccer | 12. Weight Lifting |
| 5. Badminton | 13. Flag Football |
| 6. Basketball | 14. New Games |
| 7. Tennis | 15. Fitness Knowledge |
| 8. Volleyball | |

Optional Enrichment Activities:

- | | |
|-------------------------|-----------------|
| 1. Cross Country Skiing | 4. Handball |
| 2. Roller Skating | 5. Racquetball |
| 3. Bowling | 6. Self Defense |

801 CROSS TRAINING I - 9/12

S 5 Credits

Description: This class meets every other day for one semester. This class is designed to teach basic lifestyle fitness concepts and aerobic/anaerobic fitness activities which use continuous movement or exercise for a determined amount of time.

Prerequisites: None

Activities:

- | | |
|------------------------------------|---------------------------------|
| 1. Aerobic Dance | 5. Jogging |
| 2. Bench Step Aerobics | 6. Power Walking |
| 3. Circuit/Station/Weight Training | 7. Swimming/Water Aerobics |
| 4. Fitness Concepts | 8. Literature in Healthy Living |

802 CROSS TRAINING II - 10/12

S 5 Credits

Description: This class meets every other day for one semester. It is designed to build and expand on the learning experience gained from Cross Training I. Class meets outdoors regularly. Students are required to dress appropriately for the weather.

Prerequisites: Successful completion of Cross Training I and/or approval of instructor.

Activities:

- | | |
|------------------------------------|------------------------------|
| 1. Aerobic Dance | 5. Jogging |
| 2. Bench Step Aerobics | 6. Power Walking |
| 3. Circuit/Station/Weight Training | 7. Swimming/Aquatic Aerobics |
| 4. Fitness Concepts | 8. Fitness Games |

Optional Enrichment Activities:

- | | |
|-------------------|--------------------|
| 1. Roller Skating | 3. Health Centers |
| 2. Fitness Labs | 4. Aerobic Centers |

803 LIFETIME FITNESS - 11/12

S 5 Credits 217

Description: : This class meets every other day for one semester. It is designed to teach basic skills in most activities considered to be of value as a leisure time experience and to make the student aware of life style fitness concepts that can be used after graduation. The life style fitness concepts will be taught in the classroom on an alternating basis with the lifetime sport activities. Activities will last from 1-2 weeks. Students pay a fee (not to exceed actual cost less revenue raised via fundraising activities and/or donations) for all optional field trips approved by the building administration.

Prerequisites: None

Activities:

- | | |
|-----------------------|-------------------------------------|
| 1. Badminton | 8. Volleyball |
| 2. Golf | 9. Softball |
| 3. Tennis | 10. Swimming/Aquatic Activities |
| 4. Fitness Activities | 11. Wellness Activities |
| 5. Soccer | 12. Pickleball |
| 6. Ultimate Frisbee | 13. Flag Football/Ultimate Football |
| 7. Basketball | |

Optional Enrichment Activities:

- | | |
|--------------------------------|----------------------------|
| 1. Frisbee golf | 10. Fitness/Health Centers |
| 2. Roller skating/laser runner | 11. Self Defense |
| 3. Golf Course/driving range | 12. Bowling |
| 4. Self-defense instruction | 13. CPR |
| 5. Floor hockey | 14. Roller Hockey |
| 6. Rock climbing/Rappelling | 15. Ice Skating |
| 7. Miniature golf | 16. Batting cages |
| 8. Ping pong | 17. Weight Room |
| 9. Billiards | 18. Fishing |

805 WEIGHT TRAINING I - 10/12

S 5 Credits

Description: This class meets every other day for one semester. It is designed to teach the beginning weight training student. Major 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 machine weights will be used. **ENROLLMENT IS LIMITED TO ONE SEMESTER.**

Prerequisites: None

Activities:

1. Introduce weight lifting exercises
2. Introduce and develop proper lifting techniques
3. Introduce and establish workout routines
4. Introduce physiological and kinesiological concepts
5. Introduce weight training principles
6. Use free weights and machine weights
7. Conditioning activities

806 WEIGHT TRAINING II - 10/12

S 5 Credits

Description: This class meets every other day for one semester. It is designed to build on learning experiences gained from Weight Training I. Weight Training II may be repeated with instructor's permission.

Prerequisites: Successful completion of Weight Training 1 and/or approval of the instructor.

Activities:

1. Introduce advanced weight lifting exercises
2. Improve on proper lifting techniques
3. Develop, assess, and select advanced workout routines
4. Apply physiological and kinesiological concepts
5. Apply advanced weight training principles
6. Use free weights and machine weights
7. Conditioning activities

808 INTRODUCTION TO AQUATICS - 9/12

S 5 Credits

Description: This class meets every other day for one semester This class is designed for the novice swimmer and will teach basic swimming strokes and water safety skills.

Prerequisites: Students are required to furnish their own towel and swim suit. 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
- 2. Basic Swimming Strokes and Skills
- 3. Community Water Safety
- 4. Water Sports

809 LIFEGUARD TRAINING - 10/12

S 5 Credits

Description: This class meets every other day for one semester. It is designed for the advanced swimmer, and will follow the program designed by the American Red Cross. Students who successfully complete this class will receive the Red Cross Certification in Lifeguard Training. Students will be required to purchase CPR mouth guard (available for purchase at school).

Prerequisites: Students are required to (1) furnish their own towel and swim suit, (2) be 15 years of age on or before the beginning of the course, (3) swim 500 yards continuously using each of the following strokes for at least 50 yards: crawl, breaststroke, and sidestroke, (4) surface dive to a minimum depth of nine feet and bring a 10-pound diving brick to the surface, (5) surface dive to a minimum depth of five feet and swim underwater a minimum of 15 yards, and (6) tread water for one minute without the use of arms.

Activities:

- 1. Advanced Swimming
- 2. Lifeguard Training
- 3. Water Safety
- 4. First Aid and CPR

810 FITNESS SWIMMING - 9/12

S 5 Credits

Description: This class meets every other day for one semester. It is designed for the advanced swimmer and will teach the student the benefits of fitness swimming and its effect on lifetime health. Major emphasis will be on safety, hydrodynamics and fitness concepts. If the class has been taken for 9/10th grade credit, it may be repeated for 11/12 grade credit. Students are required to furnish their own towel and swim suit.

Prerequisites: Students must be able to swim 500 yards continuously using the crawl stroke, backstroke and breaststroke in any combination.

Activities:

- 1. Fitness Programming
- 2. Training Concepts
- 3. Hydrodynamic Concepts
- 4. Fitness Swimming Activities
- 5. Water Aerobics
- 6. Community Water Safety
- 7. Community CPR

812 DEVELOPMENTAL PHYSICAL EDUCATION – 9/12

S 5 Credits

Description: This class will meet as directed by district parameters and the individual building schedule. It is designed to serve students whose physical, social and academic needs dictate an altered curriculum. Students will participate in activities that will promote personal growth in the areas of motor skills, expressive and receptive language, fitness concepts, and group socialization.

Prerequisites: Permission of Physical Education instructor after consultation with Special Education case manager and district Adapted Physical Education consultant.

814 ATHLETIC TRAINING AND SPORTS INJURY - 9/12

S 5 Credits

(This course is for elective credit only. It does not fulfill the 15 credit P.E. graduation requirement.)

Description: This course is designed for the student interested in 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.

Prerequisites: A completed application form submitted to the instructor, and a strong interest in the health care field. All freshman applicants must complete their first semester of high school.

815 ATHLETIC TRAINING AND SPORTS INJURIES INTERNSHIP - 11/12

Y 10 Credits 219

Description: The Athletic Training internship is designed as a mutually beneficial experience for student trainers and the Millard community. Student trainers would volunteer their athletic training and first aid skills as support to a variety of community sports activities. This coordination would take place with the head trainer and any amateur sports organizations, junior high athletic directors/principals, local health and fitness clubs, and sports medicine clinics. The experience would enhance the student trainers' skills in a setting outside the high school sports arena while at a time providing an important health care service to those requesting participation.

Prerequisites: The student must be actively involved in the Student Athletic Trainer program and have current certification in First Aid, Sports Safety Training and Community CPR.

816 ADVANCED PERFORMANCE- 11/12

S 5 Credits

Description: This course is designed for the highly motivated student interested in advanced performance training. The class will also help build potential health and fitness career opportunities and knowledge of those careers. The class will incorporate intense training techniques, nutrition, goal setting and research in the area of exercise science.

Prerequisites: Students must have junior status, teacher approval and have successfully completed two of the following courses – Weight Training I, Weight Training II, Cross Training I or Cross Training II.

817 SPORT OFFICIATING – 10/12

S 5 Credits

Description: This course is designed to offer students the coursework 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, field experiences, guest speakers and video lessons. Upon successful completion of this class, students interested in employment may pursue NSAA certification at their own cost.

Prerequisites: None

READING

Strong reading skills are critical for success in high school and college. The following reading courses fulfill elective requirements. See course descriptions for further information.

Courses designed students reading below grade level:

052 Reading 9
053 Reading 10
054 Reading 11
055 Reading 12

Courses designed to support Basic English:

056 Content Area Reading 9
057 Content Area Reading 10

Course designed for students reading on or above grade level:

050 Study Skills – 9/12

050 STUDY SKILLS - 9/12

S 5 Credits

Description: An elective course designed for the average and above average student. Study skills emphasized will be goal setting, learning styles, listening skills, time management, test-taking, note-taking, and memory. A portion of the course will be devoted to improving reading speed and efficiency.

Prerequisites: None

052 READING 9

S 5 Credits

Description: An elective course designed for the student reading two grade levels below grade placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation and content teacher recommendation.

053 READING 10 (formerly Adventures In Reading I)

S 5 Credits

Description: An elective course designed for the student reading two grade levels below placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation, and content teacher recommendation.

054 READING 11 (formerly Adventures In Reading II)

S 5 Credits

Description: An elective course designed for the student reading two grade levels below placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation, and content teacher recommendation.

055 READING 12

S 5 Credits

Description: An elective course designed for the student reading two grade levels below placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation, and content teacher recommendation.

056 CONTENT AREA READING 9

Y 10 Credits

Description: Content area reading supports students' reading needs in the content areas of English, Science, and Social Studies. This class is designed to enable students to effectively read the narrative and expository text necessary to be successful in the content area classroom. At the 9th grade level, reading will support Basic English 9, IPS or Basic IPS, and American History from 1914.

Prerequisites: None

057 CONTENT AREA READING 10

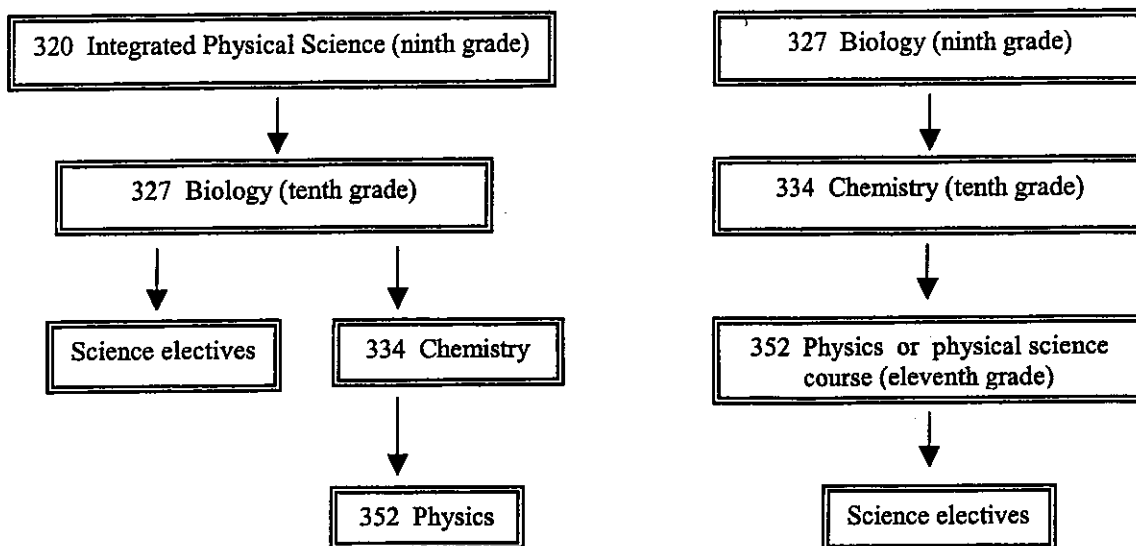
Y 10 Credits

Description: Content area reading supports students' reading needs in the content areas of English, Science, and Social studies. This class is designed to enable students to effectively read the narrative and expository text necessary to be successful in the content area classroom. At the 10th grade level, reading will support Basic English 10, Biology or Basic Biology, and World Geography.

Prerequisites: None

SCIENCE

221



Most students should take Integrated Physical Science in ninth grade followed by Biology in the tenth grade. Other physical science (including Chemistry and Physics) and life science courses are available as electives to round out the student's understanding of life, physical, earth and space science.

Students wanting to accelerate their science curriculum may take Biology in ninth grade. It is recommended that they take Chemistry in tenth grade, followed by Physics in eleventh grade. The purpose of starting with Biology in ninth grade is to provide students who have a strong interest in science the opportunity to take more than two and a half years of science in high school, including Advanced Placement® science courses.

Success as an eighth grader is the criteria for placement in Biology in ninth grade. In order to take Biology as a ninth grader, students should be recommended by their eighth grade team with that recommendation based on:

- Strong math ability and skills
- Strong reading ability and skills
- Strong science ability, skills and interest
- Interest in taking more than the required high school science courses.

319 BASIC INTEGRATED PHYSICAL SCIENCE - 9

Y 10 Credits

Description: This course is designed to assist students in the transition to high school science. It utilizes a "hands-on" approach emphasizing the skills and knowledge needed for success in later courses. This course focuses on the earth systems: atmospheric, geologic, and water. Students will have many opportunities to explore their surroundings and gain a greater awareness and deeper understanding of their world.

Prerequisites: Students meeting two of the following criteria may enroll in this course: (1) Special Education placement; (2) Recommendation of most recent science teacher; (3) a reading comprehension level below the 40th national percentile.

320 INTEGRATED PHYSICAL SCIENCE - 9

Y 10 Credits

Description: This course utilizes a multifaceted, hands-on, technology driven approach to science. This course focuses on the earth systems: atmospheric, geologic and water. Students will have many opportunities to explore their surroundings and gain a greater awareness and deeper understanding of their world.

Prerequisites: None

326 BASIC BIOLOGY - 10

Y 10 Credits

Description: This course is designed to assist students with the elements of Life Science. This hands-on approach integrates concepts and facts with connections to the real world.

Prerequisites: Students meeting two of the following criteria may enroll in this course: (1) Special Education placement; (2) recommendation of most recent science teacher; (3) a reading comprehension level below the 40th national percentile.

327 BIOLOGY -- 9/10

Y 10 Credits

Description: This course offers an opportunity to explore diversity and interdependence in our living world. Students develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills. With an environmental emphasis, this course provides a thorough overview of all major biology topics including the cell, microscopic life, plants, and animals.

Prerequisites: None

333 ZOOLOGY -- 10/12

S 5 Credits

Description: This course offers an in-depth exploration of animal life. In a laboratory setting, students investigate the physical structure of animals in order to understand its function and its role in the animal's survival. Students also examine the relationship of animals to their environment and to each other. Emphasis is placed on the understanding and use of biological classification.

Prerequisites: Biology

334 CHEMISTRY -- 10/12

Y 10 Credits

Description: This course emphasizes the impact of chemistry on society by addressing relevant technological issues in our communities. It presents a thorough and balanced view of modern chemistry designed to stimulate and challenge students. Students develop a strong conceptual understanding of chemistry and enhance their problem-solving skills through the application of acquired information and laboratory experience. Decision-making activities require student participation and cooperation. This course is designed for all motivated students.

Prerequisites: Algebra

335 ASTRONOMY -- 10/12

S 5 Credits

Description: This course offers an opportunity to explore various topics in astronomy. Students examine the development of the universe, galaxies, moons and the earth. Emphasis is placed on the role of space exploration as well as the history of astronomy, its beginning and its development through time.

Prerequisites: None

346 ENVIRONMENTAL SCIENCE -- 10/12

S 5 Credits

Description: This course is designed to help students gain a better awareness of how they fit into the delicate balance of their environment. The interactions of living things as well as their impact on the non-living will be explored.

Prerequisites: Biology

352 PHYSICS - 10/12

Y 10 Credits

Description: Physics is a strong college preparatory class which develops critical thinking skills and problem solving techniques. It is not just a class for students interested in science. Students use laboratory equipment to explore the way the physical world works. Traditional concepts of motion, forces, energy, heat, sound, light, electricity, magnetism, and nuclear physics are emphasized.

Prerequisites: Completion of or concurrent enrollment in Advanced Algebra.

362 HUMAN PHYSIOLOGY - 10/12

Y 10 Credits

Description: This course is an in-depth study of the structure and function of human body systems. It is recommended for students: 1) wishing to gain insight regarding body functions and the improvement of their health, 2) students interested in learning health occupational skills and gaining insight in various health and medical careers, and 3) students wishing to explore current human health topics such as the causation and prevention of disease.

Prerequisites: Biology

370 ADVANCED PLACEMENT® CHEMISTRY - 11/12

Y 10 Credits

Description: 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). AP® Chemistry is designed to be equivalent to introductory General 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: Chemistry and completion or concurrent enrollment in Advanced Algebra.

377 ADVANCED PLACEMENT® BIOLOGY - 11/12

Y 10 Credits

Description: This course provides an in-depth study of the major components of the Life Sciences. Emphasis is placed on traditional concepts as well as current topics in biology and related subjects. AP® Biology is designed to be equivalent to introductory General Biology 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 intense laboratory experience and become familiar with current scientific literature.

Prerequisites: Biology and Chemistry

379 ADVANCED PLACEMENT® PHYSICS - 11/12

Y 10 Credits

Description: This course is for students with a very strong interest in science and mathematics. A college physics textbook will be the basis for covering all the traditional topics in physics with emphasis on thermodynamics, electricity, magnetism, light, optics, relativity, quantum and atomic physics. The fast pace of this course will prepare students for the AP® physics exam. Previous AP® physics exam questions will be utilized for evaluation throughout the course.

Prerequisites: Physics and completion of or concurrent enrollment in Precalculus

SOCIAL STUDIES

Required for Graduation

9 th Grade	410 American History Since 1914
10 th Grade	412 World Geography
12 th Grade	414 U.S. Government & Economics

For graduation requirement purposes students must choose at least one course from Human Resources and one from either American Studies or World Perspectives.

Human Resources

430 Intro. to Behavioral Sciences 10/12
 431 Sociology 11/12
 432 Psychology 11/12
 453 AP[®] Psychology 11/12
 527 Child Development 11/12
 528 Adult Living 12

American Studies

423 Ethnic Studies 10/12
 442 Law Studies 11/12
 450 AP[®] American History 11/12
 452 AP[®] Macro Economics 11/12

World Perspectives

421 World Affairs 11/12
 422 World Religions 11/12
 420 World History 11/12
 451 AP[®] European History 11/12

410 AMERICAN HISTORY (SINCE 1914) - 9

Y 10 Credits

Description: This course continues the concepts started in the eighth grade American History course and begins with the time period of 1914 prior to World War I and continues toward the present.

Prerequisites: None

412 WORLD GEOGRAPHY - 10

Y 10 Credits

Description: Today's world is one which is driven by the interrelationships between nations. To function as a global citizen, one must have an understanding of global interdependence and diversity, the effect of cooperation and conflict resolution between nations, and the impact of culture and history upon contemporary world issues. From this understanding, students will develop a world perspective to view events of the day.

Prerequisites: None

414 UNITED STATES GOVERNMENT AND ECONOMICS - 12

(formerly called Civics/Consumerism)

S 5 Credits

Description: This course is designed to help seniors acquire the knowledge and skills necessary to function as an informed, concerned and active citizen/consumer in our democratic society and complex world.

Prerequisites: None

- 420 WORLD HISTORY - 11/12** Y 10 Credits
Description: World History traces humanity's struggle to survive and create civilizations through the study of anthropology and the development in religion, government, science, commerce, philosophy and the arts.
Prerequisites: None
- 421 WORLD AFFAIRS - 11/12** S 5 Credits
Description: This is a course in contemporary world events. World Affairs is the study of current events happening in the modern world including historical information explaining why these events are important.
Prerequisites: None
- 422 WORLD RELIGIONS - 11/12** S 5 Credits
Description: This course is an introduction to different religions in the world. It will cover Hinduism, Buddhism, Christianity, Islam and Judaism. The course will help students understand the basic tenets of the major religions of the world, as well as try to develop an appreciation of the complex history of each religion through studying such primary sources as the Vedas, the Sutras, the Torah, the Bible, and the Koran.
Prerequisites: Parent permission.
- 423 ETHNIC STUDIES - 10/12** S 5 Credits
Description: Ethnic Studies is a historical and cultural study of the major ethnic groups that make-up our pluralistic society in the United States.
Prerequisites: None
- 430 INTRODUCTION TO BEHAVIORAL SCIENCES- 10/12** S 5 Credits
Description: This course is an introduction to behavioral sciences studied through the disciplines of anthropology, sociology, and psychology with an emphasis on the scientific research methods.
Prerequisites: None
- 431 SOCIOLOGY - 11/12** S 5 Credits
Description: This course is an introduction to the study of group behavior and social interaction. The class will analyze the structure, values and function of groups in various levels of our society. The units of study include introduction to sociology, socialization, family, aging, death and dying, education, and poverty.
Prerequisites: None
- 432 PSYCHOLOGY - 11/12** S 5 Credits
Description: This course is an introduction to the discipline of psychology as the scientific study of the individual and his/her behavior. The class will analyze psychology in action. Major topics include methods of psychology, learning, memory, social interaction, personality, and the study of abnormal behavior.
Prerequisites: None
- 442 LAW STUDIES - 11/12** S 5 Credits
Description: Law Studies is an academic and community oriented course designed to give the student an introductory look at 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
- 450 ADVANCED PLACEMENT® AMERICAN HISTORY - 11/12** Y 10 Credits
Description: This course is a chronological study of American History from colonial times to present. This is a rigorous course with college level expectations that allows a student the option of taking a nationally standardized examination for college credit. Strong reading, writing and analytical skills are necessary. The course is intended for qualified students who wish to complete studies in high school equivalent to college introductory courses in the field of American History. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in American History.
Prerequisites: None

451 ADVANCED PLACEMENT® EUROPEAN HISTORY - 11/12

Y 10 Credits

Description: AP® European History is designed to provide the students with the factual knowledge necessary to analyze historical evidence in relation to the principle themes (social, cultural, political and economic) in European history (1450-Present). The course is intended for motivated students who wish to complete studies in high school equivalent to college introductory courses in European History. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in European History.

Prerequisites: None

452 ADVANCED PLACEMENT® MACRO ECONOMICS - 11/12

S 5 Credits

Description: Advanced Placement® Macro Economics is a one semester course detailing the principles and methods of understanding a mixed economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP® Macro Economics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature of the economic problem and marginal thinking, price theory, comparing and contrasting competing economic models to explain issues of price stability, employment, and economic growth and fiscal and monetary policies which propose, describe, analyze, and evaluate economic goals in an international and global economy. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Macro Economics.

Prerequisites: None

453 ADVANCED PLACEMENT® PSYCHOLOGY - 11/12

S 5 Credits

Description: The purpose of the Advanced Placement® course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. All AP® Psychology students will have already successfully completed the introductory psychology course, showing mastering in the areas of scientific methods, learning, memory, personality, abnormal and social psychology. Students must have completed Psychology. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Psychology.

Prerequisites: Psychology

SPECIAL EDUCATION

All students must be Special Education verified to qualify for the following classes. Each course will be modified to fit the needs of the students based on the students' Individual Educational Plan (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.

- 900 FUNDAMENTAL ENGLISH – 9/12** Y 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.
Prerequisite: Recommended by student's Individual Educational Plan
- 901 ESSENTIALS OF ENGLISH 9** Y 10 Credits
Description: This course is designed to teach sentence writing, monitoring errors, spelling correctly, building vocabulary and understanding literature.
- 902 ESSENTIALS OF ENGLISH 10** Y 10 Credits
Description: This course is designed to review sentence writing, correcting errors, and develop paragraph writing. It will include a study of literature.
- 903 ESSENTIALS OF ENGLISH 11** Y 10 Credits
Description: This course combines literature, composition and language usage skills for students who have difficulty in these areas. A research paper will be required.
- 904 ESSENTIALS OF ENGLISH 12** S 5 Credits
Description: This course continues a combination of literature, composition and language usage skills to reinforce learned skills from English Essentials 11.
- 908 FUNDAMENTAL READING – 9/12** Y 10 Credits
Description: This course is designed for students who require an alternate curriculum in reading. This course's grading system is pass/fail.
Prerequisite: Recommended by student's Individual Educational Plan
- 909 ESSENTIALS OF READING – 9/12** Y 10 Credits
Description: This course provides students with specific reading assistance and appropriate strategies to deal with decoding, vocabulary, and comprehension.
Prerequisite: Permission from case manager/IEP team.
- 920 FUNDAMENTAL MATH – 9/12** Y 10 Credits
Description: This course is designed for students who require an alternate curriculum in math. This course's grading system is pass/fail.
Prerequisite: Recommended by student's Individual Educational Plan
- 921 ESSENTIALS OF INTRODUCTION TO ALGEBRA – 9** Y 10 Credits
Description: This course is designed for the student who needs more practice with basic mathematics. Students will receive instruction in concepts involving whole numbers, decimals, and fractions. The course also includes basic Algebra concepts and is designed to prepare students for Essentials of Algebra.
Prerequisite: Recommendation case manager/IEP team.
- 922 ESSENTIALS OF ALGEBRA FOUNDATIONS - 9/10** Y 10 Credits
Description: This course is designed for students who may have difficulty understanding mathematics in an abstract form. The course includes basic algebra concepts and an introduction to basic geometry.
Prerequisite: Recommendation of case manager/IEP teacher.
- 923 ESSENTIALS OF ALGEBRA/GEOMETRY - 10/11** Y 10 Credits
Descriptions: This course is the second year of a two year sequence and is designed for students who have successfully completed Essentials of Introduction to Algebra or Essentials of Algebra. Students will increase understanding of Algebra concepts and be introduced to basic Geometry concepts.
Prerequisite: Completion of course 922.

925 ESSENTIALS OF CONSUMER MATH I - 12

S 5 Credits

Description: This course is designed to gain a better understanding of the application of mathematics in the market place. Areas to be covered are: mathematical skills, budgeting, taxes, insurance, auto consumerism, consumer applications, and consumer economics.

Prerequisite: Senior Standing.

926 ESSENTIALS OF CONSUMER MATH II - 12

S 5 Credits

Description: This course is designed to gain a better understanding of the application of mathematics in the market place. Areas to be covered are: mathematical skills, budgeting, taxes, insurance, auto consumerism, consumer applications, and consumer economics.

Prerequisite: Senior Standing.

930 FUNDAMENTAL SCIENCE – 9/12

Y 10 Credits

Description: This course is designed for students who require an alternate curriculum in science. This course's grading system is pass/fail.

Prerequisite: Recommended by student's Individual Educational Plan

931 ESSENTIALS OF INTEGRATED PHYSICAL SCIENCE - 9

Y 10 Credits

Description: This course utilizes a multi-faceted, hands-on approach to science. This course includes elements of Life Science although emphasis is placed on the Physical and Earth Sciences

932 ESSENTIALS OF BIOLOGY - 10

Y 10 Credits

Description: This course offers a simplified presentation of the important concepts of biology. Topics to be covered include: the cell classification, animal biology, botany, ecology and evolution by natural selection.

935 ESSENTIALS OF ENVIRONMENTAL SCIENCE – 11/12

S 5 Credits

Description: This course is designed to help students gain a better awareness of how they fit into the delicate balance of their environment. The interactions of living things with other living things as well as their impact on the non-living will be explored. A hands-on instructional approach is used.

940 FUNDAMENTAL SOCIAL STUDIES – 9/12

Y 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.

Prerequisite: Recommended by student's Individual Educational Plan

941 ESSENTIALS OF AMERICAN HISTORY (SINCE 1914) - 9

Y 10 Credits

Description: This course continues the strands started in the eighth grade American History course and begins with the time period of 1914 prior to World War I.

942 ESSENTIALS OF WORLD GEOGRAPHY - 10

Y 10 Credits

Description: This course focuses on the interrelationships between nations. To function as a global citizen, students will develop an understanding of global interdependence and diversity, cooperation and conflict between nations, and the impact of culture and history upon world issues.

943 ESSENTIALS OF ETHNIC STUDIES - 11/12

S 5 Credits

Description: Ethnic Studies provides students with a means of learning about their own ethnic backgrounds, as well as the ancestry and history of others in their school and community. Ethnicity is an integral, but complex, part of American life. Students learn about differences and focus on those cultural values and components which have become national in character.

**944 ESSENTIALS OF UNITED STATES GOVERNMENT & ECONOMICS – 12
(formerly called Essentials of Civics/Consumerism)**

S 5 Credits

Description: This course is designed to help seniors acquire the knowledge and skills necessary to function as an informed, concerned and active citizen/consumer in our democratic society and complex world.

Prerequisite: Senior standing

950 FUNDAMENTAL DAILY LIVING - 9/12

S 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's grading system is pass/fail.

Prerequisite: Recommended by student's Individual Educational plan

951 FUNDAMENTAL INDEPENDENT LIVING – 9/12

S 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. This course's grading system is pass/fail.

Prerequisite: Recommended by student's Individual Educational Plan

970 FUNDAMENTAL TECHNOLOGY – 9/12

Y 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.

Prerequisite: Recommended by student's Individual Educational Plan.

971 FUNDAMENTAL PREVOCATIONAL SKILLS – 9/12

Y 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.

Prerequisite: Recommended by student's Individual Educational Plan

973 WORK INTRODUCTION NETWORK I– 9/12

S 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.

Prerequisite: Recommended by student's Individual Educational Plan

974 WORK INTRODUCTION NETWORK II– 9/12

S 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.

Prerequisite: Recommended by student's Individual Educational Plan

975 OCCUPATIONAL SKILLS I - 9/10

S 5 Credits

Description: This exploratory course emphasizes career awareness and the development of positive worker traits. Students become acquainted with job sources, application procedures, interviewing techniques, and job maintenance skills.

Prerequisites: Permission of the Vocational Adjustment Coordinator; suggested for 10th grade.

976 OCCUPATIONAL SKILLS II - 11/12

S 5 Credits

Description: Students are provided with information to help them prepare to enter the job market. Areas included are the job application process, vocational aptitude and interest assessment, career research, job maintenance, and consumerism.

Prerequisites: Permission of the Vocational Adjustment Coordinator.

977 SUPERVISED OCCUPATIONS - 9/12

Y 10 Credits

Description: Provides students with an opportunity to work at a pre-approved school or community based job. This experience and the courses, Work Attitudes, and Occupational Skills serve as integral components of the student's job preparation.

Prerequisites: Permission of the Vocational Adjustment Coordinator; age 16; completion of, or concurrent enrollment in the corresponding Occupational Skills or Work Introduction Network. Seniors must have completed or be enrolled in Occupational Skills II to receive credit for Supervised Occupations.

Credit: 5 per semester (student must be employed the entire semester to be eligible for full credit).

SPECIAL PROGRAMS

835 THEATRE TECHNOLOGY APPRENTICESHIP PROGRAM – 11/12 Y 20 Credits

Description: This program is provided through a collaborative agreement with the Omaha Community Playhouse and the Omaha Job Clearinghouse. Student stage technician apprentices learn to perform a variety of tasks required for preparing stages for theatrical, musical and other entertainment events in arenas, stadium, theaters, studios and amusement parks. Training encompasses about 4500 hours of instruction and on-the-job experiences. It exposes the stage-technician candidate to such skills as stage carpentry, stage lighting, stage props, rigging, stage wardrobe, stage setups of audiovisual equipment, special effects, makeup, laser and stage pyrotechnics, and the basics of television and video production.

Prerequisites: Approved application and interview. Contact your counselor for more information.

836 HVAC YOUTH APPRENTICESHIP PROGRAM – 11/12 Y 10 Credits

Description: This two year program is provided through collaborative agreement with the Omaha Job Clearinghouse and the Heating and Cooling Contractors Association. Students will attend classes at Metro Community College and participate in a paid internship program. The focus of the junior year will be Introduction to Industrial Safety (BDM 100) and Refrigeration Electrical Theory and Application (AHR 101). The focus of the senior year will be Refrigeration Service Principles and Basic Automatic Controls (AHP 103) and Refrigeration and Shop Practices (AHR 107) and Gas Heat (108).

Prerequisites: Approved application and interview. Contact your counselor for more information.

