

**NOTICE OF MEETING
SCHOOL DISTRICT NO. 17**

Notice is hereby given of a 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 6, 2004** at 5608 South 147th Street, Omaha, Nebraska. There will be an Executive Session to discuss land acquisition.

An agenda for such meetings, kept continuously current are available for public inspection at the office of the superintendent at 5608 South 147th Street, Omaha, Nebraska.

BRAD R. BURWELL,
Secretary

12-3-04

**THE DAILY RECORD
OF OMAHA**

**RONALD A. HENNINGSEN, Publisher
PROOF OF PUBLICATION**

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

LYNDA K. HENNINGSEN

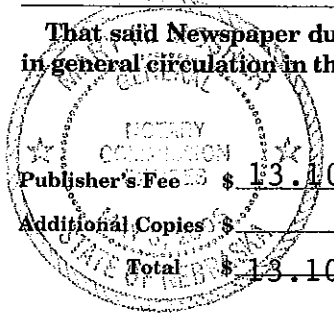
being duly sworn, deposes and says that she is

ASSOCIATE PUBLISHER

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

December 3, 2004

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



Publisher's Fee \$ 13.00
Additional Copies \$ _____
Total \$ 13.10

Gregory Commission
Subscribed in my presence and sworn to before
me this 3rd day of
December 20 04
Notary Public in and for Douglas County,
State of Nebraska

BOARD OF EDUCATION MEETING - DECEMBER 6, 2004

NAME:

REPRESENTING:

Bark Walker	WIEP
Kathy Hurdley	M. South - Pam Hoover
Vikki Kruger	South
Tony Leoy	MEW
Diane Murney	Neihardt
Mike Clark	Millard South
Diane Clark	Millard South
Josh Dohn	Millard West
Rade Stephae	MILLARD WEST!!!
Brian Syers	Millard West
Cheryl Saker	Millard South
ANGIE WEHM	NEIHARDT
JAMES SAKER	UNO
Sheryl Forehead	m. S. H. S.
Lisa Coniglia	Neihardt
BEHARA - HANA KENDIC	NEIHARDT
MARCUS Ethen	Neihardt
Matt, Kyle & Mike McCormick	Neihardt
Lauren, Mark, Ziegenbein	Neihardt
Suzanne Henman	Morton
ELISE DeVAUX	MSHS
Jean Zaversmit	Willardale
Cathy Leresche	Willardale

BOARD OF EDUCATION MEETING - DECEMBER 6, 2004

NAME:

REPRESENTING:

Cherie Slater

Carol Aniza

Juan Villaverde

Julie Ellis

Patti Gable

~~Patricia~~

Karen Montgomery

Shelly Yennery

ROBERT CARDWELL

Janice

Kaye Yeffeld

Paula Paul

Adam Wehn

MATT KILGOREY

Juan Kelly

Linda Fauss

Lodi Rime

Dave Bue

Randy Hurst

Pam O'Connor

Mart Schulte

Jamie Wilson

Katie Japp

Paul
Hort

Aldred

Willowdale

Psychologists
Lockwell

Paul Grove

Willowdale
Drizon Group

Willowdale

NMS

BOARD OF EDUCATION MEETING - DECEMBER 6, 2004

NAME:

REPRESENTING:

Kate Japp	
Mandi Bagley	
Doug Churdoff	Holling Height
Cheryl Rinn	Wei
Robbey Lee	Willowdale
Willie Lee	
Christina Mumford	
Betsy Hessler	
Alan Roberts	
Mike Kaspar	

Millard Public Schools
December 6, 2004

Millard Public Schools

Check Register for 12/6/04 - 12/6/04

Date: 11/29/04

Check Number	Date	Vendor No	Vendor Name	Amount
229008	12/6/04	010040	A & D TECHNICAL SUPPLY CO INC	10.80
229009	12/6/04	134108	NUTIFAFA ABALEKPOK	74.25
229010	12/6/04	130403	ABILITATIONS	293.75
229011	12/6/04	131632	AC AWARDS INC	416.00
229012	12/6/04	109853	ACCESS ELEVATOR INC.	190.00
229013	12/6/04	131183	ACTE	395.00
229014	12/6/04	133536	ACTIVE COMMUNITY TREATMENTS INC	6,102.36
229015	12/6/04	133327	ADAM INC	102.95
229016	12/6/04	010421	DEBORAH A ADY	18.01
229017	12/6/04	131189	AIR POWER OF NEBRASKA INC.	978.00
229018	12/6/04	108351	AIRGAS NORTH CENTRAL INC	10.63
229019	12/6/04	133620	AKSARBEN PIPE & SEWER CLEANING LLC	362.50
229020	12/6/04	108394	MARJORIE E ALFIERI	34.22
229021	12/6/04	011051	ALL MAKES OFFICE EQUIPMENT	9,404.00
229022	12/6/04	109079	ALLTEL CORPORATION	125.86
229023	12/6/04	107651	AMAZON.COM INC	1,390.59
229024	12/6/04	097090	AMERICAN BOILER COMPANY	1,276.00
229025	12/6/04	099597	AMERICAN GUIDANCE SERVICE INC	2,231.91
229026	12/6/04	012067	AMERICAN MATHEMATICS COMPETITIONS	78.00
229027	12/6/04	134163	AMERICAN OPTOMETRIC	28.36
229029	12/6/04	010042	AMSCO SCHOOL PUBLICATIONS INC	146.05
229030	12/6/04	131618	MARSHA ANDERSEN	27.51
229031	12/6/04	012876	CURTIS A ANDERSON	248.76
229032	12/6/04	134041	MARTHA A ANDERSON	44.18
229033	12/6/04	134167	ELIZABETH A ANDREASEN	13.24
229034	12/6/04	012989	APPLE COMPUTER, INC.	587.00
229035	12/6/04	106889	APPLIED INDUSTRIAL TECHNOLOGIES	162.59
229036	12/6/04	106436	AQUA-CHEM INC	562.40
229037	12/6/04	132214	ARTS FOR ALL	1,533.60
229038	12/6/04	106167	ASCD	329.00
229039	12/6/04	013496	ASCD	23.95
229040	12/6/04	134235	SARAH A ASCHENBRENNER	14.25

Millard Public Schools

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Check Number	Date	Vendor No	Vendor Name	Amount
229041	12/6/04	010070	ASHA DISTRIBUTING INC.	619.30
229042	12/6/04	013226	ASI MODULEX	503.69
229043	12/6/04	102840	ASSOCIATED FIRE PROTECTION	486.06
229044	12/6/04	010083	ATS MOBILE TELEPHONE CO INC	334.36
229045	12/6/04	010083	ATS MOBILE TELEPHONE CO INC	261.21
229046	12/6/04	013511	ATTAINMENT COMPANY, INC.	1,092.00
229047	12/6/04	102237	AUTO STATION	3,067.07
229048	12/6/04	107164	AUTOMATED BUSINESS FORMS	778.00
229049	12/6/04	108092	APW/AUTO VALUE	938.20
229050	12/6/04	134267	B & D DIAMOND PRO INC	1,750.00
229051	12/6/04	107138	JEANNE P BACKLUND	231.08
229052	12/6/04	016295	BADGER BODY & TRUCK EQUIPMENT CO	194.09
229053	12/6/04	109852	BAER SUPPLY	66.68
229054	12/6/04	132405	BAG 'N SAVE	33.58
229055	12/6/04	017900	BARCO MUNICIPAL PRODUCTS, INC.	77.85
229056	12/6/04	017908	REX J BARKER	67.13
229057	12/6/04	132274	TIMOTHY D BARNER	143.71
229058	12/6/04	099646	BARNES & NOBLE BOOKSTORE(OAKV)	1,771.36
229059	12/6/04	132608	BARNES DISTRIBUTION	375.39
229060	12/6/04	017877	CYNTHIA L BARR-MCNAIR	158.58
229061	12/6/04	017926	ROSEMARY W BARTA	109.50
229062	12/6/04	107979	LORI A BARTELS	188.55
229063	12/6/04	133353	JULIE A BARTHOLOMEW	13.50
229064	12/6/04	018240	CAROL A BEATY	46.13
229065	12/6/04	018280	JEANINE C BEAUDIN	26.25
229066	12/6/04	134069	COLLEEN K BECKWITH	16.50
229067	12/6/04	102860	BENIK CORP.	62.13
229068	12/6/04	101062	BENNINGTON IMPLEMENT INC	603.50
229069	12/6/04	134245	DARALD BERG	24.07
229070	12/6/04	018650	PAMELA R BERKI	190.13
229071	12/6/04	018705	BERNINA SEWING CENTER	200.00
229072	12/6/04	072250	BG PETERSON COMPANY	298.68

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229073	12/6/04	131146	CECELIA A BIRCKHEAD	484.20
229074	12/6/04	019111	BISHOP BUSINESS EQUIPMENT	14,626.77
229075	12/6/04	108192	BLAINE RAY WORKSHOPS	179.00
229076	12/6/04	130899	KIMBERLY M BOLAN	120.75
229077	12/6/04	103068	BOOKS ON TAPE INC	205.11
229078	12/6/04	100056	BORDERS BOOKS & MUSIC	83.49
229080	12/6/04	019559	BOUND TO STAY BOUND BOOKS INC	3,343.57
229081	12/6/04	134253	CHRIS BOWEN	100.00
229082	12/6/04	132775	JENNIFER A BOWES	100.88
229083	12/6/04	134094	MICHAEL BOWKER	48.14
229084	12/6/04	019835	BOYS TOWN NATIONAL	2,799.94
229085	12/6/04	132699	FATHER FLANAGANS BOYS HOME	79.75
229086	12/6/04	134129	AVRAHAM KADAR	134.95
229087	12/6/04	132273	WENDY M BRENNAN	16.28
229088	12/6/04	134244	BREVIS CORPORATION	38.24
229089	12/6/04	130290	LINDA BREWER	33.75
229090	12/6/04	107085	BROADCAST SPORTS	900.00
229091	12/6/04	133824	NANCY A BROWN	27.38
229092	12/6/04	020258	VICKI A BROWN	16.13
229093	12/6/04	131995	M. MARTHA BRUCKNER	28.58
229094	12/6/04	020270	NANCY J BRUGGER	50.70
229097	12/6/04	020550	BUREAU OF EDUCATION & RESEARCH	1,370.00
229098	12/6/04	020578	RONALD G. BURMOOD	400.00
229099	12/6/04	099431	BUSINESS MEDIA INC	1,754.23
229100	12/6/04	134237	SCOTT G BUTLER	76.25
229101	12/6/04	132584	CALIFORNIA STAINLESS MFG CO INC	27.48
229102	12/6/04	023831	CALLOWAY HOUSE INC	146.45
229103	12/6/04	134279	CAMBIUM LEARNING	23.50
229104	12/6/04	134200	CAMERA COMPANY, INC.	287.45
229105	12/6/04	134277	ALISSA CAMPBELL	70.00
229106	12/6/04	106806	ELIZABETH J CAREY	40.16
229107	12/6/04	133246	RALPH CAREY	10.43

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229108	12/6/04	054237	CARL JARL LOCKSMITHS	15.00
229109	12/6/04	108215	DEBRA R CARLSON	13.08
229110	12/6/04	023970	CAROLINA BIOLOGICAL SUPPLY CO	100.26
229111	12/6/04	024061	CARQUEST AUTO PARTS	68.81
229112	12/6/04	108026	CATHERINE U CARRINGTON	21.42
229113	12/6/04	131158	CURTIS R CASE	25.88
229114	12/6/04	103073	CENTURION TECHNOLOGIES INC	399.56
229115	12/6/04	134043	MALCOLM K. CHAI	92.63
229116	12/6/04	132271	ERIK P CHAUSSEE	180.00
229117	12/6/04	106836	KEVIN J CHICK	42.30
229118	12/6/04	024652	CHILDCRAFT EDUCATION CORP	63.19
229119	12/6/04	134202	CHILDREN'S CARE HOSPITAL & SCHOOL	150.00
229120	12/6/04	097900	CHILDSWORK CHILDSPLAY LLC	183.18
229121	12/6/04	131336	CITIZENS BANK	1,602.66
229122	12/6/04	025208	CLARUS MUSIC, LTD.	481.50
229123	12/6/04	099222	CLASSROOMDIRECT.COM	783.65
229124	12/6/04	025222	DEBI CLATTERBUCK	19.24
229125	12/6/04	134265	HAYLEY CLATTERBUCK	60.00
229126	12/6/04	025235	DALE CLAUSEN	109.13
229127	12/6/04	131135	PATRICIA A CLIFTON	24.56
229128	12/6/04	025455	COLLEGE BOARD	88.00
229129	12/6/04	025455	COLLEGE BOARD	3,050.00
229130	12/6/04	134164	COLWELL PUBLISHING	31.41
229131	12/6/04	134259	TOM COMERFORD	185.00
229132	12/6/04	022701	SHARON R COMISAR-LANGDON	354.50
229133	12/6/04	109867	COMMERCIAL AIR MANAGEMENT INC	185.00
229134	12/6/04	025671	COMMUNITY INTERVENTION, INC.	175.77
229135	12/6/04	025830	GEORGE R CONRAD	168.43
229137	12/6/04	026057	CONTROL MASTERS INC	6,783.98
229138	12/6/04	132170	CORMACI CONSTRUCTION INC.	4,613.07
229140	12/6/04	026660	WILLIAM J CRAWFORD	36.83
229141	12/6/04	026970	CRESCENT ELECTRIC SUPPLY CO	34.01

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229142	12/6/04	134039	CROUCH RECREATIONAL DESIGN INC	828.00
229143	12/6/04	106893	CULLIGAN WATER CONDITIONING	42.00
229145	12/6/04	027300	CUMMINS GREAT PLAINS DIESEL	6,639.66
229146	12/6/04	130900	CHERYL L CUSTARD	55.50
229147	12/6/04	130731	D & D COMMUNICATIONS	3,120.72
229148	12/6/04	032061	D & D LASER	697.20
229149	12/6/04	132671	JEAN T DAIGLE	124.16
229150	12/6/04	131003	DAILY RECORD	25.60
229151	12/6/04	134254	SONYA DANIELSON	100.00
229152	12/6/04	134105	DARLAND	1,593.75
229153	12/6/04	101549	DATATEAM SYSTEMS INC	132.83
229154	12/6/04	032246	PAMELA M DAVIS	16.50
229155	12/6/04	032497	CHERYL R DECKER	23.25
229157	12/6/04	107469	DEFFENBAUGH INDUSTRIES	11,370.54
229158	12/6/04	106713	ANDREW S DEFREECE	28.13
229159	12/6/04	099249	DELTA EDUCATION LLC	32.90
229160	12/6/04	032680	DELTA SYSTEMS COMPANY, INC.	120.45
229161	12/6/04	032800	DEMCO INC	1,027.51
229162	12/6/04	032872	DENNIS SUPPLY COMPANY	3,367.75
229163	12/6/04	133009	ROBERTA E DEREMER	14.70
229164	12/6/04	102435	DIAMOND VOGEL PAINTS	598.50
229165	12/6/04	099220	DICK BLICK	4,918.51
229166	12/6/04	132750	JOHN D DICKEY	40.88
229167	12/6/04	033473	DIETZE MUSIC HOUSE INC	1,162.80
229168	12/6/04	102468	DONS PIONEER UNIFORMS	31.95
229169	12/6/04	134086	AMBER J DOOLITTLE	30.75
229174	12/6/04	133130	DOUGLAS SARPY 4H OFFICE	90.00
229175	12/6/04	132341	DOUGLAS/SARPY EXTENTION SERVICE	80.00
229176	12/6/04	131969	DR VINYL	380.00
229177	12/6/04	034100	DRAKE-WILLIAMS STEEL INC	454.30
229178	12/6/04	034120	DULTMEIER SALES LLC	28.27
229179	12/6/04	107531	DUN & BRADSTREET INC	219.00

Millard Public Schools

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Check Number	Date	Vendor No	Vendor Name	Amount
229180	12/6/04	036520	EASTERN NE HUMAN SERVICES AGENCY	24,832.00
229181	12/6/04	133894	CORY ECKSTROM	61.02
229182	12/6/04	036830	EDUCATION WEEK	79.94
229183	12/6/04	134144	EDUCATIONAL ASSESSMENT SERVICE INC	120.00
229184	12/6/04	037525	EDUCATIONAL SERVICE UNIT #3	52,284.09
229185	12/6/04	037900	DELTA EDUCATION LLC	45.35
229186	12/6/04	101277	EFFECTIVE COMMUNICATION SKILLS INC	1,250.00
229187	12/6/04	038025	MARY L EHLERS	28.01
229188	12/6/04	107980	EHLI'S DECORATING, INC.	200.00
229189	12/6/04	107682	EILEEN'S COLOSSAL COOKIES	28.00
229191	12/6/04	038100	ELECTRIC FIXTURE & SUPPLY	4,064.66
229192	12/6/04	038140	ELECTRONIC SOUND INC.	2,131.78
229194	12/6/04	134156	JEFF ELSBERRY	48.14
229195	12/6/04	134246	NEAL ELSBERRY	48.14
229196	12/6/04	038217	WARREN K ELTISTE	175.88
229197	12/6/04	109066	TED H ESSER	134.63
229198	12/6/04	038475	EXCEL ELECTRIC INC	5,590.35
229199	12/6/04	099320	EYE ON EDUCATION	110.85
229201	12/6/04	106735	JOHN T FABRY	51.60
229202	12/6/04	130632	FASTSIGNS	19.42
229203	12/6/04	131136	STEPHANIE A FATEMI	49.88
229204	12/6/04	040450	FEDERAL EXPRESS	32.32
229205	12/6/04	040470	MARK W FELDHAUSEN	310.00
229206	12/6/04	040537	FERGUSON ENTERPRISES INC	1,108.85
229207	12/6/04	131176	STEPHEN A. FERGUSON	48.14
229208	12/6/04	106956	FERRELLGAS	33.19
229209	12/6/04	133919	FILTER SHOP INC	816.00
229210	12/6/04	040902	FIRST NATIONAL BANK TRUST DEPT	1,400.00
229211	12/6/04	109855	SHANNON M FISCHER	39.56
229212	12/6/04	101075	FITNESS FINDERS INC	144.15
229213	12/6/04	132202	PHIL FITZWATER	228.80
229214	12/6/04	041086	FLINN SCIENTIFIC INC	37.31