837 AUTO BODY TECHNOLOGY – Year 1 Y 10 Credits

837 AUTO BODY TECHNOLOGY – Year 2 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Automotive Welding (ABT 100), Non-Structural Repair I (ABT 101), Automotive Welding II (ABT 110), Auto Refinishing I (ABT 200), Structural Repair I (ABT 113), Structural Repair II (ABT 123), Employability Skills (AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information

838 AUTOMOTIVE TECHNOLOGY – Year 1 Y 10 Credits

838 AUTOMOTIVE TECHNOLOGY – Year 2 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Introduction to Auto Service & Minor Repair (AUT 101), Auto Electricity and Electronics (AUT 103), Lab Electricity I (AUT 192), Battery, starting & Charging Systems (AUT 104), Lab-Starting & Charging Systems (AUT 193) and Brake Systems (AUT 105), Employability Skills (AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information

839 CONSTRUCTION TECHNOLOGY – CONCRETE/MASONRY – Year 1 Y 10 Credits

839 CONSTRUCTION TECHNOLOGY – CONCRETE/MASONRY – Year 2 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, the student will complete Introduction to Concrete (CST 139), Introduction to Masonry (CST 153), Advanced Masonry Construction (CST 163), Concrete and Wall Forms (CST 143) and Brick & Block Fireplace Construction (CST 165), Employability Skills (AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

840 PRINTING & PUBLISHING TECHNOLOGY – Year 1 Y 10 Credits 231
840 PRINTING & PUBLISHING TECHNOLOGY – Year 2 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Elkhorn Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Print Overview (PPT 100), Text Imaging QuarkXPress (PPT 101), Camera Imaging (PPT 012), Electronic Imaging (PPT 112), Film Assembly (PPT 116) and Basic Press I (PPT 121), Employability Skills AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

841 HORTICULTURE – Year 1 Y 10 Credits
841 HORTICULTURE – Year 2 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Introduction to Horticulture (OHE 101), Evergreen Identification (ORH 112), Ornamental Grass (OHR 116, Floral Design (OHR 121 and 122), Interior Landscaping & Houseplants (OHR 221) and Technical Academy Internships (OHR 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

980 COMMUNITY INTERNSHIP - 12 S/Y 5/10 Credits

Description: This experience enables students to explore possible career options by learning in a work environment. Students must complete a minimum of 80 unpaid contact hours to earn 5 credits and 160 unpaid contact hours to earn 10 credits. Internship hours must occur during the normal school times. In addition, students will keep a time log, journal, complete abstracts for a minimum of 10 career articles, and give a presentation about the internship experience. The student/parent is responsible for transportation to and from the internship site.

Prerequisite: An application form must be submitted to the Counseling Office. Course work related to the career area, previous job experience and volunteer experiences will all be considered in making placements. Senior status is recommended.

990 ENGLISH LANGUAGE LEARNER - 9/12 S 5 Credits

Description: This course is designed for students who are in the process of learning English. An individualized program is developed for each ELL student using the 4 modalities of listening, speaking, reading, and writing. Instruction in these modalities provides the basis for the student to think, problem solve and learn in English.

Prerequisites: Permission of the ELL Department Head based on student performance on an English Language proficiency test.

NF NEW FRONTIER - 9/10 Y 50 Credits

Description: This two-year program for 9th and 10th graders is designed to aid students who were not successful in middle school. Students take courses in science, math, English, and social studies. (Integrated Physical Science, Biology, Algebra Essentials, Algebra-Geometry Essentials, Algebra, English 9, English 10, American History Since 1914, and World Geography) Students also take a career course to assist them in pursuing a career path that interests them.

Prerequisites: Spring application process at Andersen and Central Middle Schools. Contact Millard South High School Administration with questions.

INDEPENDENT STUDY COURSES

Description: Students will usually be required to meet with a coordinating independent study teacher for a block of time on a daily basis. Students must, however, complete a minimum of 80 hours contact time to earn 5 credits and 160 contact hours for ten credits. Independent studies can only be taken for course work that exceeds the course offerings at the high school. Independent studies count toward elective credit only.

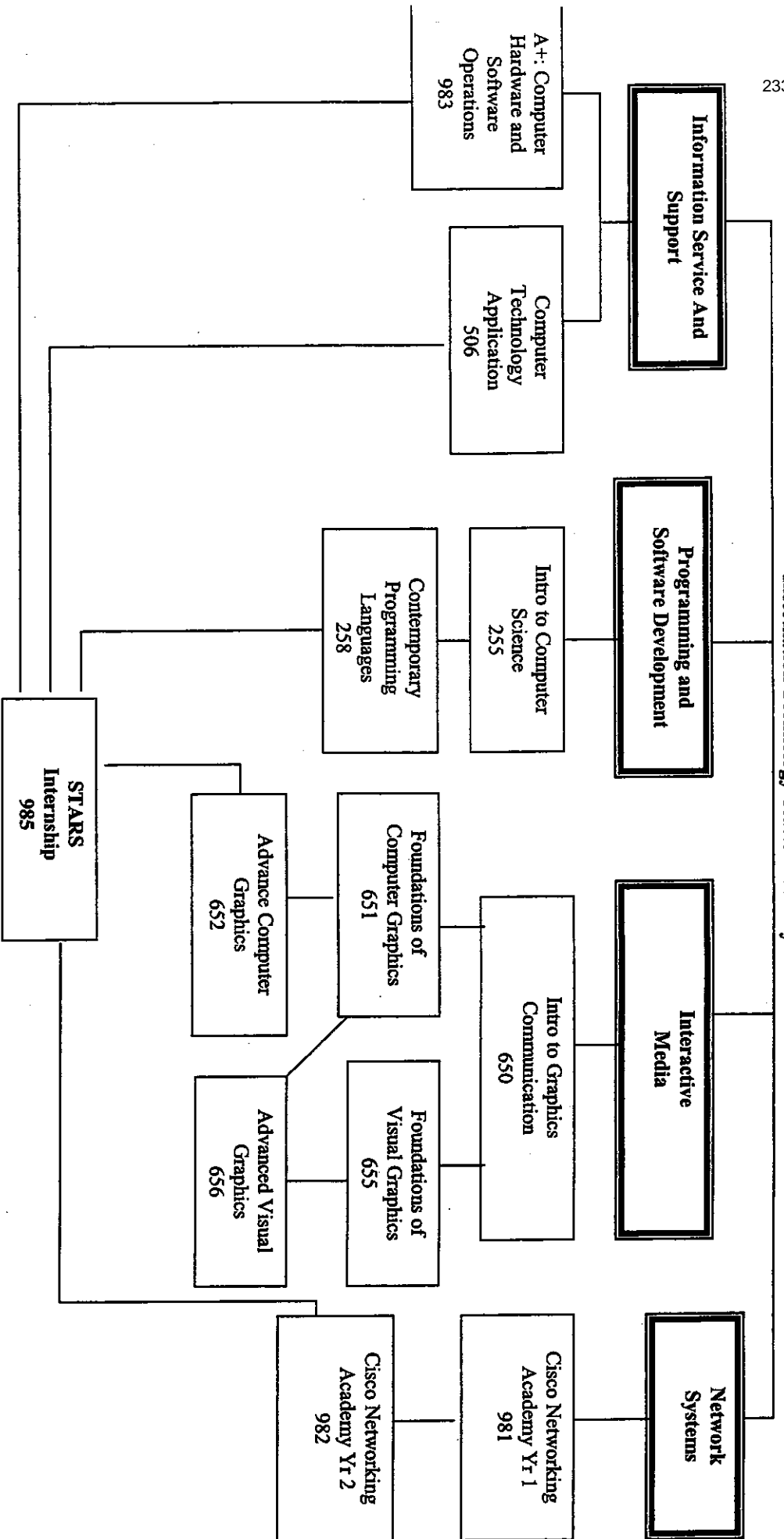
Teachers work with students on independent studies voluntarily as an extra part of their workload. The student and teacher must mutually agree upon the requirements and expectations for granting of credit. The student and teacher must create a contract that they both sign including the meeting times, learning expectations and outcomes. This contract should be presented to and approved by the Assistant Principal of Pupil Services. Once this contract has been approved, the student should register for the independent study with the Assistant Principal of Pupil Services.

ESSENTIAL LEARNER OUTCOME (ELO) RETEACHING COURSESS 5 credits ²³²

Description: Elective review courses are available for students who have not met cut scores in Essential Learner Outcome Assessments in Math, Science or Social Studies. Students will acquire knowledge and skills in areas of deficiency as indicated by the Individualized Learning Plan (ILP), develop reading strategies that apply to the respective discipline and apply test-taking strategies to the respective discipline.

Prerequisites: Recommendation by ELO assessment administrator, two unsuccessful attempts to meet the cut score.

Information Technology Cluster Pathways



INFORMATION TECHNOLOGY MINI-MAGNET

650 INTRODUCTION TO GRAPHICS COMMUNICATIONS – 9/12

S 5 Credits

Description: An exploratory level class designed to introduce the student to the tools and techniques used in Graphic Communications. Activities provide the basis necessary for visual graphic classes, including computer graphics, desktop publishing, and visual arts (basic black and white photography and videography) exercises. Students may be asked to donate money, materials, or equipment to defray costs of consumable materials or to provide personal equipment.

Prerequisites: None

651 FOUNDATIONS OF COMPUTER GRAPHICS – 10/12

Y 10 Credits

Description: An interactive media class designed to enhance the student's use of the tools and techniques used in the computer graphics industry. Processes include advanced computer navigation, designing a graphic communication product, image generation and assembly, computer desktop publishing, and web page design. Students in this class help maintain the building web page.

Prerequisites: A grade of "3" or better in Introduction to Graphics Communication or instructor's permission.

652 ADVANCED COMPUTER GRAPHICS – 11/12

Y 10 Credits

Description: The main focus of this class is advanced interactive media experiences using the tools and techniques of computer graphics. Processes include advanced computer navigation, designing of graphic communication products, image generation and assembly, computer desktop publishing, video production, and advanced web page. Students in this class help maintain the building web page.

Prerequisites: Foundations of Computer Graphics completed with a minimum grade of "3" or instructor's permission.

655 FOUNDATIONS OF VISUAL GRAPHICS – 10/12

S 5 Credits

Description: A class designed to enhance the student's use of tools and techniques used in the visual graphics production. Activities include: computer graphics navigation, photography (digital, black and white) and videography. Projects will include photograms, black and white film development, digital photography, and video segments. Special note: A 35 mm single lens reflex camera is suggested. Students should not enroll in Foundations of Visual Graphics and Introduction to Graphic Communications concurrently. *Donation*

Prerequisites: None

656 ADVANCED VISUAL GRAPHICS – 10/12

S 5 Credits

Description: An advanced course designed to enhance the student's use of tools and techniques used in visual graphics. Activities to include: advanced computer graphics navigation, advanced photography (digital, black and white) and videography. Projects will include portraits, high contrast, still life, and video production. It would be helpful if students could provide a single lens reflex 35 mm camera. Please check with the current instructor if you have any questions about your camera equipment. Students may be asked to donate b/w film and photographic paper for this class (available for purchase at school).

Prerequisites: Foundations of Computer Graphics completed with a minimum grade of "3" or instructor's permission.

Cisco Networking Academy

This industry recognized program provides instruction in the principles of network designing, building and maintaining. On-line instruction and lab components adhere to the rigorous Cisco Networking Academy standards for instruction. Students entering this academy must have met the following requirements: Successful completion of Algebra 210 and a 3.0-grade point or counselor recommendation. Keyboarding, Computer Technology Applications, and A+ (Computer Hardware and Software Operations) classes are highly recommended prior to Cisco enrollment.

981 CISCO NETWORKING ACADEMY I – 11/12

Y 10 Credits

Description: The first year of the academy provides instruction in the in-depth theories of computer network design and maintenance.

Prerequisites: None

982 CISCO NETWORKING ACADEMY II - 12

Y 10 Credits

Description: During the second year of the academy students continue to study the theories of computer networking while learning how to design and implement a computer network.

Prerequisites: Students must have passed Cisco semester I and II exams with a 75% on the first attempt to continue with year two.

983 A+: COMPUTER HARDWARE AND SOFTWARE OPERATIONS - 10/12 S 5 Credits

Description: This class is designed for the student who is interested in computer maintenance, diagnostics, repair and software installation. The curriculum follows rigorous industry guidelines. Instruction is delivered via lab activities and textbook assignments.

Prerequisites: Minimum 10th grade with a 2.5 grade point or counselor recommendation.

985 STARS INTERNSHIP – 11/12 S 5 Credits

Description: This class provides students an opportunity to enhance and expand their technology skills through work based learning activities in a simulated business environment. Students will receive business-related instruction to include the following: Communication (web research, etiquette), Technology (voice recognition software, pocket PC,) and Mentoring Skills (assessment, teaching, presentation). In addition, students will use state of the art technology equipment and applications and complete a technology project.

Prerequisites: Permission from Mini Magnet Staff

ACCELERATED PROGRAMS

1. Accelerated programs for qualified students in grades 9 through 12 are available in Math, English and Foreign Language.
2. Advanced Placement[®] courses are available in English, American History, European History, Psychology, Computer Science, Music Theory, Physics, Statistics, Biology, Chemistry, Calculus, French, Spanish, German. The College Board Advanced Placement[®] tests are administered for these courses and are also available for able students in other advanced programs.
3. Early-entry college courses are available through local institutions such as the University of Nebraska Omaha (UNO), Creighton and Metropolitan Community College. Selected AP[®] courses are available for early entry enrollment through Peru State College and UNO.
4. Dual Enrollment with Metro Community College Articulated Agreement for high school credit and the University of Nebraska Omaha (UNO).
5. An International Baccalaureate Diploma Program is available at Millard North High School to students who meet the entrance criteria. A full diploma program is available in six subject groups: Language A1, Language B, Individuals and Societies, Experimental Sciences, Mathematics, and Electives.



**Last Revised
11/24/03**

**2004-2005
Curriculum Handbook
Millard West High School**

Millard Public Schools

Millard Board of Education

Brad Burwell
Julie A. Johnson
Mike Kennedy
Mike Pate
Linda Poole
Jean Stothert

DR. KEITH LUTZ - SUPERINTENDENT

NOTICE OF NONDISCRIMINATION

The Millard Public School District does not discriminate on the basis of race, color, religion, national origin, gender, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policy:

Superintendent of Schools
5606 S. 147th St., Omaha, NE 68137
(402) 895-8200

A Message from the Principal

Dear Parents and Students:

This curriculum handbook for Millard West High School has been prepared to provide specific information about the academic program that will be offered for the 2004-2005 school year. A brief discussion of our graduation requirements and guidelines for you to follow in determining your course load and selection precedes the description of each course. The course description contains the prerequisites, student outcomes, and credit granted for the successful completion of that course.

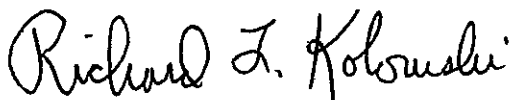
Our major goal, as a public education institution, is to provide an optimum educational opportunity that will help you fill your role as an informed and responsible citizen. The wide variety of courses at Millard West High School exemplifies our belief that individual differences in interests and aptitudes exist within all students. However, the effectiveness of your education depends largely upon your desire to learn. The benefits you receive from any class will be in direct proportion to your attitude and effort.

Our concern is that some students do not take advantage of the many opportunities available which could enrich their educational experiences. We strongly encourage you to examine your course selections carefully and please do not settle for minimum graduation requirements. We believe all students should take a full four course schedule per semester and minimize the inclusion of study halls in their academic year. Students considering post secondary education should enroll in a strong English, math, science and social studies program in addition to the elective areas they may wish to pursue as a career or interest area. This is a major time set aside in your life for learning. We encourage you to take advantage of opportunities to learn, mature mentally, physically and socially to enjoy a quality life!

During your high school career, you will work with a Millard West staff member who will serve as an Advisor who will monitor your academic program of studies and performance throughout your high school years. Our Advisement Program provides periodically scheduled times for the advisor to meet with the student and parents to assist in career planning, course awareness, and course selection.

After reviewing this handbook, please seek further assistance from your advisor or counselor. Remember, many of your post high school plans are contingent upon the decisions you make today. These decisions more readily affect your schedule for next year, so consider your selections carefully.

Sincerely,



Dr. Richard L. Kolowski
Principal

MILLARD PUBLIC SCHOOLS GRADUATION REQUIREMENTS

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Credit Requirements: A minimum of 225 credits is required for graduation.
Assessment Requirements: Students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, math, science, and social studies.

<u>Program</u>	<u>Total Credits</u>	<u>Courses or Subject Areas</u>	<u>Credits</u>	<u>Univ. of Nebraska System Requirements **</u>
English	40	English 9 English 10 English 11 Choice of an English Selected Elective Choice of an Oral Communications Course	10 10 10 5 5	4 years (all courses must include intensive reading and writing experiences)
Social Studies	30	American History World Geography Choice of a World Perspective or an American Studies Course United States Government & Economics (formerly Civics)	10 10 5 5	3 years (including American or world history and American government or geography)
Mathematics	25	Algebra or Algebra Foundations A course numbered 220 or higher One additional math course (Computer Science courses may not be applied toward math credit.)	10 10 5	4 years** (including algebra, geometry and one year that builds on algebra or geometry)
Science	25	Integrated Physical Science – 9 th Grade Biology – 10 th Grade Choice of Science Electives numbered 333 or higher OR Biology – 9 th Grade Chemistry or Physics – 10 th Grade Choice of Science Electives numbered 333 or higher	10 10 5 10 10 5	3 years of natural science (includes one with laboratory instruction)
Physical Education	15	See Course Descriptions for grade-appropriate selections	15	
Health Education	5	Everyday Living taken in 10th or 11th grade	5	
Technology Education	5	Choice of Technology Selected Courses	5	
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses (any music, art, or drama course)	5	
Human Resources	5	Choice of a Human Resources Course	5	
Electives	70	A total of 70 additional credits	70	2 years of the same foreign language

CREDIT SUMMARY:	<u>Total Credits</u>
English (5 credits must be from Oral Communications)	40
Social Studies	30
Mathematics	25
Science	25
Physical Education	15
Health Education	5
Technology Education	5
Fine & Performing Arts	5
Human Resources	5
Electives	<u>70</u>
Totals	225

**The Univ. of Nebraska has three undergraduate campuses – Univ. of Nebraska-Lincoln, Univ. of Nebraska at Omaha, and Univ. of Nebraska at Kearney. UNL requires 4 years of math. UNO & UNK require 3 years of math.

In addition, you must graduate in the upper half of your high school class OR have an ACT score of 20 or higher OR an SAT score of 950 or higher.

Assessment Requirements: Students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, math, science, and social studies.

ASSESSMENT REQUIREMENT INFORMATION

ASSESSMENT REQUIREMENTS:

In addition to 225 credits required for graduation, students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, mathematics, science, and social studies. The following information is taken from Board Rule 6320.1.

Effect of Student Performance

When a student has successfully met the Essential Learner Outcomes Assessment cutscore for each outcome of reading, writing, mathematics, science, and social studies:

- A. A notation shall be made in the student's cumulative record for each outcome strand that the student has passed the assessment test. Such information will be communicated to parent(s)/guardian(s) in writing.
- B. Having passed the high school Essential Learner Outcomes Assessment, the student shall have met an essential criteria for graduating from the Millard Public Schools.
- C. Upon completion of the final assessment testing offered by the district during the student's senior year, if any student has not achieved the necessary cutscore as set by the Millard Board of Education, his/her diploma will be denied.
- D. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite cutscores are achieved for High School Essential Learner Outcomes Assessments.
 - a. 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 to consider lowering of the cutscore 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 cutscore.
 - b. Applications for approval of lowered cutscore requirements and/or alternate assessments may be submitted by the student's parent(s) and/or guardian(s) 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.
 - c. If the lowered cutscore requirement is approved, it will be considered to represent the student's performance in this course area. The student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools.
 - d. For students in grades 9-12, an additional opportunity is available to demonstrate their proficiency. After two retest attempts to meet the established cutscore(s) for the Essential Learner Outcome assessment(s) without achieving the cutscore, students may apply to the Associate Superintendent for Educational Services to participate in a process, as provided in the District's Assessment Procedures Manual, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies. [Demonstration of Proficiency – contact a building administrator for further information.]

Student's Right to Appeal

A student has the right to appeal his/her eligibility for graduation regarding the requisite credits and/or the required assessments.

- A. 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 which was previously requested by the student and denied by the District.
 2. The failure of the District to provide an alternate assessment which had been previously requested by the student and denied by the District.
 3. The student had transferred into the District and was therefore not provided adequate teaching of the curriculum to enable the student to achieve the necessary cutscore.
 4. The failure of the District to approve evidence of proficiency through work products or classroom demonstrations in areas of deficiency in reading, writing, math, science, or social studies.
- B. Procedures for Appeal
1. Within seven (7) days after the receipt of the notice that the student failed to achieve the cutscore or credits 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.
 2. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or the Superintendent's 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.
 3. 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 for a hearing before the Millard Board of Education be held on the issue whether the decision of the Superintendent or his/her designee was unreasonable.
 4. Such hearing shall be held before the Millard Board of Education within thirty (30) days of the date the request for hearing was received. If a hearing before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.
 5. 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.
 6. The parties may, by mutual written agreement, extend the time for hearing or final determination.
 7. 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.

8. 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 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.
9. The decision of the Millard Board of Education shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education 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.

GRADUATION

Upon successful completion of the required credits and assessments, a student shall be eligible for a graduation diploma from the Millard Public Schools.

ADDITIONAL REQUIREMENTS & CONSIDERATIONS

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 attend.
3. Electives: Courses are offered in the subject areas previously listed and in business education, foreign language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.
4. Students must successfully complete 60 credit hours before being classified as a 10th grader (sophomore), 115 credits before being classified as an 11th grader (junior), and 170 credits before being classified as a 12th grader (senior).
5. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.
6. A student must complete 225 credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.
7. Subject areas listed on page 2 include the following courses:

ENGLISH SELECTED ELECTIVES

British Literature
World Literature
Career English
Shakespeare
AP[®] English

Research Methods
Creative Writing
Composition and Literature
Analysis of Mass Media

ORAL COMMUNICATIONS COURSES

Speech
Forensics
Debate I

AMERICAN STUDIES

Ethnic Studies
Law Studies
AP[®] Macro Economics
AP[®] American History

WORLD PERSPECTIVES COURSES

World History
World Affairs
World Religions
AP[®] European History

HUMAN RESOURCES COURSES

Introduction to Behavioral Sciences
Sociology
Psychology
AP[®] Psychology
Adult Living
Child Development

TECHNOLOGY EDUCATION

Computer Technology Applications
Introduction to Computer Science
Foundations of Technology
Introduction to Graphics Communications
Information Technology Mini-Magnet
Courses

FINE & PERFORMING ARTS

Any Art course
Any Music course
Drama I
Theatre Appreciation

The Millard Public Schools Grading Guidelines for third through twelfth grade shall be used to report achievement, academic progress, and compute Grade Point Averages (GPA) and Class Rankings where applicable. Weighted grade points shall be given to those grades received in Advanced Placement[®] (AP[®]) classes or International Baccalaureate (IB) classes where applicable.

<u>Number Grade</u>	<u>Letter Grade</u>	<u>% Grade Range</u>	<u>Standard Grade Pts.</u>	<u>Weighted Grade Pts. (AP) (IB)</u>
1 =	A =	100-93 =	20 Grade pts. or	25 Grade pts.
2 =	B =	92-85 =	15 Grade pts. or	20 Grade pts.
3 =	C =	84-77 =	10 Grade pts. or	15 Grade pts.
4 =	D =	76-69 =	5 Grade pts. or	5 Grade pts.
5 =	F =	68- 0 =	0 Grade pts.	0 Grade pts.
P =	P =	Pass =	0 Grade pts.	0 Grade pts.
F =	F =	Fail =	0 Grade pts.	0 Grade pts.

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. Weighted grade points will apply to Advanced Placement courses and to those courses taken for International Baccalaureate purposes wherein students are required to meet IB requirements for standard level or high level assessment. Pre-IB courses do not qualify for weighted grade points.

Class rank shall be determined by Total Class Rank Points. The Grade Point Average multiplied by the total Grade Points shall equal Total Class Rank Points for each student. The listing of the Total Class Rank Points from highest to lowest shall determine the class rank of each student.

9. Courses listed as "basic" are open only to students who meet the prerequisites. Failure of a regular course does not qualify a student to enter a basic course.
10. It is strongly recommended that each student take at least 5 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. Study halls are not a class.
11. **ELIGIBILITY FOR ACTIVITIES:** In order to participate in interscholastic athletic competition and/or activities, the Millard Schools require that a student be enrolled in at least 20 hours per week and regular in attendance as well as having received 20 semester hours of credit the immediate preceding semester.
12. **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 you should find yourself in this position, you should be aware that the Millard Schools have 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.
13. **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: www.ncaa.org or www.ncaaclearinghouse.net
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 Initial-Eligibility Clearinghouse which will analyze your academic information to determine if you meet NCAA initial-eligibility requirements. The three steps for being certified are clearly explained in a booklet entitled Making Sure You Are Eligible to Participate in College Sports. Obtain a copy of this booklet (available in the counseling department) early in the first semester of your senior year. Don't delay this process – if you are uncertain about participation in Division I or II it is best to complete this process anyway. This process does NOT bind you to participate, however, it is a necessary procedure should you 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.

You are encouraged to visit with your counselor or obtain the most recent NCAA booklet to review the policies which will affect you. Athletes or their parents are encouraged to obtain additional references pertaining to student athletes. ~~The~~ best single reference, which may be available in limited quantities in the counseling office, is 2002-2003 NCAA Guide for the College Bound Student Athlete published by the NCAA, PO Box 6222, Indianapolis, Indiana, 46206-6222. The phone number is (317) 917-6222. This document is also available on-line.

In order to be classified a "qualifier" at a Division I college, you are required to:

1. Graduate from high school.
2. Successfully complete a core curriculum of at least 13 * academic course units as follows:
(Core curriculum courses are considered college preparatory. Courses listed as "Basic" may only be used for eligibility by students who have a verified disability. Accepted courses are listed on the NCAA Initial Eligibility Clearinghouse website. Contact your counselor if you have questions regarding core courses.)
 - English – 4 years,
 - Mathematics – 2 years (Algebra I or above),
 - Natural or Physical Science (including at least one laboratory class, if offered by the school) – 2 years,
 - Social Science – 2 years,
 - Additional course in English, mathematics, or natural or physical science – 1 year,
 - Additional academic courses (in any of the above areas or foreign language, computer science**, philosophy or non-doctrinal religion) – 2 years.

*Students first entering college on or after August 1, 2005 must complete 14 academic course units. The additional course may come from any of the following areas: English, mathematics, natural/physical science, social science, foreign language, non-doctrinal religion, or philosophy.

**Computer science courses will no longer be able to be used for initial-eligibility purposes for students first entering a collegiate institution on or after August 1, 2005.

*** Students planning to enter college (current high school freshmen) on or after August of 2008 will be required to have 16 core courses: 4 years of English; 3 years of Math (Algebra I or higher); 2 years of natural/physical science (one lab science); 1 year of additional English, math, or science; 2 years of social studies, 4 years of additional core courses (from any area listed above, or from foreign language, non-doctrinal religion or philosophy).
3. Have a core-course grade-point average (based on a maximum of 4.000) and a combined score on the SAT verbal and math sections or a sum score on the ACT based on the qualifier index scale. (Index scale is available through the Counseling or Activities Office or on-line.)

In order to be classified a "qualifier" at a Division II college, you are required to:

1. Graduate from high school.
2. Have a GPA of 2.00 (based on a maximum of 4.000) in a successfully completed core curriculum of at least 14 academic course units as follows:
 - See Division I listing.
3. Have a combined score on the SAT verbal and math sections of 820 (if taken on or after April 1, 1995) or a 68 sum score on the ACT.

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 860 on the SAT taken on or after April 1, 1995; 740 for tests taken prior to April 1, 1995.
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. Students must be a high school graduate or one who has received a high school equivalency diploma or has been certified as having passed a national test such as the General Education Development Test (GED).
2. Non-high school graduates can establish eligibility by competing one term of college work and passing 12 credits with a 1.75 grade point average or higher. This term must be taken after the student's high school class has graduated.
3. Non-high school graduates who have earned sufficient credit for high school graduation status can establish eligibility for athletic participation by completing one term of college work passing 12 credits with a 1.75 GPA or higher. This term can be completed before the student's high school class has graduated.

14. ACT Scores and Core Curriculum – Information provided by the College Board indicates that students who complete the core curriculum do better and have higher ACT scores. The ACT core curriculum consists of:
4 years of English, 3 years of Social Studies, 3 years of Math, 3 years of Science.

15. POST-SECONDARY OPPORTUNITIES

a. EARLY ENTRY COLLEGE OPPORTUNITIES

Selected AP[®] courses are available for early entry enrollment through Peru State College and the University of Nebraska-Omaha (UNO). The courses available for this option may vary from year to year due to staffing constraints. Students will have the option to enroll for college credit. The number of college credit hours is determined by the corresponding college class. Students are dual enrolled for the class at a Millard High School and Peru State College and/or UNO. Tuition costs for 2003-2004 are \$104.00 per credit hour including extended campus fee at Peru State and \$200.00 per course at UNO (2004-2005 costs to be determined). The grade earned on the high school transcript is on the Peru State College or UNO transcript. This credit is transferable to other colleges and universities. Students are urged to check with the college they plan to attend regarding transferring of credit toward their college program. Students are also encouraged to take the AP[®] exam, especially if they are unsure of their college plans.

b. ADVANCED PLACEMENT[®]

The Advanced Placement Program[®] (AP[®]) is a cooperative educational endeavor between secondary schools and colleges and universities. Advanced Placement[®] courses provide motivated students with the opportunity to take college-level courses in a high school setting. Based on student performance on rigorous AP[®] examinations, students can earn credit, advanced placement, or both, for college. This provides the opportunity for students to save on college tuition and even to graduate early from college. School counselors can provide more information about AP[®] opportunities.

c. METROPOLITAN COMMUNITY COLLEGE

Millard Public Schools and Metropolitan Community College (MCC) maintain an articulation agreement for the following courses. Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

- Obtain a grade of “B” or better in the course(s) to be considered for advanced placement.
- Complete the Advanced Standing Placement Application and enroll at MCC within two years of high school graduation.

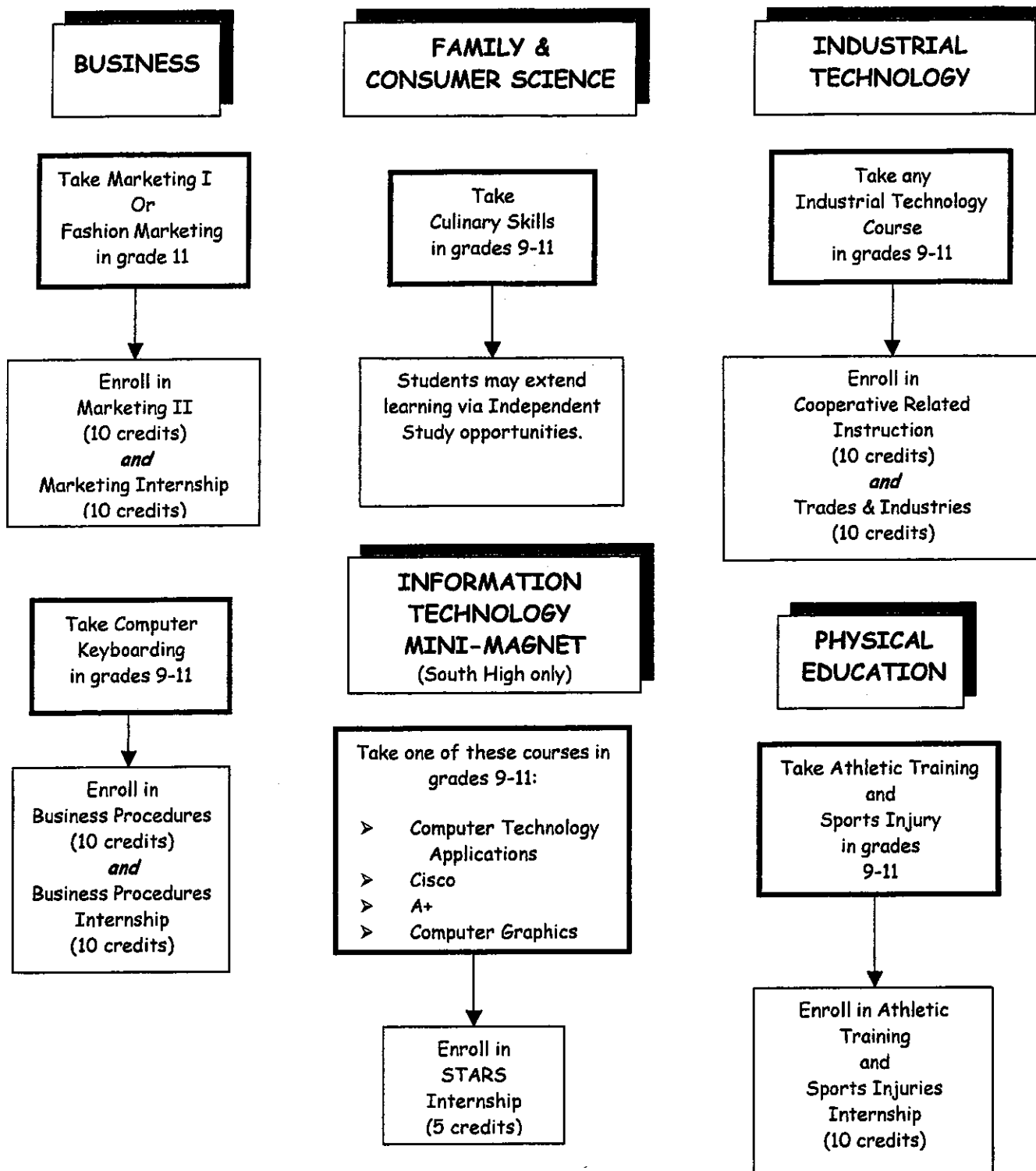
<u>Millard Courses</u>	<u>Metropolitan Community College</u>
504 Computer Keyboarding	MCT125 Keyboarding
505 Computer Word Processing	MCT 128 Comp. Keyboarding Skill Building
506 Computer Technology Applications	MCT 103 Microcomputer Essentials
983 A+ Hardware, Software Troubleshooting	ELT 191 PC Troubleshooting
502 Accounting I	ACC 101 Bookkeeping
503 Accounting II	ACC 101 Bookkeeping and/or ACC 111 Accounting I
512 Marketing I / 513 Marketing II	MAR 101 Principles of Marketing
527 Child Development	CHC 101 Intro. to Early Childhood
981 CISCO Networking Academy I – Sem. 1	ELT 116 CISCO I Networking Fundamentals
981 CISCO Networking Academy I – Sem. 2	ELT 117 CISCO II Routing Fundamentals
982 CISCO Networking Academy II – Sem. 1	ELT 231 CISCO III Switching & Land Designs
982 CISCO Networking Academy II – Sem. 2	ELT 233 CISCO IV Wide Area Networking
525 Culinary Skills	FST 100 Menu Fundamentals and FST 110 Kitchen Fundamentals
601 Construction Technology	CST 101 Introduction to Carpentry
621 Comprehensive Metals	PFT 101 Intro to Machine Technology
622 Welding / 623 Advanced Welding	WEL 101 Oxy/Acetylene Welding I
640 Engineering Drafting & Design	ACT 109 Beginning AutoCAD
641 Residential Architectural Drafting & Design	ACT 119 Intermediate AutoCAD or ACT 124 Wood Frame Architecture II
651 Foundations of Computer Graphics	GCA 100 Creativity: Concept Development

655 Foundations of Visual Graphics / 656 Advanced Visual Graphics	PTY 100 Basic Photography
835 Theater Technology Apprenticeship Program I	THE 110 Theater Technology I
835 Theater Technology Apprenticeship Program II	THE 111 Theater Technology II
836 HVAC Apprenticeship Program I	BDM 100 Introduction to Industrial Safety AHR 101 Refrigeration Electrical Theory & Application
836 HVAC Apprenticeship Program II	AHR 103 Refrigeration Service Principles & Basic Automatic Controls AHR 107 Refrigeration Shop Practices AHR 108 Gas Heat
837 Auto Body Technology – Year 1	AFS 120 Employability Skills ABT 100 Automotive Welding ABT 101 Non-Structural Repair I ABT 110 Automotive Welding II ABT 099 Technical Academy Internship
837 Auto Body Technology – Year 2	ABT 099 Technical Academy Internship ABT 200 Auto Refinishing I ABT 113 Structural Repair I ABT 123 Structural Repair II
838 Automotive Technology – Year 1	AFT 120 Employability Skills AUT 101 Intro to Auto Service & Minor Repair AUT 103 Auto Electricity and Electronics AUT 192 Lab Electricity I AUT 099 Technical Academy Internship
838 Automotive Technology – Year 2	AUT 099 Technical Academy Internship AUT 104 Battery, Starting & Charging System AUT 193 Lab, Starting & Charging System AUT 105 Brake Systems
839 Construction Technology – Concrete/Masonry – Year 1	AFT 120 Employability Skills CST 139 Intro. To Concrete CST 153 Intro. To Masonry CST 099 Technical Academy Internship
839 Construction Technology – Concrete/Masonry – Year 2	CST 099 Technical Academy Internship CST 163 Advanced Masonry Const. CST 143 Concrete and Wall Forms CST 165 Brick & Block Fireplace Const
840 Printing & Publishing Technology – Year 1	AFS 120 Employability Skills PPT 100 Print Overview PPT 101 Text Imaging QuarkXpress PPT 102 Camera Imaging PPT 099 Technical Academy Internship
840 Printing & Publishing Technology – Year 2	PPT 099 Technical Academy Internship PPT 112 Electronic Imaging PPT 116 Film Assembly PPT 121 Basic Press I
841 Horticulture – Year 1	AFS 120 Career Success Strategies ORH 101 Intro. To Horticulture ORH 112 Evergreen Identification ORH 121 Floral Design ORH 125 Annual Identification ORH 099 Technical Academy Internship
841 Horticulture – Year 2	ORH 099 Technical Academy Internship OHR 221 Interior Landscaping & Houseplants ORH 122 Floral Design I OHR 116 Ornamental Grass

Juniors & Seniors

Gain work experience & earn credit !

Enroll in the following Work Study Courses



See your counselor or advisor to enroll

TENTATIVE HIGH SCHOOL PROGRAM Planning Sheets
--

NINTH GRADE

1.	English 9 (two semesters)	10
2.	American History (two semesters)	10
3.	Integrated Physical Science (two semesters) or Biology	10
4.	Math: _____ (two semesters)	10
5.	Physical Education	Oral Communications** or Elective: _____
6.	Elective: _____	Elective: _____
7.	Elective: _____ or ** Fine Arts	Elective: _____
8.	Elective: _____	Elective: _____
TOTAL:		_____

TENTH GRADE

1.	English 10 (two semesters)	10
2.	World Geography (two semesters)	10
3.	Biology (two semesters) or Chemistry	10
4.	Math: _____	10
5.	Physical Education	Elective: _____
6.	Elective: _____ or **Technology	Elective: _____
7.	Elective: _____	Elective: _____ or Everyday Living ***
8.	Elective: _____	Elective: _____
TOTAL		_____

** An oral communications, Fine & Performing Arts and Technology course are required and can be taken at any time during the 9-12 program.

***Everyday Living - a comprehensive health education course must be taken during the tenth or eleventh grades.

*** ELEVENTH GRADE**

CREDITS

1. English (two semesters)

10

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

TOTAL: _____

*** TWELFTH GRADE**

1. United States Government
& Economic (Civics)

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

TOTAL: _____

There may be occasions when low enrollments will lead to the cancellation of a given class. If such a cancellation occurs students in that class will be given the option of signing up for an alternative class.

Millard West High School & Block Scheduling

4 x 4 Block Schedule

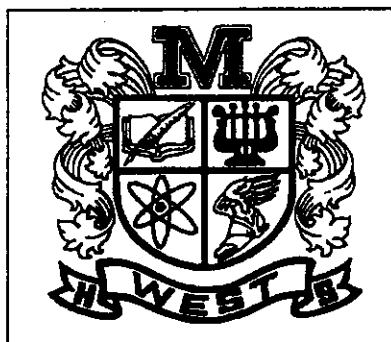
At Millard West, we are on a four period day, four semesters a year schedule.

- Semester 1: August – October
- Semester 2: October – December
- Semester 3: January – March
- Semester 4: March – May/June

Course Length

Most courses are either one or two semesters in length. A few courses occur for the entire year. Please note the class length and credit amount in the course description.

- S = a 5 credit course that lasts for one semester (approx. 9 weeks)
- 2S = a 10 credit course that lasts for two consecutive semesters (approx. 18 weeks)
- Y = a 20 credit course that lasts for the entire school year from August to May



HIGH SCHOOL OFFERINGS 2004-2005

255

All courses listed may not be offered due to insufficient student enrollment or staff availability.

Art

- 700 Understanding Art – 9/12 S
- 704 Color and Design – 9/12 S
- 705 Art Foundations – 9/12 S
- 710 Pottery and Sculpture – 10/12 S
- 711 Advanced Pottery and Sculpture – 10/12 S
- 720 Drawing – 10/12 S
- 721 Advanced Drawing – 10/12 S
- 722 Painting – 10/12 S
- 726 Commercial Art – 11/12 S
- 730 Advanced Studio Art – 12 2S

Business

- 500 Personal Finance – 9/12 S
- 501 International Business – 10/12 S
- 502 Accounting I – 10/12 2S
- 503 Accounting II – 11/12 2S
- 504 Computer Keyboarding – 9/12 S
- 505 Computer Word Processing – 9/12 S
- 506 Computer Technology Applications – 9/12 S
- 507 Business Communications – 11/12 S
- 508 Business Procedures – 11/12 2S
- 509 Business Procedures Internship – 11/12 2S
- 510 Business Law – 11/12 S
- 511 Fashion Marketing – 11/12 2S
- 512 Marketing I – 11/12 2S
- 513 Marketing II – 11/12 2S
- 514 Marketing Internship – 12 2S

Computer Science

- 255 Introduction to Computer Science – 9/12 S
- 256 Computer Topics – 10/12 S
- 258 Contemporary Programming Languages – 10/12 S
- 260 Advanced Placement® Computer Science – 11/12 2S

English

- 001 English 9 – 2S
- 002 English 10 – 2S
- 003 Honors English 9 – 2S
- 004 Honors English 10 – 2S
- 005 Basic English 9 – Y
- 006 Basic English 10 – 2S
- 007 English 11 – 2S
- 008 Basic English 11 – 2S
- 011 Beginning Journalism – 9/12 S
- 012 Newspaper – 10/12 Y
- 013 Yearbook – 10/12 Y
- 020 Speech – 9/12 S
- 021 Forensics – 9/12 2S
- 022 Debate I – 9/12 S
- 023 Advanced Debate – 10/12 2S
- 024 Drama I – 9/12 S
- 025 Drama II – 9/12 S
- 026 Theatre Technology – 9/12 S

English (continued)

- 027 Analysis of Mass Media – 11/12 S
- 030 Career English – 11/12 S
- 031 Composition and Literature I – 12 S
- 032 Composition and Literature II – 12 S
- 033 Creative Writing – 11/12 S
- 035 Research Methods – 11/12 S
- 036 College Grammar and Reading – 11/12 S
- 039 Theatre Appreciation – 9/12 S
- 041 British Literature – 11/12 S
- 042 World Literature – 11/12 S
- 043 Shakespeare – 11/12 S
- 048 Advanced Placement® English – 12 2S

Family and Consumer Science

- 520 Interior Design – 9/12 S
- 521 Apparel Design & Production – 9/12 S
- 522 Creative Textile Design – 9/12 S
- 523 Foods for Today – 9/12 S
- 524 Foods of the World – 9/12 S
- 525 Culinary Skills – 9/12 S
- 526 Everyday Living – 10/11 S
- 527 Child Development – 11/12 S
- 528 Adult Living – 12 S

Foreign Language

- 112 German I – 9/12 2S
- 113 German II – 9/12 2S
- 114 Honors German II – 9/10 2S
- 115 German III – 10/12 2S
- 116 Honors German III – 10/12 2S
- 117 German IV – 11/12 2S
- 118 Honors German IV – 11/12 2S
- 119 Advanced Placement® German – 12 2S
- 132 French I – 9/12 2S
- 133 French II – 9/12 2S
- 134 Honors French II – 9/10 2S
- 135 French III – 10/12 2S
- 136 Honors French III – 10/12 2S
- 137 French IV – 11/12 2S
- 138 Honors French IV – 11/12 2S
- 139 Advanced Placement® French – 12 2S
- 152 Spanish I – 9/12 2S
- 153 Spanish II – 9/12 2S
- 154 Honors Spanish II – 9/10 2S
- 155 Spanish III – 10/12 2S
- 156 Honors Spanish III – 10/12 2S
- 157 Spanish IV – 11/12 2S
- 158 Honors Spanish IV – 11/12 2S
- 159 Advanced Placement® Spanish – 12 2S
- 162 Latin I – 9/12 2S
- 163 Latin II – 10/12 2S

Industrial Technology

- 601 Construction Technology – 9/12 S
 602 Manufacturing Technology – 9/12 S
 603 Introduction to Engineering & Architectural Graphics – 9/12 S
 605 Foundations of Technology I – 9/12 S
 606 Foundations of Technology II – 9/12 S
 607 Foundations of Technology III – 9/12 S
 608 Essentials of Foundations of Technology – 9/12 S
 610 Electricity – 10/12 S
 613 Consumer Maintenance – 9/12 S
 620 Metals – 10/12 S
 621 Comprehensive Metals – 11/12 Y
 622 Welding – 10/12 S
 623 Advanced Welding – 11/12 S
 630 Woods I – 10/12 S
 632 Woods II – 11/12 2S
 637 Introduction to Building Trades – 10/12 S
 641 Residential Arch. Drafting and Design – 10/12 2S
 646 Advanced Architectural Concepts – 11/12 S
 647 Adv. Arch: Residential Design and Presentation – 11/12 S
 648 Adv. Arch: Commercial Design and Presentation – 11/12 S
 649 Adv. Arch: Modeling and Presentation – 11/12 S
 660 Trades and Industry – 12 2S
 661 Cooperative Related Instruction – 12 2S
 670 Engineering Drafting and Design – 10/12 2S
 671 Advanced Engineering Concepts – 11/12 S
 672 Adv. Engineering: Structural Design – 11/12 S
 673 Adv. Engineering: Indust./Mech. Design – 11/12 S
 674 Adv. Engineering: Civil/Surface Design – 11/12 S

Mathematics

- 205 Algebra Foundations I – 9/10 2S
 206 Algebra Foundations II – 10/11 2S
 210 Algebra – 9/12 2S
 220 Geometry – 9/12 2S
 221 Honors Geometry – 9/12 2S
 230 Advanced Algebra – 9/12 2S
 232 Honors Advanced Algebra – 9/12 2S
 235 Functions and Discrete Mathematics – 12 2S
 238 Precalculus – 10/12 2S
 239 Honors Precalculus – 10/12 2S
 243 Advanced Placement Statistics – 11/12 2S
 250 Consumers Math – 12 2S
 252 Advanced Placement[®] Calculus AB – 12 2S
 253 Advanced Placement[®] Calculus BC – 12 2S

Music

- 755 The Music Consumer – 9/12 S
 760 Varsity Marching/Symphonic Band – 10/12 Y
 765 Orchestra – 9/12 Y
 768 Freshman Marching/Concert Band – 9 Y
 772 Concert Choir – 10/12 Y
 775 Concert Choir II – 10/12 Y
 776 Wildcat Chorus I – 9 Y
 778 Wildcat Chorus II – 9 2S (1st & 2nd Semester)
 779 Wildcat Chorus III – 9 2S (3rd & 4th Semester)
 780 Music Theory – 9/12 S
 781 Advanced Placement[®] Music Theory – 11/12 S

Physical Education

- 800 Sports Skills and Fitness – 9/10 S
 801 Cross Training I – 9/12 S
 802 Cross Training II – 10/12 S
 803 Lifetime Fitness – 11/12 S
 805 Weight Training I – 10/12 S
 806 Weight Training II – 10/12 S
 808 Introduction to Aquatics – 9/12 S
 809 Lifeguard Training – 10/12 S
 810 Fitness Swimming – 9/12 S
 812 Developmental Physical Education – 9/12 S
 814 Athletic Training & Sports Injury – 9/12 S
 815 Athletic Training & Sports Injuries Internship – 11/12 2S
 816 Advanced Performance – 11/12 S
 817 Sport Officiating – 10/12 S

Reading

- 050 Study Skills – 9/12 S
 052 Reading 9 – S
 053 Reading 10 – S
 054 Reading 11 – S
 055 Reading 12 – S
 ---- Content Area Reading 9 2S
 (offered with Basic English 9 only)
 057 Content Area Reading 10 2S

Science

- 320 Integrated Physical Science – 9 2S
 327 Biology – 9/10 2S
 333 Zoology – 10/12 S
 334 Chemistry – 10/12 2S
 335 Astronomy – 10/12 S
 346 Environmental Science – 10/12 S
 352 Physics – 10/12 2S
 362 Human Physiology – 10/12 2S
 370 Advanced Placement[®] Chemistry – 11/12 2S
 377 Advanced Placement[®] Biology – 11/12 2S
 379 Advanced Placement[®] Physics – 11/12 2S

Social Studies

- 410 American History (Since 1914) – 9 2S
 412 World Geography – 10 2S
 414 United States Government & Economics – 12 S
 419 World History I – 11/12 S
 420 World History II – 11/12 S
 421 World Affairs – 11/12 S
 422 World Religions – 11/12 S
 423 Ethnic Studies – 10/12 S
 430 Introduction to Behavioral Sciences – 10/12 S
 431 Sociology – 11/12 S
 432 Psychology – 11/12 S
 442 Law Studies – 11/12 S
 450 Advanced Placement[®] American History – 11/12 2S
 451 Advanced Placement[®] European History – 11/12 2S
 452 Advanced Placement[®] Macro Economics – 11/12 S
 453 Advanced Placement[®] Psychology – 11/12 S

Special Education

- 900 Fundamental English - 9/12 2S
 901 Essentials of English 9 - 2S
 902 Essentials of English 10 - 2S
 903 Essentials of English 11 - 2S
 904 Essentials of English 12 - S
 905 Essentials of Career English - 11/12 S
 906 Essentials of Speech - 11/12 S
 907 Essentials of English/Reading Block 9 - Y
 908 Fundamental Reading - 9/12 2S
 909 Essentials of Reading - 9/12 2S
- 920 Fundamental Math - 9/12 2S
 921 Essentials of Intro. to Algebra - 9 2S
 922 Essentials of Algebra Foundations I - 9/10 2S
 923 Essentials of Algebra Foundations II - 10/11 2S
 924 Essentials of Geometry - 11 S
 925 Essentials of Consumer Math I - 12 S
 926 Essentials of Consumer Math II - 12 S
- 930 Fundamental Science - 9/12 2S
 931 Essentials of Integrated Physical Science - 9 2S
 932 Essentials of Biology - 10 2S
 933 Essentials of Physiology and Health - 11 2S
 935 Essentials of Environmental Science - 11/12 S
- 940 Fundamental Social Studies - 9/12 2S
 941 Essentials of American History - 9 2S
 942 Essentials of World Geography - 10 2S
 943 Essentials of Ethnic Studies - 11/12 S
 944 Essentials of Civics/Consumerism - 12 S
- 950 Fundamental Daily Living - 9/12 S
 951 Fundamental Independent Living - 9/12 S
 952 Essentials of Everyday Living - 10/12 S
 953 Essentials of Adult Living - 10/12 S
 970 Fundamental Technology - 9/12 S
 971 Fundamental Prevocational Skills - 9/12 2S
 973 Work Introduction Network I - 9/12 S
 974 Work Introduction Network II - 9/12 S
 975 Occupational Skills I - 9/10 S
 976 Occupational Skills II - 11/12 S
 977 Supervised Occupations - 9/12 2S
 978 Essentials of Computer Keyboarding - 9/12 S
 979 Essentials of Computer Technology Applications - 10/12 S

Special Programs

- 835 Theatre Technology Apprenticeship Program
 836 HVAC Youth Apprenticeship Program
 837 Auto Body Technology - Year 1 - 11/12 Y
 837 Auto Body Technology - Year 2 - 11/12 Y
 838 Automotive Technology - Year 1 - 11/12 Y
 838 Automotive Technology - Year 2 - 11/12 Y
 839 Construction Technology - Concrete/Masonry - Year 1 - 11/12 Y
 839 Construction Technology - Concrete/Masonry - Year 2 - 11/12 Y
 840 Printing & Publishing Technology - Year 1 - 11/12 Y
 840 Printing & Publishing Technology - Year 2 - 11/12 Y
 841 Horticulture - Year 1 - 11/12 Y
 841 Horticulture - Year 2 - 11/12 Y
 850 IB Theory of Knowledge - 11 Y (North only)
 851 IB Theory of Knowledge - 12 Y (North only)
 980 Community Internship - 12
 990 English Language Learner (ELL)
 --- Independent Study Courses
 --- ELO Courses

Information Technology (IT) Mini-Magnet Program

The Millard Public School District offers students the opportunity to participate in an Information Technology Mini-Magnet Program at Millard South High School. This program provides comprehensive, industry-validated technology curriculum. In addition to classroom instruction, students in this mini-magnet program participate in career sessions, job shadowing, internships, and other experiential learning opportunities. Students have the opportunity to earn industry certification in A+ and Cisco at their own expense. Upon the completion of the second year of Cisco, students will take a voucher exam which may entitle them to a 50% discount off the normal CCNA examination fee (\$125 as of November 2003). **This program requires transfer to Millard South High School.** Contact your counselor for more information.

Course offerings in this IT Mini-Magnet Program include:

- 981 Cisco Networking Academy I
 982 Cisco Networking Academy II
 983 A+: Computer Hardware & Software Operations
 985 STARS Internship
 255 Introduction to Computer Science
 256 Computer Topics
 258 Contemporary Programming Languages
 260 Advanced Placement® Computer Science
 506 Computer Technology Applications
 650 Introduction to Graphics Communication
 651 Foundations of Computer Graphics
 652 Advanced Computer Graphics
 655 Foundations of Visual Graphics
 656 Advanced Visual Graphics

International Baccalaureate Diploma Programme

The Millard Public Schools offers students the opportunity to participate in a leading, internationally recognized pre-university program that has become a symbol of academic excellence worldwide. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of wide-ranging skills. This student is also encouraged to appreciate the universal value of human diversity and its legitimate boundaries, while at the same time understanding the common humanity we all share. While each component of the Diploma Programme has specific aims and assessment objectives, the distinctive aims of the programme as a whole are to:

- provide an internationally accepted qualification for entry into higher education
- promote international understanding
- educate the whole person, emphasizing intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.*

This program requires enrollment at Millard North High School. Contact your counselor for more information. The IB is a rigorous two-year program of study in the 11th and 12th grades. Due to the fact the students must reach a certain level of proficiency in several of the academic areas before entering the programme, it is recommended that they apply to the IB programme in January of their 8th grade year in order to take the necessary pre-IB courses. Students must be in Honors English, Honors Foreign Language, and preferably Honors Math in 9th and 10th grades. Students not in the IB Diploma Programme may register for IB courses if they meet the pre-requisites and there is room in the class. External IB examination would not be required.

Students pay for the cost of testing (i.e., currently approximately \$650 for two years of testing).

Course offerings in the International Baccalaureate Diploma Programme include the following:

- | | |
|--|--|
| 016 IB English HL – 11 | <i>HL = Higher Level</i>
<i>SL = Standard Level</i> |
| 017 IB English HL – 12 | |
| 070 IB Theatre Arts SL – 11/12 | |
| 071 IB Theatre Arts HL – 11 | |
| 072 IB Theatre Arts HL – 12 (beginning in 2005-2006) | |
| 120 IB/AP [®] German SL | |
| 140 IB/AP [®] French SL | |
| 160 IB Spanish SL | |
| 161 IB Latin SL | |
| 245 IB Mathematics HL I – 11 | |
| 246 IB Mathematics HL II – 12 | |
| 247 IB Mathematical Studies SL | |
| 248 IB Mathematical Methods SL | |
| 263 PreIB Introduction to Computer Science I – 9/11 S
(North only) | |
| 264 PreIB Introduction to Computer Science II – 9/11 S
(North only) | |
| 265 IB Computer Science SL – 11/12 Y (beginning in
2005-2006 at North only) | |

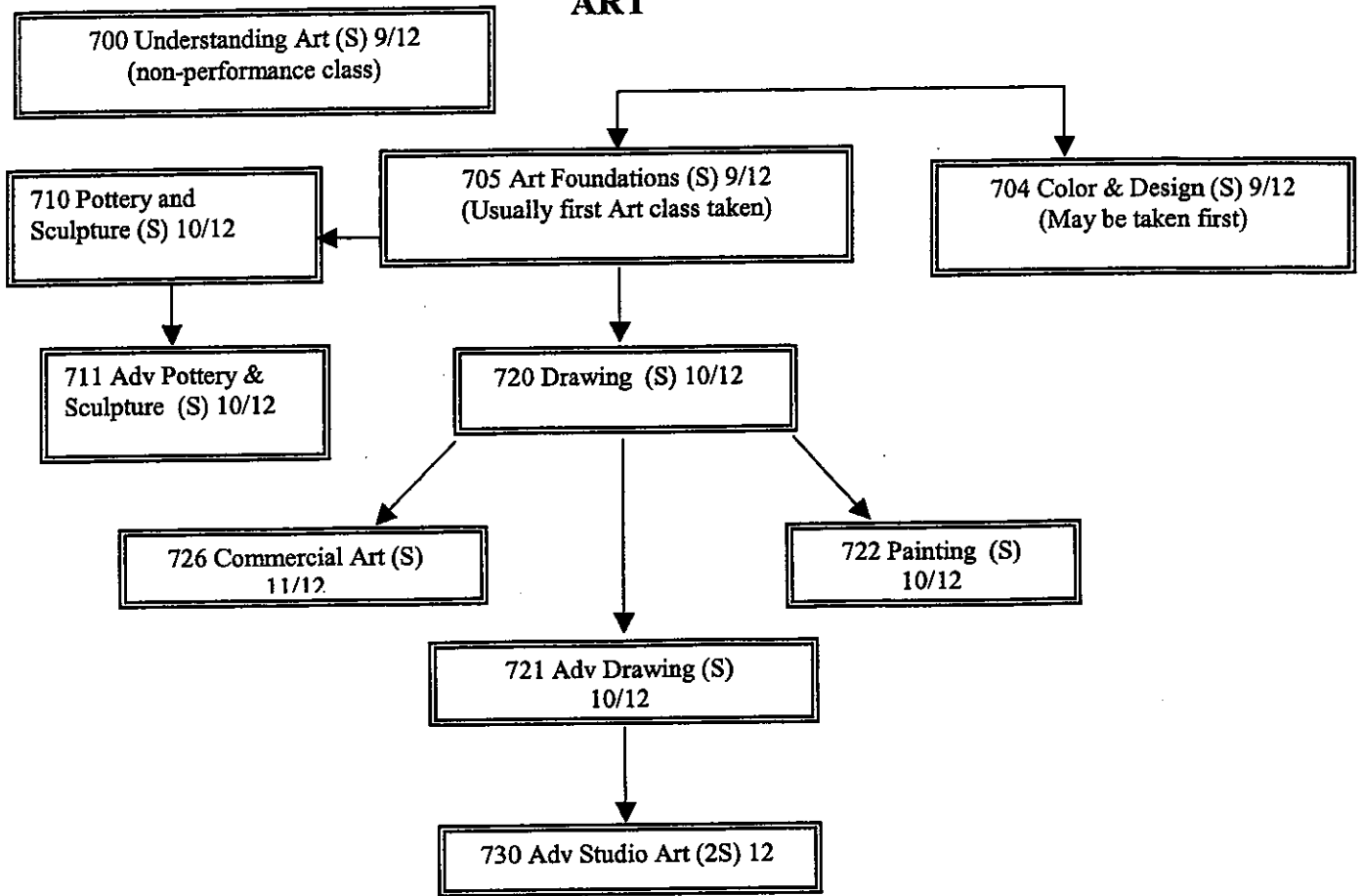
- 266 IB/AP Computer Science HL – 11/12 Y (beginning in 2005-2006 at North only)
- 267 IB Computer Science HL – 12 Y (beginning in 2006-2007 at North only)
- 321 Introduction to Chemistry and Physics
- 363 IB Chemistry SL
- 371 IB/AP[®] Chemistry HL – 11
- 372 IB Chemistry HL – 12
- 375 IB Biology SL
- 376 IB Biology HL – 11
- 378 IB Biology HL – 12
- 380 IB Physics SL – 11/12
- 418 IB 20th Century World History Topics
- 433 IB Psychology SL
- 455 IB History of the Americas HL 706 Pre-IB Visual Arts
- 706 Pre-IB Visual Arts – 10
- 732 IB Visual Arts SL
- 733 IB Visual Arts HL – 11
- 734 IB Visual Arts HL – 12
- 759 IB Music SL Band
- 764 IB Music SL Orchestra
- 776 IB Music SL Chorus
- 789 IB Music SL Piano
- 850 IB Theory of Knowledge I – 11
- 851 IB Theory of Knowledge II – 12

* Diploma Programme Monograph, August 2002:
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COURSE DESCRIPTIONS

2004 - 2005

ART



Please refer to each course description for prerequisites.
 Note that Art Foundations is the prerequisite course for all art courses except Color and Design

ART

Students may be asked to donate money, materials, or equipment to defray costs of consumable materials or to provide personal equipment. Instances where donations or equipment may be requested are designated with *Donation*.

Materials for projects that will become the property of the student are available for purchase at the school at a reduced price.

700 UNDERSTANDING ART - 9/12

S 5 Credits

Description: Understanding Art is a non-production art class that will investigate the many roles of the visual arts and artists through historical, political and other social context. This course satisfies the fine arts graduation requirement. It is not a prerequisite for any other art course.

Prerequisites: None

704 COLOR AND DESIGN - 9/12

S 5 Credits

Description: This is a semester course giving the student an opportunity to explore the expressive qualities of color and design. Students will work with the Elements of Art and the Principles of Design. Projects will involve two-dimensional and three-dimensional media and materials. This course satisfies the fine arts graduation requirement.

Donation

Prerequisites: None

705 ART FOUNDATIONS - 9/12

S 5 Credits

Description: This course enables students to communicate ideas through a variety of media, materials, and techniques. Students will explore both two-dimensional and three-dimensional art forms. In addition to art production, students will use a variety of learning strategies to aid the comprehension of course material. These will include reading, analyzing and responding. *Donation*

Prerequisites: None

710 POTTERY AND SCULPTURE - 10/12

S 5 Credits

Description: Pottery/Sculpture is a semester course in which students will explore a variety of hand-built and sculptural techniques. Introduction to the potter's wheel is covered as well as simple glaze methods. In addition to art production, students may use a variety of strategies including reading, responding and analyzing to develop the understanding of course material. *Donation*

Prerequisites: Art Foundations

711 ADVANCED POTTERY AND SCULPTURE - 10/12

S 5 Credits

Description: This is a semester course that involved advanced three-dimensional work. Students learn advanced handbuilding and further development on the potter's wheel, as well as more complex glaze application and surface decoration. In addition to art production, students may use a variety of strategies including reading, responding and analyzing to develop the understanding of course material. *Donation*

Prerequisites: Pottery and Sculpture

720 DRAWING - 10/12

S 5 Credits

Description: Drawing is a semester course designed to give students an introduction to techniques in drawing and media usage. Projects will include observational studies, drawing approaches, and shading techniques in a variety of media. In addition to art production, students may use a variety of strategies including reading, responding and analyzing to develop the understanding of course material. *Donation*

Prerequisites: Art Foundations

721 ADVANCED DRAWING - 10/12

S 5 Credits

Description: This course is designed to give the students an advanced experience in drawing techniques, composition and media development. Advanced Drawing gives the student additional experience in observational studies, as well as in drawing approaches and shading techniques in a variety of media. *Donation*

Prerequisites: Drawing

722 PAINTING - 10/12

S 5 Credits

Description: Painting is a semester course designed to give students an introduction to techniques in painting and media usage. Students will develop an understanding of realistic, abstract, and non-objective painting styles. They will also familiarize themselves with famous works of art and artists. In addition to art production, students may use a variety of strategies including reading, responding and analyzing to develop the understanding of course material.

Donation

Prerequisites: Drawing

726 COMMERCIAL ART - 11/12

S 5 Credits

Description: Commercial Art is designed to develop an awareness and appreciation for all the numerous aspects of graphic design and advertising. It will involve the student in the essential areas of typography, layout, design and illustration. Computer graphics will be included. *Donation*.

Prerequisites: Drawing

730 ADVANCED STUDIO ART - 12

2S 10 Credits

Description: This is an intensive 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 an individual portfolio. The portfolio can be used for possible submission to art schools or universities. Students must have permission granted only by art instructors. *Donation*.

Prerequisites: Drawing, Advanced Drawing, plus two other offerings in the visual arts

BUSINESS

BUSINESS COURSES BY AREA OF INTEREST

Interest	9 th	10 th	11 th	12 th
Accounting	500 Personal Finance 504 Computer Keyboarding	501 International Business 506 Computer Technology Applications	501 International Business 502 Accounting I 510 Business Law 508 Business Procedures 507 Business Communications	501 International Business 503 Accounting II 507 Business Communications 508 Business Procedures 512 Marketing I
Business Law	500 Personal Finance	501 International Business	510 Business Law	510 Business Law
Communications	504 Computer Keyboarding 506 Computer Technology Applications	505 Computer Word Processing	507 Business Communications	507 Business Communications
Economics & Personal Finance	500 Personal Finance	501 International Business	502 Accounting I 508 Business Procedures 511 Fashion Marketing 512 Marketing I	503 Accounting II 507 Business Communications 510 Business Law 512 Marketing I
Information Systems	504 Computer Keyboarding 505 Computer Word Processing	506 Computer Technology Applications	502 Accounting I 507 Business Communications 508 Business Procedures 509 Business Procedures Internship	503 Accounting II 507 Business Communications 508 Business Procedures 509 Business Procedures Internship
Marketing	500 Personal Finance 504 Computer Keyboarding	501 International Business 506 Computer Technology Applications	501 International Business 507 Business Communications 510 Business Law 511 Fashion Marketing 512 Marketing I	501 International Business 502 Accounting I 507 Business Communications 510 Business Law 513 Marketing II 514 Marketing Internship

*Interest areas were originated from National Standards in Business.

- 506 Computer Technology Applications will fulfill the technology requirement. Computer Keyboarding is recommended for this class.

BUSINESS

500 PERSONAL FINANCE - 9/12

S 5 Credits

Description: Want to have financial freedom? Learn how to make good money decisions. Learn to save, invest and spend money to earn and maintain a good standard of living. Students will gain knowledge of good economic decision making through the study of consumerism, banking, saving and investments, credit, taxes and risk management.

Prerequisites: None

501 INTERNATIONAL BUSINESS - 10/12

S 5 Credits

Description: Are you interested in knowing how businesses succeed worldwide? Do you want to prepare yourself for an international career? Learn how businesses export and import products and services and meet the challenges of culture, political and business/marketing differences. International economies, financing, social/cultural differences, international marketing, careers, and entrepreneurial opportunities are explored.

Prerequisites: None

502 ACCOUNTING I - 10/12

2S 10 Credits

Description: This course is for the student who wants to learn how businesses make a profit. Students will study accounting practices to record the financial operations of a business. These records are then used to guide profit making decisions. Accounting principles and practices improve ones' understanding of business and personal financial management. Computerized accounting/spreadsheet applications are included in this class. All college business majors are required to take two semesters of college accounting; completion of this course can give you a head start.

Prerequisites: None

503 ACCOUNTING II - 11/12

2S 10 Credits

Description: This class is a continuation in the study of accounting principles. Greater detail is spent in the study of adjustments and applications of accounting principles to partnerships and corporations. This is a class for those planning future employment or college study in the accounting or business fields. Computerized accounting/spreadsheet applications are included in this class. Successful completion of this course will allow early entry to some college accounting programs. Supplies recommended include a calculator.