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229215	12/6/04	134044	CAROL S. FLOTH	42.75
229216	12/6/04	041098	FOLLETT EDUCATIONAL SERVICES	31.20
229217	12/6/04	041100	FOLLETT LIBRARY RESOURCES	5,774.08
229219	12/6/04	041146	KENNETH J FOSSEN	208.00
229220	12/6/04	041453	FREDS HEATING & AIR CONDITIONING	239.00
229221	12/6/04	041463	FREE SPIRIT PUBLISHING INC	53.85
229222	12/6/04	102935	FREEDOM SCIENTIFIC BLV GROUP	528.00
229223	12/6/04	132321	MICHAEL R FREY	166.50
229225	12/6/04	041543	AMY J FRIEDMAN	90.60
229226	12/6/04	133351	STEPHANIE S FRITSON	37.65
229227	12/6/04	101528	FROG PUBLICATIONS	105.22
229228	12/6/04	134168	ERIC W FULLER	42.53
229229	12/6/04	042000	FUREY HEATING-AIR CONDITIONING INC	4,925.33
229230	12/6/04	042025	FUTURE HORIZONS INC	187.70
229231	12/6/04	106894	TAMMY GEBHART	40.13
229232	12/6/04	106660	GLASSMASTERS, INC.	828.63
229233	12/6/04	134255	MEGAN GLOVER	100.00
229234	12/6/04	133794	SUE GOLLEHON	19.24
229235	12/6/04	134276	BRIAN GOODBRAKE	70.00
229236	12/6/04	044891	GOPHER/PLAY WITH A PURPOSE	930.82
229237	12/6/04	044896	KAREN A GORDON	33.64
229238	12/6/04	134230	REBECCA J GOSCHA	42.75
229239	12/6/04	132152	GOVCONNECTION INC	601.46
229240	12/6/04	109815	JENNIFER L GOWIN-HUSSEY	14.25
229241	12/6/04	043609	GP DIRECT	1,549.49
229242	12/6/04	099641	SANDY REIMERS	183.75
229243	12/6/04	044965	KATHERINE A GRAY	123.75
229244	12/6/04	099888	GRAYBAR ELECTRIC COMPANY INC	1,821.16
229245	12/6/04	101058	GREAT PLAINS ORFF CHPT. OF NE.	40.00
229246	12/6/04	130411	SYM SYSTEMS	180.00
229247	12/6/04	130083	HARRY S GRIMMINGER	83.00
229248	12/6/04	045305	GUILFORD PUBLISHING, INC.	29.00

Millard Public Schools

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Check Number	Date	Vendor No	Vendor Name	Amount
229249	12/6/04	045310	KATHLEEN A GUINANE	27.00
229250	12/6/04	134275	JEFF HALL	70.00
229251	12/6/04	107933	JEFF D HALLSTROM	97.50
229252	12/6/04	047800	HAMMOND & STEPHENS	148.45
229253	12/6/04	101931	HANCOCK FABRICS	187.25
229254	12/6/04	134233	SUSAN K HANCOCK	33.75
229256	12/6/04	047853	HAPPY CAB COMPANY INC	19,613.05
229257	12/6/04	133487	HARCOURT ASSESSMENT INC	763.51
229261	12/6/04	047855	HARCOURT INC	117,482.22
229263	12/6/04	131356	AARON HARPER	320.00
229264	12/6/04	056820	HARRY A KOCH COMPANY	11,000.50
229265	12/6/04	048200	HAUFF SPORTING GOODS COMPANY	293.00
229266	12/6/04	106932	KATHRYN HAUSWALD	52.37
229267	12/6/04	048270	HAWTHORNE EDUCATIONAL SERVICES INC	242.00
229268	12/6/04	048475	HEARTLAND FOUNDATION	7,066.86
229269	12/6/04	108273	MARGARET HEBENSTREIT PT	66.38
229270	12/6/04	048517	GREENWOOD PUBLISHING GROUP INC	162.19
229271	12/6/04	048518	HEINEMANN PROFESSIONAL DEVELOPMENT	139.00
229272	12/6/04	101881	HENRY DOORLY ZOO	50.00
229273	12/6/04	131713	DEBRA A HERICKS	27.56
229274	12/6/04	132423	HEWLETT PACKARD CO	5,877.00
229275	12/6/04	134042	MARIA H HICKS	25.88
229276	12/6/04	048710	HIGHSMITH COMPANY INC	255.44
229277	12/6/04	048840	SUZANNE J HINMAN	32.25
229278	12/6/04	048845	CAMILLE H HINZ	19.88
229279	12/6/04	134085	STEPHANIE A HIRSCH	26.16
229280	12/6/04	045329	HMS BROWN BAGGERS	322.27
229281	12/6/04	048940	HOB-LOB LIMITED PARTNERSHIP	128.20
229282	12/6/04	133692	ROBERT HOESSEL	102.00
229283	12/6/04	131202	PAMELA S HOOVER	349.40
229284	12/6/04	132592	WILLIAM SPRAGUE, JR.	554.16
229285	12/6/04	095520	LINDA D HORTON	10.50

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229286	12/6/04	049440	HOSIER REFRIGERATION SUPPLY INC	114.92
229287	12/6/04	049600	HOUCHEN BINDERY LTD	360.45
229288	12/6/04	049650	HOUGHTON MIFFLIN COMPANY	1,413.50
229289	12/6/04	132531	TERRY P HOULTON	50.63
229290	12/6/04	101533	DIANE F HOWARD	24.00
229291	12/6/04	134059	JEAN HUEY HSU	117.00
229292	12/6/04	108153	CHRISTOPHER M HUGHES	44.63
229293	12/6/04	049715	HUMAN KINETICS	285.48
229294	12/6/04	101032	HUSKER MIDWEST PRINTING	459.36
229295	12/6/04	130283	KARA L HUTTON	18.75
229296	12/6/04	049851	HY-VEE FOOD STORE (132ND ST.)	1,475.60
229297	12/6/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	7.08
229298	12/6/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	1,070.78
229299	12/6/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	835.57
229300	12/6/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	12.89
229301	12/6/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	85.38
229302	12/6/04	134166	I BELIEVE IN ME RANCH INC	2,159.43
229303	12/6/04	134228	IEEE COMPUTER SOCIETY	127.00
229304	12/6/04	051575	THERESA A ILIFF	25.50
229305	12/6/04	101435	INNOVATIVE LABORATORY SYSTEMS INC	2,614.00
229306	12/6/04	102451	INTERNATIONAL BACCALAUREATE	515.00
229307	12/6/04	F03011	INTERNATIONAL BACCALAUREATE ORG.	811.61
229308	12/6/04	052150	INTERNATIONAL READING ASSOC	1,225.73
229309	12/6/04	102958	INTERSTATE ALL BATTERY CENTER	1,376.30
229310	12/6/04	052370	INTERSTATE ELECTRIC SUPPLY CO	10,643.93
229311	12/6/04	132627	IPARADIGMS LLC	3,994.05
229312	12/6/04	134197	INTERNATIONAL SOCIETY FOR TECH ED	56.95
229313	12/6/04	101991	J.A. SEXAUER	2,130.41
229314	12/6/04	100928	J.W. PEPPER & SON INC.	1,264.63
229315	12/6/04	131157	CHRISTINE A JANOVEC-POEHLMAN	82.50
229316	12/6/04	054240	HANNELORE W JASA	77.25
229317	12/6/04	133037	JENSEN TIRE COMPANY	1,263.45

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229318	12/6/04	054448	STEVEN K JOEKEL	211.88
229319	12/6/04	107039	SHARON KIM H JOHANSEN	16.88
229320	12/6/04	131367	AMANDA J JOHNSON	95.69
229321	12/6/04	054500	JOHNSON HARDWARE COMPANY	35.37
229322	12/6/04	054489	HUGH P JOHNSON	46.50
229323	12/6/04	134274	JEREMY JOHNSON	70.00
229324	12/6/04	054481	JERRILL B JOHNSON	58.99
229325	12/6/04	054492	JIMMIE L JOHNSON	500.00
229326	12/6/04	107905	MELINDA C JOHNSON	21.60
229327	12/6/04	134152	MICHAEL JOHNSON	224.25
229328	12/6/04	059573	NANCY A JOHNSTON	20.63
229329	12/6/04	054630	JOHNSTONE SUPPLY	729.08
229330	12/6/04	134060	DAN JONES	24.07
229331	12/6/04	107904	DONN N KASNER	189.52
229332	12/6/04	132265	CATHERINE A KEISER	82.50
229333	12/6/04	056276	KELVIN ELECTRONICS	21.95
229334	12/6/04	056279	KENDALL/HUNT PUBLICATIONS	556.75
229335	12/6/04	132676	DENNIS F KIMBERLIN	1,225.00
229336	12/6/04	056724	KINKO'S	284.66
229337	12/6/04	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	183.00
229338	12/6/04	056770	BETTY H KLESITZ	112.88
229339	12/6/04	056865	PHILIP E KOCH	33.38
229340	12/6/04	107010	EUNICE A KOKRDA	23.30
229341	12/6/04	056911	BONNIE G KOLOWSKI	22.13
229342	12/6/04	056913	RICHARD L KOLOWSKI	186.00
229343	12/6/04	134084	JENNIFER L KOLTERMAN	153.60
229344	12/6/04	109835	MAUREEN KONWINSKI	24.61
229345	12/6/04	131821	MARY E KOUBA	74.63
229346	12/6/04	134273	BRIAN KRAMER	70.00
229347	12/6/04	132266	DAWN M KRONAIZL	10.50
229348	12/6/04	131160	MARGARET M KUBAT	141.38
229349	12/6/04	109033	AMANDA J KUNES	138.56

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229350	12/6/04	057740	CHARON M KUPFER	18.38
229351	12/6/04	132934	VICTORIA KYROS	15.60
229352	12/6/04	058755	LIDLAW TRANSIT INC	165,888.80
229353	12/6/04	058757	LAKELAND ENGINEERING EQUIPMENT CO.	176.21
229354	12/6/04	099217	LAKESHORE LEARNING MATERIALS	479.44
229356	12/6/04	132840	WILLIAM F LAMSON	11.48
229357	12/6/04	132813	RUSSELL W LANE JR	48.14
229358	12/6/04	121124	LORENE M LARSEN	31.50
229359	12/6/04	102491	LARUE DISTRIBUTING INC	21.90
229360	12/6/04	109816	JILL C LAVENE	128.29
229361	12/6/04	100732	LAWNSMITH & CO INC	3,780.00
229362	12/6/04	106403	LESCO INC	426.50
229363	12/6/04	059300	CAROL A LEWIS	73.23
229364	12/6/04	132200	MYRA LEZANIC	19.24
229365	12/6/04	059337	LIBRARY CORPORATION	850.00
229366	12/6/04	059380	LIBRARY VIDEO COMPANY	603.71
229367	12/6/04	059470	LIEN TERMITE & PEST CONTROL INC	114.00
229369	12/6/04	059577	LINGUISYSTEMS, INC.	131.90
229370	12/6/04	059560	LINWELD INC	1,852.25
229371	12/6/04	133758	KRAIG J LOFQUIST	44.51
229372	12/6/04	134260	AMY LONDENSLAGER	281.25
229373	12/6/04	130590	LONG'S ELECTRONICS	449.85
229374	12/6/04	059866	STACY L LONGACRE	64.50
229375	12/6/04	131141	JON T LOPEZ	181.05
229376	12/6/04	134061	PABLO LOPEZ	81.00
229377	12/6/04	059900	JANICE A LORENZEN	50.63
229378	12/6/04	060111	LOVELESS MACHINE & GRINDING	34.00
229379	12/6/04	057770	LRP PUBLICATIONS INC	26.45
229380	12/6/04	102501	LS & S LLC	17.65
229381	12/6/04	133804	JONATHAN A LUCHT	40.50
229382	12/6/04	131586	LYMM CONSTRUCTION CO.	12,297.00
229384	12/6/04	108106	LEANNA MACDONALD	1,520.00

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229385	12/6/04	131813	DARLENE J MADISON	11.00
229386	12/6/04	063582	MARY A MAGSTADT	22.50
229387	12/6/04	102601	MALIBU GALLERY	31.25
229388	12/6/04	063920	MARCO PRODUCTS INC	216.32
229389	12/6/04	133505	SUSAN N MARLATT	26.25
229390	12/6/04	131303	DEBRA J MARTINEZ	35.63
229391	12/6/04	099328	MATHEMATICAL OLYMPIADS	85.00
229392	12/6/04	108052	MAX I WALKER	541.31
229393	12/6/04	131019	RICHARD MCCOLLOM	19.24
229394	12/6/04	100944	MCDONALD & ASSOCIATES INC	199.95
229395	12/6/04	063349	MCGRAW-HILL COMPANIES	4,600.77
229396	12/6/04	131270	MICHAEL MCKENZIE	120.00
229397	12/6/04	064260	MECHANICAL SALES INC.	179.82
229398	12/6/04	101274	MEDICAL TECHNOLOGIES INC	74.00
229399	12/6/04	134165	MEDS - PDN	555.00
229400	12/6/04	134256	SAMANTHA MEISTER	150.00
229401	12/6/04	133998	SUZANNE MELLIGER	54.00
229402	12/6/04	064413	MENARDS INC	82.47
229403	12/6/04	064600	METAL DOORS & HARDWARE COMPANY INC	810.00
229404	12/6/04	133403	AMERICAN NATIONAL BANK	2,700.18
229405	12/6/04	133533	MOLLY L MEYERINK	50.00
229406	12/6/04	102493	MICHAEL TODD & CO. INC.	850.80
229408	12/6/04	102466	WYMAN L MARTINEK	807.92
229409	12/6/04	102870	MIDLAND COMPUTER INC	2,957.00
229410	12/6/04	648477	MIDLANDS MESSENGER SERVICE INC	173.25
229411	12/6/04	101068	MIDWEST BOX COMPANY	427.68
229412	12/6/04	064950	MIDWEST METAL WORKS INC	1,990.00
229413	12/6/04	131020	MIDWEST MINOR MEDICAL, P.C.	325.00
229414	12/6/04	064980	MIDWEST SOUND & LIGHTING INC	19.95
229415	12/6/04	133203	MIDWEST TENNIS & TRACK CO.	3,736.88
229416	12/6/04	065233	MIDWEST TURF & IRRIGATION INC	40.09
229417	12/6/04	065300	MILLARD DRYWALL SERVICES, INC.	103.68

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229418	12/6/04	065400	MILLARD LUMBER INC	1,395.83
229419	12/6/04	099585	MILLARD MANUFACTURING COMPANY	98.00
229420	12/6/04	107560	MILLARD METAL SERVICES INC.	760.00
229421	12/6/04	065410	MILLARD SCHOOLS ADMINISTRATIVE	210.00
229423	12/6/04	065350	MILLARD TRUE VALUE HARDWARE	310.80
229424	12/6/04	131328	MILLER ELECTRIC COMPANY	1,683.24
229425	12/6/04	065709	SHARRON A MILLSAP	43.46
229426	12/6/04	065810	MIRACLE RECREATION	526.88
229427	12/6/04	130808	MODERN BIOLOGY INC.	177.02
229428	12/6/04	102657	MODERN SIGNS PRESS INC	52.00
229429	12/6/04	065950	MODERN SOUND PICTURES, INC.	60.00
229430	12/6/04	131498	MOJO RIZIN' INC	142.02
229432	12/6/04	066083	KAREN F MONTGOMERY	19.50
229433	12/6/04	066105	STEVE MOORE	93.38
229434	12/6/04	066137	JUNE E MORRISSEY	285.75
229435	12/6/04	063150	MSC INDUSTRIAL SUPPLY CO	800.68
229436	12/6/04	066490	JANIS R MULLINS	66.75
229437	12/6/04	063115	MULTI-HEALTH SYSTEMS	242.00
229438	12/6/04	102728	UNIVERSITY OF NE MED CENTER	57.00
229439	12/6/04	133712	MURPHY TRACTOR & EQUIPMENT CO	1,429.80
229440	12/6/04	134083	DANIEL J MURPHY	37.35
229441	12/6/04	102596	WEIDER PUBLICATIONS LLC	29.97
229442	12/6/04	100883	MUSIC THEATRE INTERNATIONAL	105.00
229443	12/6/04	131395	DARREN D MYERS	69.00
229444	12/6/04	067030	CYNTHIA D NABITY	47.03
229445	12/6/04	066996	NAPA/GENUINE PARTS COMPANY	227.50
229446	12/6/04	067000	NASCO	454.20
229447	12/6/04	106114	NASSP CONVENTION	275.00
229448	12/6/04	067253	NATIONAL ASSOC OF SECONDARY	47.00
229449	12/6/04	106499	NATIONAL CENTER FOR YOUTH ISSUES	55.95
229450	12/6/04	067666	NATIONAL COUNCIL OF TEACHERS	85.00
229451	12/6/04	107416	NATIONAL GEOGRAPHIC SOCIETY	100.00

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229452	12/6/04	067801	NATIONAL MIDDLE SCHOOL ASSOC	269.00
229453	12/6/04	132854	NATIONAL SAFETY COUNCIL	750.00
229454	12/6/04	068280	JOHN R NATTERMANN	26.88
229455	12/6/04	108416	WILLIAM B NATTERMANN	39.00
229456	12/6/04	130548	NCS PEARSON INC	6,857.89
229457	12/6/04	066671	NCTM	230.00
229458	12/6/04	068315	NEBRASKA ACADEMY OF SCIENCES INC	150.00
229460	12/6/04	068334	NEBRASKA AIR FILTER INC	2,530.77
229461	12/6/04	068343	NEBRASKA ASSOC OF SCHOOL BOARDS	60.00
229462	12/6/04	068340	NEBRASKA ASSOCIATION FOR GIFTED	270.00
229463	12/6/04	068415	NEBRASKA COUNCIL OF SCHOOL	862.00
229464	12/6/04	068440	NEBRASKA DEPARTMENT OF EDUCATION	125.00
229465	12/6/04	068445	NEBRASKA FURNITURE MART INC	189.99
229466	12/6/04	134157	NEBRASKA MEDICAL CENTER	5,100.00
229467	12/6/04	068463	NEBRASKA MUSIC EDUCATORS ASSOC	65.00
229468	12/6/04	068466	NEBRASKA PRINTING CENTER	1,275.03
229469	12/6/04	134231	NEBRASKA SAFETY CENTER	130.00
229470	12/6/04	108364	NEBRASKA SCHOOLMASTERS CLUB	15.00
229471	12/6/04	068684	NEBRASKA SCIENTIFIC	84.60
229472	12/6/04	131476	NEBRASKA TURF PRODUCTS	1,112.00
229473	12/6/04	068950	KARLA J NEEMANN	34.50
229474	12/6/04	068951	MICHAEL L NEEMANN	53.25
229475	12/6/04	131550	NANCY G NELSON	16.20
229476	12/6/04	069060	ROBIN K NELSON	51.83
229477	12/6/04	108288	NETPRO COMPUTING INC	2,112.00
229478	12/6/04	069099	CAROL C NEWTON	19.73
229479	12/6/04	109843	NEXTEL PARTNERS INC	4,076.84
229480	12/6/04	133254	LANDON T NGUYEN	67.50
229481	12/6/04	134219	NGOC NGUYEN	23.11
229482	12/6/04	055400	MARTHA E NIELSEN	195.00
229483	12/6/04	069576	NIENHUIS MONTESSORI USA INC	1,147.27
229484	12/6/04	107777	BRUCE J NOBLE	22.73