Prerequisites: Accounting I

504 COMPUTER KEYBOARDING - 9/12

S 5 Credits

Description: Reduce the amount of time it takes to key your papers on the computer! You will learn to format letters, papers, and reports while developing speed and accuracy. This course will provide the keyboarding skills students need for personal use, as well as introduce them to keyboarding for the workplace. Students will be introduced to graphics integration and e-mail protocol.

Prerequisites: None

505 COMPUTER WORD PROCESSING - 9/12

S 5 Credits

Description: Give yourself the edge on the job! This course provides opportunity to improve your keyboarding speed and accuracy while working on essential business documents. Practice includes specialized letters, reports, memorandums, use of graphics, composing at the keyboard, electronic communication protocol, etc.

Prerequisites: Computer Keyboarding (*Student must have passed class; testing out is not accepted.*)

506 COMPUTER TECHNOLOGY APPLICATIONS - 9/12

S 5 Credits

Description: Are you interested in computers? Students will use critical thinking and problem-solving skills as they complete projects using a variety of computer software. Programs used will include word processing packages, database, spreadsheet, and presentation software. Students will also have the opportunity to scan and import graphics into files, use the Internet, develop web pages, learn about E-mail systems, understand computer ethics, and learn desktop publishing fundamentals. Prior completion of Computer Keyboarding is recommended.

Prerequisites: None

507 BUSINESS COMMUNICATIONS - 11/12

S 5 Credits

Description: Students will explore workplace ethics, cultural differences in communication, Internet etiquette and safety, conventions of grammar and style for oral and written communications, and social behaviors in business settings. This course will assist the student throughout their personal and professional life. Computer use is an integral part of the course.

Prerequisites: None

508 BUSINESS PROCEDURES - 11/12

2S 10 Credits

Description: Business Procedures will help students develop skills, concepts, and applications used in business today and to prepare them for employment opportunities in today's rapidly changing business environment. Students will use IBM compatible computers with Window's environment.

Prerequisites: Computer Keyboarding. Completion of Computer Word Processing is strongly recommended. Students must be enrolled in the Business Procedures Internship if they plan to work at a part-time job and receive school credit. Students will use their skills and knowledge from the Business Procedures class on their jobs.

509 BUSINESS PROCEDURES INTERNSHIP - 11/12

2S 10 Credits

Description: This cooperative work program provides opportunity for students to prepare for initial employment through classroom instruction and supervised related on-the-job training in cooperating local businesses. Both experiences are coordinated by the school. Students performing satisfactorily receive school credit and are paid on an hourly wage by the business. Students may obtain a part-time job through the teacher or they may seek one on their own. The jobs need to include work with keyboarding, computers, 10-key calculators, filing, photocopying, telephones, customer service, accounting, record keeping, and other related skills.

Prerequisites: The student must be enrolled in Business Procedures class. If students have taken this course previously, they must be enrolled in a business course and have permission of the Business Procedures instructor.

510 BUSINESS LAW - 11/12

S 5 Credits

Description: What are your rights under the law? Learn how the legal system can help you. Using speakers, case studies and current events students will explore legal concepts and principles that will be used to make business and personal decisions. This will include a study of the legal system, law for minors, personal injury, discrimination, contracts and other legal topics.

Prerequisites: None

511 FASHION MARKETING - 11/12

2S 10 Credits

Description: What's hot in fashion? Learn how marketing influences what you wear. Explore the wide range of careers in the apparel industry. Emphasis will be on applying basic marketing: pricing, promotion, location analysis and product development, to the fashion market place. Students will study current fashion trends, designers, buying, fashion shows, and apparel management strategies. Students may take part in DECA, a co-curricular marketing club which emphasizes leadership, civic activities, career simulation competition and social activities.

Prerequisites: None

512 MARKETING I - 11/12

2S 10 Credits

Description: Marketing careers represent 1/3 of the jobs in our society. Learn how a product/service moves from ideas to you as a customer. Marketing I focuses on the fundamentals of marketing and the many related careers in advertising, banking/finance, services, hospitality and tourism, recreation, and many others. Students will explore the basic functions of marketing: pricing, promotion, product planning and location analysis. This course is recommended for all students who plan to study business administration in college, future entrepreneurs, and those wishing to explore marketing careers. Students have the opportunity to take part in DECA, a co-curricular marketing club that emphasizes leadership, civic activities, career simulation competition and social activities.

Prerequisites: None

513 MARKETING II - 11/12

2S 10 Credits

Description: Marketing II students apply the principles of marketing in a variety of activities. Students may develop a market research analysis of local business and develop promotional or business start-up plans. Students will use modern technology and computers to develop and make formal presentations. This course will include career guidance and study for preparation for a career in business. Students again will be able to take part in DECA, a co-curricular marketing club that emphasizes leadership, civic activities, career simulation competition and social activities.

Prerequisites: Marketing I or Fashion Marketing

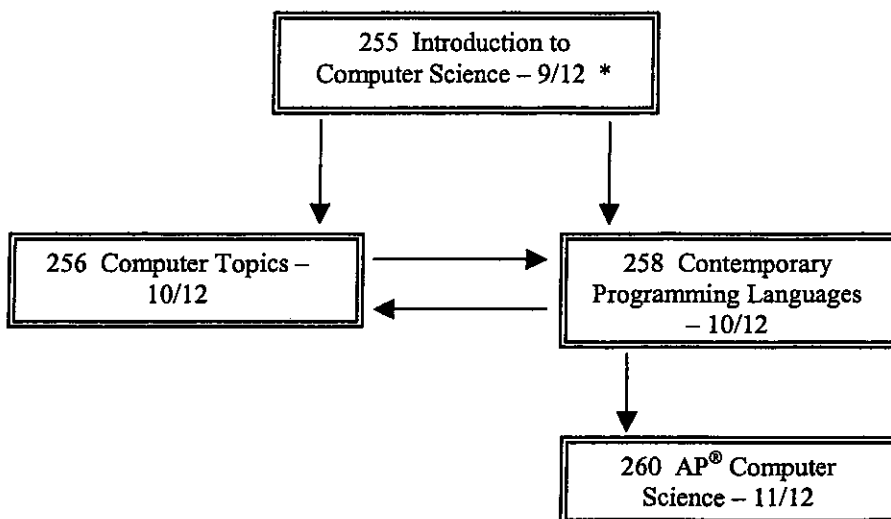
514 MARKETING INTERNSHIP - 12

2S 10 Credits

Description: Marketing Internship is designed to provide students with marketing related work experience in conjunction with Marketing II class. Through the part-time position, a student can enhance his/her skills in such areas as advertising, cashiering, customer service, display, employer and employee relationships, pricing, sales and stock keeping. Students must work an average of 10 hours per week to receive credit.

Prerequisites: Students must enroll in both Marketing II and Marketing Internship concurrently.

COMPUTER SCIENCE



* Students must complete Geometry before taking Introduction to Computer Science.

COMPUTER SCIENCE

255 INTRODUCTION TO COMPUTER SCIENCE - 9/12

S 5 Credits

Description: Introduction to Computer Science is the first of four computer science courses. The major emphasis of the course is to design and write computer programs. The student will work with current computer languages to learn how computers and networking are used to solve problems and help people communicate. This will include the preparation of documents for the World Wide Web. This course is highly recommended for students who are interested in careers utilizing technology. **Does not count for mathematics credit.**

Prerequisites: Geometry

256 COMPUTER TOPICS - 10/12

S 5 Credits

Descriptions: Computer Topics is offered as a second or third course in the computer science sequence. Topics may include computer number systems, computer logic, the structure of the central processing unit and microprocessor, Hyperstudio, and other programming languages. Students will have the opportunity to study areas of interest in-depth. **Does not count for mathematics credit.**

Prerequisites: Introduction to Computer Science.

258 CONTEMPORARY PROGRAMMING LANGUAGES - 10/12

S 5 Credits

Description: This course serves as a prerequisite to Advanced Placement Computer Science. The course is designed for the college-bound student who will be required to take a semester or more of programming in college. Some college programs which require a semester or more of programming include engineering, computer science, architecture, business, mathematics, and science related fields. The content of the course may concentrate on one language or some combination of languages such as C++ or Java. **Does not count for mathematics credit.**

Prerequisites: Introduction to Computer Science.

260 ADVANCED PLACEMENT® COMPUTER SCIENCE - 11/12

2S 10 Credits

Description: Advanced Placement Computer Science is designed for college-bound students who will be required to take one or more semesters of computer science. After completion of the course, the student will be prepared to take the College Board Advanced Placement® examination. The course is taught using Java for the programming language and data structures. **Does not count for mathematics credit.**

Prerequisites: Contemporary Programming Languages and completion of Advanced Placement application process.

ENGLISH

All students must complete the following English courses:

001 English 9

002 English 10

007 English 11

One semester of an English Selected Elective.

One semester of an Oral Communications Course.

**Colleges require 4 years of high school English; oral communications will not count for English credit at some colleges.

OR

Colleges value rigorous course completion in high school.
Students may enroll in the following classes.

003 Honors English 9

004 Honors English 10

Two semesters of English Selected Electives

AP[®] English OR IB English 11 and IB English 12 (IB offered at MNHS only)

One semester of an Oral Communications Course

** Students who plan to take AP[®] English are encouraged to take a reading course, such as British Literature, World Literature, or Shakespeare, and a writing course, such as Creative Writing or Research Methods.*

Students who desire a basic path in English should complete the following:

005 Basic English 9 which includes Content Reading 9 (056)

006 Basic English 10

008 Basic English 11

One semester of an English Selected Elective

One semester of an Oral Communications Course

** Note: Failing an English class does not necessarily qualify a student for Basic English. Registration for Basic English classes is only with recommendation from previous year's teacher or current counselor. Many colleges do not accept credit in basic classes as fulfilling prerequisites for admission.*

English Selected Electives

027 Analysis of Mass Media – 11/12

030 Career English – 11/12

032 Composition and Literature – 11/12

033 Creative Writing – 11/12

035 Research Methods – 11/12

041 British Literature – 11/12

042 World Literature – 11/12

043 Shakespeare – 11/12

048 AP[®] English – 12

Oral Communications

020 Speech – 9/12

021 Forensics – 9/12

022 Debate I – 9/12

Additional Courses Available

(do not count toward English credit)

011 Beginning Journalism – 9/12

012 Newspaper – 10/12

013 Yearbook – 10/12

014 Intro to Photojournalism – 10/12
(North only)

023 Advanced Debate – 10/12

024 Drama I – 9/12

025 Drama II – 9/12

026 Theatre Technology – 9/12

036 College Prep Grammar & Reading – 11/12 (MSHS & MWHS)

038 College Prep Grammar Usage – 11/12 (MNHS only)

039 Theatre Appreciation – 9/12

Reading skills are critical for success in other courses.
See page 58 for Reading courses

ENGLISH

2S 10 Credits

001 ENGLISH 9

Description: Students are introduced to analyzing and responding to various genre of literature from both the reader's and writer's perspective. The students will become reflective writers who understand and use appropriate composing and writing strategies to create structurally and grammatically correct pieces. An emphasis will be placed on developing support and believability in writing for the intended audience and purpose using the six-trait model.

Prerequisites: None

2S 10 Credits

002 ENGLISH 10

Description: Students will analyze and respond to various genre of literature from both the reader's and writer's perspectives. They will be expected to utilize research skills and various library resources. The students will become reflective writers who use the six-trait model and various techniques to create pieces of writing that are structurally and grammatically correct. Students who have completed Basic English 9 should discuss enrollment in this course with their Basic English teacher.

Prerequisites: English 9

2S 10 Credits

003 HONORS ENGLISH 9

Description: Honors English 9 is a fast-paced, two-semester course that is an extension of curriculum from both the English 9 and English 10 courses. Students who take this course are expected to be self-motivated learners with strong reading, writing, grammar, and vocabulary skills. In this course, students will use a variety of strategies, including reading, responding, analyzing, researching, discussing, and presenting, to explore and understand the course material. Self-selection and completion of recommendation form with a commitment of remaining in the course at least one semester.

Prerequisites: None

2S 10 Credits

004 HONORS ENGLISH 10

Description: This course is designed for students who have high levels of language competencies and who enjoy an academic challenge. The aim of the course is to develop culturally literate people who can communicate effectively. The content used to reach these goals is American literature and composition texts.

Prerequisites: Honors English 9 or approved

Y 20 Credits

005 BASIC ENGLISH 9

(10 credits English and 10 credits Content Reading 9)

Description: Basic English 9 is a course designed for 9th grade students reading two grade levels below placement who could still benefit from instruction in vocabulary, comprehension, and reading strategies. This course focuses on basic reading, writing, research and study skills. Students will also work with the six traits of writing that includes emphasis on organization and conventions. Many colleges will not accept this course for English credit.

Prerequisites: Recommendation from the middle school determined by (1) reading below grade level, (2) need for writing improvement, and (3) teacher recommendation.

2S 10 Credits

006 BASIC ENGLISH 10

Description: Basic English 10 is a course for 10th grade students which combines literature, composition, listening and language skills. This course is designed to build on skills learned in previous courses. Many colleges will not accept this course for English credit.

Prerequisites: Basic English 9 or recommendation from English 9 teacher based on (1) reading below grade level, (2) need for writing improvement, and (3) teacher recommendation. Failing English 9 does not in itself qualify a student for Basic English 10.

2S 10 Credits

007 ENGLISH 11

Description: This course includes both a survey of American literature and emphasis on writing skills. The literature component includes selections from early Native Americans to modern time. The composition component is designed to improve students' writing using the six-trait model. Students who have completed Basic English 9 or Basic English 10 should discuss enrollment in this course with their Basic English teacher.

Prerequisites: English 9 and English 10.

008 BASIC ENGLISH 11

2S 10 Credits

Description: Basic English is a course that combines literature, composition, and language usage skills for students who have difficulty in these areas. Many colleges will not accept this course for English credit.

Prerequisites: Basic English 10 OR a demonstrated skill deficiency in reading, writing, or language mechanics and usage, OR a demonstrated skill deficiency in reading, writing, or language mechanics and usage, OR teacher recommendation.

011 BEGINNING JOURNALISM - 9/12

S 5 Credits

Description: Beginning Journalism students will study the techniques of interviewing, writing, editing, and designing for newspaper and yearbook. Students will also study the legal and ethical aspects of journalism. Writing assignments will include news, features, sports, editorials, columns, reviews and headlines. Design assignments will include newspaper, yearbook and advertising layouts through desktop publishing. Journalism as a career choice will be explored. Successful completion of this course with a "3" or better and/or teacher approval is a prerequisite for consideration for placement on yearbook or newspaper staffs. Keyboarding skills are helpful.

Prerequisites: None

012 NEWSPAPER - 10/12

Y 20 Credits

Description: As members of the school newspaper staff, students will conduct interviews, write a variety of stories, design page layouts, edit copy, write headlines and captions, take photos and manage advertising. Keyboarding skills are helpful.

Prerequisites: A "3" or better in Beginning Journalism and an application to the journalism adviser.

013 YEARBOOK - 10/12

Y 20 Credits

Description: As members of the school yearbook staff, students will conduct interviews, write a variety of assignments, design page layouts, edit copy, write headlines and captions, take photos, manage advertising, and handle sales and distribution of the book. Keyboarding skills are helpful.

Prerequisites: A "3" or better in Beginning Journalism and an application to the adviser.

020 SPEECH - 9/12

S 5 Credits

Description: This course is designed to help students understand and improve skills in intrapersonal, interpersonal, public speaking, interviewing, and group communication processes. Individual speech presentations are a course requirement.

Prerequisites: None

021 FORENSICS - 9/12

2S 10 Credits

Description: Forensics is a one-year 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 and the National Forensic League. Most students specialize in selected areas including public speaking and oral interpretation and acting. Students will be expected to participate in contests and tournaments, many of which take place on weekends.

Prerequisites: Interest in competitive speaking. This class may be repeated with permission of the instructor. Large enrollment numbers may require students repeating the class to participate in an application process.

022 DEBATE I - 9/12

S 5 Credits

Description: Debate I is designed to introduce students to the theory and practice of academic debate. The course will focus on argumentation theory, research, and delivery skills. In-class rounds will be used to measure student understanding and application of skills. Tournament competitions are a non-mandatory option for interested students.

Prerequisites: None

023 ADVANCED DEBATE - 10/12

2S 10 Credits

Description: Advanced Debate is a continuation of Debate I. Instructional materials will be oriented towards competitive debate strategies and advanced argumentation theory. Inter-scholastic competition is a course requirement. This course is developed around competitive events sanctioned by the Nebraska School Activities Association and the National Forensic League.

Prerequisites: Maintenance of a "3" average in Debate I or instructor permission.

024 DRAMA I - 9/12

S 5 Credits

Description: This is a course designed to introduce students to several aspects of theatre which will include acting, technical theatre, analysis of theatre experiences, and a cultural and historical approach to theatre forms. Experiences may include: overviews of acting techniques, such as voice and movement; scenery, lighting, sound, and/or costuming/make-up; script and character analysis; and theatre history. Successful completion of performances and projects is a course requirement.

Prerequisites: None

025 DRAMA II - 9/12

S 5 Credits

Description: This is a course designed to further develop skills in theatre from production to performance. Students will examine acting, directing, analysis of theatre experiences, and a cultural and historical approach to theatre forms. Experiences may include: production analysis, acting techniques, directing techniques, theatre management. Successful completion of performances and projects is a course requirement. Students who have successfully completed this course may elect to repeat it for another semester of theatre experience.

Prerequisites: Recommended grade of "3" in Drama I and permission of the instructor. To repeat the course, the student must have permission of the instructor.

026 THEATRE TECHNOLOGY - 9/12

S 5 Credits

Description: This course is 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/make-up design, stage management, and theatre administration skills. Hands on lab instruction and technical projects are a course requirement. Students who have successfully completed this course may elect to repeat it for another semester of theatre experience.

Prerequisites: Drama I and permission of instructor.

027 ANALYSIS OF MASS MEDIA - 11/12

S 5 Credits

Description: This course introduces students to the mass media - what it is, how it impacts them, and how they respond to it. The focus of the course is media literacy: students will have a better understanding of what it means to be a critical receiver of media messages in society. Students will analyze a variety of mediums that shape their lives. Students will be required to read, research, and respond to a variety of nonfiction sources. Responses will include but are not limited to, large and small group discussions, reaction papers, and oral presentations.

Prerequisites: English 11 is highly recommended.

030 CAREER ENGLISH - 11/12

S 5 Credits

Description: A course designed for students seeking employment immediately following graduation from high school. Emphasis is on communication skills, written and oral, needed for obtaining a job and for everyday use in a job. Student will research and write on all aspects of a specific career area. Student will also create a resume and various business letters. (Not for students planning on attending a four-year post secondary institution).

Prerequisites: English 10 or Basic English 10. English 11 or Basic English 11 is strongly recommended.

031 COMPOSITION AND LITERATURE I - 12

S 5 Credits

Description: This course is designed for students who do not plan on attending a four-year college. The course will help students become effective problem solvers and communicators. This course includes contemporary novels and short stories, researching solutions to real problems, and writing. Writing will include practical skills, such as memos, directions, letters, brochures, etc., as well as traditional essays and journals using the six-trait model.

Prerequisites: Basic English 11 or English 11

032 COMPOSITION AND LITERATURE II - 12

S 5 Credits

Description: This course is designed for students who do not plan on attending a four-year college. The course will help students become effective problem solvers and communicators. This course includes contemporary novels and short stories, researching solutions to real problems, and writing. Writing will include practical skills, such as memos, directions, letters, brochures, etc., as well as traditional essays and journals using the six-trait model.

Prerequisites: Basic English 11 or English 11

033 CREATIVE WRITING - 11/12

S 5 Credits

Description: Creative Writing is a semester long course in which students will participate in daily writing and reading activities. Students will maintain a writer's notebook where they will be invited to experiment with a variety of writing genre. These genre include but are not limited to the personal essay, short story, poetry, and script writing. Creative writers will read short stories and poetry as guides to develop their own writing skills. Students will also share their writing in small groups with at least one required reading to the class.

Prerequisites: English 9 and English 10 with a grade of "3" or above and keyboarding skills.

035 RESEARCH METHODS - 11/12

S 5 Credits

Description: Research Methods is a course designed to prepare students for independent research and writing at the collegiate level. The proper method for organizing, researching, and writing a formal research paper is taught. This class is suited for independent workers and motivated students. Organizational skills and time management are important when working to meet deadlines for this course.

Prerequisites: English 11 or Honors English 10 with a grade of "3" or better.

036 COLLEGE GRAMMAR AND READING - 11/12

S 5 Credits

Description: College Grammar and Reading is a semester course designed to help students improve their ACT English and Reading test scores. One aspect of the course refreshes students' knowledge of the more complex rules of usage, mechanics, and rhetorical skills. The reading component enhances students' knowledge and efficient use of reading strategies for reading in multiple content areas that are representative of the level and type commonly encountered in college freshman classes. This course counts for elective credit only.

Prerequisites: English 9 and English 10

039 THEATRE APPRECIATION -- 9/12

S 5 Credits

Description: This is a nonperformance course designed to introduce students to several aspects of theatre which will include multimedia theatre forms, technical theatre, analysis of theatre experiences, and a cultural and historical approach to theatre forms. Experiences may include: overviews of stage, film, and television characteristics; scenery, lighting, sound, and/or costuming/make-up; script and character analysis; and theatre history. Successful completion of projects is a course requirement. Students interested in a performance based course, refer to Drama I.

Prerequisites: None

041 BRITISH LITERATURE - 11/12

S 5 Credits

Description: This is a semester long course which is a study of British literature, history, culture, and the evolution of the English language. Students will use a variety of strategies including reading, responding, analyzing, researching, discussing, and presenting to explore and understand the course material. Students considering this course should have successfully completed English 11 or Honors English 10.

Prerequisites: Honors English 10 or English 11

042 WORLD LITERATURE - 11/12

S 5 Credits

Description: World Literature is a college preparatory/upper level semester course that surveys many genre from a variety of countries and time periods. During daily reading, writing, and discussing, each student will maintain a writing portfolio that will demonstrate growth as a quality global citizen. Students will share revised, polished portfolio pieces at the end of the semester.

Prerequisites: Honors English 10 or English 11

043 SHAKESPEARE - 11/12

S 5 Credits

Description: This is a semester long course that studies William Shakespeare and his works, culture, influence, and language. Students will use a variety of strategies, including reading, responding, analyzing, researching, discussing, and presenting to explore and understand the course material.

Prerequisites: Honors English 10 or English 11 with a grade of a "3" or better

048 ADVANCED PLACEMENT® ENGLISH - 12

2S 10 Credits

Description: Advanced Placement English is a course for seniors who are interested in pursuing rigorous advanced studies in language arts for personal growth and possible college credit. The course will concentrate on writing, composition, and research as well as a critical analysis of designated literary works through class discussion, activities, and writing.

Prerequisites: Seniors only. Students should have a strong background in English. They must have completed six semesters of core English courses. The students should have received mainly "1's" in English courses and must receive permission to register for the course.

FAMILY & CONSUMER SCIENCE

All courses address the issues related to building strong families, healthy individuals, and managing personal resources in order to be a productive member of society. Courses offered in Family & Consumer Science allow students to improve personal skills that will help them effectively manage their personal lives as well as expose them to career opportunities related to human growth and development, food and nutrition, textiles, clothing and design.

Courses are designed to provide in-depth study to topics that were explored in middle school.

Students may apply for Independent Study opportunities upon completion of a Family and Consumer Science strand. Refer to the Special Programs section of the handbook

Everyday Living is required of all students to meet State mandated health education requirements. This course may be taken during the 10th or 11th grade.

Child Development and Adult Living are two of the courses that meet the Human Resource graduation requirement.

Students who have enrolled in Family & Consumer Science courses may participate in FCCLA (Family, Community, Career Leaders of America)

Interest	9 th	10 th	11 th	12 th
Textiles	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design Independent Study Textiles	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design Independent Study Textiles
Foods & Nutrition	523 Foods for Today 524 Foods of the World	523 Foods for Today 524 Foods of the World	523 Foods for Today 524 Foods of the World 525 Culinary Skills Independent Study Foods	523 Foods for Today 524 Foods of the World 525 Culinary Skills Independent Study Foods
Human Development & Family		526 Everyday Living	526 Everyday Living 527 Child Development	527 Child Development 528 Adult Living

FAMILY AND CONSUMER SCIENCE

Students may be asked to donate money, materials, or equipment to defray costs of consumable materials or to provide personal equipment. Instances where donations or equipment may be requested are designated with *Donation*.

520 INTERIOR DESIGN IN THE HOME - 9/12

S 5 credits

Description: Learn how to make your dream a reality! Select flooring, wall covering, window treatments, furniture and accessories that apply the principles and elements of design. Students will use computers, as well as, projects, field trips and speakers to explore interior design careers and for personal satisfaction. This course will provide the foundation for decision making related to housing choices.

Prerequisites: None

521 APPAREL DESIGN & PRODUCTION - 9/12

S 5 credits

Description: Create your own textile project. Use technology skills to develop, design, and create individual textile projects. Students will explore careers in the textiles, clothing, and design industry as well as refine their personal and professional images. Basic classroom equipment will be provided. *Donation*

Prerequisites: None

522 CREATIVE TEXTILE DESIGN - 9/12

S 5 credits

Description: Explore wearable art in this project-oriented class. Redesign/recycle clothing, sew for interior decoration, create seasonal designs and projects for children, and practice survival sewing techniques. Computer-aided design systems will enable students to incorporate the basics of design in the development of a variety of projects. This course focuses on creative and technical skills needed in a design career or for personal fulfillment.

Donation

Prerequisites: None

523 FOODS FOR TODAY - 9/12

S 5 credits

Description: Do you enjoy food and want to know more about it? Students will explore food preparation, nutrition, and meal planning for today's busy lifestyle. Students will participate in lab experiences, use the computer, and listen to speakers. *Donation*

Prerequisites: None

524 FOODS OF THE WORLD - 9/12

S 5 credits

Description: Travel the world without leaving home. Apply advanced cooking techniques in the preparation of foods from other countries/cultures. Understand the influences on our American food heritage and explore how foods reflect customs and traditions. *Donation*

Prerequisites: None

525 CULINARY SKILLS - 9/12

S 5 credits

Description: Do you really like to cook? Do you want to refine a hobby or prepare for a career? This class will allow you to expand your food preparation skills. You will apply principles of food preparation and presentation by rotating through food workstations. This course aligns with the National Restaurant Association ProStart curriculum. Eleventh and twelfth grade students may earn advanced standing credit at Metropolitan Community College. You will develop your own cooking expertise portfolio. *Donation*

Prerequisites: None

526 EVERYDAY LIVING - 10/11

S 5 credits

Description: Everyday Living is a semester course in health education and human growth and development, available to 10th or 11th grade students to fulfill graduation requirements. This course addresses the emotional, intellectual, and physical needs of the adolescent--information, guidance, and support in making responsible life decisions.

The curriculum is designed to meet local, state and federal mandates for drug education and comprehensive health education as well as the needs of this age of adolescence. It is a comprehensive study of self-concept, drug use and abuse, divorce, death and loss, suicide, violence, stress, aging, friendships and dating, and understanding human sexuality. Information will be used by students as they practice critical thinking regarding their personal lives, apply problem solving and decision-making skills, and deal with peer pressure. A pro-abstinence approach is taken in the understanding of sexuality unit.

Throughout this course, the seven core values of the Middle School comprehensive health course are again highlighted. Those values--self-control, social justice, promise keeping, respect, equality, honesty and responsibility--will be incorporated into lessons and student activities. Communication with families and use of community resources will be encouraged.

Current Board policy enables parents/guardians to request, for philosophical or ideological reasons, that their son/daughter be excused from this graduation requirement. Students excused from Everyday Living would register for one of the Human Resource Courses as a replacement. This replacement course, along with the current requirement that all students take one of the Human Resource Courses, means that students excused from Everyday Living will be required to take two of the Human Resource Courses to fulfill the graduation requirement. Parent/Guardians should contact the principal's office for direction and assistance.

Prerequisites: 10th Grade Standing

527 CHILD DEVELOPMENT - 11/12

S 5 credits

Description: Learn what it takes to create a positive environment for children! Students will explore the impact of parenting and child care on the first years of development. The class will learn through interaction with babies, toddlers, preschoolers, guest speakers and possible field trips. This course would be a good choice for anyone interested in careers in education, health care and social services. This course meets the Human Resource graduation requirement.

Prerequisites: None

528 ADULT LIVING - 12

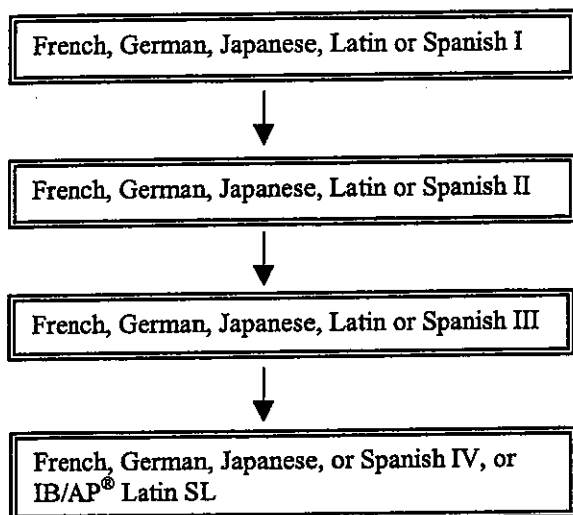
S 5 credits

Description: You're becoming an adult. Are you ready? This course will provide practical information to help you deal with real life situations. Students will explore a wide area of related topics, including: living independently; personal money matters (budgeting, insurance, consumer economics); relationships; family planning; marriage; parenting; the life cycle and recurring personal and family concerns. This course meets the Human Resource graduation requirement.

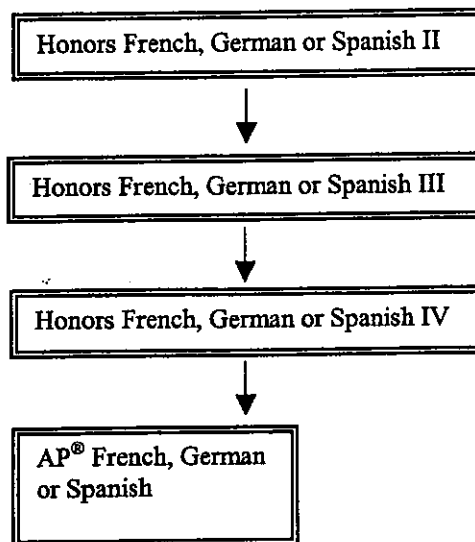
Prerequisites: None

FOREIGN LANGUAGE

For students beginning a foreign language in the 9th grade, this is the most frequent course path:



For students who have completed the equivalent of one year of a foreign language before 9th grade, this is the most frequent course path:



Students are advised to take consecutive years of the same language.

Although students normally follow one of the above paths, based on a student's language proficiency, a recommendation may be made that a student take a different path.

Japanese is offered at North High only. Latin is offered at North High and West High. AP® classes are offered at all three high schools; however, IB classes are offered at North High only.

FOREIGN LANGUAGE

112 GERMAN I - 9/12

2S 10 Credits

Description: The student will learn the vocabulary and structures needed to communicate at a basic level in areas such as getting and giving personal data, purchasing items, asking for directions, etc. The student will begin to develop all four skills - listening, speaking, reading and writing. The student will acquire cultural information relating to the German-speaking countries.

Prerequisites: Interest

113 GERMAN II - 9/12

2S 10 Credits

Description: The student will continue his/her development of basic communication skills. The student will learn culture, vocabulary and language structures through discussions of topics such as past activities, health, living accommodations, jobs and educational options. Listening, speaking, reading and writing will be practiced.

Prerequisites: German I or the equivalent.

114 HONORS GERMAN II - 9/10

2S 10 Credits

Description: The student will continue his/her development of basic communication skills. The student will learn culture, vocabulary and language structures through discussions of topics such as past activities, health, living accommodations, jobs and educational options. Listening, speaking, reading and writing will be practiced. Additional readings, writings and enhancement activities differentiate this course from German II.

Prerequisites: German I or teacher recommendation.

115 GERMAN III - 10/12

2S 10 Credits

Description: The student will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations such as planning a trip, visiting a restaurant and organizing an outing. The student will also learn to express opinions about his/her present, past and future experiences.

Prerequisites: German II or the equivalent.

116 HONORS GERMAN III - 10/12

2S 10 Credits

Description: The student will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations such as planning a trip, visiting a restaurant and organizing an outing. The student will also learn to express opinions about his/her present, past and future experiences. Additional readings, writings and enhancement activities differentiate this course from German III.

Prerequisites: Honors German II and/or teacher recommendation.

117 GERMAN IV - 11/12

2S 10 Credits

Description: The student will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Topics may include environmental issues, student rights, art, architecture, history and other cultural themes.

Prerequisites: German III or the equivalent.

118 HONORS GERMAN IV - 11/12

2S 10 Credits

Description: The student will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Topics may include environmental issues, student rights, art, architecture, history and other cultural themes. Additional readings, writings and enhancement activities differentiate this course from German IV.

Prerequisites: Honors German III and/or teacher recommendation.

119 ADVANCED PLACEMENT® GERMAN - 12

2S 10 Credits

Description: The student 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.

Prerequisites: German IV or the equivalent.

132 FRENCH I - 9/12

Description: In French I students learn, practice, and apply the vocabulary and structures needed to communicate on limited topics in French. Topics covered relate to the language purposes of the student such as getting information, greeting, inviting, etc. French culture is also emphasized.

Prerequisites: Interest

2S 10 Credits

133 FRENCH II - 9/12

Description: French II is a continuation of the language skills acquisition process begun in the preceding course. New grammar concepts and topical vocabulary are introduced. Listening and speaking skills are developed through oral exercises and occasional interactive group work. Writing skills are improved through written exercises and directed composition. Selected materials provide varied reading practice. Cultural studies are continued.

Prerequisites: French I or the equivalent.

2S 10 Credits

134 HONORS FRENCH II - 9/10

Description: Honors French II is a continuation of the language skills acquisition process begun in the preceding course. New grammar concepts and active vocabulary are introduced. Listening and speaking skills are developed through oral exercises and interactive group work. Writing skills are improved through written exercises and directed composition. Selected materials provide varied reading practice. Cultural studies are expanded. Pacing and skill level are accelerated.

Prerequisites: French I or teacher recommendation.

2S 10 Credits

135 FRENCH III - 10/12

Description: French III is a continuation of the language skill acquisition process begun in the preceding French courses. New grammar concepts and active vocabulary are introduced. Listening and speaking skills are developed through group discussion. Writing skills are improved as the student prepares written paragraphs. A short literary work is read, in addition to numerous cultural readings. Various topics concerning French culture are explored.

Prerequisites: French II or the equivalent.

2S 10 Credits

136 HONORS FRENCH III - 10/12

Description: Honors French III is a continuation of the language skill acquisition process begun in the preceding French courses. Cultural concepts provide the avenue for integrating new grammar and active vocabulary. Listening and speaking skills are developed. Writing skills are improved as the student prepares several short works. Reading practice is provided by supplementary stories or novels in addition to numerous cultural readings. Emphasis is placed on improvement of reasoning skills in a variety of higher level learning activities.

Prerequisites: Honors French II and/or teacher recommendation.

2S 10 Credits

137 FRENCH IV - 11/12

Description: French IV is a review and continuation of the language skills acquisition process begun in the preceding French courses. The course concentrates on practical application of the language skills. The basis of the course is reading, speaking, listening and writing in the target language with the goal of developing the students' ability to function in French daily life. An overview of French history and literature is presented. Grammar is reviewed and continued. A literary work is read. Cultural concepts are an integral part of the entire course.

Prerequisites: French III or the equivalent.

2S 10 Credits

138 HONORS FRENCH IV - 11/12

Description: Honors French IV is a review and continuation of the language skills acquisition process begun in the preceding French courses. This course concentrates on practical application of the language skills. A variety of reading, speaking, listening and writing activities is provided in order to develop the students' ability to function in French daily life. Pacing and skill level are accelerated allowing for more active use of the language. An overview of French history and literature is presented. Grammar is reviewed and continued. A challenging literary work is read. Culture concepts are an integral part of the entire course.

Prerequisites: Honors French III and/or teacher recommendation.

2S 10 Credits

139 ADVANCED PLACEMENT® FRENCH - 12

Description: Advanced Placement® French is a review and elaboration of the language skills acquisition process begun in the preceding French courses. The study of French civilization and the reading of literary works from several periods are a basis of the course. Students work with advanced materials and use higher level thinking skills in activities which 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 civilization and literature studies.

Prerequisites: French IV or the equivalent.

152 SPANISH I - 9/12

2S 10 Credits

Description: In Spanish I, students learn, practice, and apply the vocabulary and structures needed to communicate on limited topics in Spanish. Topics covered relate to the language purposes of the student such as getting information, greeting, inviting, etc. Hispanic culture is also integrated.

Prerequisites: Interest

153 SPANISH II - 9/12

2S 10 Credits

Description: Spanish II is a continuation of the language skills acquired in Spanish I. New grammatical concepts and vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through guided oral conversation and in-class activities. Writing skills are improved through written exercises and directed compositions. Reading practice is provided. Cultural topics are included.

Prerequisites: Spanish I or the equivalent.

154 HONORS SPANISH II - 9/10

2S 10 Credits

Description: Honors Spanish II is a continuation of the language skills acquisition process begun in the preceding course. New grammatical concepts and active vocabulary are introduced. Listening and speaking skills are developed through oral exercises and group discussion. Writing skills are improved through written exercises and directed composition. Short literary works are read. Cultural concepts are integrated. Creative thinking and higher level thinking skill activities are emphasized throughout the course.

Prerequisites: Spanish I or teacher recommendation.

155 SPANISH III - 10/12

2S 10 Credits

Description: Spanish III is a continuation of the language skills acquisition begun in the preceding Spanish courses. New grammatical concepts and active vocabulary are introduced to develop conversational skills on themes of interest to young people. Reading practice is provided. Listening, speaking and writing activities emphasize real communication.

Prerequisites: Spanish II or the equivalent.

156 HONORS SPANISH III - 10/12

2S 10 Credits

Description: Honors Spanish III is a continuation of the language skills acquisition begun in the preceding Spanish courses. New grammatical concepts and active vocabulary are introduced to develop conversational skills on themes of interest to young people. Reading practice is provided. Listening, speaking and writing activities emphasize real communication. Emphasis is placed on improvement of skills in a variety of higher level learning activities and projects.

Prerequisites: Honors Spanish II, and/or teacher recommendation.

157 SPANISH IV - 11/12

2S 10 Credits

Description: Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented. There is more emphasis in oral communication through discussions of high interest topics. Grammatical concepts are reviewed.

Prerequisites: Spanish III or the equivalent.

158 HONORS SPANISH IV - 11/12

2S 10 Credits

Description: Honors Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented. There is added emphasis in oral communication through discussions of readings and high interest topics. Grammatical concepts are reviewed.

Prerequisites: Honors Spanish III or the equivalent.

159 ADVANCED PLACEMENT® SPANISH - 12

2S 10 Credits

Description: Advanced Placement® Spanish is a fifth year course emphasizing listening and speaking skills by discussing topics of high interest, expressing opinions, and narrating events. Readings include current periodicals, short stories, and novels. Grammatical concepts are reviewed when necessary. Creative and higher level thinking skills activities are incorporated.

Prerequisites: Spanish IV or the equivalent.

162 LATIN I - 9/122S 10 Credits ²⁸⁰

Description: Latin I provides an introduction to the Latin language with emphasis placed on acquiring a vocabulary foundation, strengthening basic grammatical skills, and learning classical Latin pronunciation. The students will begin a literature study focusing on Roman and Greek epic poetry. Roman history, culture, and Roman/Greek mythology will provide an understanding of the historical and contemporary influences of the Roman Empire.

Prerequisites: Interest

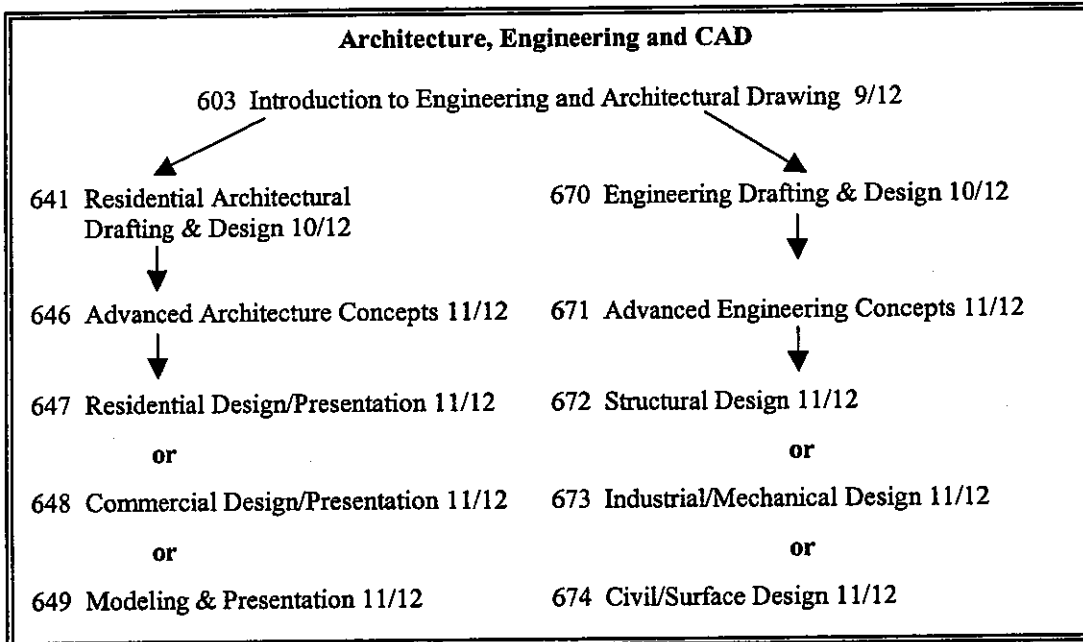
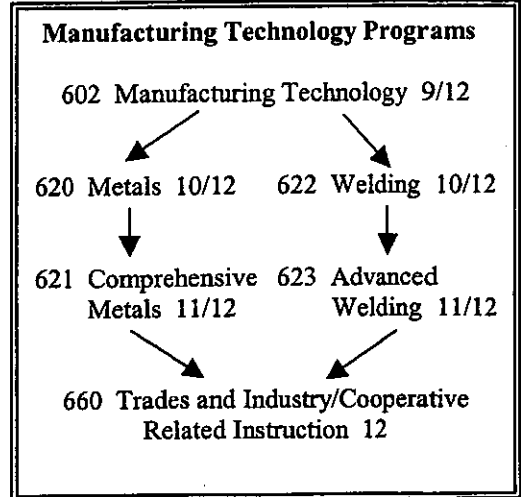
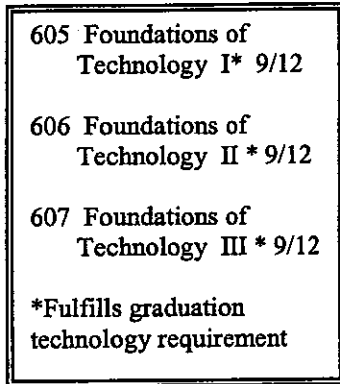
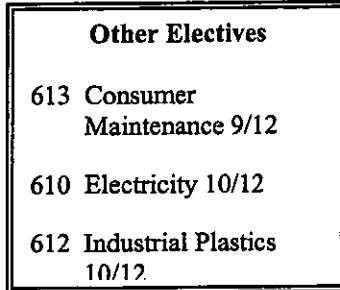
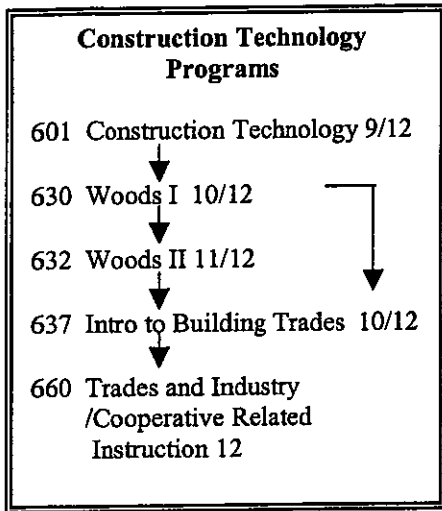
163 LATIN II - 10/12

2S 10 Credits

Description: Latin II is a continuation of the language skills acquisition process begun in the preceding Latin course. New grammar concepts, active, and passive vocabulary advance the students' ability to comprehend Latin manuscripts. The students will continue literature studies emphasizing the development of dramatic and comic theater in Greece and Rome. Latin composition and dictation skills are reinforced by weekly exercises.

Prerequisites: Latin I

INDUSTRIAL TECHNOLOGY



INDUSTRIAL TECHNOLOGY

Students may be asked to donate money, materials, or equipment to defray costs of consumable materials or to provide personal equipment. Instances where donations or equipment may be requested are designated with *Donation*.

601 CONSTRUCTION TECHNOLOGY - 9/12 S 5 Credits

Description: Construction Technology is an exploratory course designed to provide instruction in the use and care of woodworking hand tools and portable power equipment. The student will also be involved with fundamental principles of construction design, fabrication and career exploration.

Prerequisites: The student should have a desire to work with wood and have a career or vocational (hobby) interest in some phase of the area.

602 MANUFACTURING TECHNOLOGY - 9/12 S 5 Credits

Description: Manufacturing Technology is an exploratory course designed for students with little or no background in the metals field. Emphasis is placed on career exploration, tools and materials in the areas of welding, sheet metal, foundry, plastics and bench metals. Students will also be involved with manufacturing techniques and processes and be introduced to Computerized Numerical Control mill and lathe training.

Prerequisites: The student should desire to gain knowledge and skill in this subject area.

603 INTRO. TO ENGINEERING & ARCHITECTURAL GRAPHICS - 9/12 S 5 Credits

Description: An exploratory course designed to introduce the learner to the tools and techniques used in the drafting industry. Activities provide the basis necessary for architectural and advanced mechanical drafting/design classes. Activities include mechanical, architectural problems and CAD exercises.

Prerequisites: An interest in technical fields of study, including drafting, engineering and architecture.

605 FOUNDATIONS OF TECHNOLOGY I - 9/12 S 5 Credits

Description: This course will allow students the opportunity to study one of five areas or clusters of Industrial Technology Education: Communication, Construction, Manufacturing, Power & Energy, and Transportation. Teams of up to six students will rotate through three "modules" in the cluster area during the semester, developing skills and learning information about the area. Modular topics include CNC lathe and mill, Graphic Design, Computer Aided Design, Radio Broadcasting, Video Editing and Production, Robotics and Automation, Flight, Space and Rocketry, Aerodynamics, Fluid Power, Engineering, Mechanisms, and Electricity/Electronics.

Donation

Prerequisites: None

606 FOUNDATIONS OF TECHNOLOGY II - 9/12 S 5 Credits

Description: This course will allow students the opportunity to study one of the other areas or clusters of Industrial Technology Education. The modular topics are the same as Foundations of Technology I. *Donation*

Prerequisites: Foundations of Technology I.

607 FOUNDATIONS OF TECHNOLOGY III - 9/12 S 5 Credits

Description: This course will allow students the opportunity to study one of the other areas or clusters of Industrial Technology Education. The modular topics are the same as in Foundations of Technology I. *Donation*

Prerequisites: Foundations of Technology I & II.

608 ESSENTIALS OF FOUNDATIONS OF TECHNOLOGY - 9/12 S 5 Credits

Description: This course is designed for students who may have difficulty understanding Foundations of Technology I (605). Students will have a longer time line to study one of five areas or clusters of Industrial Technology Education: Communication, Construction, Manufacturing, Power & Energy, and Transportation. Teams of six students will rotate through three "modules" in the cluster area during the semester, developing skills and learning information about the area. *Donation*

Prerequisites: None

610 ELECTRICITY - 10/12

S 5 Credits

Description: Electricity is designed for the student with a further interest in electricity/electronics. Students use experiments and lab activities to simulate on-the-job training skills in residential wiring, building code application, and other electrical test equipment concepts. Students study blueprint and schematic reading applications, as well as safe and proper techniques in the use of equipment. Knowledge of current National Electric Code will also be taught.

Prerequisites: None

613 CONSUMER MAINTENANCE – 9/12

S 5 Credits

Description: An exploratory level course designed to introduce the learner to consumer knowledge and maintenance skills in the areas of: masonry, carpentry, plumbing, electricity, insulation, drywall, interior wall finish, exterior wall finish and repair, appliance repair, furnace maintenance, small engines, and basic auto repair. The class will also explore career opportunities in these areas. Enrollment may be limited due to facility availability.

Prerequisites: None

620 METALS - 10/12

S 5 Credits

Description: Metals is a course designed for the student who has either a general interest in metalworking or for one who plans a career in a field requiring a working knowledge of the metals processes. Emphasis is placed on developing technical skills in the areas of machining, foundry, benchmetal and sheetmetal. *Donations*

Prerequisites: Manufacturing Technology with a grade of "3" or better.

621 COMPREHENSIVE METALS - 11/12

Y 20 Credits

Description: Comprehensive Metals is a course designed for the student who is planning a career in a metals related field or one who has a general interest in developing advanced skills. Emphasis is placed on advanced skill development in machining, foundry, and sheetmetal. The student will also become familiar with C.N.C. (Computer Numerical Control) lathe and milling operations, programs writing, and C.A.M. (Computer Aided Manufacturing) which allows the student to design, program, and produce a product through computer use. Other topics include robotics and productivity. *Donation*

Prerequisites: Metals with a grade of "3" or better.

622 WELDING - 10/12

S 5 Credits

Description: Welding is a course designed for the student who wishes to develop welding skills in flat position arc, oxyacetylene welding, brazing, and gas cutting.

Prerequisites: Successful completion of Manufacturing Technology.

623 ADVANCED WELDING - 11/12

S 5 Credits

Description: Advanced welding is a class designed for the student who wishes to develop skills in off-position arc and gas welding. MIG (wire feed) welding and TIG welding skills are also taught. The student can select individual projects to further develop his or her skills.

Prerequisites: Welding with a grade of "3" or better.

630 WOODS I - 10/12

S 5 Credits

Description: Woods I is a course designed to provide students with the introductory skills and knowledge needed to correctly perform woodworking operations using handtools and power woodworking equipment. Instructional emphasis is placed on the safe, proper operation and care of woodworking equipment, selection of woodworking materials, understanding woodworking processes, and the importance of design. *Donation*

Prerequisites: Construction Technology with a grade of "3" or better.

632 WOODS II - 11/12

2S 10 Credits

Description: Woods II is a course designed to provide students with advanced skills and knowledge needed to perform upper level woodworking operations using power equipment. Instructional emphasis is placed on obtaining job-related, entry-level woodworking skills. This course also provides an introduction in the use of the wood shaper, pneumatic fastening systems, the plastic laminating process, and spray finishing techniques. *Donation*

Prerequisites: Woods I with a grade of "3" or better.

637 INTRODUCTION TO BUILDING TRADES - 10/12

S 5 Credits 284

Description: Introduction to Building Trades is designed to provide students with a hands-on career exploratory experience in the construction industry. Students will study surveying and site preparation, masonry, electrical, plumbing, framing and other construction trades. Emphasis will be placed on basic entry-level skills, demonstration of desirable employability skills, and development of an awareness of the opportunities in the building trades. Students may also choose additional emphasis in the cabinet making area.

Prerequisites: Successful completion of Woods I or approval of instructor. The students should also possess a vocational interest in the building trades. They should be able to apply the basic math concepts and demonstrate the necessary psychomotor skills.

641 RESIDENTIAL ARCHITECTURAL DRAFTING AND DESIGN - 10/12

2S 10 Credits

Description: An intermediate level course designed to introduce the learner to (1) design considerations, (2) construction practices, and (3) factors to consider in the purchase of a home. The learner will have the opportunity to develop skill in the making and reading of construction documents by completing a full set of CAD produced prints. Classroom organization and activities will familiarize the learner with architectural practices and procedures.

Prerequisites: Introduction to Engineering & Architectural Graphics is strongly recommended.

646 ADVANCED ARCHITECTURAL CONCEPTS - 11/12

S 5 Credits

Description: An advanced course designed to develop (1) visual thinking concepts including geometric shapes, balance and patterns, function, form and scale, (2) design/drawing concepts, including two and three dimensional drawings and (3) rendering concepts, including line, color and composition. Activities include computer and architectural modeling.

Prerequisites: Completion of Residential Architectural Drafting and Design with a grade of "3" or better.

647 ADV. ARCHITECTURE: RESIDENTIAL DESIGN/PRESENTATION - 11/12

S 5 Credits

Description: An advanced course designed to provide career information and to apply concepts and rendering methods in the design and presentation of a residential structure. The culminating project will consist of a rendered presentation board showing the floor plans, site plan, elevations, and pictorial of the student's design.

Prerequisites: Advanced Architectural Concepts

648 ADV. ARCHITECTURE: COMMERCIAL DESIGN/PRESENTATION - 11/12

S 5 Credits

Description: An advanced course designed to provide career information and to allow the student to research and design a commercial structure in a group setting. The culminating project will include the oral and graphic presentation of the solution.

Prerequisites: Advanced Architectural Concepts

649 ADV. ARCHITECTURE: MODELING AND PRESENTATION - 11/12

S 5 Credits

Description: An advanced course designed to provide career information and to apply concepts and skills in the development of physical and electronic models of structures. Culminating projects will include physical and electronic models of: 1) the MOBA category II or III projects; or 2) a famous work of architecture.

Prerequisites: Advanced Architectural Concepts

660 TRADES AND INDUSTRY - 12

2S 10 Credits

Description: The Trades and Industry Cooperative Program is designed to provide T & I Career program seniors with released time from school for on-the-job training. Each student's occupational needs will be met through a cooperative arrangement with industry. Students will interview and obtain employment in an area of his/her interest and training, work a minimum of 10 hours per week, maintain accurate work records and be evaluated by the employer each grading period. Students enrolled in this course must also register for Cooperative Related Instruction.

Prerequisites: The student must have completed at least one skill development course in one of Millard's T & I Programs, or wishes to work in an occupational area in which Millard offers no training. Application must be approved by T & I instructor.

661 COOPERATIVE RELATED INSTRUCTION - 12

2S 10 Credits

Description: The Cooperative Related Instruction class is designed to meet the individual needs of students who are enrolled in Millard's Trade and Industry Program. Individual needs are satisfied through a coordinated effort with industry and a team teaching arrangement. Students will concentrate on developing good work habits, understand the principles associated with successful employment, and acquire knowledge related to their on-the-job training. Students enrolled in this course must also register for Trades & Industry.

Prerequisites: The student should exhibit the desire to obtain employability skills in his/her chosen industrial field.

670 ENGINEERING DRAFTING AND DESIGN - 10/12

2S 10 Credits

Description: An intermediate course designed to provide career information and to introduce the student to the engineering fields. Areas include; computer aided drafting, computer modeling, CNC programming, technical illustration, pattern development, and structural design. Activities include; the reading and construction of working drawings, production of CNC machined parts, construction of structural models, air brushing, and computer animation.

Prerequisites: Introduction to Engineering and Architectural Graphics

671 ADVANCED ENGINEERING CONCEPTS – 11/12

S 5 Credits

Description: An advanced course designed to develop (1) visual thinking concepts including geometric shapes, form and scale (2) design/drawing concepts including presentation work (3) rendering concepts including line, color, shade and shadows and (4) computer generated modeling. Classroom procedures and activities are designed to prepare the student for structural, industrial/mechanical and civil engineering.

Prerequisites: Engineering Drafting and Design

672 ADVANCED ENGINEERING: STRUCTURAL DESIGN – 11/12

S 5 Credits

Description: An advanced course designed to provide career information and apply structural engineering methods and knowledge in problem solving and construction activities. The culminating projects will consist of the design and construction of a model truss, bridge, tower, and a personal support device.

Prerequisites: Advanced Engineering Concepts

673 ADVANCED ENGINEERING: INDUSTRIAL/MECHANICAL DESIGN– 11/12

S 5 Credits

Description: An advanced course designed to provide career information and apply industrial/mechanical methods and knowledge in the problem solving and construction activities including CNC/CAD/CAM. The culminating projects will include injection mold, gears and cams, and the design/re-engineering of an existing product.

Prerequisites: Advanced Engineering Concepts

674 ADVANCED ENGINEERING: CIVIL/SURFACE DESIGN – 11/12

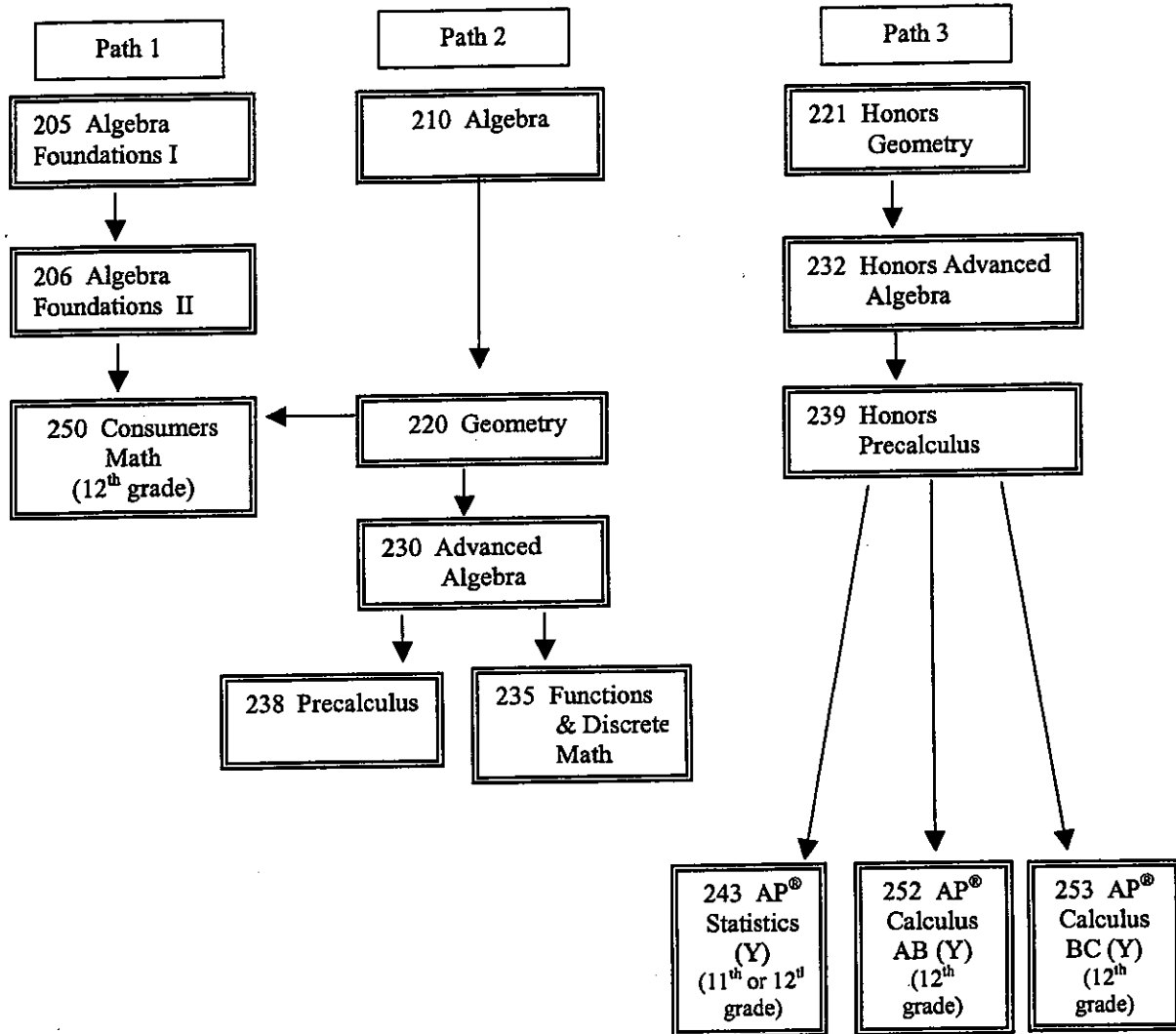
S 5 Credits

Description: An advanced course designed to provide career information and apply civil engineering methods and knowledge in the problems solving and construction activities. Activities include surveying, topographical models, surface engineering, and descriptive geometry.

Prerequisites: Advanced Engineering Concepts

MATHEMATICS

Students generally follow one of the course paths shown below.



MATH

All students must successfully complete 25 credits of mathematics in order to meet the minimum graduation requirements. College bound students should complete 3 to 4 years of mathematics including Advanced Algebra for minimum college preparation.

School calculators are available for use in all math classes. Students may also use their own calculators.

205 ALGEBRA FOUNDATIONS I – 9/10 2S 10 Credits

Description: Algebra Foundations is a two-year sequence designed for those students who need reinforcement in basic skills in order to successfully master algebra and geometry concepts. Students interested in taking Algebra Foundations should talk with their teacher about indicators that may help students determine their readiness for the course.

Prerequisites: None

206 ALGEBRA FOUNDATIONS II – 10/11 2S 10 Credits

Description: Algebra Foundations is a two-year sequence designed for those students who need reinforcement in basic skills in order to successfully master algebra and geometry concepts.

Prerequisites: Algebra Foundations I

210 ALGEBRA - 9/12 2S 10 Credits

Description: Algebra is a course designed for those students who have mastered the basics of arithmetic and pre-algebra and who understand mathematics in a more abstract form. This is a typical first year algebra course and would be the appropriate mathematics course for most college-bound Freshmen. Students interested in taking Algebra should talk with their teacher about indicators that may help students determine their readiness for the course.

Prerequisites: Pre-Algebra

220 GEOMETRY - 9/12 2S 10 Credits

Description: The student will learn traditional geometric facts, applications of those facts, and the axiomatic method used to derive those facts. All college-bound students should take this course.

Prerequisites: Algebra

221 HONORS GEOMETRY – 9/12 2S 10 Credits

Description: The student will learn traditional geometric facts, applications of those facts, and the axiomatic method used to derive those facts. This class will move at a quicker pace and will cover topics in greater detail than the regular Geometry class. It is recommended for all students who plan to pursue Advanced Placement math classes. Students interested in taking Honors Geometry should talk with their teacher about indicators that may help students determine their readiness for the course.

Prerequisites: Algebra

230 ADVANCED ALGEBRA - 9/12 2S 10 Credits

Description: Concepts from Algebra are expanded and used to develop a variety of more advanced algebraic topics. Advanced Algebra completes the minimum three-year mathematics sequence required by most colleges

Prerequisites: Geometry

232 HONORS ADVANCED ALGEBRA – 9/12 2S 10 Credits

Description: Concepts from Algebra are expanded and used to develop a variety of more advanced algebraic topics. This class will move at a quicker pace and will cover topics in greater detail than the regular Advanced Algebra class. It completes the minimum three-year mathematics sequence required by most colleges and is recommended for all students who plan to pursue Advanced Placement math classes. A student who has not taken Honors Geometry must talk with the department head about the student's understanding of the concepts and skills needed for Honors Advanced Algebra before registering for the course.

Prerequisites: Honors Geometry

235 FUNCTIONS AND DISCRETE MATHEMATICS

2S 10 Credits²⁸⁸

Description: This course will review and extend Advanced Algebra concepts and introduce students to discrete math topics. It is recommended for seniors who need a fourth year of mathematics in preparation for college algebra or statistics. (Seniors who will need trigonometry or calculus in college should enroll in Precalculus.)

Prerequisites: Advanced Algebra

238 PRECALCULUS – 10/12

2S 10 Credits

Description: Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important ideas of Calculus. The relationship between functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real world application.

Prerequisites: Advanced Algebra

239 HONORS PRECALCULUS – 10/12

2S 10 Credits

Description: Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important ideas of Calculus. The relationship between functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real world application. This class will move at a quicker pace and will cover topics in greater detail than the regular Precalculus class. It is recommended for all students who plan to pursue Advanced Placement math classes. A student who has not taken Honors Advanced Algebra must talk with the department head about the student's understanding of the concepts and skills needed for Honors Precalculus before registering for the course.

Prerequisites: Honors Advanced Algebra

243 ADVANCED PLACEMENT[®] STATISTICS - 11/12

2S 10 Credits

Description: Advanced Placement[®] Statistics is designed to prepare students for the advanced placement statistics exam. The content will consist of the statistical concepts tested on the exam including exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete the Advanced Placement examination may receive credit and/or advanced placement for a one-semester introductory college statistics course at many colleges and universities. A student who has not taken Honors Precalculus must talk with the department head about the student's understanding of the concepts and skills needed for Advanced Placement Statistics before registering for the course.

Prerequisites: Honors Precalculus

250 CONSUMERS MATH - 12

2S 10 Credits

Description: Consumers Math is designed to provide students with a foundation necessary for the continual exploration of personal finance and consumer issues throughout their adult lives. Because 4-year institutions do not accept this course for math credit, it is not recommended for college bound students.

Prerequisites: Seniors only. Students who have passed Advanced Algebra should not select this course.

252 ADVANCED PLACEMENT[®] CALCULUS AB - 12

2S 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. It is equivalent to at least a semester of calculus at most colleges and universities, perhaps to a year of calculus at some. A student who has not taken Honors Precalculus must talk with the department head about the student's understanding of the concepts and skills needed for Advanced Placement Calculus AB Statistics before registering for the course.

Prerequisites: Honors Precalculus

253 ADVANCED PLACEMENT[®] CALCULUS BC - 12

2S 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. It is equivalent to at least a year of calculus at most colleges and universities. A student who has not taken Honors Precalculus must talk with the department head about the student's understanding of the concepts and skills needed for Advanced Placement Calculus BC before registering for the course.

Prerequisites: Honors Precalculus

MUSIC

NON-PERFORMANCE MUSIC COURSES

The following courses are NON-PERFORMANCE offerings in the Millard West Music Department. Participation in a performance ensemble is not a prerequisite for registration in any of these courses, and all courses meet the Fine Arts Graduation Requirement.

Music 755 - The Music Consumer
 Music 780 - Introduction to Music Theory
 Music 781 – Advanced Placement® Music Theory

755 THE MUSIC CONSUMER - 9/12 S 5 Credits
Description: It doesn't matter if you are riding in a car, buying a new CD, watching television, or sitting in the dentist's chair, we are all consumers of music. To help students become more knowledgeable music consumers, this course will help develop active listening skills and bring music to life with a unique combination of creative tools. It will present numerous types of music and sound, emphasizing the depth of emotion that can be conveyed. Students will explore a brief history of music and musical concepts through various multimedia tools.
Prerequisites: None

780 MUSIC THEORY - 9/12 S 5 Credits
Description: This class will provide students with a functional, working knowledge of the history, analysis, composition, and arranging of music. Activities will include class discussion, ear-training exercises, technology instruction, music composition and analysis assignments, and special projects. Participation in a performance ensemble is not a prerequisite for participation in this course.
Prerequisites: Previous musical experience is not required, but may be beneficial.