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229485	12/6/04	069689	NOGG CHEMICAL & PAPER	1,241.38
229486	12/6/04	069930	NOVA HEALTH EQUIPMENT COMPANY	599.25
229487	12/6/04	067017	NSTA PUBLICATION SALES	22.06
229488	12/6/04	131265	JILL M NUISMER	81.75
229489	12/6/04	069945	NUTS & BOLTS INC	129.26
229490	12/6/04	134227	ANDREA J O'ROURKE	65.25
229491	12/6/04	133368	KELLY R O'TOOLE	34.88
229492	12/6/04	131582	ODEYS INC	5,520.00
229495	12/6/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	4,785.04
229496	12/6/04	101147	OFFICE MAX #521	519.32
229497	12/6/04	099625	OFFICE SYSTEMS DIVISION, INC.	195.64
229498	12/6/04	070245	OHARCO DISTRIBUTORS	180.60
229499	12/6/04	070473	ELIZABETH A OLSON	35.55
229500	12/6/04	099658	OMAHA CHILDRENS MUSEUM	32.00
229501	12/6/04	108181	OMAHA COMMUNITY PLAYHOUSE	80.00
229502	12/6/04	070850	OMAHA SLINGS INC	250.58
229503	12/6/04	071024	OMAHA TRACTOR, INCORPORATED	505.00
229504	12/6/04	071027	VIDEO MEDIA PRODUCTONS LLC	80.00
229505	12/6/04	071025	OMAHA TRUCK CENTER INC	729.34
229506	12/6/04	071040	OMAHA WINNELSON COMPANY	50.40
229507	12/6/04	071050	OMAHA WORLD HERALD CO	89.08
229508	12/6/04	107815	ON LINE IMAGING SERVICES LLC	540.00
229509	12/6/04	133850	ONE SOURCE	1,619.50
229510	12/6/04	071138	ORIENTAL TRADING COMPANY	54.50
229511	12/6/04	134261	CYNTHIA A ORSO	34.60
229512	12/6/04	130092	MARY M OSTERLOH	48.00
229513	12/6/04	107193	OTIS ELEVATOR COMPANY	2,247.35
229514	12/6/04	132443	OZANAM/BIST	1,370.00
229515	12/6/04	071515	PAINTIN PLACE CERAMICS INC	150.00
229517	12/6/04	133169	NCH CORPORATION	546.20
229519	12/6/04	108098	ANGELO D PASSARELLI	78.38
229520	12/6/04	130603	PATRICK'S PRESS INC.	400.00

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229521	12/6/04	071771	LT NEIL P. PAULISON	1,452.00
229522	12/6/04	071891	PAYFLEX SYSTEMS USA, INC.	5,009.90
229524	12/6/04	131610	PB&J MARKETING COOPERATIVE INC	110.00
229525	12/6/04	071353	WARFIELD PCI LIMITED	428.68
229526	12/6/04	071947	PAULA A PEAL	11.63
229527	12/6/04	102699	PEARSON EDUCATION	17.06
229528	12/6/04	131646	TYLER J PEARSON	39.20
229529	12/6/04	099302	PEGLER-SYSCO FOOD SERVICE CO	695.76
229530	12/6/04	130737	PELLETS	85.85
229531	12/6/04	109831	JANET PELSTER	67.50
229532	12/6/04	072140	PEOPLES PUBLISHING GROUP, INC.	116.48
229533	12/6/04	072200	PERFECTION LEARNING CORP.	1,042.15
229534	12/6/04	072216	PERMA BOUND	57.28
229535	12/6/04	072235	JEFFREY J PETERSEN	232.45
229536	12/6/04	134262	KRISTIN K PETERSON	13.27
229537	12/6/04	102824	PEYTRAL PUBLICATIONS INC	292.40
229538	12/6/04	132751	BETH A PFEIFFER	19.71
229539	12/6/04	133390	HEATHER C PHIPPS	17.11
229540	12/6/04	134082	LORI J PICK	46.50
229541	12/6/04	072516	MARK R PILKINGTON	21.00
229542	12/6/04	130721	MARY J PILLE	76.88
229543	12/6/04	131823	PLASMACAM CUTTING SYSTEM	309.45
229544	12/6/04	072900	POPPLERS MUSIC INC	159.59
229545	12/6/04	073011	JUDITH E PORTER	22.73
229547	12/6/04	131835	PRAIRIE MECHANICAL CORP	2,120.00
229548	12/6/04	132337	PRE-OWNED ELECTRONICS, INC.	650.88
229549	12/6/04	107910	MAUREEN R PREBLE	94.34
229550	12/6/04	073231	PRECISION INDUSTRIES, INC.	257.97
229551	12/6/04	132269	PRENTKE ROMICH COMPANY	110.10
229552	12/6/04	109845	CHRISTINA PREUSS	53.70
229554	12/6/04	132975	PRIORITY TRAINING & CONSULTING INC	1,500.00
229555	12/6/04	073427	PRO-ED INC	686.40

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229556	12/6/04	073610	PROGRESS PUBLICATIONS	692.74
229557	12/6/04	132713	PROTEX CENTRAL INC	97.50
229558	12/6/04	073040	PSI GROUP-OMAHA	10,000.00
229559	12/6/04	090673	QWEST	30,812.75
229560	12/6/04	090673	QWEST	44.03
229561	12/6/04	106214	BRUCE BRIAN RADIL	1,400.00
229563	12/6/04	078250	RALSTON PUBLIC SCHOOLS	200.00
229564	12/6/04	109143	SANDRA L RALYA	12.01
229565	12/6/04	133585	BECIROVIC RAMIZA	31.13
229566	12/6/04	134234	MARIA D RANGEL	43.31
229567	12/6/04	078420	RAWSON & SONS ROOFING, INC.	9,350.00
229568	12/6/04	132837	READERS DIGEST NATIONAL WORD	50.00
229569	12/6/04	100642	REALLY GOOD STUFF INC	219.45
229570	12/6/04	078670	REAMS SPRINKLER SUPPLY COMPANY INC	38.08
229571	12/6/04	078674	RECORDED BOOKS LLC	289.28
229572	12/6/04	134236	BRUCE A REED	150.00
229573	12/6/04	130782	REGNOW INC	110.00
229574	12/6/04	102249	RELIABLE OFFICE SUPPLIES	26.73
229575	12/6/04	078958	REMEDIA PUBLICATIONS	24.12
229577	12/6/04	079106	PATRICIA W RHODES	16.65
229578	12/6/04	130459	KAREN S RICHARDSON	11.40
229579	12/6/04	079162	KAREN RICHTER	15.34
229580	12/6/04	132095	CHARLOTTE A RIEWER	98.44
229581	12/6/04	130053	RIVERDEEP INTERACTIVE LEARNING	13,520.00
229582	12/6/04	099555	RIVERSIDE PUBLISHING COMPANY	1,325.38
229583	12/6/04	079295	DALE H ROBINSON	53.25
229584	12/6/04	079310	ROCKBROOK CAMERA CENTER	727.85
229586	12/6/04	133899	JAMES ROLFS	1,032.50
229588	12/6/04	134081	EILEEN A RONCI	125.25
229589	12/6/04	079440	ROSENBAUM ELECTRIC INC	3,925.29
229590	12/6/04	072286	JEAN M RUCHTI	16.69
229591	12/6/04	134257	CHRISTIE RUSHENBERG	50.00

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229592	12/6/04	130477	KATHRYN I RYAN	13.50
229593	12/6/04	103137	RYDIN DECAL	566.54
229594	12/6/04	081491	SAGE PUBLICATIONS, INC.	179.28
229595	12/6/04	081604	JEFFREY A SALBERG	122.63
229596	12/6/04	081674	JULIE A SANDENE	27.00
229597	12/6/04	081640	JOAN M SANDERS	93.00
229598	12/6/04	081725	KIMBERLEY K SAUM-MILLS	45.00
229599	12/6/04	081800	SAX ARTS & CRAFTS INC	54.75
229600	12/6/04	106432	KELLI J SCHINSTOCK	47.63
229601	12/6/04	134080	MARION S SCHINZEL	56.70
229602	12/6/04	107631	PATRICK E SCHMIDT JR.	40.13
229603	12/6/04	134174	ELIZABETH M SCHMIDT	22.50
229604	12/6/04	081891	SCHMITT MUSIC CENTER	18.00
229605	12/6/04	082100	SCHOLASTIC INC	544.26
229606	12/6/04	082140	SCHOLASTIC MAGAZINES	332.86
229607	12/6/04	082179	ROBERT ANDREWS	507.00
229608	12/6/04	130526	SCHOOL MEDIA ASSOCIATES LLC	24.99
229609	12/6/04	082350	SCHOOL SPECIALTY INC	3,053.91
229610	12/6/04	082395	CLAUDIA K SCHULTE	199.13
229611	12/6/04	082396	CURT H SCHULTE	63.00
229612	12/6/04	082460	MARK M SCHULTZE	12.94
229613	12/6/04	106807	JEAN M SCHUMACHER	64.50
229614	12/6/04	134079	MARGARET E SCHWARTZ	19.50
229615	12/6/04	082475	SCIENCE KIT & BOREAL LABORATORIES	2,417.26
229616	12/6/04	130851	SEARCH INSTITUTE	105.95
229617	12/6/04	099442	SEARS	26.99
229618	12/6/04	082905	KIMBERLY A SECORA	15.72
229619	12/6/04	082910	SECURITY EQUIPMENT INC	2,758.43
229620	12/6/04	082941	KELLY M SELTING	91.88
229621	12/6/04	133498	SHARED MOBILITY COACH INC	1,235.00
229622	12/6/04	109800	AMY L SHATTUCK	69.81
229623	12/6/04	134264	CAROL L SHAW	12.89

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229624	12/6/04	109830	MATTHEW V SHEPPARD	108.75
229625	12/6/04	130645	SHERWIN-WILLIAMS	787.84
229626	12/6/04	083190	LINDA S SHIRCK	36.23
229627	12/6/04	133575	SIGN SOLUTIONS INC	477.00
229628	12/6/04	083400	SIMPLEXGRINNELL	468.50
229629	12/6/04	083452	SIMPSON SUPPLY	452.40
229631	12/6/04	107093	CHARLENE S SNYDER	41.81
229632	12/6/04	083950	SOCIAL STUDIES SCHOOL SERVICE	130.46
229633	12/6/04	101476	SODEXHO MARRIOTT INC	3,858.82
229634	12/6/04	102264	SOFTWARE PLUS	1,097.50
229635	12/6/04	134238	FRANCES R SOLOMON	64.88
229636	12/6/04	109793	LINCOLN OFFICE EQUIPMENT	1,282.96
229637	12/6/04	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	412.20
229638	12/6/04	100421	SOUTH/SOUTHWEST YMCA	30.00
229639	12/6/04	084093	SOUTHWEST STRINGS	314.37
229640	12/6/04	134143	JILL C SOUTHWORTH	14.81
229641	12/6/04	131714	JOHN D SOUTHWORTH	17.03
229642	12/6/04	082438	KENT E SPEER	190.66
229643	12/6/04	084326	SPORTIME	409.79
229644	12/6/04	102142	SPORTS ILLUSTRATED	72.24
229645	12/6/04	084360	CANDACE W SPURZEM	34.69
229646	12/6/04	109836	AMY ST. AMOUR	69.00
229647	12/6/04	134112	SUZANNE STAMP	96.28
229648	12/6/04	084397	STANDARD DIGITAL IMAGING INC	135.00
229649	12/6/04	084415	STANDARD STATIONERY SUPPLY CO	181.12
229650	12/6/04	134116	STATE STEEL OF OMAHA	28.88
229651	12/6/04	084550	STEPHENSON SCHOOL SUPPLY CO.	159.35
229652	12/6/04	084618	STETSON BUILDING PRODUCTS INC	109.20
229653	12/6/04	132416	BRENDA K STEWART	165.00
229654	12/6/04	130622	JEFFREY C. STORY	45.38
229655	12/6/04	132785	JAIME SUAREZ-DELGADO	101.26
229656	12/6/04	131211	SUCCESSORIES	325.88

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229657	12/6/04	084689	SULLIVAN SEWER SERVICE INC	492.00
229658	12/6/04	106793	VICKIE A SULLIVAN	32.18
229659	12/6/04	084781	SUMMIT LEARNING	156.53
229660	12/6/04	084930	SUPER DUPER INC	218.41
229661	12/6/04	102869	SUPER SAVER #20	1,231.45
229662	12/6/04	084959	JAMES V SUTFIN	51.86
229663	12/6/04	134272	NIC SWIERCEK	70.00
229664	12/6/04	088654	TARGET	606.73
229665	12/6/04	088680	TEACHER CREATED MATERIALS	41.17
229666	12/6/04	101393	TEACHER'S VIDEO COMPANY	67.08
229667	12/6/04	101257	TEACHERS' CURRICULUM INSTITUTE	935.38
229668	12/6/04	134159	TECH 4 LEARNING INC	161.32
229669	12/6/04	088830	TED'S MOWER SALES & SERVICE INC	264.52
229670	12/6/04	102822	THERAPRO INC	25.35
229671	12/6/04	131159	JONATHON C THOMPSON	102.47
229672	12/6/04	051572	THOMSON LEARNING	88.16
229673	12/6/04	107959	NANCY C THORNBLAD	78.41
229674	12/6/04	134271	HEATHER THORSEN	50.00
229675	12/6/04	089318	A. GERALD TIEGER	26.21
229676	12/6/04	132493	GREGORY E TIEMANN	52.65
229677	12/6/04	132140	TILT GOLF	50.00
229678	12/6/04	099272	TIME FOR KIDS	213.18
229680	12/6/04	083780	TOM SNYDER PRODUCTIONS	934.59
229681	12/6/04	131560	KATHLEEN K TORRES	12.16
229682	12/6/04	134280	TOSHIBA AMERICA BUSINESS SOLUTIONS	4,488.00
229683	12/6/04	131446	TOSHIBA AMERICA INFO SYS INC	9,636.33
229684	12/6/04	089574	TOTAL MARKETING INC	69.00
229685	12/6/04	108055	TRADE WELL PALLET INC	1,290.00
229686	12/6/04	106364	TRANE COMPANY	1,223.00
229687	12/6/04	089765	TRI-V TOOL & MFG. CO.	670.00
229688	12/6/04	106493	TRITZ PLUMBING, INC.	9,777.42
229689	12/6/04	132268	LYNNE A TRUMAN	49.88

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229690	12/6/04	131819	JEAN R UBBELOHDE	210.85
229691	12/6/04	090214	UNITED ELECTRIC SUPPLY CO INC	327.85
229692	12/6/04	109861	UNITED EQUIPMENT SERVICES CO INC	3,331.00
229693	12/6/04	090250	UNITED SEEDS INC.	1,720.00
229694	12/6/04	068878	UNIVERSITY OF NEBRASKA-LINCOLN	25.00
229695	12/6/04	090900	UNIVERSITY PUB, INC.	3,446.00
229696	12/6/04	090973	UPSTART	28.75
229697	12/6/04	090406	US ASPHALT COMPANY	4,845.00
229698	12/6/04	090440	SPORT SUPPLY GROUP INC	80.90
229699	12/6/04	090625	US POSTAL SERVICE	300.00
229700	12/6/04	106173	UTA HALEE GIRLS VILLAGE	8,237.64
229701	12/6/04	132117	VALA'S PUMPKIN PATCH	352.50
229702	12/6/04	091040	VALENTINOS INC	83.56
229703	12/6/04	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	16.00
229704	12/6/04	134239	XUAN VILLARREAL	321.60
229705	12/6/04	106683	ANTHONY G VINCENT	105.93
229706	12/6/04	092323	VIRCO MANUFACTURING CORP	1,237.28
229708	12/6/04	109122	CONNIE L VLCEK	19.81
229709	12/6/04	092786	WALCRO INC	21.23
229710	12/6/04	092789	WALDINGER CORPORATION	4,352.97
229711	12/6/04	092790	GARY H WALDRON	14.63
229712	12/6/04	092834	WALKER TIRE INC	366.32
229713	12/6/04	099379	WALL STREET JOURNAL	165.00
229714	12/6/04	092990	CYNTHIA A WALLACE	24.11
229715	12/6/04	093008	BARBARA N WALLER	31.05
229716	12/6/04	131112	LINDA WALTERS	34.31
229717	12/6/04	093765	WATER ENGINEERING, INC.	4,856.60
229718	12/6/04	093772	WATKINS CONCRETE BLOCK CO. INC.	46.80
229719	12/6/04	109810	BETHANY B WATSON	82.13
229720	12/6/04	132596	LISA M WEAVER	28.13
229721	12/6/04	133438	HEIDI J WEAVER	69.00
229722	12/6/04	130269	MELISSA L WEAVER	83.25

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229723	12/6/04	093976	WEEKLY READER CORPORATION	29.90
229724	12/6/04	093978	BECKY S WEGNER	278.76
229725	12/6/04	130296	INGRID C WELAND	38.09
229726	12/6/04	093990	MARGARET L WELCH	69.00
229727	12/6/04	134268	ALEJANDRA J WELLS	13.23
229728	12/6/04	131998	RICHARD M WERKHEISER	271.50
229729	12/6/04	094174	WEST MUSIC COMPANY	518.37
229730	12/6/04	107563	CAROL M WEST	64.88
229731	12/6/04	131499	WESTERN BOWL LLC	188.00
229732	12/6/04	094350	WESTERN PSYCHOLOGICAL SERVICES	203.72
229733	12/6/04	105619	WESTERN TRAILER LEASING INC	100.00
229734	12/6/04	094245	WESTLAKE ACE HARDWARE INC	463.04
229735	12/6/04	094650	WESTSIDE COMMUNITY SCHOOLS	765.50
229737	12/6/04	133061	JACKIE L WHISENHUNT	120.38
229738	12/6/04	094751	DEBBY A WHITAKER	88.50
229739	12/6/04	133663	WHITE CAP CONSTRUCTION SUPPLY	186.05
229740	12/6/04	094820	WHOLESALE HEATING & COOLING	141.08
229741	12/6/04	019459	WIESE RESEARCH ASSOCIATES INC.	8,100.00
229743	12/6/04	095173	WINGERT JONES MUSIC	80.03
229744	12/6/04	095258	THOMAS C WISE	100.88
229745	12/6/04	109073	CRAIG J WOLF	78.00
229746	12/6/04	132060	WOODBINE HOUSE	41.75
229747	12/6/04	095349	WOODWIND & BRASSWIND OF SO BEND LLC	59.05
229748	12/6/04	130716	SUSAN J WOOSTER	58.43
229749	12/6/04	095362	NANCY R MCGRATH	244.00
229750	12/6/04	095371	WORLD ALMANAC EDUCATION	2,211.44
229751	12/6/04	107149	MONICA R WORMINGTON	45.00
229752	12/6/04	095491	GLEN E WRAGGE	234.00
229753	12/6/04	134077	JAYME M WRATCHFORD	91.01
229754	12/6/04	044950	WW GRAINGER INC	789.31
229755	12/6/04	101370	XEROX CORPORATION (ORDERS)	470.00
229756	12/6/04	107538	YELLOW TRANSPORTATION INC	374.94