781 ADVANCED PLACEMENT® MUSIC THEORY - 11/12 S 5 Credits
Description: This course is an extension of the introductory Music Theory course, working toward the same educational goals, but at a higher level of proficiency. Additional emphasis will be placed on individual student composition projects and technology activities. This course will prepare students for the AP Music Theory Test, given to interested students each spring.
Prerequisites: Successful completion of Music 780 - Music Theory, or permission of the Instructor.

Students may be asked to provide specialized attire or to make a donation in these courses
 in compliance with Rule 6750.1

FIRST BLOCK MUSIC ENSEMBLES - 10/12

Three major performance ensembles (Band, Choir, and Orchestra) are offered during First Block. This block is designed to be the primary ensemble experience for sophomores, juniors, and seniors. (NOTE: ALL string players, regardless of grade, should register for First Block; freshmen string players interested in participation in choir or band during First Block should contact the ensemble director for more information.) Students may choose to participate in only one of these ensembles, or, on the basis of audition with the instructors, may participate in a combination of any two, or all three, ensembles. All students in First Block music courses will also participate in the inter-disciplinary studies program ("ID") which is a part of the Millard West music curriculum. Regardless of their choices for ensemble participation, all students in First Block Music will receive 20 credits for their yearlong participation. A full year of ensemble participation is required of First Block music students, with the exception of Color guard members who do not play an instrument or sing. Students in band pay a uniform cleaning fee and provide uniform shoes. Orchestra students will be asked to provide performance appropriate clothing. Students in choral groups pay a robe cleaning fee. Color guard members purchase uniforms as determined by the instructor.

Students may be asked to provide specialized attire or to make a donation in these courses
in compliance with Rule 6750.1

Registration instructions for First Block ensembles are provided below:

BAND

Color guard (non-musician)	Register for 758 (5 credits)
Band Only	Register for 760 (20 credits)
Band and Choir	Register for 762 (8 credits) and 773 (12 credits)
Band and Orchestra	Register for 761 (12 credits) and 766 (8 credits)
Band, Choir, and Orchestra	Register for 762 (8 credits), 774 (8 credits), 767 (4 credits)
Band and Wind Ensemble	Register for 763 (10 credits) and 764 (10 credits)

CHOIR

Choir Only	Register for 772 (20 credits)
Choir and Orchestra	Register for 773 (12 credits) and 766 (8 credits)
Choir and Band	Register for 773 (12 credits) and 762 (8 credits)
Choir, Orchestra, and Band	Register for 774 (8 credits), 762 (8 credits), and 767 (4 credits)

ORCHESTRA

Orchestra Only	Register for 765 (20 credits)
Orchestra and Choir	Register for 766 (8 credits) and 773 (12 credits)
Orchestra and Band	Register for 766 (8 credits) and 761 (12 credits)
Orchestra, Choir, and Band	Register for 767 (4 credits), 774 (8 credits), and 762 (8 credits)

NOTE TO STUDENTS, PARENTS, and ADVISORS: The Music Department will provide each student enrolling in First Block Music with an individualized listing of courses for which to register. Students should only enroll for those courses that they have been instructed to by the Music Faculty.

758 VARSITY MARCHING BAND/COLOR GUARD ONLY - 9/12	S	5 Credits
760 VARSITY MARCHING BAND/SYMPHONIC BAND - 10/12	Y	20 Credits
761 VARSITY MARCHING BAND/SYMPHONIC BAND - 10/12	Y	12 Credits
762 VARSITY MARCHING BAND/SYMPHONIC BAND - 10/12	Y	8 Credits

Description: This course is for all students in grades 10-12 who play a band instrument and have an interest in symphonic band literature and competitive marching band. Emphasis will focus on advanced instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire. Students will also have the opportunity to audition for Orchestra winds and percussion and a vast array of other small ensembles, including Jazz Band, Chamber Winds, Brass Choir, Woodwind Choir, Percussion Ensemble, and others. This course will include performances outside of school time.

Prerequisites: Class standing as a 10-12 grader.

763 VARSITY MARCHING BAND/SYMPHONIC BAND - 10/12 (Semesters 1 & 2) 2S 10 Credits

Description: This course is the Semester 1 and 2 option for 10-12 grade students in the Band Program who have been selected by audition to move to the Wind Ensemble (Music 764) during Semesters 3 and 4. Placement in this ensemble will be determined on the basis of an audition, held in the Spring of the year. Emphasis will focus on advanced instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire. Students will have the opportunity to participate in a vast array of other small ensembles, including Jazz Band, Chamber Winds, Brass Choir, Woodwind Choir, Percussion Ensemble, and others. This course will include performances outside of school time.

Prerequisites: Class standing as a 10-12 grader, permission of the instructor, and enrollment in Music 764 - Wind Ensemble during the third and fourth semesters.

764 WIND ENSEMBLE - 10/12 (Semesters 3 & 4) 2S 10 Credits

Description: This course is a Semester 3 and 4 offering for 10-12 grade students in the Band Program. Placement in this ensemble will be determined on the basis of an audition, held in the spring of the year. Because this course meets during Second Block, this ensemble is designed for the band student who does not also wish to participate in Concert Choir and/or Orchestra. Emphasis will focus on advanced instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire. Students will have the opportunity to participate in a vast array of other small ensembles, including Jazz Band, Chamber Winds, Brass Choir, Woodwind Choir, Percussion Ensemble, and others. This course will include performances outside of school time.

Prerequisites: Class standing as a 10-12 grader, permission of the instructor, and enrollment in Music 763 - Varsity Marching Band/Symphonic Band during the first and second semesters.

765 ORCHESTRA - 9/12	Y	20 Credits
766 ORCHESTRA - 9/12	Y	8 Credits
767 ORCHESTRA - 9/12	Y	4 Credits

Description: This course is designed for 9-12 graders interested in performing great classical, pop, and jazz repertoire written for orchestra. All string players, regardless of grade level, should automatically register for Orchestra. Wind and percussion players audition with the Director in the spring, and upon selection for Orchestra, will receive permission to register for the course. String Orchestra meets all yearlong, and following the marching band season, (start of second semester) the String Orchestra will be joined by wind and percussion players to form the Full Orchestra. Auditions for the select Chamber Orchestra take place in early fall, and opportunities exist throughout the year for small chamber music ensembles, conducting, solo performances, and participation in honor groups. This course will include performances outside of school time. Orchestra students will be asked to provide performance appropriate clothing.

Prerequisites: String players should have completed 8th grade Orchestra or an audition with the Director. Winds and percussion should complete and audition with the Director.

772 CONCERT CHOIR - 10/12	Y	20 Credits
773 CONCERT CHOIR - 10/12	Y	12 Credits
774 CONCERT CHOIR - 10/12	Y	8 Credits

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, music history, and performance practice. Musical repertoire will focus mainly on choral master works. This course will include performances outside of school time.

Prerequisites: Successful audition with the Director.

CONCERT CHOIR II ONLY**775 CONCERT CHOIR II (TREBLE CHOIR) - 10/12 Y 20 Credits**

Description: This course is designed for all sopranos and altos wanting to experience singing and performing in a large choral ensemble. Musical repertoire will range from Pop and Broadway to choral master works. Emphasis will focus on developing vocal skills and choral rehearsal techniques, music literacy and performing technique. This course will include performances outside of school time.

Prerequisites: None. An audition for this group is NOT required.

SECOND BLOCK MUSIC ENSEMBLES - 9

Two major performance ensembles (Band and Choir) are offered during Second Block. This block is designed to be the primary ensemble experience for freshmen. Students may choose to participate in only one of these ensembles or may participate in both. All students in Second Block music courses will also participate in the interdisciplinary studies program ("ID") which is a part of the Millard West music curriculum. Regardless of their choices for ensemble participation, all students in Second Block Music will receive 20 credits for their yearlong participation.

Students may be asked to provide specialized attire or to make a donation in these courses
in compliance with Rule 6750.1

Registration instructions for Second Block ensembles are provided below:

BAND

Band Only	Register for 768 (20 credits)
Band and Choir	Register for 769 (8 credits) and 777 (12 credits)

CHOIR

Choir Only (All Year)	Register for 776 (20 credits)
Choir and Band (All Year)	Register for 777 (12 credits) and 769 (8 credits)
Choir Only (Sem. 1-2)	Register for 778 (10 credits)
Choir Only (Sem. 3-4)	Register for 779 (10 credits)

NOTE TO STUDENTS, PARENTS, and ADVISORS: The Music Department will provide each student enrolling in Second Block Music with an individualized listing of courses for which to register. Students should only enroll for those courses that they have been instructed to by the Music Faculty.

768 FRESHMAN MARCHING BAND/CONCERT BAND - 9	Y	20 Credits
769 FRESHMAN MARCHING BAND/CONCERT BAND - 9	Y	8 Credits

Description: This course is designed for the ninth grade student who plays a band instrument and has an interest in band music. All students registered for this course will participate in Freshman Marching Band during the fall, and Concert Band for the rest of the year. Emphasis will focus on developing instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire. Students will have the opportunity to participate in a vast array of other small ensembles, including Jazz Band, Chamber Winds, Brass Choir, Woodwind Choir, Percussion Ensemble, and others. This course will include performances outside of school time.

Prerequisites: None

776 WILDCAT CHORUS I - 9	Y	20 Credits
777 WILDCAT CHORUS I - 9	Y	12 Credits
778 WILDCAT CHORUS II - 9 (Semesters I & II)	2S	10 Credits
779 WILDCAT CHORUS III - 9 (Semesters III & IV)	2S	10 Credits

Description: This course is designed for freshmen who want to experience singing and performing in a large, mixed choir. Emphasis will be placed on developing basic vocal technique and rehearsing skills, music literacy, and appropriate performance practice. Musical repertoire will range from choral master works to pop and Broadway selections. Enrollment for all four semesters is strongly encouraged, and will be required for those wishing to participate in Concert Choir in ensuing years. This course will include performances outside of school time.

Prerequisites: None. An audition for this group is NOT required.

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 earning 5 credits. Note that these courses can only be taken once for credit toward graduation but may be taken as an elective if room in the class is available.

9th Grade Offerings

- 800 Sport Skills & Fitness
- 801 Cross Training I
- 808 Intro to Aquatics
- 810 Fitness Swimming
- 814 Athletic Training and Sport Injury*
* elective credit only

10th Grade Offerings

- 800 Sport Skills & Fitness
- 801 Cross Training I
- 802 Cross Training II
(prerequisite Cross Training I)
- 805 Weight Training I
- 808 Intro to Aquatics
- 809 Lifeguard Training
- 810 Fitness Swimming
- 814 Athletic Training and Sport Injury*
* elective credit only
- 817 Sport Officiating

11th & 12th Grade Offerings

- 801 Cross Training I
- 802 Cross Training II
(prerequisite Cross Training I)
- 803 Lifetime Fitness
- 805 Weight Training I
- 806 Weight Training II
(prerequisite Weight Training I)
- 808 Intro to Aquatics
- 809 Lifeguard Training
- 810 Fitness Swimming
- 814 Athletic Training and Sport Injury*
* elective credit only
- 815 Athletic Training and Sport Injury Internship*
* elective credit only
- 816 Advanced Performance
- 817 Sport Officiating

PHYSICAL EDUCATION

Students provide athletic shoes, elastic-waist shorts, t-shirt, and cold weather attire as needed.

800 SPORTS SKILLS AND FITNESS - 9/10

S 5 Credits

Description: This class meets every day for one semester. This class is designed to teach basic lifelong individual and team activities. Class activities will last 5 to 10 class periods.

Prerequisites: None

Activities:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Swimming 2. Softball 3. Pickle Ball 4. Soccer 5. Badminton 6. Basketball 7. Tennis 8. Volleyball | <ol style="list-style-type: none"> 9. Golf 10. Dance 11. Floor Hockey 12. Weight Lifting 13. Flag Football 14. New Games 15. Fitness Knowledge |
|--|---|

Optional Enrichment Activities:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Bowling 2. Cross Country Skiing 3. Roller Skating | <ol style="list-style-type: none"> 5. Handball 6. Racquetball 7. Self Defense |
|--|--|

801 CROSS TRAINING I - 9/12

S 5 Credits

Description: This class meets every day for one semester. This class is designed to teach basic lifestyle fitness concepts and aerobic/anaerobic fitness activities which use continuous movement or exercise for a determined amount of time.

Prerequisites: None

Activities:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Aerobic Dance 2. Bench Step Aerobics 3. Circuit/Station/Weight Training 4. Fitness Concepts | <ol style="list-style-type: none"> 5. Jogging 6. Power Walking 7. Swimming/Water Aerobics 8. Literature in Healthy Living |
|---|---|

802 CROSS TRAINING II - 10/12

S 5 Credits

Description: This class meets every day for one semester. It is designed to build and expand on the learning experience gained from Cross Training I. Class meets outdoors regularly. Students are required to dress appropriately for the weather.

Prerequisites: Successful completion of Cross Training I and/or approval of instructor.

Activities:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Aerobic Dance 2. Bench Step Aerobics 3. Circuit/Station/Weight Training 4. Fitness Concepts | <ol style="list-style-type: none"> 5. Jogging 6. Power Walking 7. Swimming/Aquatic Aerobics 8. Fitness Games |
|---|--|

Optional Enrichment Activities:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Roller Skating 2. Fitness Labs | <ol style="list-style-type: none"> 3. Health Centers 4. Aerobic Center |
|--|--|

803 LIFETIME FITNESS - 11/12

S 5 Credits

Description: This class meets every day for one semester. It is designed to teach basic skills in most activities considered to be of value as a leisure time experience and to make the student aware of life style fitness concepts that can be used after graduation. The life style fitness concepts will be taught in the classroom on an alternating basis with the lifetime sport activities. Activities will last from 1-2 weeks. Students pay a fee (not to exceed actual cost less revenue raised via fundraising activities and/or donations) for all optional field trips approved by the building administration.

Prerequisites: None

Activities:

- | | |
|-----------------------|-------------------------------------|
| 1. Badminton | 8. Volleyball |
| 2. Golf | 9. Softball |
| 3. Tennis | 10. Swimming/Aquatic Activities |
| 4. Fitness Activities | 11. Wellness Activities |
| 5. Soccer | 12. Pickleball |
| 6. Ultimate Frisbee | 13. Flag Football/Ultimate Football |
| 7. Basketball | |

Optional Enrichment Activities:

- | | |
|--------------------------------|----------------------------|
| 1. Frisbee golf | 10. Fitness/Health Centers |
| 2. Roller skating/laser runner | 11. Self Defense |
| 3. Golf course/driving range | 12. Bowling |
| 4. Self-defense instruction | 13. CPR |
| 5. Floor hockey | 14. Roller Hockey |
| 6. Rock climbing/Rappelling | 15. Ice Skating |
| 7. Miniature golf | 16. Batting cages |
| 8. Ping pong | 17. Weight room |
| 9. Billiards | 18. Fishing |

805 WEIGHT TRAINING I - 10/12

S 5 Credits

Description: This class meets every day for one semester. It is designed to teach the beginning weight training student. Major 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. ENROLLMENT IS LIMITED TO ONE SEMESTER.

Prerequisites: None

Activities:

1. Introduce weight lifting exercises
2. Introduce and develop proper lifting techniques
3. Introduce and establish workout routines
4. Introduce physiological and kinesiological concepts
5. Introduce weight training principles
6. Use free weights and universal gym weights
7. Conditioning activities

806 WEIGHT TRAINING II - 10/12

S 5 Credits

Description: This class meets every day for one semester. It is designed to build on learning experiences gained from Weight Training I. **WEIGHT TRAINING II MAY BE REPEATED WITH INSTRUCTOR'S PERMISSION.**

Prerequisites: Successful completion of Weight Training 1 and/or approval of the instructor.

Activities:

1. Introduce advanced weight lifting exercises
2. Improve on proper lifting techniques
3. Develop, assess, and select advanced workout routines
4. Apply physiological and kinesiological concepts
5. Apply advanced weight training principles
6. Use free weights and universal gym weights
7. Conditioning activities

808 INTRODUCTION TO AQUATICS - 9/12

S 5 Credits

Description: This class is designed for the novice swimmer and will teach basic swimming strokes and water safety skills.

Prerequisites: Students are required to furnish their own towel and swim suit. 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 | 3. Community Water Safety |
| 2. Basic Swimming Strokes and Skills | 4. Water Sports |

809 LIFEGUARD TRAINING - 10/12

S 5 Credits

Description: This class meets every day for one semester. It is designed for the advanced swimmer, and will follow the program designed by the American Red Cross. Students who successfully complete this class will receive the Red Cross Certification in Lifeguard Training. Students will be required to purchase CPR mouth guard (available for purchase at the school).

Prerequisites: Students are required to (1) furnish their own towel and swim suit, (2) be 15 years of age on or before the beginning of the course, (3) swim 500 yards continuously using each of the following strokes for at least 50 yards: crawl, breaststroke, and sidestroke, (4) surface dive to a minimum depth of nine feet and bring a 10-pound diving brick to the surface, (5) surface dive to a minimum depth of five feet and swim underwater a minimum of 15 yards, and (6) tread water for one minute without the use of arms.

Activities:

- | | |
|-----------------------|----------------------|
| 1. Advanced Swimming | 3. Water Safety |
| 2. Lifeguard Training | 4. First Aid and CPR |

810 FITNESS SWIMMING - 9/12

S 5 Credits

Description: This class meets every day for one semester. It is designed for the advanced swimmer and will teach the student the benefits of fitness swimming and its effect on lifetime health. Major emphasis will be on safety, hydrodynamics and fitness concepts. If the class has been taken for 9/10th grade credit, it may be repeated for 11/12 grade credit. Students are required to furnish their own towel and swim suit.

Prerequisites: Students must be able to swim 500 yards continuously using the crawl stroke, backstroke and breaststroke in any combination.

Activities:

- | | |
|--------------------------------|---------------------------|
| 1. Fitness Programming | 5. Water Aerobics |
| 2. Training Concepts | 6. Community Water Safety |
| 3. Hydrodynamic Concepts | 7. Community CPR |
| 4. Fitness Swimming Activities | |

812 DEVELOPMENTAL PHYSICAL EDUCATION - 9/12

S 5 Credits

Description: This class will meet as directed by district parameters and the individual building schedule. It is designed to serve students whose physical, social and academic needs dictate an altered curriculum. Students will participate in activities that will promote personal growth in the areas of motor skills, expressive and receptive language, fitness concepts, and group socialization.

Prerequisites: Permission of Physical Education instructor after consultation with Special Education case manager and district Adapted Physical Education consultant.

814 ATHLETIC TRAINING AND SPORTS INJURY - 9/12

S 5 Credits

(This course is for elective credit only. It does not fulfill the 15 credit P.E. graduation requirement.)

Description: This course is designed for the student interested in 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. A minimal fee will be charged for lab expenses.

Prerequisites: A completed application form submitted to the instructor, and a strong interest in the health care field. All freshman applicants must complete their first semester of high school.

815 ATHLETIC TRAINING AND SPORTS INJURIES INTERNSHIP – 11/12

2S 10 Credits

Description: The Athletic Training internship is designed as a mutually beneficial experience for student trainers and the Millard community. Student trainers would volunteer their athletic training and first aid skills as support to a variety of community sports activities. This coordination would take place with the head trainer and any amateur sports organizations, junior high athletic directors/principals, local health and fitness clubs, and sports medicine clinics. The experience would enhance the student trainers' skills in a setting outside the high school sports arena while at a time providing an important health care service to those requesting participation.

Prerequisites: The student must be actively involved in the Student Athletic Trainer program and have current certification in First Aid, Sports Safety Training and Community CPR.

816 ADVANCED PERFORMANCE – 11/12

S 5 Credits

Description: This course is designed for the highly motivated student interested in advanced performance training. The class will also help build potential health and fitness career opportunities and knowledge of those careers. The class will incorporate intense training techniques, nutrition, goal setting and research in the area of exercise science.

Prerequisites: Students must have junior status, teacher approval and have successfully completed two of the following courses – Weight Training I, Weight Training II, Cross Training I or Cross Training II.

817 SPORT OFFICIATING – 10/12

S 5 Credits

Description: This course is designed to offer students the coursework 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, field experiences, guest speakers and video lessons. Upon successful completion of this class, students interested in employment may pursue NSAA certification at their own cost.

Prerequisites: None

READING

Strong reading skills are critical for success in high school and college. The following reading courses fulfill elective requirements. See course descriptions for further information.

Courses designed students reading below grade level:

052 Reading 9
 053 Reading 10
 054 Reading 11
 055 Reading 12

Courses designed to support Basic English:

-- Content Area Reading 9
 057 Content Area Reading 10

Course designed for students reading on or above grade level:

050 Study Skills – 9/12

050 STUDY SKILLS - 9/12

S 5 Credits

Description: An elective course designed for the average and above average student. Study skills emphasized will be goal setting, learning styles, listening skills, time management, test-taking, note-taking, and memory. A portion of the course will be devoted to improving reading speed and efficiency.

Prerequisites: None

052 READING 9

S 5 Credits

Description: An elective course designed for the student reading two grade levels below grade placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation and content teacher recommendation.

053 READING 10

S 5 Credits

Description: An elective course designed for the student reading two grade levels below placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation, and content teacher recommendation.

054 READING 11

S 5 Credits

Description: An elective course designed for the student reading two grade levels below placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation, and content teacher recommendation.

055 READING 12

S 5 Credits

Description: An elective course designed for the student reading two grade levels below placement who could benefit from instruction in vocabulary, comprehension, and reading strategies.

Prerequisites: Reading Test score of two years below grade level, reading teacher evaluation, and content teacher recommendation.

-- CONTENT AREA READING 9 (offered with Basic English 9 only)

2S 10 Credits

Description: Content area reading supports students' reading needs in the content areas of English, Science, and Social Studies. This class is designed to enable students to effectively read the narrative and expository text necessary to be successful in the content area classroom. At the 9th grade level, reading will support Basic English 9, IPS or Basic IPS, and American History from 1914. (Students should register for Basic English 9 005.)

Prerequisites: None

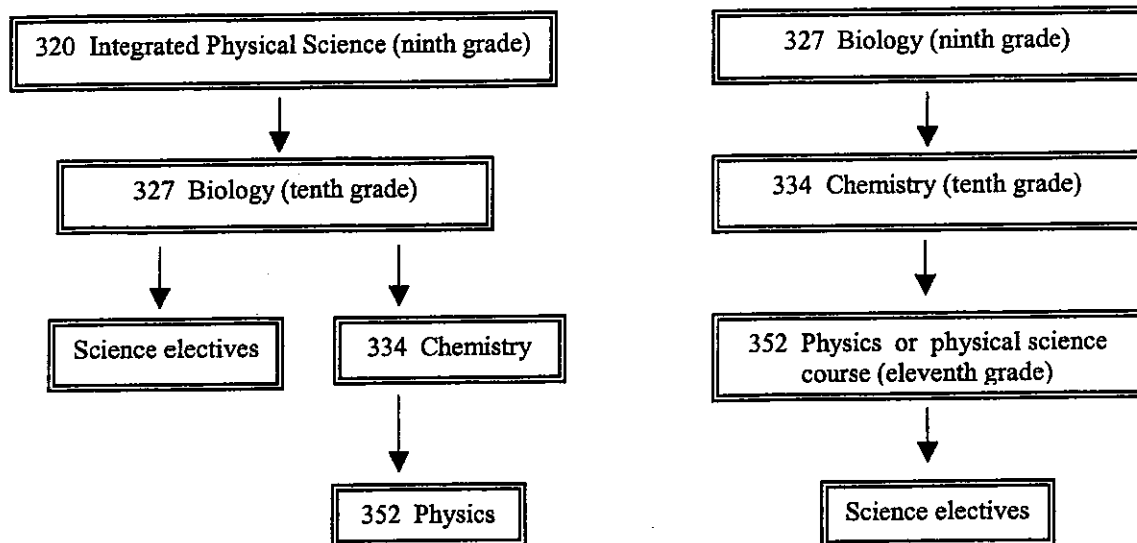
057 CONTENT AREA READING 10

2S 10 Credits

Description: Content area reading supports students' reading needs in the content areas of English, Science, and Social studies. This class is designed to enable students to effectively read the narrative and expository text necessary to be successful in the content area classroom. At the 10th grade level, reading will support Basic English 10, Biology or Basic Biology, and World Geography.

Prerequisites: None

SCIENCE



Most students should take Integrated Physical Science in ninth grade followed by Biology in the tenth grade. Other physical science (including Chemistry and Physics) and life science courses are available as electives to round out the student's understanding of life, physical, earth and space science.

Students wanting to accelerate their science curriculum may take Biology in ninth grade. It is recommended that they take Chemistry in tenth grade, followed by Physics in eleventh grade. The purpose of starting with Biology in ninth grade is to provide students who have a strong interest in science the opportunity to take more than two and a half years of science in high school, including Advanced Placement[®] science courses.

Success as an eighth grader is the criteria for placement in Biology in ninth grade. In order to take Biology as a ninth grader, students should be recommended by their eighth grade team with that recommendation based on:

- Strong math ability and skills
- Strong reading ability and skills
- Strong science ability, skills and interest
- Interest in taking more than the required high school science courses.

320 INTEGRATED PHYSICAL SCIENCE - 9

2S 10 Credits

Description: This course utilizes a multifaceted, hands-on, technology driven approach to science. This course focuses on the earth systems: atmospheric, geologic and water. Students will have many opportunities to explore their surroundings and gain a greater awareness and deeper understanding of their world.

Prerequisites: None

327 BIOLOGY - 9/10

2S 10 Credits

Description: This course offers an opportunity to explore diversity and interdependence in our living world. Students develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills. With an environmental emphasis, this course provides a thorough overview of all major biology topics including the cell, microscopic life, plants, and animals.

Prerequisites: None.

333 ZOOLOGY - 10/12

S 5 Credits

Description: This course offers an in-depth exploration of animal life. In a laboratory setting, students investigate the physical structure of animals in order to understand its function and its role in the animal's survival. Students also examine the relationship of animals to their environment and to each other. Emphasis is placed on the understanding and use of biological classification.

Prerequisites: Biology.

334 CHEMISTRY - 10/12

2S 10 Credits

Description: This course emphasizes the impact of chemistry on society by addressing relevant technological issues in our communities. It presents a thorough and balanced view of modern chemistry designed to stimulate and challenge students. Students develop a strong conceptual understanding of chemistry and enhance their problem-solving skills through the application of acquired information and laboratory experience. Decision-making activities require student participation and cooperation. This course is designed for all motivated students.

Prerequisites: Algebra.

335 ASTRONOMY - 10/12

S 5 Credits

Description: This course offers an opportunity to explore various topics in astronomy. Students examine the development of the universe, galaxies, moons and the earth. Emphasis is placed on the role of space exploration as well as the history of astronomy, its beginning and its development through time.

Prerequisites: None.

346 ENVIRONMENTAL SCIENCE - 10/12

S 5 Credits

Description: This course is designed to help students gain a better awareness of how they fit into the delicate balance of their environment. The interactions of living things as well as their impact on the non-living will be explored.

Prerequisites: Biology

352 PHYSICS - 10/12

2S 10 Credits

Description: Physics is a strong college preparatory class that develops critical thinking skills and problem solving techniques. It is not just a class for students interested in science. Students use laboratory equipment to explore the way the physical world works. Traditional concepts of motion, forces, energy, heat, sound, light, electricity, magnetism, and nuclear physics are emphasized.

Prerequisites: Completion of or concurrent enrollment in Advanced Algebra.

362 HUMAN PHYSIOLOGY - 10/12

2S 10 Credits

Description: This course is an in-depth study of the structure and function of human body systems. It is recommended for students: 1) wishing to gain insight regarding bodily functions and the improvement of their health, 2) students interested in learning health occupational skills and gaining insight in various health and medical careers, and 3) students wishing to explore current human health topics such as the causation and prevention of disease.

Prerequisites: Biology.

370 ADVANCED PLACEMENT® CHEMISTRY - 11/12

2S 10 Credits

Description: 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). A.P. Chemistry is designed to be equivalent to introductory General 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: Chemistry and completion or concurrent enrollment in Advanced Algebra.

377 ADVANCED PLACEMENT® BIOLOGY - 11/12

2S 10 Credits

Description: This course provides an in-depth study of the major components of the Life Sciences. Emphasis is placed on traditional concepts as well as current topics in biology and related subjects. A.P. Biology is designed to be equivalent to introductory General Biology 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 intense laboratory experience and become familiar with current scientific literature.

Prerequisites: Biology and Chemistry.

379 ADVANCED PLACEMENT® PHYSICS - 11/12

2S 10 Credits

Description: This course is for students with a very strong interest in science and mathematics. A college physics textbook will be the basis for covering all the traditional topics in physics with emphasis on thermodynamics, electricity, magnetism, light, optics, relativity, quantum and atomic physics. The fast pace of this course will prepare students for the AP physics exam. Previous AP physics exam questions will be utilized for evaluation throughout the course.

Prerequisites: Physics and completion of or concurrent enrollment in Precalculus.

SOCIAL STUDIES

Required for Graduation

9th Grade	410 American History Since 1914
10th Grade	412 World Geography
12th Grade	414 U.S. Government & Economics

For graduation requirement purposes students must choose at least one course from Human Resources and one from either American Studies or World Perspectives.

Human Resources

430 Intro. to Behavioral Sciences 10/12
 431 Sociology 11/12
 432 Psychology 11/12
 453 AP[®] Psychology 11/12
 527 Child Development 11/12
 528 Adult Living 12

American Studies

423 Ethnic Studies 10/12
 442 Law Studies 11/12
 450 AP[®] American History 11/12
 452 AP[®] Macro Economics 11/12

World Perspectives

421 World Affairs 11/12
 422 World Religions 11/12
 419 World History I 11/12
 420 World History II 11/12
 451 AP[®] European History 11/12

410 AMERICAN HISTORY (SINCE 1914) - 9

2S 10 Credits

Description: This course continues the concepts started in the eighth grade American History course and begins with the time period of 1914 prior to World War I and continues towards the present.

Prerequisites: None

412 WORLD GEOGRAPHY - 10

2S 10 Credits

Description: Today's world is one which is driven by the interrelationships between nations. To function as a global citizen, one must have an understanding of global interdependence and diversity, the effect of cooperation and conflict resolution between nations, and the impact of culture and history upon contemporary world issues. From this understanding, students will develop a world perspective to view events of the day.

Prerequisites: None

414 UNITED STATES GOVERNMENT AND ECONOMICS – 12
(formerly called Civics/Consumerism)

S 5 Credits

Description: This course is designed to help seniors acquire the knowledge and skills necessary to function as an informed, concerned and active citizen/consumer in our democratic society and complex world.

Prerequisites: None

419 WORLD HISTORY I - 11/12

S 5 Credits

Description: World History begins with a review of humanity's struggle to survive through the study of anthropology and archeology. Early civilizations will illustrate the developments in religion, government, science, commerce, philosophy and the arts. The course continues into World History II.

Prerequisites: None.

420 WORLD HISTORY II - 11/12

S 5 Credits

Description: World History II starts with the study of the French Revolution and the beginnings of modern history. The course will explore the world-wide developments of imperialism, colonialism, militarism, nationalism and the series of global wars that have engulfed the twentieth century.

Prerequisites: None.

421 WORLD AFFAIRS - 11/12

S 5 Credits

Description: This is a course in contemporary world events. World Affairs is the study of current events happening in the modern world including historical information explaining why these events are important.

Prerequisites: None.

422 WORLD RELIGIONS - 11/12

S 5 Credits

Description: This course is an introduction to different religions in the world. It will cover Hinduism, Buddhism, Christianity, Islam and Judaism. The course will help students understand the basic tenets of the major religions of the world, as well as try to develop an appreciation of the complex history of each religion through studying such primary sources as the Vedas, the Sutras, the Torah, the Bible, and the Koran.

Prerequisites: Parent permission.

423 ETHNIC STUDIES - 10/12

S 5 Credits

Description: Ethnic Studies is a historical and cultural study of the major ethnic groups that make-up our pluralistic society in the United States.

Prerequisites: None

430 INTRODUCTION TO BEHAVIORAL SCIENCES - 10/12

S 5 Credits

Description: This course is an introduction to behavioral sciences studied through the disciplines of anthropology, sociology, and psychology with an emphasis on the scientific research methods.

Prerequisites: None

431 SOCIOLOGY - 11/12

S 5 Credits

Description: This course is an introduction to the study of group behavior and social interaction. The class will analyze the structure, values and function of groups in various levels of our society. The units of study include introduction to sociology, socialization, family, aging, death and dying, education, and poverty.

Prerequisites: None

432 PSYCHOLOGY - 11/12

S 5 Credits

Description: This course is an introduction to the discipline of psychology as the scientific study of the individual and his/her behavior. The class will analyze psychology in action. Major topics include methods of psychology, learning, memory, social interaction, personality, and the study of abnormal behavior.

Prerequisites: None

442 LAW STUDIES - 11/12

S 5 Credits

Description: Law Studies is an academic and community oriented course designed to give the student an introductory look at 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

450 ADVANCED PLACEMENT® AMERICAN HISTORY - 11/12

2S 10 Credits

Description: This course is a chronological study of American History from colonial times to present. This is a rigorous course with college level expectations that allows a student the option of taking a nationally standardized examination for college credit. Strong reading, writing and analytical skills are necessary. The course is intended for qualified students who wish to complete studies in high school equivalent to college introductory courses in the field of American History. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in American History.

Prerequisites: None

451 ADVANCED PLACEMENT® EUROPEAN HISTORY - 11/12

2S 10 Credits

Description: AP European History is designed to provide the students with the factual knowledge necessary to analyze historical evidence in relation to the principle themes (social, cultural, political and economic) in European history (1450-Present). The course is intended for motivated students who wish to complete studies in high school equivalent to college introductory courses in European History. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in European History.