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229757	12/6/04	096200	YOUNG & WHITE	18,399.02
229758	12/6/04	101717	YOUTHLIGHT INC.	201.83
229759	12/6/04	096499	DALE J ZABROCKI	28.88
229760	12/6/04	099212	ZANER BLOSER INC	702.95
Total for GENERAL FUND				938,450.35
229034	12/6/04	012989	APPLE COMPUTER, INC.	2,125.00
229096	12/6/04	133503	ROBERT E BERRY	3,000.00
229137	12/6/04	026057	CONTROL MASTERS INC	5,078.62
229138	12/6/04	132170	CORMACI CONSTRUCTION INC.	1,725.00
229139	12/6/04	131506	CP RECOVERY	1,717.50
229142	12/6/04	134039	CROUCH RECREATIONAL DESIGN INC	230.40
229198	12/6/04	038475	EXCEL ELECTRIC INC	570.17
229355	12/6/04	058775	LAMP RYNEARSON ASSOCIATES INC.	187.02
229368	12/6/04	131472	LINES OF COMMUNICATION	1,537.91
229383	12/6/04	131988	M & A ENTERPRISES	2,301.00
229409	12/6/04	102870	MIDLAND COMPUTER INC	844.70
229415	12/6/04	133203	MIDWEST TENNIS & TRACK CO.	4,123.80
229523	12/6/04	102047	PAYLESS OFFICE PRODUCTS, INC.	466.94
229546	12/6/04	073210	PRAIRIE CONSTRUCTION COMPANY	1,672.00
229585	12/6/04	131723	EDWARD V ROCKWELL	75.84
Total for SPECIAL BUILDING				25,655.90
229028	12/6/04	012450	AMERICAN RED CROSS HEARTLAND	1,080.00
229079	12/6/04	019530	BOULDEN PUBLISHING	57.45
229085	12/6/04	132699	FATHER FLANAGANS BOYS HOME	65.30
229095	12/6/04	106815	NANCY J BUDA	114.67
229097	12/6/04	020550	BUREAU OF EDUCATION & RESEARCH	495.00
229120	12/6/04	097900	CHILDSWORK CHILDSPLAY LLC	58.24
229165	12/6/04	099220	DICK BLICK	18.52
229175	12/6/04	132341	DOUGLAS/SARPY EXTENTION SERVICE	138.00
229184	12/6/04	037525	EDUCATIONAL SERVICE UNIT #3	130.00
229193	12/6/04	132395	ELEMENT K ONLINE LLC	2,250.00

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229200	12/6/04	133911	LORI EYTH	100.00
229218	12/6/04	100307	FOOD SERVICES OF AMERICA	230.55
229224	12/6/04	134223	TERESA J FRIDRICH	33.97
229262	12/6/04	047880	MERLE D HARDING	1,000.00
229267	12/6/04	048270	HAWTHORNE EDUCATIONAL SERVICES INC	58.14
229294	12/6/04	101032	HUSKER MIDWEST PRINTING	51.04
229306	12/6/04	102451	INTERNATIONAL BACCALAUREATE	1,030.00
229352	12/6/04	058755	LIDLAW TRANSIT INC	255.24
229389	12/6/04	133505	SUSAN N MARLATT	119.50
229391	12/6/04	099328	MATHEMATICAL OLYMPIADS	150.70
229431	12/6/04	066078	MONTESSORI SERVICES	377.24
229451	12/6/04	107416	NATIONAL GEOGRAPHIC SOCIETY	100.00
229516	12/6/04	071550	DAVID L CRAIG	841.59
229545	12/6/04	073011	JUDITH E PORTER	133.31
229562	12/6/04	099219	RADIOSHACK CORP (PICKUP ONLY)	169.26
229576	12/6/04	079055	RESEARCH PRESS CO	34.95
229584	12/6/04	079310	ROCKBROOK CAMERA CENTER	564.00
229587	12/6/04	134263	RONCALLI CATHOLIC HIGH SCHOOL	100.00
229659	12/6/04	084781	SUMMIT LEARNING	107.20
229664	12/6/04	088654	TARGET	20.94
229707	12/6/04	130676	VISITING NURSES HEALTH SERVICES	240.00
229736	12/6/04	134027	DAN A WHIPKEY	2,800.00
229742	12/6/04	095157	JOAN C WILSON	126.87
229749	12/6/04	095362	NANCY R MCGRATH	747.12
Total for GRANT FUND				13,798.80
229039	12/6/04	013496	ASCD	24.95
Total for				24.95
229071	12/6/04	018705	BERNINA SEWING CENTER	1,761.00
229114	12/6/04	103073	CENTURION TECHNOLOGIES INC	142.20
229274	12/6/04	132423	HEWLETT PACKARD CO	34,504.00
229407	12/6/04	103082	MID STATES SCHOOL EQUIPMENT	4,345.25

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229409	12/6/04	102870	MIDLAND COMPUTER INC	11,241.78
229495	12/6/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	1,999.95
229553	12/6/04	133745	PRIMEX WIRELESS INC	7,428.90
229554	12/6/04	132975	PRIORITY TRAINING & CONSULTING INC	9,672.00
229584	12/6/04	079310	ROCKBROOK CAMERA CENTER	668.75
Total for DEPRECIATION				71,763.83
229173	12/6/04	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	387,360.22
Total for INTERLOCAL FUND				387,360.22
229123	12/6/04	099222	CLASSROOMDIRECT.COM	151.86
229232	12/6/04	106660	GLASSMASTERS, INC.	493.25
229261	12/6/04	047855	HARCOURT INC	95.73
229274	12/6/04	132423	HEWLETT PACKARD CO	2,446.00
229409	12/6/04	102870	MIDLAND COMPUTER INC	460.95
229465	12/6/04	068445	NEBRASKA FURNITURE MART INC	626.88
229495	12/6/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	593.86
229510	12/6/04	071138	ORIENTAL TRADING COMPANY	34.60
229518	12/6/04	106973	RITA PASKOWITZ	200.00
229559	12/6/04	090673	QWEST	150.00
229584	12/6/04	079310	ROCKBROOK CAMERA CENTER	1,853.25
229630	12/6/04	134247	DAVID SKOGLUND	70.00
229679	12/6/04	134062	TIME WARNER BOOK GROUP	411.99
229698	12/6/04	090440	SPORT SUPPLY GROUP INC	227.99
Total for ACTIVITY FUND				7,816.36
Report Total				1,444,870.41

Hot Lunch Fund

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Check Number	Date	Vendor No	Vendor Name	Amount
18708	12/6/04	106893	CULLIGAN WATER CONDITIONING	11.50
18709	12/6/04	064950	MIDWEST METAL WORKS INC	45.00
18710	12/6/04	109843	NEXTEL PARTNERS INC	202.20
18711	12/6/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	388.87
Total for FOOD SERVICE				647.57
Report Total				647.57

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228986	11/24/04	011651	AMERICAN EXPRESS	1,246.15
228987	11/24/04	134266	AMERICAN SOCIETY FOR QUALITY	139.00
228990	11/24/04	102708	FLIBS	550.00
228992	11/24/04	064618	METROPOLITAN COMMUNITY COLLEGE	39.00
228993	11/24/04	107732	BRIAN L NELSON	0.00
228995	11/24/04	071567	PAPILLION/LAVISTA HIGH SCHOOL	46.00
228996	11/24/04	073011	JUDITH E PORTER	218.32
228998	11/24/04	134169	ROLAND SMITH	612.03
228999	11/24/04	090630	US POSTMASTER	185.00
229001	11/24/04	107454	CHRISTOPHER COLLING	120.00
229002	11/24/04	107732	BRIAN L NELSON	480.00
Total for GENERAL FUND				3,635.50
228991	11/24/04	134270	GEORGE E. KILLIAN	510.00
228994	11/24/04	134269	NEON PRODUCTS CO INC	13,562.00
228997	11/24/04	079440	ROSENBAUM ELECTRIC INC	1,187.50
Total for SPECIAL BUILDING				15,259.50
228988	11/24/04	020550	BUREAU OF EDUCATION & RESEARCH	495.00
228989	11/24/04	132892	PAMELA S EHLY	37.70
229003	11/24/04	020550	BUREAU OF EDUCATION & RESEARCH	350.00
Total for GRANT FUND				882.70
229000	11/24/04	094129	NICHOLAS LEE WENNSTEDT	16.00
Total for ACTIVITY FUND				16.00
Report Total				19,793.70

Millard Public Schools

Check Register for 11/18/04 - 11/18/04

Date: 11/18/04

Check Number	Date	Vendor No	Vendor Name	Amount
228547	11/18/04	106167	ASCD	199.00
228548	11/18/04	131715	BONEY CORP	363.50
228549	11/18/04	107454	CHRISTOPHER COLLING	120.00
228550	11/18/04	133818	CONNECTIVITY SOLUTIONS	1,250.00
228551	11/18/04	133261	ANGELA M DIEHM	120.00
228552	11/18/04	100058	LINCOLN EAST HIGH SCHOOL	120.00
228553	11/18/04	134250	MICHAEL G MAAS	16.00
228554	11/18/04	069785	NCA, CASI	250.00
228555	11/18/04	107732	BRIAN L NELSON	360.00
228556	11/18/04	101008	NORFOLK HIGH SCHOOL	112.00
228557	11/18/04	071566	PAPILLION-LAVISTA PUBLIC SCHOOLS	42.00
228558	11/18/04	072400	PHI DELTA KAPPA	88.00
228559	11/18/04	133585	BECIROVIC RAMIZA	31.88
228560	11/18/04	107286	TRAVELERS - COMMERCIAL LINES	187,107.00

Total for GENERAL FUND**190,179.38****Report Total****190,179.38**

Millard Public Schools

Check Register for 11/11/04 - 11/11/04

Date: 11/11/04

Check Number	Date	Vendor No	Vendor Name	Amount
228517	11/11/04	103085	AMERICAN ASSOCIATION TEACHERS	255.00
228518	11/11/04	102430	AMI GROUP INC	522.50
228520	11/11/04	019111	BISHOP BUSINESS EQUIPMENT	24,096.33
228521	11/11/04	107454	CHRISTOPHER COLLING	0.00
228522	11/11/04	134029	DATABASE SYSTEMS INC	2,629.00
228523	11/11/04	134241	WEST HIGH SCHOL	210.00
228525	11/11/04	134240	THANH T LEE	46.00
228526	11/11/04	060111	LOVELESS MACHINE & GRINDING	119.00
228528	11/11/04	102999	NATIONAL ASSOC.FOR EDUCATION	50.00
228529	11/11/04	101008	NORFOLK HIGH SCHOOL	304.00
228530	11/11/04	101008	NORFOLK HIGH SCHOOL	100.00
228531	11/11/04	071566	PAPILLION-LAVISTA PUBLIC SCHOOLS	133.00
228532	11/11/04	071567	PAPILLION/LAVISTA HIGH SCHOOL	265.00
228533	11/11/04	068834	UNIVERSITY OF NEBRASKA-LINCOLN	476.00
228534	11/11/04	095674	XEROX CORPORATION (LEASES)	4,397.24
228535	11/11/04	107454	CHRISTOPHER COLLING	120.00
228536	11/11/04	068463	NEBRASKA MUSIC EDUCATORS ASSOC	65.00
228537	11/11/04	107732	BRIAN L NELSON	460.00
Total for GENERAL FUND				34,248.07
228519	11/11/04	102729	ARID RESOURCES INC	489.00
228524	11/11/04	133837	KLEINFELDER INC	44.00
228527	11/11/04	064799	METROPOLITAN UTILITIES DISTRICT	18,543.00
Total for SPECIAL BUILDING				19,076.00
Report Total				53,324.07

Hot Lunch Fund

Millard Public Schools

Check Register for 11/18/04 - 11/18/04

Date: 11/18/04

Check Number	Date	Vendor No	Vendor Name	Amount
18707	11/18/04	133502	ARAMARK	531,139.16
Total for FOOD SERVICE				531,139.16
Report Total				531,139.16

Hot Lunch Fund

Millard Public Schools

Check Register for 11/11/04 - 11/11/04

Date: 11/11/04

Check Number	Date	Vendor No	Vendor Name	Amount
18706	11/11/04	107993	MILLARD PUBLIC SCHOOLS SUMMER	13.50
Total for FOOD SERVICE				13.50
Report Total				13.50

**Last Revised
11/30/04**

MASTER COPY

2005-2006

**Millard North High School
Curriculum Handbook**

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 shall not discriminate with regard to race, color, religion, national origin, gender, marital status, disability, or age in the access to, benefits of, or participation in employment, educational programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

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

The Superintendent may delegate this responsibility as needed.

MILLARD NORTH HIGH SCHOOL
CURRICULUM HANDBOOK
2005-06

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 2005-06 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 be enrolled in at least six courses per semester. 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 your Mustang Time teacher and your counselor to monitor your academic program of studies and performance throughout your four years. Your Mustang Time teacher 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

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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	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	Physical Science in Action – 9 th Grade (formerly Integrated Physical Science) 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	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 met the cutscores for the high school Essential Learner Outcomes assessments, the student shall have met 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 content 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

Students who have not achieved the necessary high school cutscores as approved by the Millard Board of Education may appeal the denial of a diploma.

- 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 or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

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. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.
5. A student must complete 225 credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.
6. Subject areas listed on page 3 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

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

TECHNOLOGY EDUCATION

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

FINE & PERFORMING ARTS

Any Art course
Any Music course
Drama I
Theatre Appreciation

7. 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.

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.

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.

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.

8. 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.
9. 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.
10. 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 credit hours per week and have regular attendance as well as having received 20 credit hours the immediate preceding semester.
11. 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.
12. 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. **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 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 is **2004-2005 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 at www.ncaa.org

In order to be classified a “qualifier” at a Division I college for enrollment on or after August 1, 2005, you are required to:

1. Graduate from high school.
2. Successfully complete a core curriculum of at least 14 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 one year of lab science, 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, philosophy or non-doctrinal religion) – 3 years.

*** Students planning to enter college 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 combined SAT or ACT sum score that matches your core-course grade point average in the grade point average and test score index. (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 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 completing 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.

13. 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.

14. 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 2004-2005 are \$112.00 per credit hour including extended campus fee at Peru State and \$200.00 per course at UNO (2005-2006 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.

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. Taking the exam also provides students with the opportunity to compare their performance in college level courses with other students across the nation who take the exam.

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.

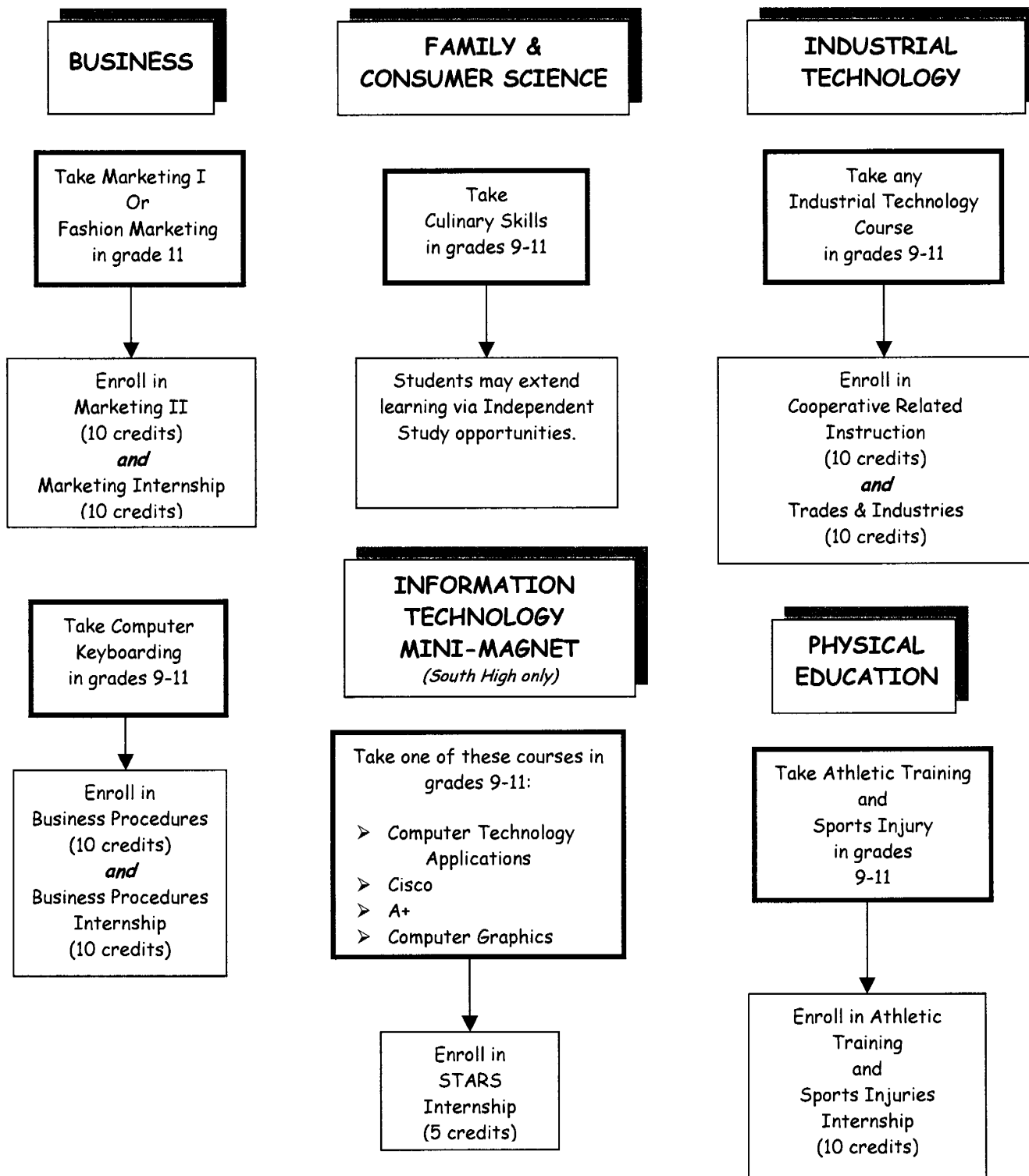
<u>Millard Courses</u>	<u>Metropolitan Community College</u>
504 Computer Keyboarding	MCT125 Keyboarding
505 Computer Word Processing	MCT 128 Comp. Keyboarding Skill Building
506 Computer Technology Applications	MCT 103 Microcomputer Essentials
983 A+ Hardware, Software Troubleshooting	ELT 191 PC Troubleshooting
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 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 SL, 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 German SL Latin SL Spanish SL	Honors French II (Pre IB) Honors German II (Pre IB) Latin I (Pre IB) Honors Spanish II (Pre IB) Hon. Spanish I/II blocked	Honors French III (Pre IB) Honors German III (Pre IB) Latin II (Pre IB) Honors Spanish III (Pre IB)	Honors French IV (Pre IB) Honors German IV (Pre IB) Latin III (Pre IB) Honors Spanish IV (Pre IB)	IB/AP French SL IB/AP German SL IB/AP Latin SL 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 Physical Science in Action	Physics Chemistry/Human Phys.	IB Biology SL IB Biology SL	Elective Elective
Biology HL	Chemistry Physical Science in Action	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	Intro to Chem. & Physics	IB Chemistry SL	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	Intro to Chem. & Physics	IB Physics SL	Elective

Preferred sequence

Millard North High School IB Exams Offered and Course Completion Sequence

Group 5—Mathematics	9 th Grade	10 th Grade	11 th Grade	12 th 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
Mathematic SL	Honors Advanced Algebra Geom/Adv. Algebra Blocked Honors Geometry	Honors Pre-calculus *Honors Pre-calculus Honors Advanced Algebra	IB Math SL IB Math SL Honors Pre-calculus	Elective IB Math 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	Art Foundations/Elective	Pre-IB Visual Arts	IB Visual Arts SL	Elective
Visual Arts HL	Art Foundations/Elective	Pre-IB Visual Arts	IB Visual Arts HL 11 (2yrs)	IB Visual Arts HL 12 (2yrs)
Theatre Arts SL	Drama I(9 th or 10 th)/Elective	Drama I(9 th or 10 th)/Elective	IB Theatre Arts SL	IB Theatre Arts SL
Theatre Arts SL	Drama I(9 th or 10 th)/Elective	Drama I(9 th or 10 th)/Elective	Drama I/Elective	IB Theatre Arts HL (2 yrs)
Theatre Arts HL	Drama I(9 th or 10 th)/Elective	Drama I(9 th or 10 th)/Elective	IB Theatre Arts HL 11 (2yrs)	Band/Orchestra/Concert Choir / Elective
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)	
Computer Science SL		PreIB Intro to Comp Sci I/ PreIB Intro to Comp Sci II (or PreIB I in 9 th)	IB Computer Science SL	IB Computer Science SL
Computer Science HL		PreIB Intro to Comp Sci II (or PreIB I in 9 th)	PreIB Intro to Comp Sci I/ II IB/AP Comp Sci 11/12	IB Computer Science HL
Latin SL	Latin I (Pre-IB)	Latin II (Pre-IB)	Latin III (Pre-IB)	IB Latin SL
Psychology SL			IB Psychology SL	IB Biology HL IB Chemistry HL
A second science from Group 4 (SL or HL)			IB Biology SL/HL, IB Physics SL, Chem SL/HL	
Theory of Knowledge			Elective IB Theory of Knowledge (TOK) (2 nd sem.)	IB Theory of Knowledge (TOK) (1 st sem.) U.S. Gov. & Econ. (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 3 and 6 for specific requirements or recommendations for each grade level

HIGH SCHOOL OFFERINGS 2005-2006

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 Visual Arts Pre IB – 10/11 Y
- 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
- 733 IB Visual Arts HL – 11 Y
- 734 IB Visual Arts HL – 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 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

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
- 264 PreIB Introduction to Computer Science II – 9/11 S
- 265 IB Computer Science SL – 11/12 Y
- 266 IB/AP Computer Science HL – 11/12 Y
- 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)
- 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 Y
- 016 IB English HL – 11 Y
- 017 IB English HL – 12 Y
- 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
- 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
- 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
- 071 IB Theatre Arts HL – 11 S
- 072 IB Theatre Arts HL – 12 S

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)
- 118 Honors German IV – 11/12 Y (Pre IB)
- 119 Advanced Placement® German – 12 Y
- 120 IB/AP® German SL – 12 Y
- 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)
- 138 Honors French IV – 11/12 Y (Pre IB)
- 139 Advanced Placement® French – 12 Y
- 140 IB/AP® French SL – 12 Y
- 149 Honors Spanish I – 9/12 Y (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/AP® Spanish SL – 12 Y
- 161 IB/AP® Latin SL – 12 Y
- 162 Latin I – 9/12 Y (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
- 167 Japanese II – 9/12 Y
- 168 Japanese III – 10/12 Y
- 169 Japanese IV – 11/12 Y

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
- 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
- 649 Adv. Arch: Modeling & Presentation - 11/12 S

Industrial Technology (continued)

- 660 Trades and Industry - 12 Y
- 661 Cooperative Related Instruction – 12 Y
- 670 Engineering Drafting & Design - 10/12 S
- 671 Adv. Engineering Concepts - 11/12 S
- 672 Adv. Engineering: Structural Design - 11/12 S
- 673 Adv. Eng.: 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 - 11/12 Y
- 245 IB Mathematics HL I-11 Y
- 246 IB Mathematics HL II – 12 Y
- 247 IB Mathematical Studies SL-11/12 Y
- 248 IB Mathematical Methods SL – 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
- 759 IB Music SL – 11/12 Band – Y
- 760 Band – 9/12 Y (Pre IB)
- 762 Orchestra – 9/12 Y (Pre IB)
- 764 IB Music SL – 11/12 Orchestra – Y
- 770 Junior Varsity Choir/Forensics – 9/12 Y (Pre IB)
- 771 Varsity Choir – 11/12 Y
- 773 Junior Varsity Choir – 9/12 Y (Pre IB)
- 774 Chorus – 9/12 S
- 776 IB Music SL – 11/12 Chorus – Y
- 780 Music Theory – 11/12 S
- 781 Advanced Placement® Music Theory – 11/12 S
- 789 IB/AP® Music SL – 11/12 – Piano – Y

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 – 9/12S
- 814 Athletic Training & Sports Injury – 9/12S
- 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 Physical Science in Action – 9Y (formerly called Integrated Physical Science)
- 321 Intro to Chemistry & Physics – 10 Y (Pre IB)
- 327 Biology – 9/10Y
- 333 Zoology – 10/12S
- 334 Chemistry – 10/12Y
- 335 Astronomy – 10/12 S
- 346 Environmental Science – 10/12S
- 352 Physics – 11/12Y
- 362 Human Physiology – 10/12Y
- 363 IB Chemistry SL – 11/12 Y
- 370 Advanced Placement® Chemistry –11/12Y
- 371 IB/AP® Chemistry HL – 12 Y
- 372 IB Chemistry HL – 12 Y
- 375 IB/AP® Biology SL – 11/12 Y
- 376 IB Biology HL – 11 Y
- 377 Advanced Placement® Biology – 11/12Y
- 378 IB Biology HL – 12 Y
- 379 Advanced Placement® Physics B – 11/12Y
- 380 IB Physics SL – 11/12 Y

Social Studies

- 410 American History (Since 1914) – 9Y
- 412 World Geography – 10Y
- 414 United States Government & Economics– 12S
- 418 IB 20th Century World History Topics – 11/12 Y
- 420 World History – 11/12Y
- 421 World Affairs – 11/12Y
- 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
- 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 – 12 Y

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 Intro to Algebra – 9/12 Y
- 922 Essentials of Algebra Foundations I– 9/12 Y
- 923 Essentials of Algebra Foundations II – 9/12 Y
- 925 Essentials of Consumer Math I – 9/12 S
- 926 Essentials of Consumer Math II – 9/12 S
- 930 Fundamental Science – 9/12 Y
- 931 Essentials of Physical Science in Action-9 Y (formerly called Essentials of Integrated Physical Science)
- 932 Essentials of Biology-10 Y
- 933 Essentials of Physiology & Health I –9/12 S
- 934 Essentials of Physiology & Health II –9/12 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-10/12 S
- 944 Essentials of United States Government & Economics – 12 S
- 950 Fundamental Daily Living – 10/12 S
- 951 Fundamental Independent Living – 9/12 S
- 970 Fundamental Technology – 9/12 S
- 971 Fundamental Prevocational Skills – 9/12 Y
- 973 Work Introduction Network I – 9/12 S
- 974 Work Introduction Network II – 9/12 S
- 975 Occupational Skills I-9/10S
- 976 Occupational Skills II-11/12 S
- 977 Supervised Occupations-9/12 Y
- 979 Essentials of Computer Tech Applications – 9/12 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 -S
- 851 IB Theory of Knowledge – 12 S
- 980 Community Internship
- 990 English Language Learner (ELL)
- NF New Frontier (South only)
- 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 2004). **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:

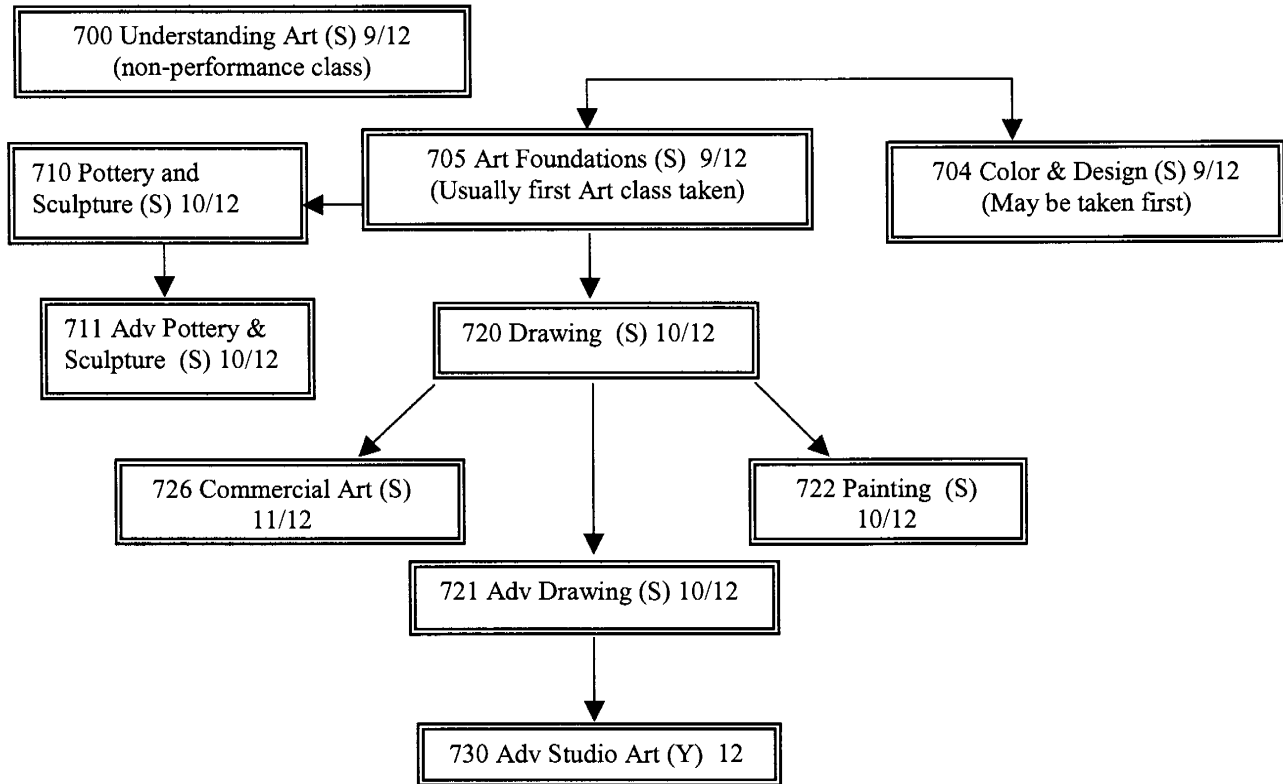
016 IB English HL – 11	<i>HL = Higher Level</i> <i>SL = Standard Level</i>
017 IB English HL – 12	
070 IB Theatre Arts SL – 11/12	
071 IB Theatre Arts HL – 11	
072 IB Theatre Arts HL – 12	
120 IB/AP [®] German SL	
140 IB/AP [®] French SL	
160 IB Spanish SL	
161 IB/AP [®] Latin SL	
245 IB Mathematics HL I – 11	
246 IB Mathematics HL II – 12	
247 IB Mathematical Studies SL	
248 IB Mathematics SL	
263 PreIB Introduction to Computer Science I – 9/11 S	
264 PreIB Introduction to Computer Science II – 9/11 S	
265 IB Computer Science SL – 11/12 Y	
266 IB/AP Computer Science HL – 11/12 Y	
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 20 th Century World History Topics	
433 IB Psychology SL	
455 IB History of the Americas HL	
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:
Reprinted by permission from the IBO, 2002.

COURSE DESCRIPTIONS

2005 - 2006

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 Pre-IB - 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 VISUAL ARTS Pre-IB 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

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

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

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.

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.

Prerequisites: 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.

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-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 which 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.

Prerequisites: None

513 MARKETING II - 11/12

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 which emphasizes leadership, civic activities, career simulation competition and social activities.

Prerequisites: 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.

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

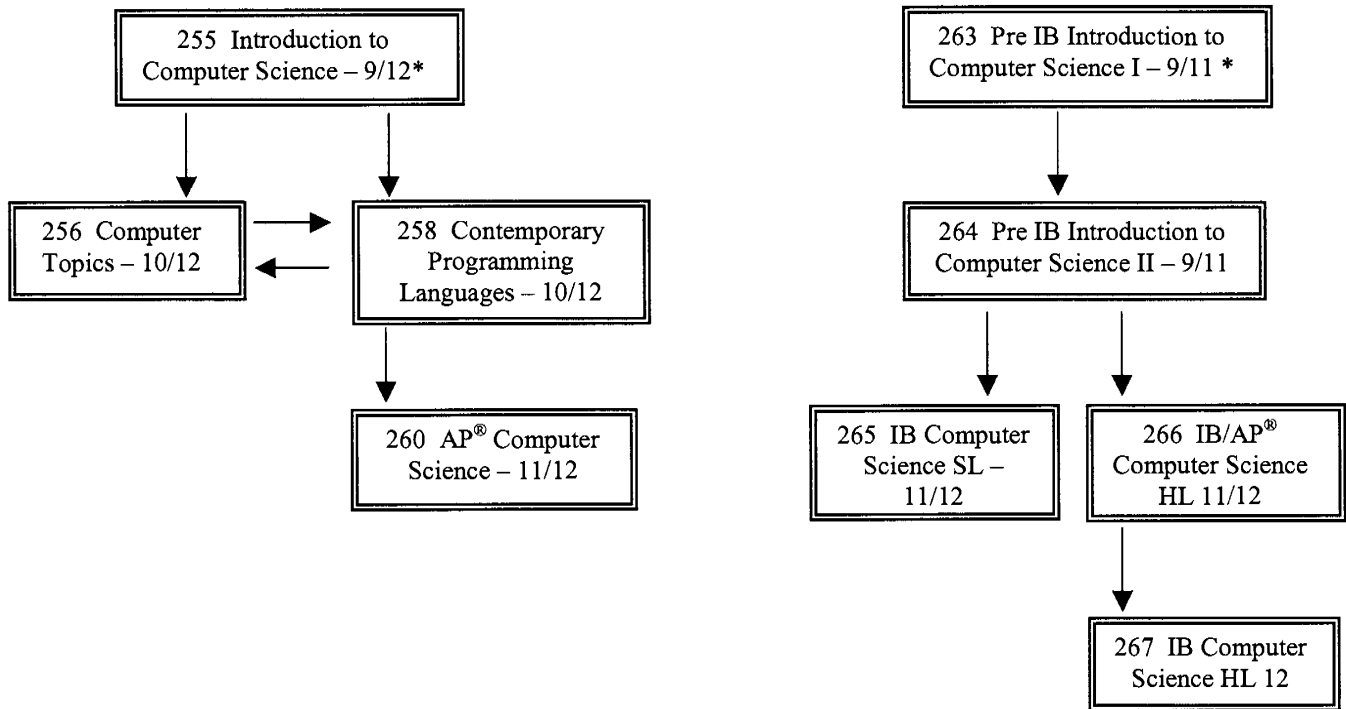
515 PROFESSIONAL COMMUNICATIONS - 11/12 (Millard North only)

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 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



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

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 data structures. **Does not count for mathematics credit.** Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Computer Science.

Prerequisites: Contemporary Programming Languages

263 Pre-IB INTRODUCTION TO COMPUTER SCIENCE I – 9/11

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, to analyze, to organize, to experiment, and to think in a systematic manner. **Does not count for mathematics credit.**

Prerequisites: Geometry

264 Pre-IB INTRODUCTION TO COMPUTER SCIENCE II – 9/11

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

Y 10 Credits

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

Y 10 Credits

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)

Y 10 Credits

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 66 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 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.

014 INTRODUCTION TO PHOTOJOURNALISM

S 5 Credits

Description: This class includes photo composition, 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

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

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 commentary is worth 15% of the IB English grade. Part 3 is "groups of works" which include selections from the IB reading list. Here, groups of works are selected from the same genre category and studied in depth. This course culminates with external exams, Paper One and Paper Two each worth 25% of the IB English 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

770 CONCERT CHOIR/FORENSICS - 9/10

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.

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

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 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.

038 COLLEGE PREP GRAMMAR USAGE - 11/12

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 - 11/12

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in English Literature.

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

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.

Prerequisites: Drama I

071 IB THEATRE ARTS HL – 11

Y 10 Credits

Description: B 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.

Prerequisites: Drama I

072 IB THEATRE ARTS HL – 12

Y 10 Credits

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.

Prerequisites: IB Theatre Arts HL 11

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

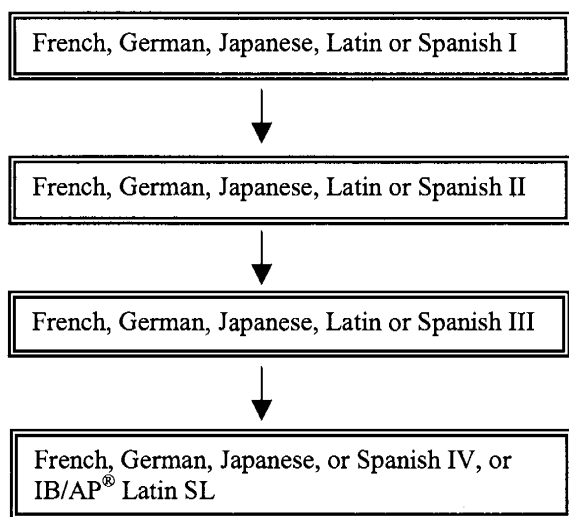
S 5 Credits

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.

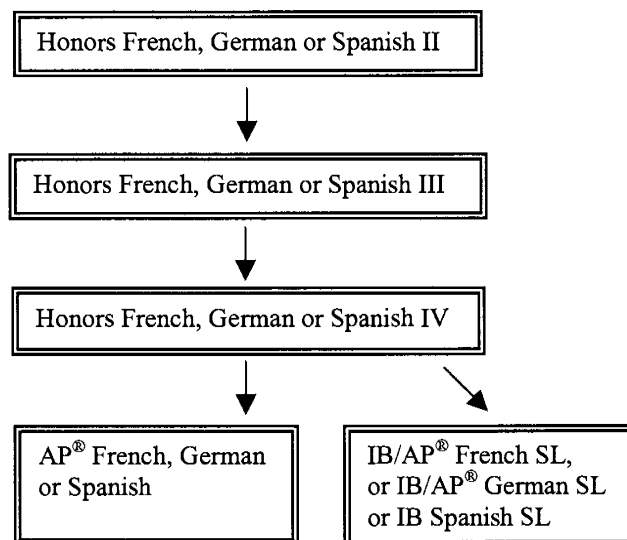
Prerequisites: None

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

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: None

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in German.

Prerequisites: German IV or the equivalent.

120 IB/AP® GERMAN SL - 12

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. 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: None

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in French.

Prerequisites: French IV or the equivalent.

140 IB/AP® FRENCH SL - 12

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. 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 (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: None
- 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 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 (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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Spanish.

Prerequisites: Spanish IV or the equivalent.

160 IB SPANISH SL - 12

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

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

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: None

163 LATIN II - 10/12

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

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

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Latin.

Prerequisites: Latin I, II and III

166 JAPANESE I - 9/12

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

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

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.