Prerequisites: None

452 ADVANCED PLACEMENT® MACRO ECONOMICS - 11/12

S 5 Credits

Description: Advanced Placement Macro Economics is a one semester course detailing the principles and methods of understanding a mixed economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP Macro Economics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature of the economic problem and marginal thinking, price theory, comparing and contrasting competing economic models to explain issues of price stability, employment, and economic growth and fiscal and monetary policies which propose, describe, analyze, and evaluate economic goals in an international and global economy. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Macro Economics.

Prerequisites: None

453 ADVANCED PLACEMENT® PSYCHOLOGY - 11/12

S 5 Credits

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. All AP Psychology students will have already successfully completed the introductory psychology course, showing mastering in the areas of scientific methods, learning, memory, personality, abnormal and social psychology. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Psychology.

Prerequisites: Psychology

SPECIAL EDUCATION

All students must be Special Education verified to qualify for the following classes. Each course will be modified to fit the needs of the students based on the students' Individual Educational Plan (IEP). These courses are NOT college preparatory; however, they do fulfill the necessary course requirements for graduation. All listed courses may not be offered due to insufficient student enrollment or staff availability.

- 900 FUNDAMENTAL ENGLISH - 9/12** 2S 10 Credits
Description: This course is designed for students who require an alternate curriculum in written and oral expressions. This course's grading system is pass/fail.
Prerequisites: Recommended by student's Individual Educational Plan
- 901 ESSENTIALS OF ENGLISH 9** 2S 10 Credits
Description: This course is designed to teach sentence writing, monitoring errors, spelling correctly, building vocabulary and understanding literature.
Prerequisite: Recommendation of case manager/IEP Team
- 902 ESSENTIALS OF ENGLISH 10** 2S 10 Credits
Description: This course is designed to review sentence writing, correcting errors, and develop paragraph writing. It will include a study of literature.
Prerequisite: Essentials of English 9
- 903 ESSENTIALS OF ENGLISH 11** 2S 10 Credits
Description: This course combines literature, composition and language usage skills for students who have difficulty in these areas. A research paper will be required.
Prerequisite: Essentials of English 10
- 904 ESSENTIALS OF ENGLISH 12** S 5 Credits
Description: This course is designed to improve functional communication skills (verbal and written) as applied in job performance, life applications and language appreciation. Students will learn to complete resumes and write personal/business letters. Students will review and finish paragraph writing, write a more extensive research paper and read selected literature.
Prerequisite: Essentials of English 11
- 905 ESSENTIALS OF CAREER ENGLISH - 11/12** S 5 Credits
Description: This course is designed for students wanting employment immediately following graduation from high school. The emphasis is on communication skills (written and oral) needed for obtaining a job and for everyday use on the job. Students will research and write a detailed report on all aspects of a specific career area. Students will also type a resume and various business letters.
Prerequisite: Essentials of English 9 & 10
- 906 ESSENTIALS OF SPEECH - 11/12** S 5 Credits
Description: This course is designed to help students understand and improve skills in intra-personal, inter-personal, public speaking, and group communication processes. Individual speech presentations are a course requirement.
Prerequisites: Recommendation of case manager/IEP Team
- 907 ESSENTIALS OF ENGLISH/READING BLOCK - 9** Y 20 Credits
Description: This course is designed to teach sentence writing, monitoring errors, spelling correctly, and building vocabulary. It will also include a reading program to help students improve reading skills.
Prerequisite: Students must be reading 25% below grade level. Recommendation of case manager/IEP Team
- 908 FUNDAMENTAL READING - 9/12** 2S 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: Recommended by student's Individual Educational Plan

- 909 ESSENTIALS OF READING - 9/12** 2S 10 Credits ³⁰⁶
Description: This course provides students with specific reading assistance and appropriate strategies to deal with decoding, vocabulary, and comprehension.
Prerequisites: Recommendation of case manager/IEP Team
- 920 FUNDAMENTAL MATH - 9/12** 2S 10 Credits
Description: This course is designed for students who require an alternate curriculum in math. This course's grading system is pass/fail.
Prerequisites: Recommended by student's Individual Educational Plan
- 921 ESSENTIALS OF INTRODUCTION TO ALGEBRA - 9** 2S 10 Credits
Description: This course is designed to help students improve their general math skills and teach new skills in the areas of ratio/proportion, percentages, ordered pairs, graphing, and integers and the language of pre-algebra and basic consumerism.
Prerequisite: Recommendation of case manager/IEP Team
- 922 ESSENTIALS OF ALGEBRA FOUNDATIONS I - 9/10** 2S 10 Credits
Description: This course is designed for students who may have difficulty understanding mathematics in an abstract form. The course includes basic algebra concepts and an introduction to basic geometry.
Prerequisite: Recommendation of case manager/IEP Team.
- 923 ESSENTIALS OF ALGEBRA FOUNDATIONS II - 10/11** 2S 10 Credits
Description: This course is the second of a two year sequence and is designed for students who have successfully completed Fundamental Algebra Essentials. Students will increase understanding of Algebra concepts and be introduced to basic Geometry concepts.
Prerequisite: Essentials of Algebra Foundations I
- 924 ESSENTIALS OF GEOMETRY - 11** S 5 Credits
Description: This course is designed to increase student understanding of geometry to include: lines, angles, planes, and images.
Prerequisite: Recommendation of case manager/IEP Team.
- 925 ESSENTIALS OF CONSUMER MATH I - 12** S 5 Credits
Description: This course is designed to gain a better understanding of the application of mathematics in the market place. Areas to be covered are: mathematical skills, budgeting, taxes, insurance, auto consumerism, consumer applications, and consumer economics.
Prerequisite: Recommendation of case manager/IEP Team
- 926 ESSENTIALS OF CONSUMER MATH II - 12** S 5 Credits
Description: This course is designed to gain a better understanding of the application of mathematics in the market place. Areas to be covered are: mathematical skills, budgeting, taxes, insurance, auto consumerism, consumer applications, and consumer economics.
Prerequisite: Essentials of Consumer Math I.
- 930 FUNDAMENTAL SCIENCE - 9/12** 2S 10 Credits
Description: This course is designed for students who require an alternate curriculum in science. This course's grading system is pass/fail.
Prerequisite: Recommended by student's Individual Educational Plan
- 931 ESSENTIALS OF INTEGRATED PHYSICAL SCIENCE - 9** 2S 10 Credits
Description: This course utilizes a multi-faceted, hands-on approach to science. This course includes elements of Life Science although emphasis is placed on the Physical and Earth Sciences.
Prerequisite: Recommendation of case manager/IEP Team

- 932 ESSENTIALS OF BIOLOGY - 10** 2S 10 Credits
Description: This course offers a simplified presentation of the important concepts of biology. Topics to be covered include: the cell classification, animal biology, botany, ecology and evolution by natural selection.
Prerequisite: Essentials of Integrated Physical Science
- 933 ESSENTIALS OF PHYSIOLOGY & HEALTH - 11** 2S 10 Credits
Description: This course offers a simplified presentation of the structure and function of the ten systems of the human body. Setting and achieving goals for healthy living as well as a focus on diseases and disorders of the systems are included.
Prerequisite: Recommendation of case manager/IEP Team
- 935 ESSENTIALS OF ENVIRONMENTAL SCIENCE - 12** S 5 Credits
Description: This course is designed to help students gain a better awareness of how they fit into the delicate balance of their environment. The interactions of living things with other living things as well as their impact on the non-living will be explored. A hands-on instructional approach is used
Prerequisite: Essentials of Biology
- 940 FUNDAMENTAL SOCIAL STUDIES - 9/12** 2S 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.
Prerequisite: Recommended by student's Individual Educational Plan
- 941 ESSENTIALS OF AMERICAN HISTORY (SINCE 1914) - 9** 2S 10 Credits
Description: This course continues the strands started in the eighth grade American History course and begins with the time period of 1914 prior to World War I.
Prerequisite: Recommendation of case manager/IEP Team
- 942 ESSENTIALS OF WORLD GEOGRAPHY - 10** 2S 10 Credits
Description: This course focuses on the interrelationships between nations. To function as a global citizen, students will develop an understanding of global interdependence and diversity, cooperation and conflict between nations, and the impact of culture and history upon world issues.
Prerequisite: Essentials of American History
- 943 ESSENTIALS OF ETHNIC STUDIES - 11/12** S 5 Credits
Description: Ethnic Studies provides students with a means of learning about their own ethnic backgrounds, as well as the ancestry and history of others in their school and community. Ethnicity is an integral, but complex, part of American life. Students learn about differences and focus on those cultural values and components that have become national in character.
Prerequisite: Essentials of World Geography
- 944 ESSENTIALS OF UNITED STATES GOVERNMENT AND ECONOMICS - 12** S 5 Credits
(formerly called Essentials of Civics/Consumerism)
Description: This course is designed to help seniors acquire the knowledge and skills necessary to function as an informed, concerned and active citizen/consumer in our democratic society and complex world.
Prerequisite: Recommendation of case manager/IEP Team
- 950 FUNDAMENTAL DAILY LIVING - 9/12** S 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's grading system is pass/fail.
Prerequisite: Recommended by student's Individual Educational Plan
- 951 FUNDAMENTAL INDEPENDENT LIVING - 9/12** S 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. This course's grading system is pass/fail.
Prerequisite: Recommended by student's Individual Educational Plan

952 ESSENTIALS OF EVERYDAY LIVING – 10/12

S 5 Credits

Description: This is a semester course which will fulfill the graduation requirement for a health education or a human resource course. The following issues will be addressed: self-concept, stress, drug abuse, nutrition, death and loss, friendship, dating, love, marriage, sexuality, divorce, and aging.

Prerequisite: Recommendation of case manager/IEP Team

953 ESSENTIALS OF ADULT LIVING - 10/12

S 5 Credits

Description: This course will provide students with practical information to help them deal with real life situations. Students will explore a wide area of related topics, including: living independently; personal money matters (budgeting, insurance, consumer economics); relations; family planning; marriage; parenting; the life cycle and recurring personal and family concerns. This course meets the Human Resource graduation requirement.

Prerequisite: Recommendation of case manager/IEP Team

970 FUNDAMENTAL TECHNOLOGY – 9/12

S 5 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: Recommended by student's Individual Educational Plan

971 FUNDAMENTAL PREVOCATIONAL SKILLS – 9/12

2S 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: Recommended by student's Individual Educational Plan

973 WORK INTRODUCTION NETWORK I - 9/12

S 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: Recommended by student's Individual Educational Plan

974 WORK INTRODUCTION NETWORK II - 9/12

S 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: Recommended by student's Individual Educational Plan

975 OCCUPATIONAL SKILLS I - 9/10

S 5 Credits

Description: This exploratory course emphasizes career awareness and the development of positive worker traits. Students become acquainted with job sources, application procedures, interviewing techniques, and job maintenance skills.

Prerequisites: Permission of the Vocational Adjustment Coordinator; suggested for 10th grade.

976 OCCUPATIONAL SKILLS II - 11/12

S 5 Credits

Description: Students are provided with information to help them prepare to enter the job market. Areas included are the job application process, vocational aptitude and interest assessment, career research, job maintenance, and consumerism.

Prerequisites: Permission of the Vocational Adjustment Coordinator.

977 SUPERVISED OCCUPATIONS - 9/12

2S 10 Credits

Description: Provides students with an opportunity to work at a pre-approved school or community based job. This experience and the courses in Work Attitudes and Occupational Skills serve as integral components of the student's job preparation.

Prerequisites: Permission of the Vocational Adjustment Coordinator; age 16; completion of, or concurrent enrollment in the corresponding Occupational Skills or Work Introduction Network class. Seniors must have completed or be enrolled in Occupational Skills II to receive credit for Supervised Occupations.

Credit: 5 per semester (student must be employed the entire semester to be eligible for full credit).

978 ESSENTIALS OF COMPUTER KEYBOARDING - 9/12

S 5 Credits

Description: This course is designed to teach basic keyboarding skills using all of the modalities of learning.

Prerequisite: Recommendation of case manager/IEP Team

979 ESSENTIALS OF COMPUTER TECHNOLOGY APPLICATIONS - 10/12

S 5 Credits

Description: This course is designed to teach word processing for personal and academic use.

Prerequisites: Successful completion of Essentials of Computer Keyboarding or the equivalent.

SPECIAL PROGRAMS

835 THEATRE TECHNOLOGY APPRENTICESHIP PROGRAM – 11/12 Y 20 Credits

Description: This program is provided through a collaborative agreement with the Omaha Community Playhouse and Metropolitan Community College. Student stage technician apprentices learn to perform a variety of tasks required for preparing stages for theatrical, musical and other entertainment events in arenas, stadium, theaters, studios and amusement parks. Training encompasses about 4500 hours of instruction and on-the-job experiences. It exposes the stage-technician candidate to such skills as stage carpentry, stage lighting, stage props, rigging, stage wardrobe, stage setups of audiovisual equipment, special effects, makeup, laser and stage pyrotechnics, and the basics of television and video production.

Prerequisites: Approved application and interview. Contact your counselor for more information.

836 HVAC YOUTH APPRENTICESHIP PROGRAM – 11/12 Y 10 Credits

Description: This two year program is provided through collaborative agreement with Metropolitan Community College and the Heating and Cooling Contractors Association. Students will attend classes at Metro Community College and participate in a paid internship program. The focus of the junior year will be Introduction to Industrial Safety (BDM 100) and Refrigeration Electrical Theory and Application (AHR 101). The focus of the senior year will be Refrigeration Service Principles and Basic Automatic Controls (AHP 103) and Refrigeration and Shop Practices (AHR 107) and Gas Heat (108).

Prerequisites: Approved application and interview. Contact your counselor for more information.

837 AUTO BODY TECHNOLOGY – Year 1 – 11/12 Y 10 Credits

837 AUTO BODY TECHNOLOGY – Year 2 – 11/12 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Automotive Welding (ABT 100), Non-Structural Repair I (ABT 101), Automotive Welding II (ABT 110), Auto Refinishing I (ABT 200), Structural Repair I (ABT 113), Structural Repair II (ABT 123), Employability Skills (AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

838 AUTOMOTIVE TECHNOLOGY – Year 1 – 11/12 Y 10 Credits

838 AUTOMOTIVE TECHNOLOGY – Year 2 – 11/12 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Introduction to Auto Service & Minor Repair (AUT 101), Auto Electricity and Electronics (AUT 103), Lab Electricity I (AUT 192), Battery, Starting & Charging Systems (AUT 104), Lab-Starting & Charging Systems (AUT 193) and Brake Systems (AUT 105), Employability Skills (AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

839 CONSTRUCTION TECHNOLOGY-CONCRETE/MASONRY – Year 1 – 11/12 Y 10 Credits

839 CONSTRUCTION TECHNOLOGY-CONCRETE/MASONRY – Year 2 – 11/12 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, the student will complete Introduction to Concrete (CST 139), Introduction to Masonry (CST 153), Advanced Masonry Construction (CST 163), concrete and Wall Forms (CST 143) and Brick & Block Fireplace Construction (CST 165), Employability Skills (AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

840 PRINTING & PUBLISHING TECHNOLOGY – Year 1 – 11/12 Y 10 Credits

840 PRINTING & PUBLISHING TECHNOLOGY – Year 2 – 11/12 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Elkhorn Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Print Overview (PPT 100), Text Imaging QuarkXPress (PPT 101), Camera Imaging (PPT 102), Electronic Imaging (PPT 112), Film Assembly (PPT 116) and Basic Press I (PPT 121), Employability Skills (AFS 120) and Technical Academy Internships (ABT 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

841 HORTICULTURE – Year 1 – 11/12 Y 10 Credits

841 HORTICULTURE – Year 2 – 11/12 Y 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Introduction to Horticulture (OHR 101), Evergreen Identification (ORH 112), Ornamental Grass (OHR 116), Floral Design (OHR 121 and 122), Interior Landscaping & Houseplants (OHR 221) and Technical Academy Internships (OHR 099). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

980 COMMUNITY INTERNSHIP - 12 S 5 or 10 Credits

Description: This experience enables students to explore possible career options by learning in a work environment. Students must complete a minimum of 80 contact hours to earn 5 credits and 160 contact hours for 10 credits. In addition, students will keep a time log, journal entries, read a minimum of 10 articles about the career, and give a presentation about the experience. The student is responsible for transportation to and from the work site.

Prerequisites: An application form must be submitted to the Counseling Office. Course work related to the career area, previous job experience and volunteer experiences will all be considered in making placements. Senior status is recommended.

INDEPENDENT STUDY COURSES – 11/12 S 5 Credits

Description: Students will usually be required to meet with a coordinating independent study teacher for a block of time on a daily basis. Students must, however, complete a minimum of 80 hours contact time to earn 5 credits and 160 contact hours for ten credits. Independent studies can only be taken for course work that exceeds the course offerings at the high school. 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 of Curriculum and Instruction. Once this contract has been approved, the student should register for the independent study with the Assistant Principal of Pupil Services.

ESSENTIAL LEARNER OUTCOME (ELO) COURSES S 5 credits

Description: Elective review courses are available for students who have not met cut scores in Essential Learner Outcome Assessments in Math, Science or Social Studies. Students will acquire knowledge and skills in areas of deficiency as indicated by the Individualized Learning Plan (ILP), develop reading strategies that apply to the respective discipline and apply test-taking strategies to the respective discipline.

Prerequisites: Recommendation by ELO assessment administrator, two unsuccessful attempts to meet the cut score.

ACCELERATED PROGRAMS

1. Accelerated programs for qualified students in grades 9 through 12 are available in Math, English and Foreign Language.
2. Advanced Placement® courses are available in English, American History, European History, Psychology, Macro Economics, Computer Science, Music Theory, Physics, Statistics, Biology, Chemistry, Calculus, French, Spanish, German, and Latin. The College Board Advanced Placement® tests are administered for these courses and are also available for able students in other advanced programs.
3. Early-entry college courses are available through local institutions such as the University of Nebraska Omaha (UNO), Creighton and Metropolitan Community College. Selected AP® courses are available for early entry enrollment through Peru State College and UNO.
4. Dual Enrollment with Metro Community College Articulated Agreement for high school credit and the University of Nebraska Omaha (UNO).
5. An International Baccalaureate Diploma Program is available at Millard North High School to students who meet the entrance criteria. A full diploma program is available in six subject groups: Language A1, Language B, Individuals and Societies, Experimental Sciences, Mathematics, and Electives.



AGENDA SUMMARY SHEET

MEETING DATE: December 1, 2003

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) New Hires, (2) Resignations

OPTIONS & ALTERNATIVES: NA

RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION
OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL



December 1, 2003

TEACHERS RECOMMENDED FOR HIRE**Recommend: the following teachers be hired for the 2003-04 school year:****The following individual was employed with Millard Public Schools during the 2002-03 school year on a short tem contract. He is being offered a short term contract for the 2003-04 school year.**

1. Woody Dillman – Step 12, MA – University of Nebraska at Omaha. Counselor (50%) at Russell Middle School.

December 1, 2003

RESIGNATIONS**Recommend: the following resignations be accepted:**

1. Michelle Regnier – Math Teacher at West High School. She is resigning to relocate with her husband to Minnesota. Resignation is effective December 19, 2003.
2. Marion Young – Special Ed Vision Teacher at Young Adult Program. She is resigning to relocate with her husband. Resignation is effective at the end of the 2003/04 school year.

**November 20, 2003
Millard Public Schools
Total Enrollment**

Elementary		K	1	2	3	4	5	Self	Current	YTD	Official 9/03	
								Cont	Total	Change	Change	Enrollment
Abbot	(3 unit)	78	87	67	75	78	78		463	1	1	462
Ackerman	(4 unit)	92	113	99	93	99	80	12	588	3	8	580
Aldrich	(3 unit)	61	50	57	66	54	63		351	1	1	350
Black Elk	(3 unit)	91	103	88	110	87	96		575	0	-3	578
Bryan	(3 unit)	62	52	69	62	61	66		372	2	0	372
Cather	(3 unit)	88	63	78	79	81	64		453	0	3	450
Cody	(2 unit)	40	44	42	22	27	30	23	228	-2	4	224
Cottonwood	(3 unit)	44	40	47	61	66	57		315	-1	0	315
Disney	(3 unit)	40	53	42	53	48	36	12	284	-4	-2	286
Ezra Millard	(3 unit)	80	61	65	68	75	60	10	419	3	3	416
Harvey Oaks	(2 unit)	47	38	38	43	43	50		259	6	6	253
Hitchcock	(2 unit)	40	32	38	28	36	34		208	1	-2	210
Holling Heights	(3 unit)	53	60	48	50	50	62		323	2	3	320
Montclair	(4 unit)	115	80	104	88	89	66	7	549	2	-1	550
Morton	(3 unit)	52	59	58	59	42	71	21	362	0	1	361
Neihardt	(4 unit)	97	102	96	92	105	91		583	-6	-6	589
Norris	(3 unit)	63	57	43	44	34	39	22	302	-7	-6	308
Rockwell	(3 unit)	44	58	51	54	47	58	25	337	-1	2	335
Rohwer	(3 unit)	81	92	78	82	73	70	10	486	3	2	484
Sandoz	(3 unit)	50	47	55	47	50	63		312	5	7	305
Wheeler	(3 unit)	114	87	109	72	77	81	25	565	3	1	564
Willowdale	(3 unit)	66	51	68	68	65	78		396	-2	-1	397
Totals		1498	1429	1440	1416	1387	1393	167	8730	9	21	8709

Secondary		6	7	8	Self	Current	YTD	Official 9/03	
					Cont	Total	Change	Change	Enrollment
Andersen MS		248	236	275	10	759	0	-1	760
Beadle MS		180	227	185	15	592	5	1	591
Central MS		263	285	317	16	865	1	0	865
Kiewit MS		299	359	340	8	998	3	6	992
North MS		214	191	227	24	632	1	0	632
Russell MS		275	236	287	7	798	-1	-2	800
MS Alternative		3	3	11		17	0	3	14
Totals		1482	1537	1642	80	4661	9	7	4654

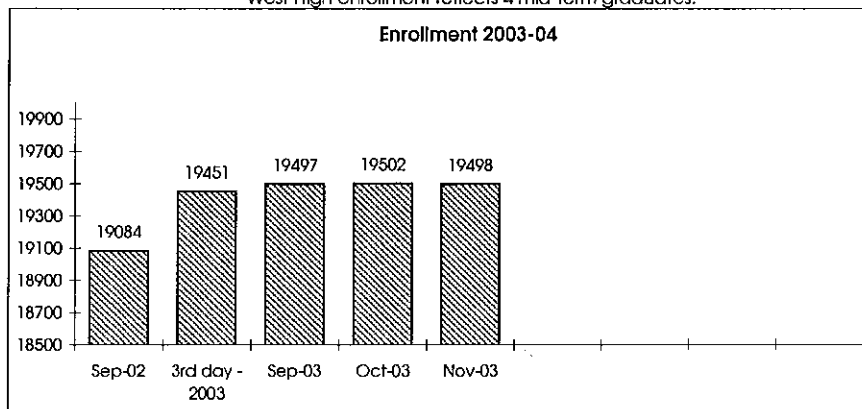
		9	10	11	12	Self	Current	YTD	Official 9/03	
						Cont	Total	Change	Change	Enrollment
North HS		563	565	617	531	27	2276	-2	-6	2282
South HS		499	507	446	459	17	1911	-6	-2	1913
West HS		461	460	442	411	14	1774	-3	-2	1776
Millard Learning Center		0	0	19	58		77	-8	-16	93
Totals		1523	1532	1524	1459	58	6038	-19	-26	6064

Preschool	
Disney	34
Cody	16
Neihardt	74
Rockwell	46
Bryan	24
Holling Hghts	22
Morton	26
Montessori - Montclair	54
Montessori - Norris	30
Total	326

Preschool SPED	
Cody	63
Rohwer	35
Sandoz	27
Wheeler	35
Contracted	2
Infants	88
Total	250

Contracted SPED	29	-3	-2	31
Young Adult Program	40	0	1	39
Total District K-12	19498	-4	1	19497
Total District PreK-12	20074	49	66	20008

West High enrollment reflects 4 mid-term graduates.



9/26/2003	
Elementary	8709
Middle Sch	4654
High Sch	6064
Contracted	31
Young Adult	39
Total	19497
11/20/2003	
Elementary	8730
Middle Sch	4661
High Sch	6038
Contracted	29
Young Adult	40
Total	19498
Current Chg	-4
YTD Change	1

40.

Elementary

Classroom Enrollment

	K	1	2	3	4	5	4-5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
													318
Abbott	20	23	22	24	22	23	23						
	20	22	22	26	21	21							
	20	22	23	25	22	24							
	18	20											
Total Students	78	87	67	75	65	68	23		463	1	1	462	463
Total Teachers	4.0	4	3	3	3	3	1		21.0				21.0
Classroom Avg	19.5	21.8	22.3	25.0	21.7	22.7	23.0		22				22

	K	1	2	3	2-3	4	5	4-5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
														576
Ackerman	23	22	25	24	23	22	23	21	5					
	22	23	25	22	24	23	23		7					
	24	22	24	25		22	24							
	23	23				21								
	23													
Total Students	92	113	74	71	47	88	70	21	12	588	3	8	580	576
Total Teachers	4.0	5	3	3	2	4	3	1	2	27.0				25.0
Classroom Avg	23.0	22.6	24.7	23.0	23.5	22.0	23.3	21.0	6.0	22				23

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
											351	
Aldrich	21	25	19	22	27	22						
	20	25	19	22	27	20						
	20		19	22		21						
Total Students	61	50	57	66	54	63		351	1	1	350	351
Total Teachers	3	2	3	3.00	2	3		16.00				16
Classroom Avg	20.3	25.0	19.0	22.0	27.0	21.0		22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
											575	
Black Elk	21	19	21	23	22	22						
	24	22	23	22	22	25						
	23	21	22	22	23	25						
	23	22	22	23	20	24						
	19			20								
Total Students	91	103	88	110	87	96		575	0	-3	578	575
Total Teachers	4.0	5	4	5	4	4		26				26
Classroom Avg	22.8	20.6	22.0	22.0	21.8	24.0		22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
											372	
Bryan	21	18	23	20	20	22						
	20	16	23	21	20	23						
	21	18	23	21	21	21						
Total Students	62	52	69	62	61	66		372	2	0	372	372
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	20.7	17.3	23.0	20.7	20.3	22.0		21				21

	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
																	453	
Cather	21	15	15	28	16	24	24	24	24	25	25	20						
	19		15		16		24	24	24	26	24	20						
Total Students	40	15	30	28	32	24	48	48	48	51	49	40		453	0	3	450	453
Total Teachers	2	1	2	1	2	1	2	2	2	2	2	2		21				21.0
Classroom Avg	20.0	15.0	15.0	28.0	16.0	24.0	24.0	24.0	24.0	25.5	24.5	20.0		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
												205	
Cody	20	14	20	22	13	15	8						
	20	15	22		14	15	7						
		15					8						
Total Students	40	44	42	22	27	30	23		228	-2	4	224	205
Total Teachers	2	3	2	1	2	2	3		15				12
Classroom Avg	20.0	14.7	21.0	22.0	13.5	15.0	7.7		15				17

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
											315	
Cottonwood	22	21	23	21	21	20						
	22	19	24	20	23	17						
				20	22	20						
Total Students	44	40	47	61	66	57		315	-1	0	315	315
Total Teachers	2	2	2	3	3	3		15				15
Classroom Avg	22.0	20.0	23.5	20.3	22.0	19.0		21				21

41.

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Disney	20	18	22	17	24	18	6					319
	20	16	20	18	24	18	6					
		19		18								
Total Students	40	53	42	53	48	36	12	284	-4	-2	286	272
Total Teachers	2.0	3	2	3	2	2	2	16.0				14
Classroom Avg	20.0	17.7	21.0	17.7	24.0	18.0	6.0	18				19

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Harvey Oaks	24	19	19	21	21	26						
	23	19	19	22	22	24						
Total Students	47	38	38	43	43	50		259	6	6	253	259
Total Teachers	2.0	2	2	2	2	2		12.0				12
Classroom Avg	23.5	19.0	19.0	21.5	21.5	25.0		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Hitchcock	20	17	19	14	17	17						
	20	15	19	14	19	17						
Total Students	40	32	38	28	36	34		208	1	-2	210	208
Total Teachers	2.0	2	2	2	2	2		12.0				12
Classroom Avg	20.0	16.0	19.0	14.0	18.0	17.0		17				17

	K	1	2	3	4	3-4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
													Size W/out SPED
Holling Heights	18	20	24	21	21	19	21						
	18	20	24	20	19		21						
	17	20					20						
Total Students	53	60	48	41	40	19	62		323	2	3	320	323
Total Teachers	3.0	3	2	2	2	1	3		16.0				16
Classroom Avg	17.7	20.0	24.0	20.5	20.0	19.0	20.7		20				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Ezra Millard	20	21	22	23	26	20	6					
	20	20	22	22	24	20	4					
	20	20	21	23	25	20						
	20											
Total Students	80	61	65	68	75	60	10	419	3	3	416	409
Total Teachers	4.00	3	3	3	3	3	2	21				19
Classroom Avg	20.0	20.3	21.7	22.7	25.0	20.0	5	20				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
															Size W/out SPED
Montclair	25	19	24	22	22	17	23	24	19	7					
	26	19	24	22	21	18	21	22	19						
							20	24	21						
								24	18						
								24							
								24							
Total Students	51	38	48	44	43	35	64	142	77	7	549	2	-1	550	542
Total Teachers	2	2	2	2	2	2	3	6	4	1	26				25
Classroom Avg	25.5	19.0	24.0	22.0	21.5	17.5	21.3	23.7	19.3	7.0	21				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Morton	18	20	18	20	21	24	11					
	18	19	20	20	21	23	10					
	16	20	20	19		24						
Total Students	52	59	58	59	42	71	21	362	0	1	361	341
Total Teachers	3	3	3	3	2	3	2	19				17.0
Classroom Avg	17.3	19.7	19.3	19.7	21.0	23.7	10.5	19				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Neihardt	21	21	19	22	22	22						
	18	20	21	23	22	22						
	19	21	18	23	21	23						
	19	21	19	24	19	24						
	20	19	19		21							
Total Students	97	102	96	92	105	91		583	-6	-6	589	583
Total Teachers	5.0	5	5	4	5	4		28.0				28.0
Classroom Avg	19.4	20.4	19.2	23.0	21.0	22.8		21				21

42.

	K	1	2	3	4	5	M-K	M-1	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size Size W/out SPED
Norris	21	16	21	21	17	20	20	24	8					320
	22	17	22	23	17	19			8					
									6					
Total Students	43	33	43	44	34	39	20	24	22	302	-7	-6	308	280
Total Teachers	2.0	2	2	2	2	2	1	1	3	17.0				14
Classroom Avg	21.5	16.5	21.5	22.0	17.0	19.5	20.0	24.0	7.3	18				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
Rockwell	23	20	17	18	22	20	12					
	21	19	17	17	25	18	13					
		19	17	19		20						
Total Students	44	58	51	54	47	58	25	337	-1	2	335	312
Total Teachers	2.0	3	3	3	2	3	2	18.0				16.0
Classroom Avg	22.0	19.3	17.0	18.0	23.5	19.3	12.5	19				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
Rohwer	21	24	26	17	24	23	4					
	21	22	26	22	24	23	6					
	20	23	26	21	25	24						
	19	23		22								
Total Students	81	92	78	82	73	70	10	486	3	2	484	476
Total Teachers	4.0	4	3	4	3	3	2	23.0				21
Classroom Avg	20.3	23.0	26.0	20.5	24.3	23.3	5.0	21				23

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
Sandoz	25	23	18	24	25	21						
	25	24	19	23	25	21						
			18			21						
Total Students	50	47	55	47	50	63		312	5	7	305	312
Total Teachers	2	2	3	2	2	3		14				14
Classroom Avg	25.0	23.5	18.3	23.5	25.0	21.0		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
Wheeler	23	23	21	24	25	27	12					
	24	18	22	23	26	28	13					
	22	23	21	25	26	26						
	23	23	22									
	22		23									
Total Students	114	87	109	72	77	81	25	565	3	1	564	540
Total Teachers	5	4	5	3	3	3	2	25				23
Classroom Avg	22.8	21.8	21.8	24.0	25.7	27.0	12.5	23				23

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
Willowdale	22	17	23	23	21	27						
	22	17	22	23	22	26						
	22	17	23	22	22	25						
Total Students	66	51	68	68	65	78		396	-2	-1	397	396
Total Teachers	3.0	3	3	3	3	3		18.0				18
Classroom Avg	22.0	17.0	22.7	22.7	21.7	26.0		22				22

Elementary Totals	Grade	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
Students		1498	1429	1440	1416	1387	1393	167	8730	9	21	8709	8563
Teachers		71.0	71.0	67.0	65.5	63.5	65.0	21.0	424.0				403.0
Classroom Avg		21.1	20.1	21.5	21.6	21.8	21.4	8.0	21				21

	6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
Andersen MS	248	236	275	10	759	0	-1	760	
Beadle MS	180	227	185	15	592	5	1	591	
Central MS	263	285	317	16	865	1	0	865	
Kiewit MS	299	359	340	8	998	3	6	992	
North MS	214	191	227	24	632	1	0	632	
Russell MS	275	236	287	7	798	-1	-2	800	
MS Alternative	3	3	11		17	0	3	14	
Totals	1482	1537	1642	80	4661	9	7	4654	

	9	10	11	12	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
North HS		563	565	617	531	27	2276	-2	-6	2282
South HS		499	507	446	459	17	1911	-6	-2	1913
West HS		461	460	442	411	14	1774	-3	-2	1776
Millard Learning Center		0	0	19	58		77	-8	-16	93
Totals		1523	1532	1524	1459	58	6038	-19	-26	6064

Contracted SPED		29	-3	-2	31
Young Adult Program		40	0	1	39
Total District Enrollment		19498	-4	1	19497

43.