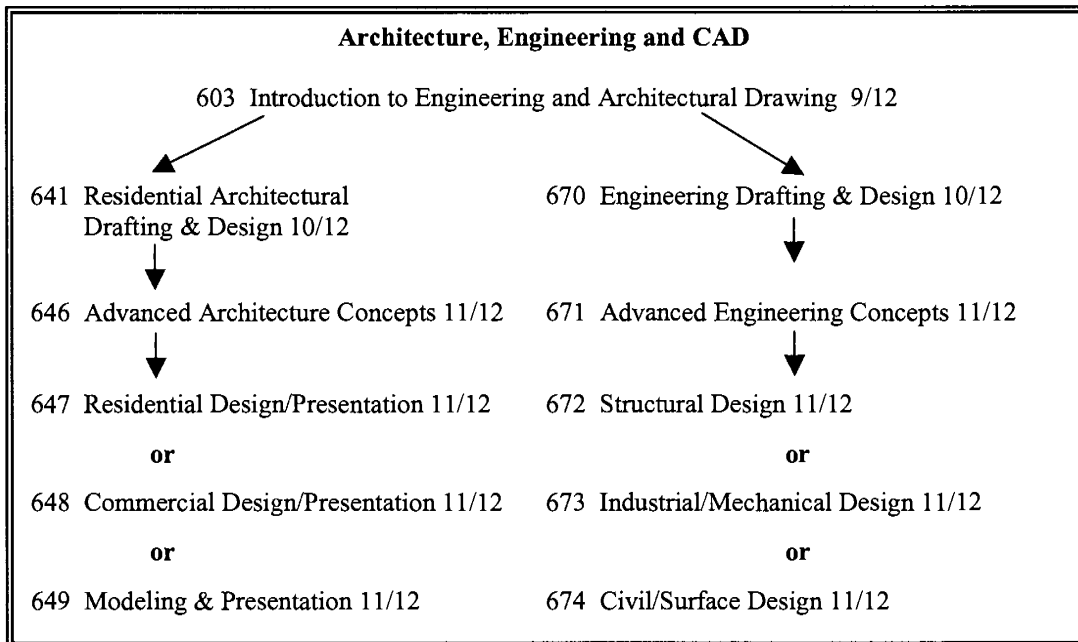
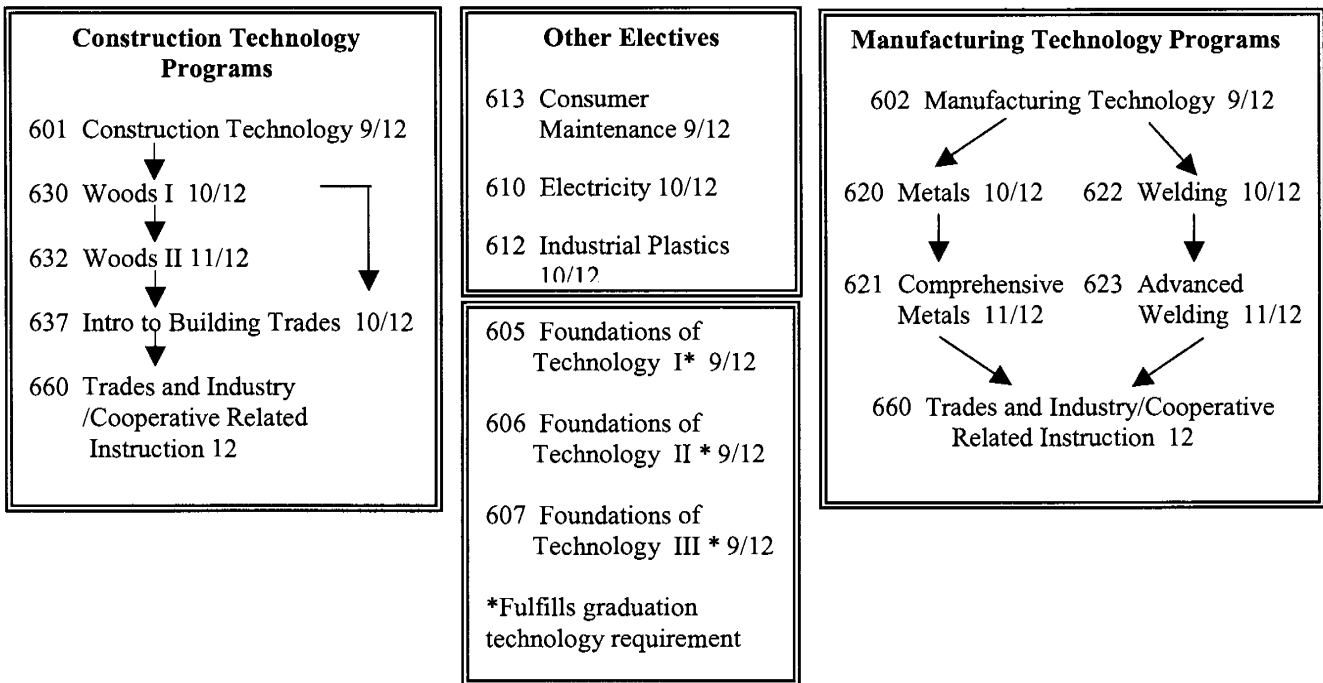
169 JAPANESE IV - 11/12

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.

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: None

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: None

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: None

605 FOUNDATIONS OF TECHNOLOGY I - 9/12 S 5 Credits

Description: This 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 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: None

606 FOUNDATIONS OF TECHNOLOGY II - 9/12 S 5 Credits

Description: This course will allow students to rotate through 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 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 I

607 FOUNDATIONS OF TECHNOLOGY III - 9/12 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 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: 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. The student will continue with computerized machining. *Donation*
Prerequisites: Manufacturing Technology

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 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.

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: 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.

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

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

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. (Taken with 647 for 2 periods per day at North High)

Prerequisites: Residential Architectural Drafting and Design.

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. (Taken with 646 for 2 periods per day at North High)

Prerequisites: 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. (Taken with 649 for 2 periods per day at North High)

Prerequisites: 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. (Taken with 648 for 2 periods per day at North High)

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

Prerequisites: None

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: 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. (Taken with 672 for 2 periods a day at North High only)

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. (Taken with 671 for 2 periods a day at North High only)

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. (Taken with 674 for 2 periods a day at North High only)

Prerequisites: Advanced Engineering Concepts

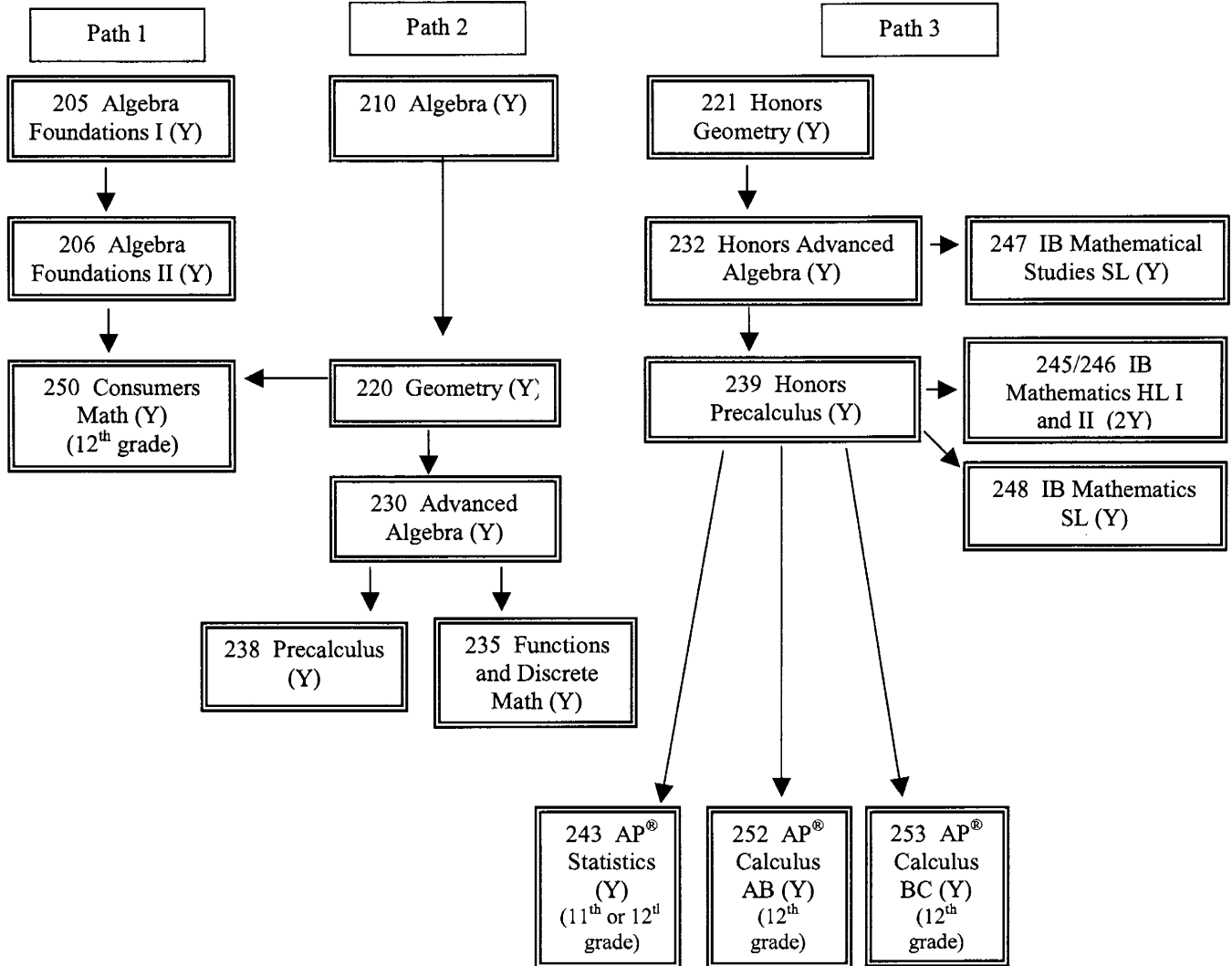
674 ADVANCED ENGINEERING: CIVIL/SURFACE DESIGN – 11/12 S 5 Credits

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. (Taken with 673 for 2 periods a day at North High only)

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 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.

Prerequisites: None

206 ALGEBRA FOUNDATIONS II – 10/11

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.

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** 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 - 11/12** Y 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. Completion of this course will prepare students to take the national College Board Advanced Placement[®] Exam in Statistics.
Prerequisites: Honors Precalculus
- 245 IB MATHEMATICS HIGHER LEVEL I – 11** Y 10 Credits
Description: HL Math 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 the senior year. The course will provide a rigorous study of matrices, vectors, probability, statistics, complex numbers and calculus.
Prerequisites: Honors Advanced Algebra and Honors Pre-calculus
- 246 IB MATHEMATICS HIGHER LEVEL II – 12** Y 10 Credits
Description: HL Math II is a course intended for seniors who have successfully completed HL Math I. It is the second course in a two-year sequence culminating with the IB HL Math test in the spring of the senior year. The course will provide further extensions of proofs, vectors, probability, statistics, calculus, discrete mathematics and group theory.
Prerequisites: IB Mathematics Higher Level I
- 247 IB MATHEMATICAL STUDIES SL – 11/ 12** 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, financial math, calculus, statistics and probability.
Prerequisites: Algebra, Geometry and Advanced Algebra
- 248 IB MATHEMATICS STANDARD LEVEL – 11/12** Y 10 Credits
Description: Mathematics SL is a course intended for juniors or seniors in the IB program with strong math abilities. This is a one-year course that will provide a rigorous study of matrices, vectors, probability, statistics, complex numbers and calculus.
Prerequisites: Honors Advanced Algebra and Honors Pre-calculus

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. Students who have passed Advanced Algebra should not select this course.

Prerequisites: Seniors only.

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. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Calculus.

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. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Calculus.

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

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).	Varsity Choir (year only) 9th - 10th Grade Approval of instructor	Varsity 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)
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Please see pages 14 & 15 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 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. 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 may purchase uniforms as determined by the instructor.

Prerequisites: Students should have passed band the previous year or 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** 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.
- 770 JUNIOR VARSITY 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 Junior Varsity Choir and 5 credits for Forensics while maintaining instruction throughout the year.
Prerequisites: Recommendation by current choral music instructor.
- 771 VARSITY 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 texts.
Prerequisites: Successful completion of an audition with the director is required.
- 773 JUNIOR VARSITY 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 texts.
Prerequisites: Successful completion of 8th grade choir with placement by director; or successful completion of an audition with the director.
- 774 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, including sacred and secular texts.
Prerequisites: None
- 776 IB MUSIC SL - 11/12 - CHORUS** 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: Successful completion of Choir in both 9th and 10th grades and permission of the instructor
- 780 MUSIC THEORY - 11/12** S 5 Credits
Description: A course which offers students insights into music with respect to melody, rhythm, intervals, triads, harmony, notation, ear training, and history. There will be a brief introduction to music history as it relates to music theory. This course is designed to educate students who wish to better understand the elements of music, with the aid of music technology.
Prerequisites: Previous musical experience is not required but may be beneficial.
- 781 ADVANCED PLACEMENT® MUSIC THEORY - 11/12** S 5 Credits
Description: This course is an intense study of music theory, critical analysis of literature, history and composition, with emphasis on individual student composition project and use of music technology. Students should have a strong background in music theory. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Music Theory and/or college music theory entrance exams.
Prerequisites: Successful completion of Music Theory 780 and/or permission of the instructor.

789 IB/AP® MUSIC SL - 11/12 - PIANO

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 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

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:

- | | |
|----------------|-----------------------|
| 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 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 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

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 I 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 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.

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 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
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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

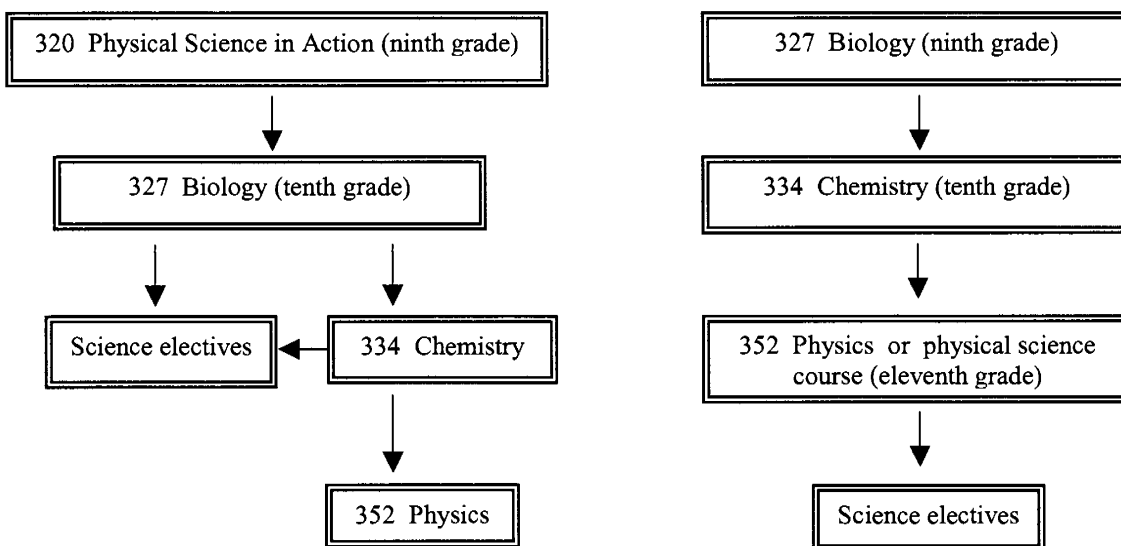
057 CONTENT AREA READING 10

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



Most students should take Physical Science in Action 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.

SCIENCE

320 PHYSICAL SCIENCE IN ACTION (formerly Integrated Physical Science) – 9 (Pre-IB) Y 10 Credits

Description: Students will use a hands-on, problem-solving approach to explore the interconnections among the physical sciences. Students will develop scientific reasoning skills and utilize technology in order to draw conclusions about the world around them.

Prerequisites: None

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

Description: Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry and interdependence of organisms, and their relevance to human body systems. Students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills.

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 based on the morphological, physiological and behavioral characteristics. 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 a global society. The course is designed to stimulate and challenge students by presenting a broad view of chemistry. Students will develop a strong conceptual understanding of chemical principles and enhance problems-solving skills through laboratory experience and the application of acquired information.

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 exploration of the universe 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 that develops critical thinking skills and problem solving techniques. This class would be beneficial for all students going to college, not just students planning to major in science. Students use technology-based laboratory equipment to explore and verify 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 interested in learning about the structure and function of the human body, exploring current health topics such as causation and prevention of disease, acquiring health occupational skills and gaining insight into various health and medical careers.

Prerequisites: Biology.

363 IB CHEMISTRY SL - 11/12

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; 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. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Chemistry.

Prerequisites: Chemistry and completion or concurrent enrollment in Advanced Algebra.

371 IB/AP[®] CHEMISTRY HL - 11/12

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

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

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

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: AP® Biology provides an in-depth study of the rigorous components of the life sciences. Emphasis is placed on traditional concepts as well as current topics in biology and related subjects. This course is designed to be equivalent to a college-level introductory biology courses with the intent of providing a strong preparation for post-high school science. An AP® Biology student should possess strong writing, reading and analytical skills. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Biology.

Prerequisites: Biology and Chemistry.

378 IB BIOLOGY HL - 12

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 B - 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 both traditional and modern topics in physics with emphasis on mechanics, thermodynamics, electricity, magnetism, light, optics, , quantum physics and atomic/nuclear physics. Previously released AP® Physics B exam questions will be utilized for assessment throughout the course. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Physics.

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

380 IB PHYSICS SL - 11/12

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

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 towards 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

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

- 418 IB 20TH CENTURY WORLD HISTORY TOPICS -11/12** 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 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
- 433 IB PSYCHOLOGY SL - 11/12** 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 United States 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

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.

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 of case manager / IEP team.

922 ESSENTIALS OF ALGEBRA FOUNDATIONS I - 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 team.

923 ESSENTIALS OF ALGEBRA FOUNDATIONS II - 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 PHYSICAL SCIENCE IN ACTION - 9** Y 10 Credits
(formerly Essentials of Integrated Physical Science)
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.
- 933 ESSENTIALS OF PHYSIOLOGY & HEALTH I - 11** 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.
- 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** 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.
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.
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).
- 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.

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 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.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

850 IB THEORY OF KNOWLEDGE I – 11 (Millard North only)

S 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 judgements. The course is taught as a two-semester sequence beginning second semester of the junior year and continuing through the first semester of the senior year. TOK will satisfy the 5 credit Human Resources requirement in 11th grade

851 IB THEORY OF KNOWLEDGE II – 12 (Millard North only)

S 5 Credits

Description: This course is the second semester 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 during the first semester. 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 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.



Millard South High School

<p>Last Revised 11-30-04</p>

Curriculum Handbook

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Student Registration Guide

2005 – 2006

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 shall not discriminate with regard to race, color, religion, national origin, gender, marital status, disability, or age in the access to, benefits of, or participation in employment, educational programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

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

The Superintendent may delegate this responsibility as needed.

Dear Parents and Students:

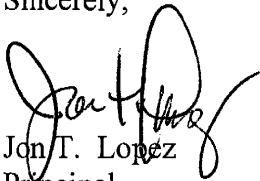
The purpose of this curriculum handbook is to provide you with specific information that you will need as you make course selections for the 2005-2006 school year. Information that you will find in this handbook includes graduation requirements, course descriptions, student outcomes, prerequisites, and 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 education 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 his or her time at Millard South. It is equally important to communicate with them regarding 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 2005-2006 school year.

Sincerely,

A handwritten signature in black ink, appearing to read "Jon T. Lopez", written over a printed name and title.

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	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	Physical Science in Action – 9 th Grade (formerly Integrated Physical Science) 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:	Total Credits	
English (5 credits must be from Oral Communications)	40	**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.
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	

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 met the cutscores for the high school Essential Learner Outcomes assessments, 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 content 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

Students who have not achieved the necessary high school cutscores as approved by the Millard Board of Education may appeal the denial of a diploma.

- 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 or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.
- 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. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.
5. A student must complete 225 credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.
6. 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

7. 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.

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.

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.

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.

8. 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.
9. 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.
10. **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 credit hours per week and have regular attendance as well as having received 20 credit hours the immediate preceding semester.
11. **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.
12. **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.

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 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 is **2004-2005 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 at www.ncaa.org.

In order to be classified a “qualifier” at a Division I college for enrollment on or after August 1, 2005, you are required to:

1. Graduate from high school.
2. Successfully complete a core curriculum of at least 14 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 one year of lab science, 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, philosophy or non-doctrinal religion) – 3 years.

*** Students planning to enter college 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 combined SAT or ACT sum score that matches your core-course grade point average in the grade point average and test score index. (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 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.

13. **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.

14. **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 2004-2005 are \$112.00 per credit hour including extended campus fee at Peru State and \$200.00 per course at UNO (2005-2006 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.

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. Taking the exam also provides students with the opportunity to compare their performance in college level courses with other students across the nation who take the exam.

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.

Millard Courses	Metropolitan Community College
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

BUSINESS

Take Marketing I
Or
Fashion Marketing
in grade 11

Enroll in
Marketing II
(10 credits)
and
Marketing Internship
(10 credits)

FAMILY & CONSUMER SCIENCE

Take
Culinary Skills
in grades 9-11

Students may extend
learning via Independent
Study opportunities.

INDUSTRIAL TECHNOLOGY

Take any
Industrial Technology
Course
in grades 9-11

Enroll in
Cooperative Related
Instruction
(10 credits)
and
Trades & Industries
(10 credits)

Take Computer
Keyboarding
in grades 9-11

Enroll in
Business Procedures
(10 credits)
and
Business Procedures
Internship
(10 credits)

INFORMATION TECHNOLOGY MINI-MAGNET

Take one of these courses in
grades 9-11:

- Computer Technology Applications
- Cisco
- A+
- Computer Graphics

Enroll in
STARS
Internship
(5 credits)

PHYSICAL EDUCATION

Take Athletic Training
&
Sports Injury
in grades
9-11

Enroll in Athletic
Training
&
Sports Injuries
Internship
(10 credits)

See your counselor or advisor to enroll

HIGH SCHOOL OFFERINGS 2005-2006

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 – 9/12Y
- 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 – 10/12Y
- 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 Freshman Choir – 9 Y
- 772 Junior Varsity Choir – 10 Y
- 773 Varsity Choir – 11/12 Y
- 774 Chorus – 9/12 S (1st Semester)
- 775 Chorus – 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 Physical Science in Action – 9Y
(formerly called Basic Integrated Physical Science)
- 320 Physical Science in Action– 9Y
(formerly called Integrated Physical Science)
- 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 B – 11/12Y

Social Studies

- 410 American History (Since 1914) – 9Y
- 412 World Geography – 10Y
- 414 United States Government & Economics – 12S
- 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

*650-656
moved to
Mini-
Magnet

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 Foundations I - 9/10 Y
- 923 Essentials of Algebra Foundations II - 10/11 Y
- 924 Essentials of Geometry - 11 Y
- 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 Physical Science in Action - 9 Y
(formerly called Essentials of Integrated Physical Science)
- 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
- 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 2004). **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:

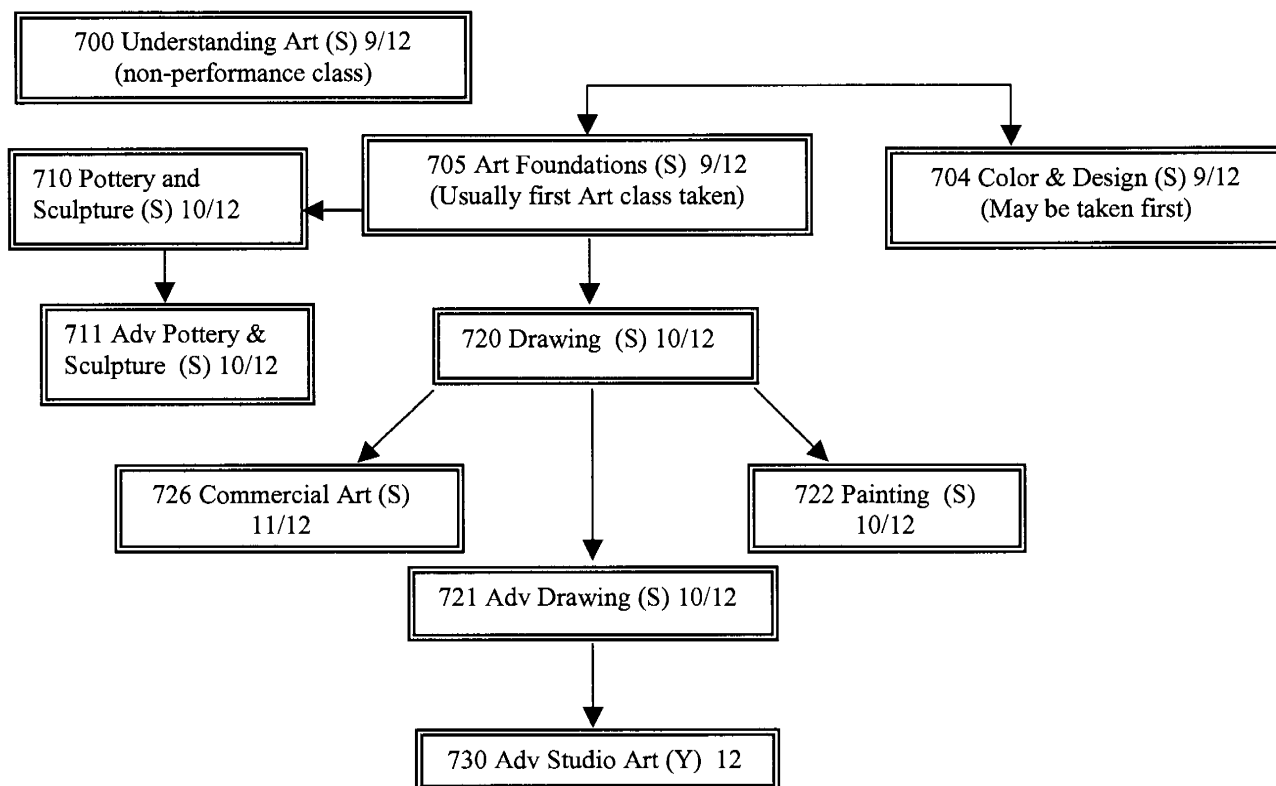
- | |
|----------------------------|
| <i>HL = Higher Level</i> |
| <i>SL = Standard Level</i> |
- 016 IB English HL – 11
 - 017 IB English HL – 12
 - 070 IB Theatre Arts SL – 11/12
 - 071 IB Theatre Arts HL – 11
 - 072 IB Theatre Arts HL – 12
 - 120 IB/AP[®] German SL
 - 140 IB/AP[®] French SL
 - 160 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 Mathematics SL
 - 263 PreIB Introduction to Computer Science I – 9/11 S
 - 264 PreIB Introduction to Computer Science II – 9/11 S
 - 265 IB Computer Science SL – 11/12 Y
 - 266 IB/AP Computer Science HL – 11/12 Y
 - 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 – 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:
Reprinted by permission from the IBO, 2002.

COURSE DESCRIPTIONS

2005 - 2006

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 hand building 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

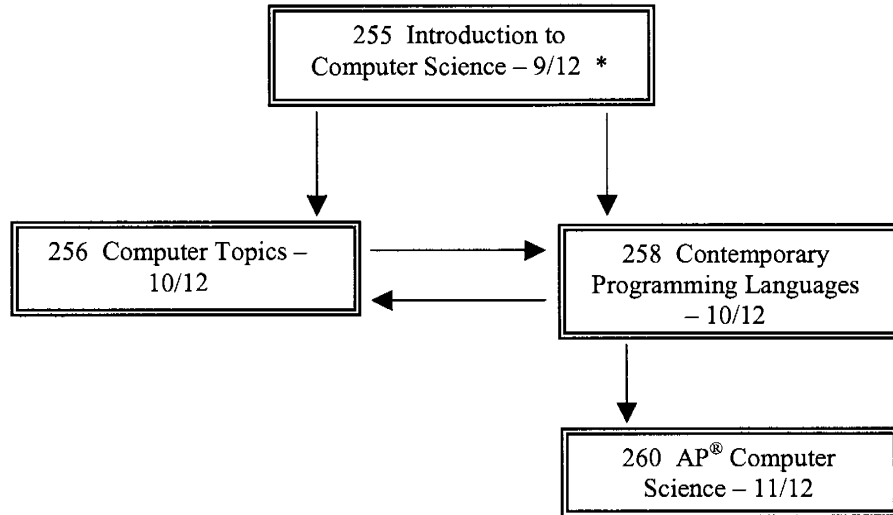
518 BASIC COMPUTER TECHNOLOGY APPLICATIONS - 10/12

S 5 Credits

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

Prerequisite: Successful completion of Basic Computer Keyboarding or the equivalent.

COMPUTER SCIENCE



* Students should be concurrently in Geometry or passed Geometry to take Introduction to Computer Science. Students without these requirements should consult the instructor before enrolling in this class.

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 or approval from instructor.

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 data structures. **Does not count for mathematics credit.** Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Computer Science.

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.
- 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. Complete of this course will prepare students to take the national College Board Advanced Placement® exam in English Literature.

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

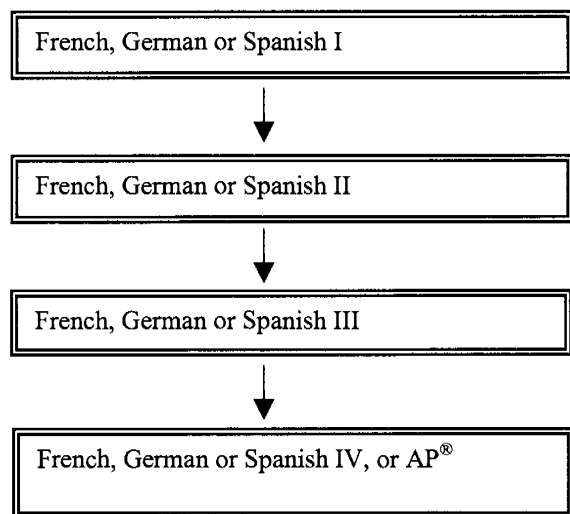
S 5 credits

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.

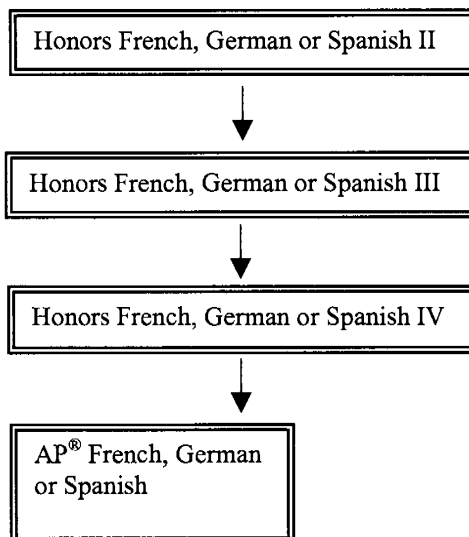
Prerequisites: None

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: None

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in German.

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: None

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in French.

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: None

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.

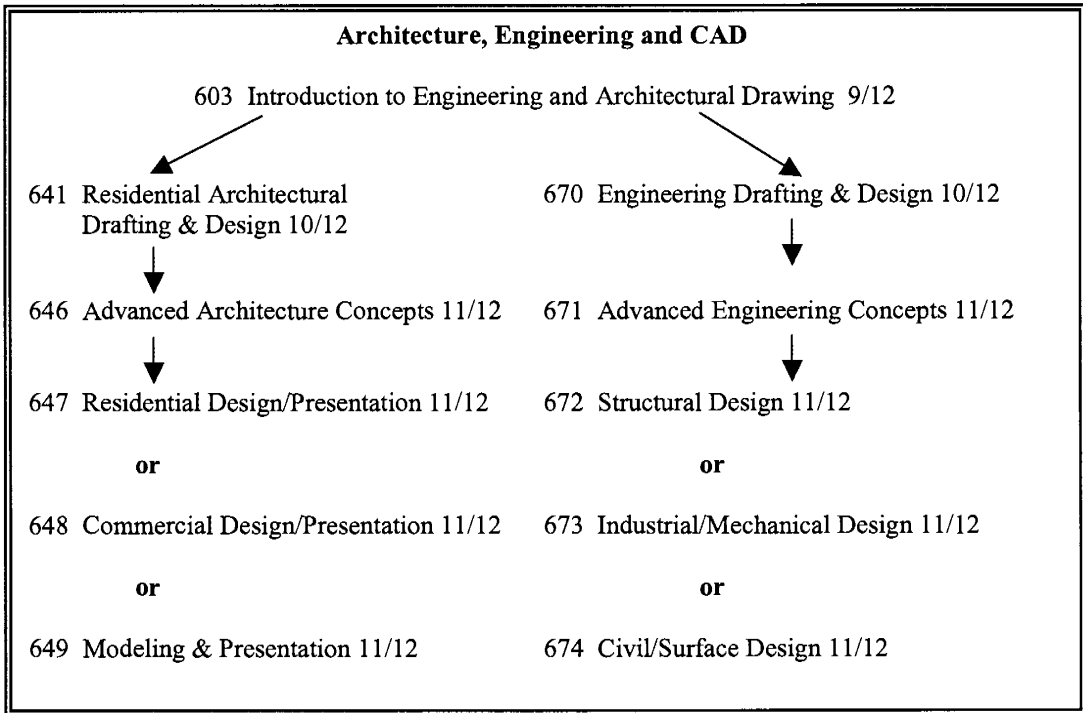
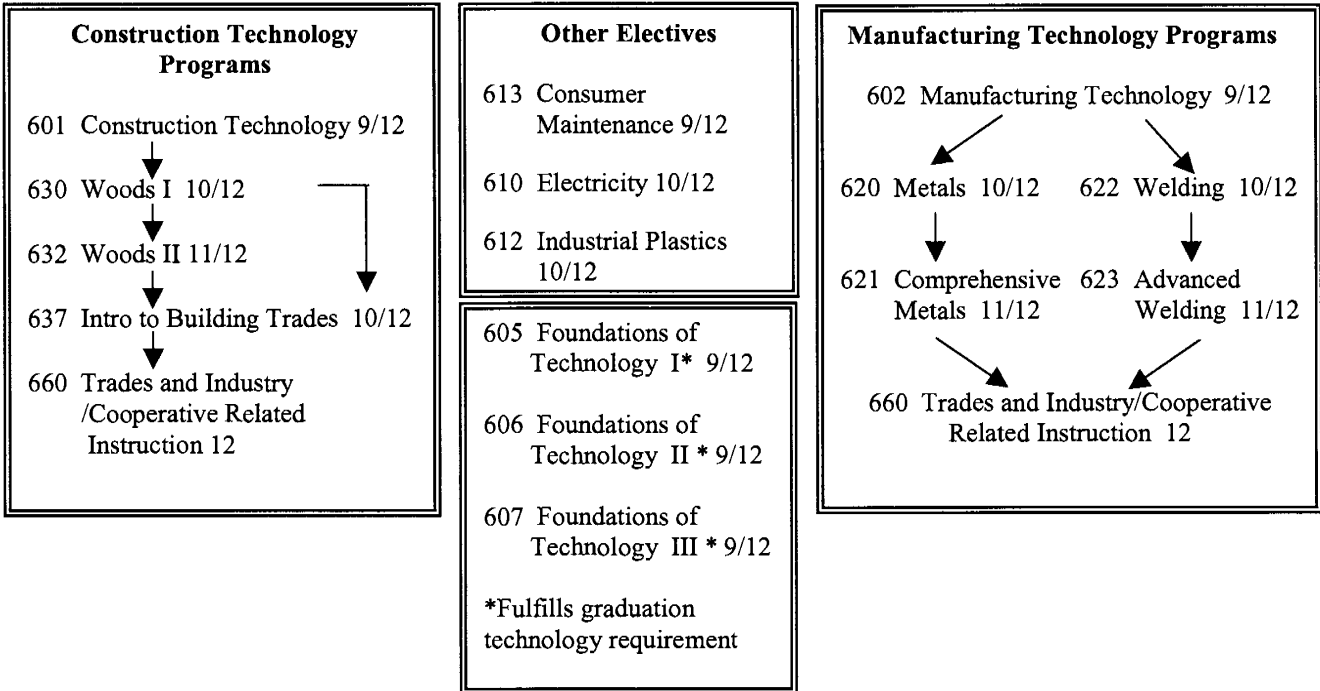
159 ADVANCED PLACEMENT[®] SPANISH - 12

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. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Spanish.

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: None

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: None

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: None

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: 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. The student will continue with computerized machining. *Donation*

Prerequisites: Manufacturing Technology

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

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: 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

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 hand tools 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

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

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: Residential Architectural Drafting and Design

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

Prerequisites: None

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: 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.