AGENDA SUMMARY SHEET**AGENDA ITEM:** Elementary *TerraNova* Results**Meeting Date:** December 1, 2003**Department:** Planning, Evaluation & Information Services**Title and Brief
Description:**

Elementary Grades (3rd and 4th) are assessed with the *TerraNova* each fall. This is the fourth year we have used this instrument. There is also a group-administered aptitude test (the TCS/2) which is given at the same time.

Action Desired: Approval ___ Discussion x Information Only ___

Background: The districtwide TerraNova scores for Millard students varied from the 71st to the 82nd percentile, nationally. The cohort of third graders in fall of 2002 who became fourth graders in fall of 2003 showed higher-than-expected growth in all areas except math and science (math stayed the same and science declined by 1 point).

**Options/Alternatives
Considered:**

N.A.

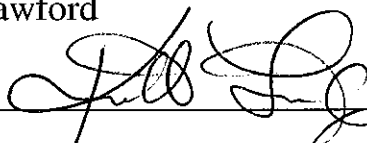
Recommendations: Use results for diagnosing strengths and weaknesses and for planning instructional improvements. Districtwide, math continues to show the highest performance and language and science subscores are the areas with more room for growth.

Strategic Plan**Reference:** Strategic parameters.**Implications of
Adoption/Rejection:**

N.A.

Timeline: Use results immediately for program and curricular planning.**Responsible
Persons:**

John Crawford

Superintendent's Signature: _____


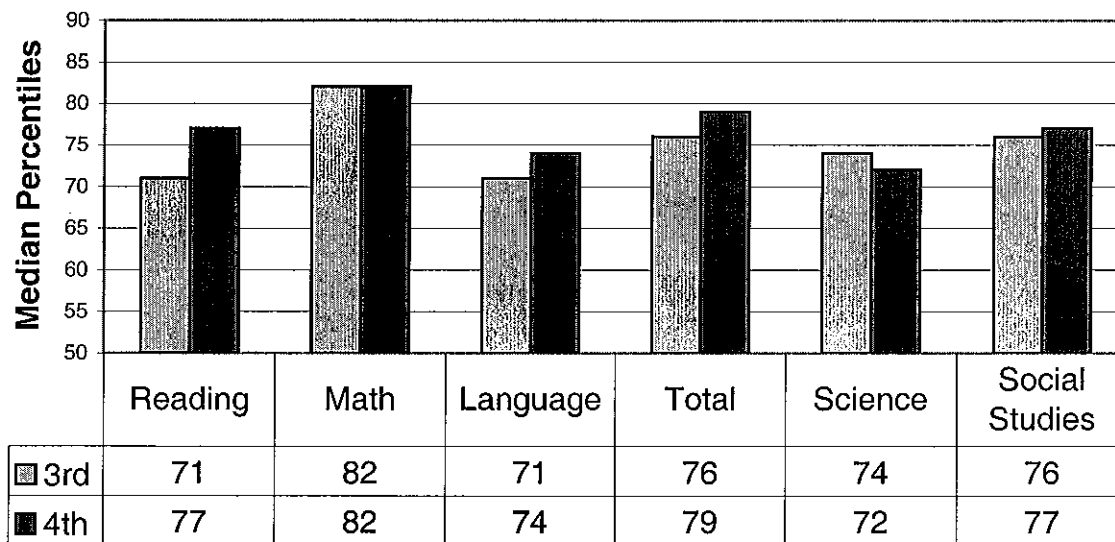
44.

Elementary *TerraNova* Results

This is the fourth year that Millard Public Schools has administered the *TerraNova* achievement test, published by CTB-McGraw Hill. Elementary schools test in the fall (first 2 weeks of October), assessing all students in the 3rd and 4th grades.

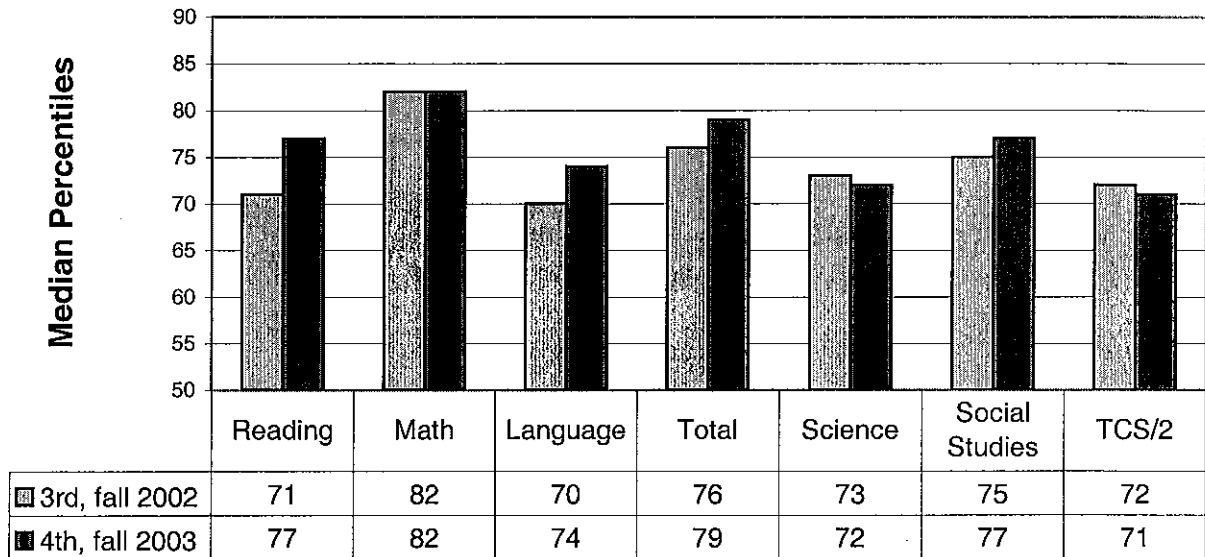
The following graph shows the overall results for each of the major subtests. The national percentile ranks range from the 71st to the 82nd percentiles. Third grade reading and language scores were at the 71st percentile and math scores (both 3rd and 4th grades) were at the 82nd percentile rank.

***TerraNova* Results, Fall 2003**



The next graph shows a comparison of last year's third grade data with this fall's 4th grade scores, districtwide. This is the same cohort of students (other than for differences due to mobility, this is the same group of students across 2 academic years). Results showed that these students made large gains in reading (+6 points), with a moderate gain in language (+4 points). The "total" battery score, which is made up of reading, language, and math, showed these students increasing from the 76th to the 79th percentile. Science declined by one point, social studies increased by two, and math remained the same.

**Comparison of Prior (3rd grade) *TerraNova*
and Current (4th grade) *TerraNova***



The table on the next 3 pages shows two years' data for individual buildings. The diagonal arrow draws attention to the cohort results for each school. Wherever the 4th grade scores for this fall are higher than the 3rd grade scores from last fall, those students showed more growth than would have been predicted by national norms.

TerraNova School-Level Results: National Percentiles of the Mean NCE

DISTRICT	Terra Nova READING		Terra Nova MATH		Terra Nova LANGUAGE		Terra Nova TOTAL SCORE		TerraNova SCIENCE		TerraNova SOC STUDY		TCS/2	
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
3	71	71	82	82	70	71	76	76	73	74	75	76	72	73
4	76	77	80	82	72	74	78	79	73	72	76	77	72	71
ABBOTT														
3	86	75	91	86	83	82	88	83	80	74	85	78	86	64
4	80	87	85	91	74	82	82	89	76	81	79	84	72	87
ACKERMAN														
3	67	60	80	75	67	60	73	65	71	67	71	70	69	62
4	72	79	76	84	68	73	73	81	67	74	70	77	68	74
ALDRICH														
3	88	85	96	93	87	88	93	90	90	90	89	86	83	89
4	87	82	93	90	88	83	92	87	90	80	88	84	91	84
BLACK ELK														
3	69	73	83	75	67	70	74	65	72	75	75	75	75	78
4	78	78	80	83	74	76	80	81	73	72	77	79	82	76
BRYAN														
3	62	62	73	69	64	58	67	63	62	64	69	64	67	66
4	69	62	72	70	65	56	70	63	60	56	70	64	75	65
CATHER														
3	72	84	82	88	77	83	78	87	78	85	78	85	77	82
4	78	78	81	83	75	82	80	83	76	74	76	80	75	74
Cather - Traditional														
3	64	79	80	77	67	69	71	77	69	72	72	72	67	66
4	77	71	84	82	73	79	80	79	74	67	76	77	73	71
Cather - CORE														
3	76	86	84	92	83	88	82	91	83	90	82	89	78	83
4	79	82	79	83	76	84	80	85	77	78	76	82	77	75
CODY														
3	59	67	60	78	53	64	58	71	58	63	58	69	53	68
4	78	68	73	60	71	60	76	64	76	65	75	68	64	57

[Note: the diagonal arrow represents "cohort" data.]

17.

TerraNova School-Level Results: National Percentiles of the Mean NCE

	Terra Nova READING		Terra Nova MATH		Terra Nova LANGUAGE		Terra Nova TOTAL SCORE		TerraNova SCIENCE		TerraNova SOC STUDY		TCS/2	
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
COTTONWOOD														
3	72	71	83	84	68	66	76	75	75	74	79	77	80	77
4	77	79	83	80	71	71	80	79	74	71	75	78	75	71
DISNEY														
3	68	62	77	81	73	61	74	69	66	67	73	67	62	66
4	78	74	79	73	76	72	80	75	74	68	77	74	76	58
EZRA														
3	66	69	80	81	67	71	72	75	71	73	74	74	69	74
4	78	78	81	82	72	74	79	80	73	69	80	77	73	68
HARVEY OAKS														
3	71	74	83	81	67	68	75	75	75	75	75	76	73	64
4	79	74	86	77	77	74	83	77	74	64	77	69	76	70
HITCHCOCK														
3	81	85	88	89	87	80	87	87	87	86	85	84	86	86
4	88	83	84	81	79	81	86	84	82	84	81	81	77	72
HOLLING HEIGHTS														
3	62	56	65	73	56	60	62	64	65	70	69	71	63	65
4	68	64	70	74	65	60	68	66	64	65	72	70	63	63
MONTCLAIR														
3	74	72	86	78	73	72	80	75	80	74	79	74	71	68
4	72	75	75	83	69	73	74	79	72	73	72	79	70	71
Montclair - Traditional														
3	65	70	78	77	67	72	71	74	74	76	75	70	60	68
4	65	66	69	77	57	64	65	70	62	62	65	66	59	62
Montclair - Montessori														
3	81	73	91	79	77	72	86	76	85	72	82	77	78	66
4	78	83	80	87	77	81	80	85	79	81	77	88	79	84
MORTON														
3	68	69	70	83	65	71	68	76	67	78	70	73	56	77
4	72	82	77	80	66	75	73	81	70	73	74	82	64	69

[Note: the diagonal arrow represents "cohort" data.]

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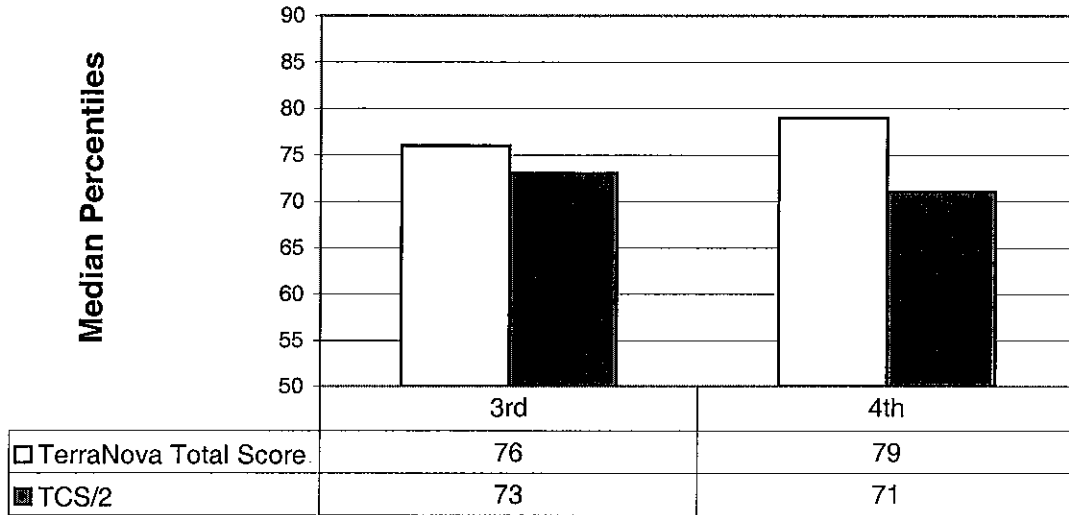
TerraNova School-Level Results: National Percentiles of the Mean NCE

	Terra Nova READING		Terra Nova MATH		Terra Nova LANGUAGE		Terra Nova TOTAL SCORE		TerraNova SCIENCE		TerraNova SOC STUDY		TCS/2	
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
NEIHARDT														
3	63	71	77	84	61	66	68	75	69	73	70	76	69	71
4	63	69	75	79	64	64	68	72	69	69	68	73	60	63
NORRIS														
3	53	59	62	73	49	55	55	63	54	63	60	66	49	65
4	66	64	72	73	64	71	69	70	67	65	66	66	64	62
ROCKWELL														
3	70	68	76	76	67	70	72	72	70	73	71	72	66	62
4	70	77	80	82	65	74	73	79	64	68	70	78	70	61
ROHWER														
3	77	75	82	89	76	78	80	83	80	77	80	83	80	77
4	85	86	87	86	82	81	87	87	79	81	81	82	82	71
SANDOZ														
3	68	66	77	83	63	72	70	76	64	66	67	73	62	69
4	71	67	80	68	68	64	75	67	68	58	73	67	70	57
WHEELER														
3	74	72	84	85	73	71	79	77	71	72	75	78	73	75
4	77	82	81	86	74	77	79	84	77	71	75	77	65	71
WILLOWDALE														
3	80	76	91	86	83	79	87	83	78	75	84	79	86	73
4	80	83	88	89	75	81	84	86	83	79	83	82	82	78

[Note: the diagonal arrow represents "cohort" data.]

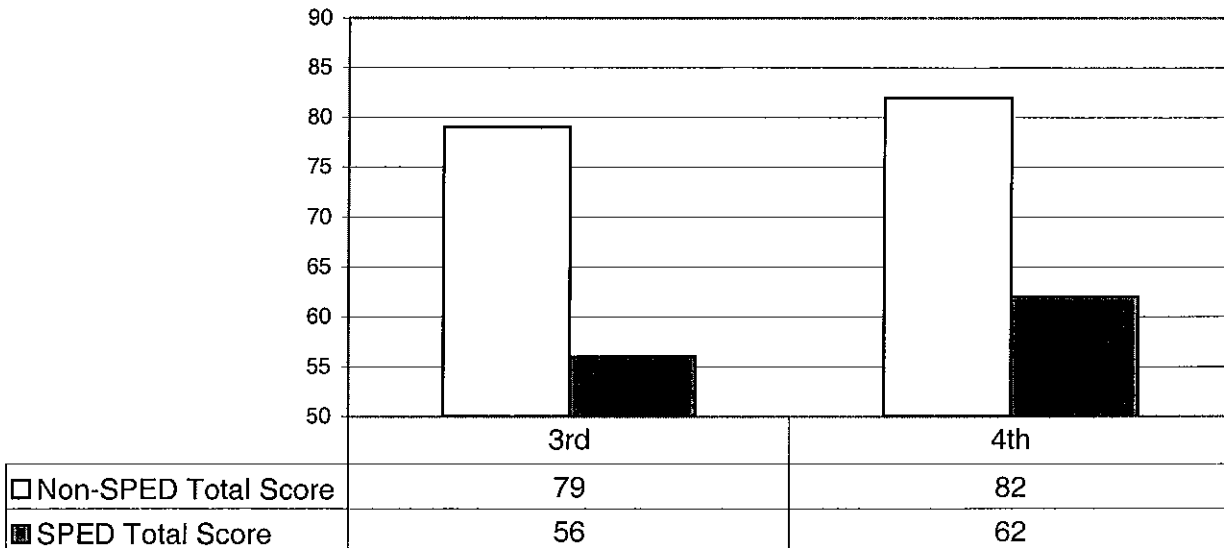
The following chart compares the achievement results with the Test of Cognitive Skills, a group-administered academic aptitude test. In both third and fourth grade, the achievement scores are higher than the TCS/2 percentiles.

Comparison of TerraNova and TCS/2 Aptitude Scores, Fall 2003



The next chart presents special education scores, disaggregated within the districtwide data, and building-by-building. While the special education scores are generally lower, they range as high as the 70th to the 90th percentile ranks at some buildings. The Special Education scores for the district as a whole are higher than they have ever been, since we have been using the TerraNova (56th and 62nd percentile, nationally).

Comparison of Special Education and Non-SPED Populations, Fall 2003



TerraNova 2003-04
SPED vs. Non-SPED Disaggregations
National Percentiles

	Total Score Not SPED	Total Score SPED
District		
3	79	56
4	82	62
Abbott		
3	83	n.a.
4	89	85
Ackerman		
3	70	35
4	82	62
Aldrich		
3	91	85
4	90	69
Black Elk		
3	80	33
4	83	71
Bryan		
3	67	43
4	70	31
Cather		
3	86	90
4	83	80
Cody		
3	74	n.a.
4	71	52
Cottonwood		
3	75	79
4	79	74
Disney		
3	78	48
4	77	67
Ezra		
3	78	31
4	82	62

"n.a." indicates there are fewer than 5 students in a SPED group

	Total Score Not SPED	Total Score SPED
Harvey Oaks		
3	77	n.a.
4	76	80
Hitchcock		
3	88	n.a.
4	84	n.a.
Holling Heights		
3	74	33
4	70	50
Montclair		
3	79	55
4	82	46
Morton		
3	82	50
4	82	75
Neihardt		
3	78	52
4	76	48
Norris		
3	67	44
4	74	57
Rockwell		
3	74	58
4	83	54
Rohwer		
3	83	80
4	89	60
Sandoz		
3	82	52
4	74	43
Wheeler		
3	79	62
4	85	68
Willowdale		
3	86	59
4	89	72

"n.a." indicates there are fewer than 5 students in a SPED group

AGENDA SUMMARY SHEET

AGENDA ITEM: Preliminary Projections for Fall, 2004

Meeting Date: December 1, 2003

Department: Planning, Evaluation & Information Services

Title and Brief Description: Each year in Nov./Dec. we produce preliminary, draft projections for the following fall. These are detail numbers, at the level of grade within school.

Action Desired: Approval ___ Discussion x Information Only ___

Background: Indications are that we should show growth again, in schools in the southwest part of the district. Middle schools (except Beadle) show losses because of the large eighth grade class moving up into high school.

Options/Alternatives Considered: N.A.


Recommendations: We will continue to monitor the kindergarten numbers, as roundup is completed in the spring. Final projections for next fall are to be completed in April/May.

Strategic Plan Reference: To meet the mission of the district.

Implications of Adoption/Rejection: N.A.

Timeline: Use results for budgeting and planning for 2004-05.

Responsible Persons: John Crawford

Superintendent's Signature: 

Preliminary Projections for 2004-05

	Proj K 2004	Proj 1st 2004	Proj 2nd 2004	Proj 3rd 2004	Proj 4th 2004	Proj 5th 2004	self cont	Projected Total	Official End-of- Sept. 2003	Difference
Abbott	82	82	84	70	78	79		475	462	13
Ackerman	95	84	116	108	96	104	14	617	580	37
Aldrich	64	64	53	60	65	55		361	350	11
Black Elk	92	95	108	93	112	90		590	578	12
Bryan	65	61	53	72	60	53		364	372	-8
Cather	81	88	60	74	79	81		463	450	13
Cody	40	38	41	41	23	24	29	236	224	12
Cottonwood	42	39	41	46	62	65		295	315	-20
Disney	41	37	56	41	48	45	11	279	286	-7
Ezra Millard	72	83	62	65	72	74	12	440	416	24
Harvey Oaks	38	47	36	38	40	45		244	253	-9
Hitchcock	38	37	32	39	29	35		210	210	0
Holling Heights	50	52	57	45	50	50		304	320	-16
Montclair	93	110	81	104	86	86	10	570	550	20
Morton	53	51	60	58	56	43	9	330	361	-31
Neihardt	108	95	102	92	91	106		594	589	5
Norris	63	61	55	39	46	36	23	323	308	15
Rockwell	51	45	55	53	53	47	17	321	335	-14
Rohwer	90	93	107	86	95	79	14	564	484	80
Sandoz	50	46	47	55	46	49		293	305	-12
Wheeler	116	126	94	118	80	86	22	642	564	78
Willowdale	62	70	52	71	74	66	11	406	397	9
	1486	1504	1452	1468	1441	1398	172	8921	8709	212

	Proj 6th 2004	Proj 7th 2004	Proj 8th 2004	Proj Total		Difference
AMS	256	251	238	745	760	-15
BMS	218	198	244	660	591	69
CMS	254	256	280	790	865	-75
KMS	291	310	360	961	992	-31
NMS	174	214	189	577	632	-55
RMS	248	290	246	784	800	-16
MS Alter	0	3	11	14	14	0
	1441	1522	1568	4531	4654	-123

	Proj 9th 2004	Proj 10th 2004	Proj 11th 2004	Proj 12th 2004	Proj Total		Difference
North HS	561	562	576	609	2308	2282	26
South HS	550	510	494	440	1994	1913	81
West HS	556	463	455	443	1917	1776	141
MLC			27	66	93	93	0
	1667	1535	1552	1558	6312	6064	248

Contracted SPED	31					31	0
Young Adult Program	39					39	0
District Projected Total	19834					19497	337

54.

AGENDA SUMMARY SHEET

AGENDA ITEM: No Child Left Behind and STARS (NDE) Update

Meeting Date: December 1, 2003

Department: Planning, Evaluation & Information Services

Title and Brief Description: The NDE web site reporting on NCLB and the Nebraska STARS (School-Based Teacher-Led Assessment Reporting System) report cards was activated today. Data are presented for all school districts in Nebraska.

Action Desired: Approval ___ Discussion x Information Only ___

Background: For NCLB, districts and schools are held accountable if there are at least 30 students in a cell (for all students, and for any subgroups). The "threshold" N for Special Education accountability is 45. Each group of 30 or 45 (as well as "all students") has to reach all the state goals.

There are several differences between the NE STARS rules for identification and the NCLB rules for achieving goals. To meet the STARS requirement, a school or district has to have good, very good or exemplary ratings on quality of assessments and good, very good or exemplary on student performance; there is no requirement for subgroup performance. Millard is the only district in the state to have received exemplary ratings in assessment quality and in student performance for all three years, in all grade levels.

NCLB: MET vs. NOT MET, Districtwide
Millard met all targets, at the district level, with only one exception: in high school math, data for Special Education students showed 55% mastery, and the target was 62%.

NCLB: MET vs. NOT MET, School Level
Three out of 34 schools (including special centers) had at least one target that they did not meet. Central Middle had 27 out of 48 Special Education students (56.25%) at mastery level in math, and the target was 58%. In reading, Central had 26 out of 48 Special Education students at mastery level, for 54.2%; the target was 61%.

In math, South High had 26 of 43 students who qualify for free/reduced price lunch achieving mastery, for 60.4%; the target

was 62%. In reading, South High had 31 of 53 Special Education students at mastery level (58.5%) and the target was 66%.

North High had 26 of 49 Special Education students in math at mastery level (53.06%), and the target was 62%. In reading, North had 29 of 46 (63.00%) Special Education students achieving mastery and the state goal was 66%.

West High did not have sufficient N to be accountable for free/reduced price lunch students or Special Education students, although their percentages would have met state goals.

Free/Reduced Lunch ($N \geq 30$ to be accountable)

School	Subject	Free/Reduced Lunch	Mastered	Non-Mastered
South High	Math	Yes	26 60.47%	17 39.53%
North High	Math	Yes	18 85.71%	3 14.29%
West High	Math	Yes	Less than 10	
South High	Reading	Yes	42 75.00%	14 25.00%
North High	Reading	Yes	27 93.10%	2 6.90%
West High	Reading	Yes	8 72.70%	3 27.30%

Special Education ($N \geq 45$ to be accountable)

School	Subject	SPED	Mastered	Non-Mastered
Central Middle	Math	Yes	27 56.30%	21 43.80%
South High	Math	Yes	20 50.00%	20 50.00%
North High	Math	Yes	26 53.06%	23 46.94%
West High	Math	Yes	20 64.52%	11 35.48%
Central Middle	Reading	Yes	26 54.20%	22 45.80%
South High	Reading	Yes	31 58.50%	22 41.50%
North High	Reading	Yes	29 63.00%	17 37.00%
West High	Reading	Yes	23 85.20%	4 14.80%

**Options/Alternatives
Considered:**

N.A.

Recommendations:

Performance of Special Education students is the primary area that Millard has to address. At the high school level, one school missed the target for free/reduced lunch students by a very small margin (missed by one student). The main work would be to insure that the curriculum for Special Education students is very well aligned with the content of the ELO assessments. This effort is ongoing.

**Strategic Plan
Reference:**

Strategic Objectives

**Implications of
Adoption/Rejection:**

N.A.

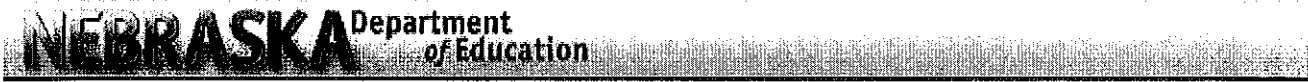
Timeline:

Begin using results immediately for planning for instructional improvement.

**Responsible
Persons:**

John Crawford

Superintendent's Signature:



**2002-2003 State of the Schools Report
A Report on Nebraska Public Schools**

SCHOOL DISTRICT: MILLARD PUBLIC SCHOOLS

▶ Adequate Yearly Progress

**School District Accountability: State and Federal
Students in Elementary School
2002 - 2003**

State Accountability: MET

To meet State Accountability requirements, school districts and buildings must receive Good, Very Good or Exemplary ratings on both the quality of their assessments and the performance of students on standards.

		District Ratings					Students Assessed
		Unacceptable	Acceptable But Needs Improvement	Good	Very Good	Exemplary	
Grade 4	Assessment Quality					✓	
	Students Meeting Reading Standards					✓	100.00%

Federal Accountability: MET

To meet federal accountability requirements, school districts and buildings with 30 more students in any of nine groups must meet the following federal accountability goals:

- Reading: 62 percent of 4th graders, 61 percent of 8th graders and 66 percent of 11th graders scoring proficient on state standards.
- Mathematics: 65 percent of 4th graders, 58 percent of 8th graders and 62 percent of 11th graders scoring proficient on state standards.
- Writing: 62 percent of elementary students; 61 percent of middle school students scoring proficient on statewide writing assessments.
- High school graduation rate: 83.97 percent.
- Quality of assessments must be rated Good, Very Good or Exemplary.
- Student participation: At least 95 percent of the students must have been assessed in reading, mathematics and writing.

58.

Percentage of students meeting federal accountability goals: student performance and participation

Federal Accountability: Student Performance

Student Groups	Reading		Mathematics	
	Performance	Participation	Performance	Participation
All students	MET	MET	MET	MET
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	MET	MET	MET	MET
White, Not Hispanic	MET	MET	MET	MET
Black, Not Hispanic	MET	MET	MET	MET
Hispanic	MET	MET	MET	MET
Students eligible for free and reduced lunch	MET	MET	MET	MET
Special Education Students	MET	MET	MET	MET
English Language Learners	*	*	*	*

Other Federal Accountability (AYP) Factors

Writing Assessment	MET
--------------------	-----

**Additional Federal Accountability Indicators
(Not used to determine AYP)**

Percentage of Students Proficient	Reading	Mathematics
Male	90.47%	95.72%
Female	94.97%	96.99%
Students served in migrant programs	*	*

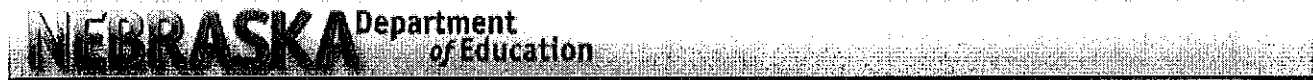
These indicators are not used to determine Adequate Yearly Progress.

* Data was masked to protect the identity of students when fewer than 10 students were reported in the grade or group.

** To be considered for AYP, a group must have the minimum number of students to ensure statistical reliability. Nebraska is using a minimum number of 30 students (45 for special education).



59.



**2002-2003 State of the Schools Report
A Report on Nebraska Public Schools**

SCHOOL DISTRICT: MILLARD PUBLIC SCHOOLS

▶ Adequate Yearly Progress

**School District Accountability: State and Federal
Students in Middle School
2002 - 2003**

State Accountability: MET

To meet State Accountability requirements, school districts and buildings must receive Good, Very Good or Exemplary ratings on both the quality of their assessments and the performance of students on standards.

District Ratings

		Unacceptable	Acceptable But Needs Improvement	Good	Very Good	Exemplary	Students Assessed
Grade 8	Assessment Quality					✓	
	Students Meeting Reading Standards					✓	100.00%

Federal Accountability: MET

To meet federal accountability requirements, school districts and buildings with 30 more students in any of nine groups must meet the following federal accountability goals:

- Reading: 62 percent of 4th graders, 61 percent of 8th graders and 66 percent of 11th graders scoring proficient on state standards.
- Mathematics: 65 percent of 4th graders, 58 percent of 8th graders and 62 percent of 11th graders scoring proficient on state standards.
- Writing: 62 percent of elementary students; 61 percent of middle school students scoring proficient on statewide writing assessments.
- High school graduation rate: 83.97 percent.
- Quality of assessments must be rated Good, Very Good or Exemplary.
- Student participation: At least 95 percent of the students must have been assessed in reading, mathematics and writing.

600.

Percentage of students meeting federal accountability goals: student performance and participation

Federal Accountability: Student Performance

Student Groups	Reading		Mathematics	
	Performance	Participation	Performance	Participation
All students	MET	MET	MET	MET
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	MET	MET	MET	MET
White, Not Hispanic	MET	MET	MET	MET
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Students eligible for free and reduced lunch	MET	MET	MET	MET
Special Education Students	MET	MET	MET	MET
English Language Learners	*	*	*	*

Other Federal Accountability (AYP) Factors

Writing Assessment	MET
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**Additional Federal Accountability Indicators
(Not used to determine AYP)**

Percentage of Students Proficient	Reading	Mathematics
Male	91.22%	90.82%
Female	93.87%	91.99%
Students served in migrant programs	*	*

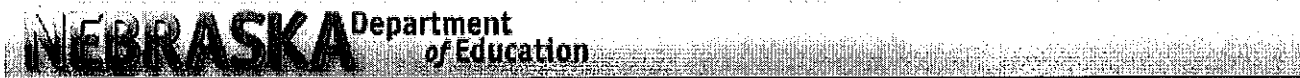
These indicators are not used to determine Adequate Yearly Progress.

* Data was masked to protect the identity of students when fewer than 10 students were reported in the grade or group.

To be considered for AYP, a group must have the minimum number of students to ensure statistical reliability. Nebraska is using a minimum number of 30 students (45 for special education).



61.



**2002-2003 State of the Schools Report
A Report on Nebraska Public Schools**

SCHOOL DISTRICT: MILLARD PUBLIC SCHOOLS

▶ Adequate Yearly Progress

**School District Accountability: State and Federal
Students in
2002 - 2003**

State Accountability: MET

To meet State Accountability requirements, school districts and buildings must receive Good, Very Good or Exemplary ratings on both the quality of their assessments and the performance of students on standards.

District Ratings

		Unacceptable	Acceptable But Needs Improvement	Good	Very Good	Exemplary	Students Assessed
Grade 11	Assessment Quality					✓	
	Students Meeting Reading Standards					✓	100.00%

Federal Accountability: NOT MET

To meet federal accountability requirements, school districts and buildings with 30 more students in any of nine groups must meet the following federal accountability goals:

- Reading: 62 percent of 4th graders, 61 percent of 8th graders and 66 percent of 11th graders scoring proficient on state standards.
- Mathematics: 65 percent of 4th graders, 58 percent of 8th graders and 62 percent of 11th graders scoring proficient on state standards.
- Writing: 62 percent of elementary students; 61 percent of middle school students scoring proficient on statewide writing assessments.
- High school graduation rate: 83.97 percent.
- Quality of assessments must be rated Good, Very Good or Exemplary.
- Student participation: At least 95 percent of the students must have been assessed in reading, mathematics and writing.

62.

Percentage of students meeting federal accountability goals: student performance and participation

Federal Accountability: Student Performance

Student Groups	Reading		Mathematics	
	Performance	Participation	Performance	Participation
All students	MET	MET	MET	MET
American Indian/Alaska Native	*	*	*	*
Asian or Pacific Islander	MET	MET	MET	MET
White, Not Hispanic	MET	MET	MET	MET
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	MET	MET
Students eligible for free and reduced lunch	MET	MET	MET	MET
Special Education Students	MET	MET	NOT MET	MET
English Language Learners	*	*	*	*

Other Federal Accountability (AYP) Factors

Graduation Rate	MET
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**Additional Federal Accountability Indicators
(Not used to determine AYP)**

Percentage of Students Proficient	Reading	Mathematics
Male	93.92%	92.10%
Female	94.27%	91.02%
Students served in migrant programs	*	*

These indicators are not used to determine Adequate Yearly Progress.

* Data was masked to protect the identity of students when fewer than 10 students were reported in the grade or group.

** To be considered for AYP, a group must have the minimum number of students to ensure statistical reliability. Nebraska is using a minimum number of 30 students (45 for special education).



63.