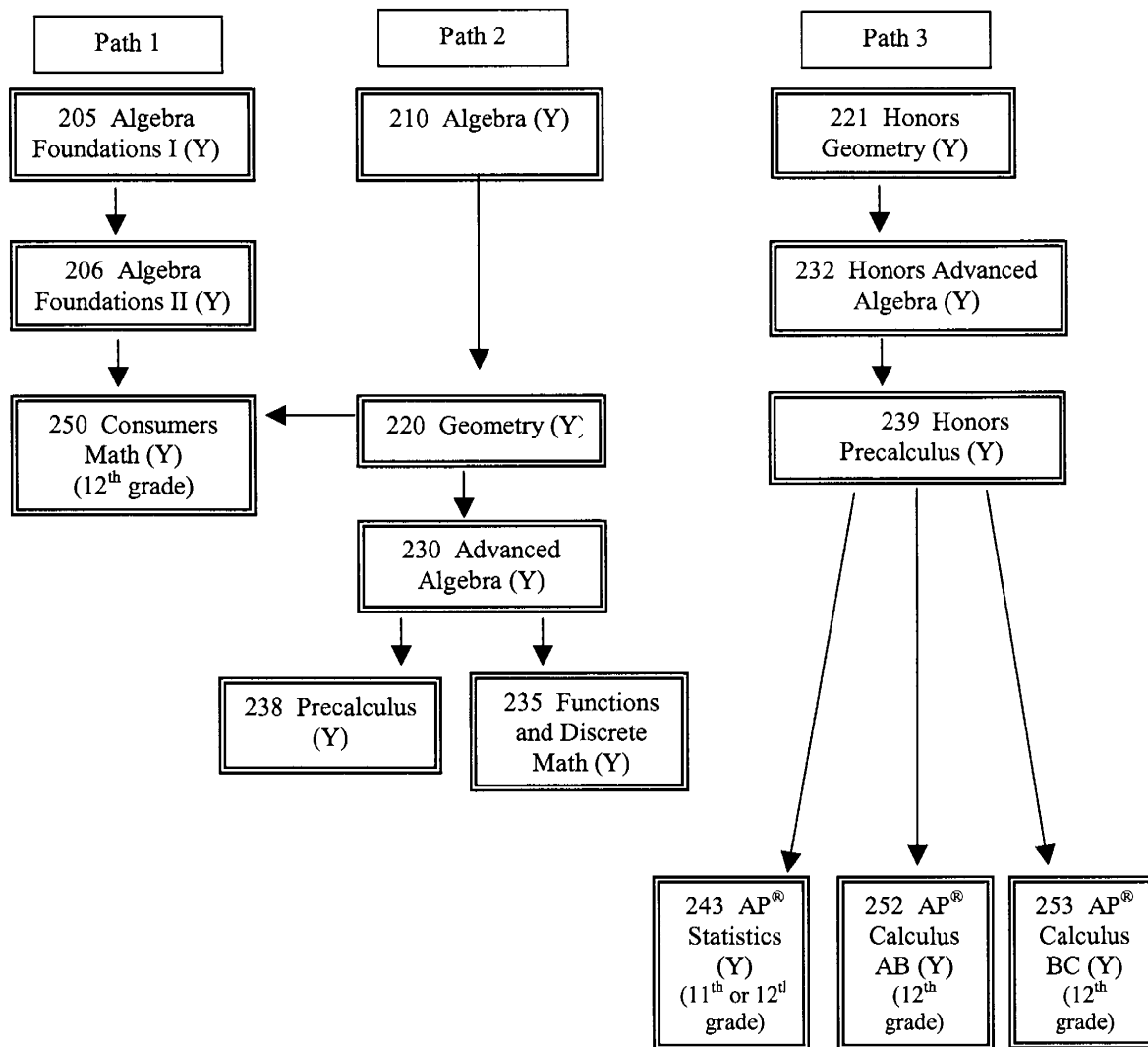
674 ADVANCED ENGINEERING: CIVIL/SURFACE DESIGN – 11/12 S 5 Credits

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 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.

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Statistics.

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. Students who have passed Advanced Algebra should not select this course.

Prerequisites: Seniors only.

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Calculus.

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Calculus.

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

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 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

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 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 FRESHMAN 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, including sacred and secular texts.

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, including sacred and secular texts.

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, including sacred and secular music.

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 CHORUS - 9/12 (1st Semester)

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, including sacred and secular texts. If the membership is all women we will study SSA & SSAA literature.

Prerequisites: None

775 CHORUS - 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, including sacred and secular texts. 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 with respect to melody, rhythm, intervals, triads, harmony, notation, ear training and history. There will be a brief introduction to music history as it relates to music theory. This course is designed to educate students who wish to better understand the elements of music, with the aid of music technology.

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

781 ADVANCED PLACEMENT[®] MUSIC THEORY 11/12

S 5 Credits

Description: This course is an intense study of music theory, critical analysis of literature, history and composition, with emphasis on individual student composition project and use of music technology. Students should have a strong background in music theory. Completion of this course will prepare students to take the national College Board Advanced Placement exam in Music Theory and/or college music theory entrance exams.

Prerequisites: Successful completion of 780 Music Theory or approval by 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

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

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 I 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 | 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 **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 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 **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 | 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 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
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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

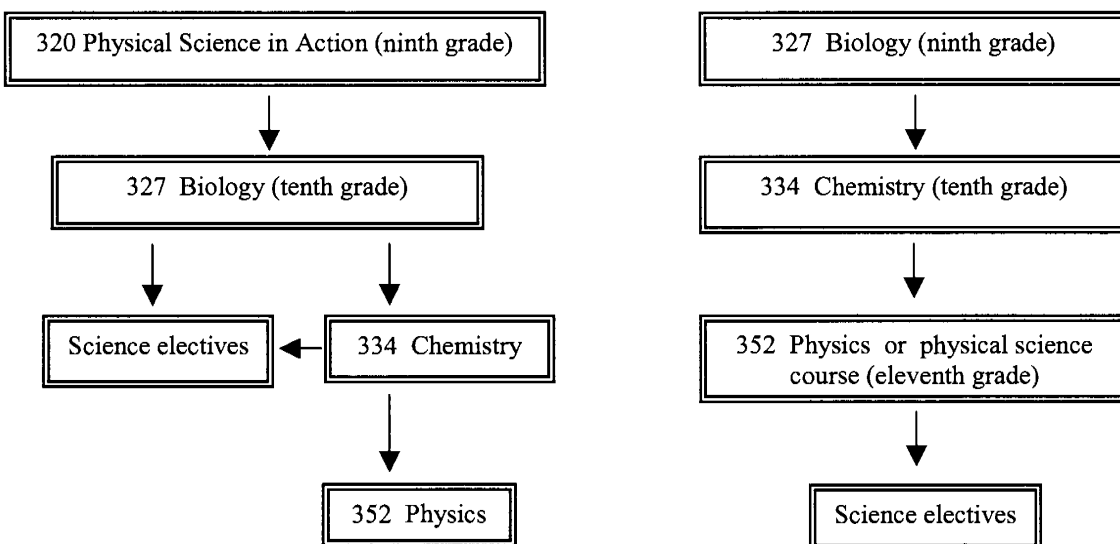
057 CONTENT AREA READING 10

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



Most students should take Physical Science in Action 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 PHYSICAL SCIENCE IN ACTION - 9 (formerly Basic Integrated Physical Science) Y 10 Credits

Description: Students will use a hands-on, problem-solving approach to explore the interconnections among the physical sciences. Students will develop scientific reasoning skills and utilize technology in order to draw conclusions about the world around them. Emphasis will be placed on reading and writing strategies to help students gain a better understanding of physical and earth sciences.

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 PHYSICAL SCIENCE IN ACTION – 9 (formerly Integrated Physical Science) Y 10 Credits

Description: Students will use a hands-on, problem-solving approach to explore the interconnections among the physical sciences. Students will develop scientific reasoning skills and utilize technology in order to draw conclusions about the world around them.

Prerequisites: None

326 BASIC BIOLOGY - 10

Y 10 Credits

Description: Basic Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry and ecology, and their relevance to human body systems. Utilizing technology, students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills. Emphasis will be placed on reading and writing strategies to help students gain a better understanding of life science.

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: Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry and interdependence of organisms, and their relevance to human body systems. Students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills.

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 based on the morphological, physiological and behavioral characteristics. 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 a global society. The course is designed to stimulate and challenge students by presenting a broad view of chemistry. Students will develop a strong conceptual understanding of chemical principles and enhance problems-solving skills through laboratory experience and the application of acquired information.

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 exploration of the universe 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 interaction 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 that develops critical thinking skills and problem solving techniques. This class would be beneficial for all students going to college, not just students planning to major in science. Students use technology-based laboratory equipment to explore and verify 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 interested in learning about the structure and function of the human body, exploring current health topics such as causation and prevention of disease, acquiring health occupational skills and gaining insight into various health and medical careers.

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; 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. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Chemistry.

Prerequisites: Chemistry and completion or concurrent enrollment in Advanced Algebra.

377 ADVANCED PLACEMENT[®] BIOLOGY - 11/12

Y 10 Credits

Description: AP[®] Biology provides an in-depth study of the rigorous components of the life sciences. Emphasis is placed on traditional concepts as well as current topics in biology and related subjects. This course is designed to be equivalent to a college-level introductory biology course with the intent of providing a strong preparation for post-high school science. An AP[®] Biology student should possess strong writing, reading and analytical skills. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Biology.

Prerequisites: Biology and Chemistry

379 ADVANCED PLACEMENT[®] PHYSICS B - 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 both traditional and modern topics in physics with emphasis on mechanics, thermodynamics, electricity, magnetism, light, optics, , quantum physics and atomic/nuclear physics. Previously released AP[®] Physics B exam questions will be utilized for assessment throughout the course. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Physics.

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
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 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 United States 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 I- 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 FOUNDATIONS II - 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.

- 924 ESSENTIALS OF GEOMETRY – 11** Y 10 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: 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 PHYSICAL SCIENCE IN ACTION - 9** Y 10 Credits
(formerly Essentials of Integrated Physical Science)
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** 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

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.

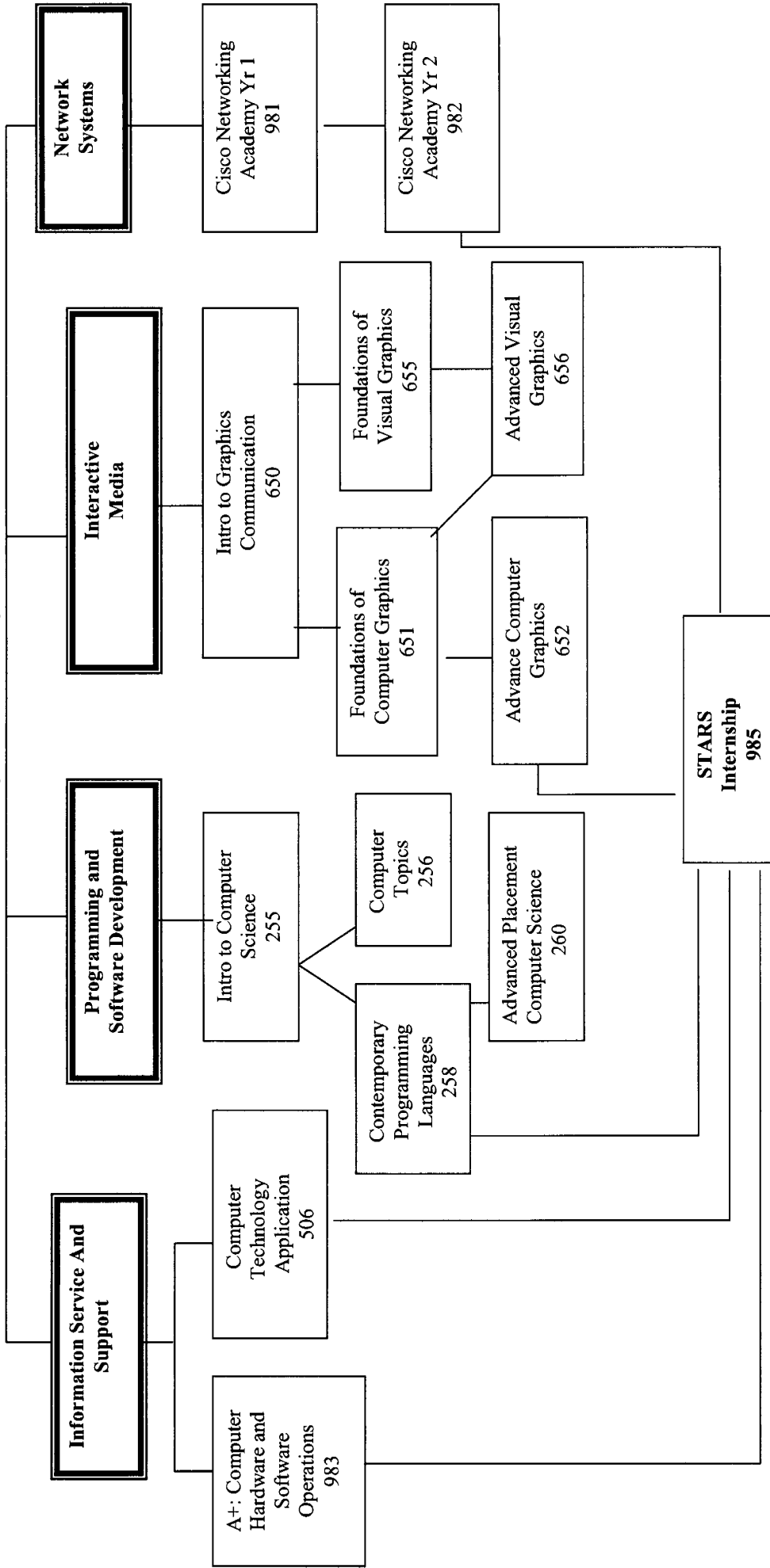
ESSENTIAL LEARNER OUTCOME (ELO) RETEACHING COURSES

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.

Information Technology Cluster Pathways



INFORMATION TECHNOLOGY MINI-MAGNET

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 or approval from instructor.

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.** Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Computer Science.

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

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, Macro Economics, Computer Science, Music Theory, Physics, Statistics, Biology, Chemistry, Calculus, French, Spanish, and 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.

millard
PUBLIC SCHOOLS

**Last Revised
11/30/04**

**2005-2006
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 shall not discriminate with regard to race, color, religion, national origin, gender, marital status, disability or age in access to, benefits of, or participation in employment, educational programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

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

The superintendent may delegate this responsibility as needed.

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 2005 - 2006 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.

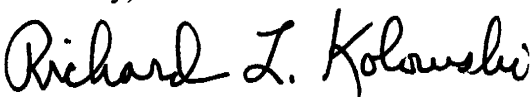
Our major goal, as a public education institution, is to provide an optimum educational opportunity that will help you fill your role as an informed and responsible citizen. The wide variety of courses at Millard West High School exemplifies our belief that individual differences in interests and aptitudes 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

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	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	Physical Science In Action – 9 th Grade (formerly Integrated Physical Science) 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:				**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.
		<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			
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 met the cutscores for the high school Essential Learner Outcomes assessments, 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 content 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

Students who have not achieved the necessary high school cutscores as approved by the Millard Board of Education may appeal the denial of a diploma.

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 or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

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. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.
5. A student must complete 225 credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.
6. 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.

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.

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.

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.

8. 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.
9. 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.
10. 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 credit hours per week and have regular attendance as well as having received 20 credit hours the immediate preceding semester.
11. 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.
12. 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. 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 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 is 2004-2005 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 at www.ncaa.org.

In order to be classified a “qualifier” at a Division I college for enrollment on or after August 1, 2005, you are required to:

1. Graduate from high school.
2. Successfully complete a core curriculum of at least 14 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 one year of lab science, 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, philosophy or nondoctrinal religion) – 3 years.

*** Students planning to enter college 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, nondoctrinal religion or philosophy).
3. Have a combined score on the SAT or ACT sum score that matches your core-course grade point average in the grade point average and test score index. (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 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.

13. **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.

14. 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 2004-2005 are \$112.00 per credit hour including extended campus fee at Peru State and \$200.00 per course at UNO (2005-2006 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.

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. Taking the exam also provides students with the opportunity to compare their performance in college level courses with other students across the nation who take the exam.

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.

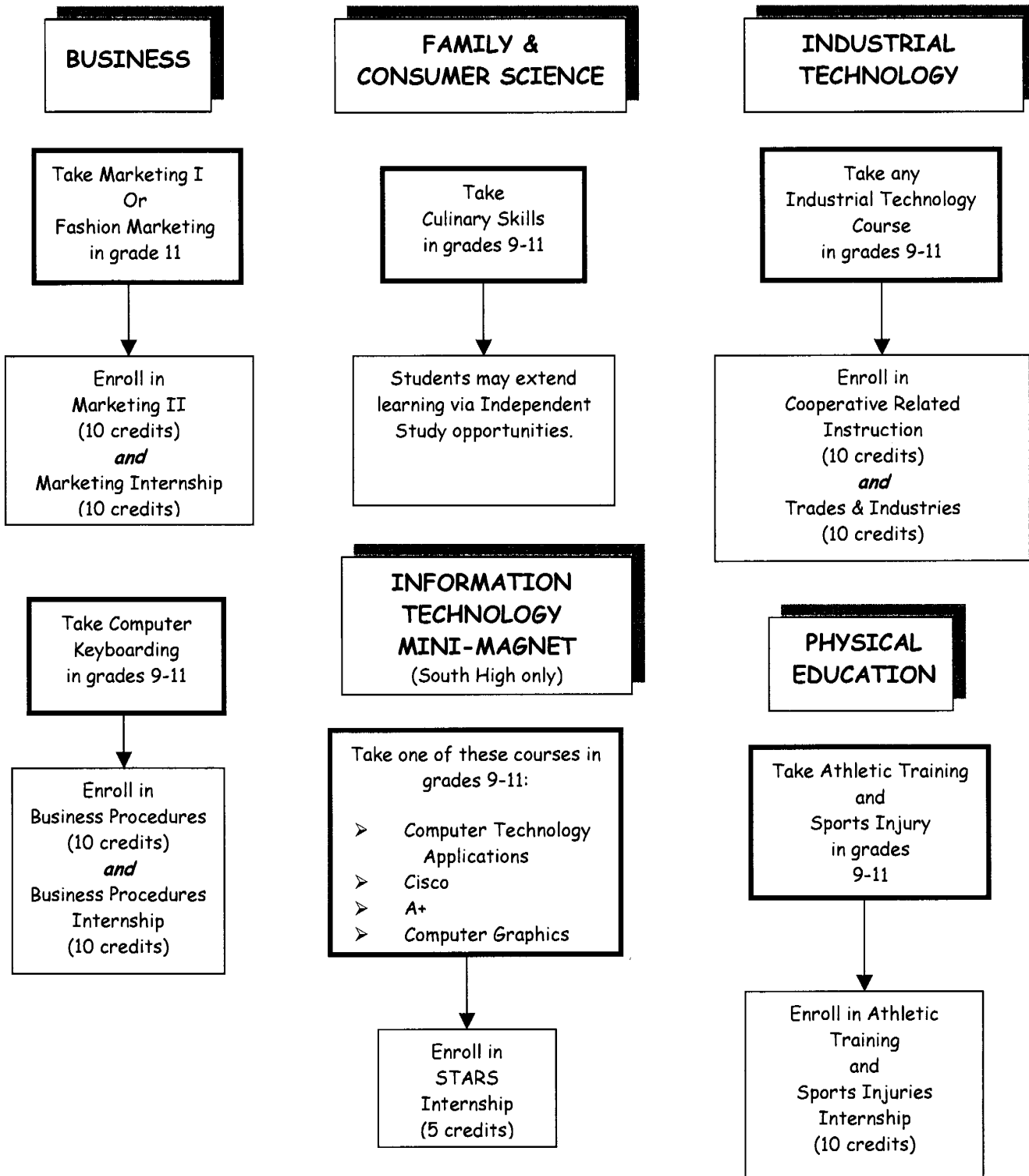
<u>Millard Courses</u>	<u>Metropolitan Community College</u>
504 Computer Keyboarding	MCT125 Keyboarding
505 Computer Word Processing	MCT 128 Comp. Keyboarding Skill Building
506 Computer Technology Applications	MCT 103 Microcomputer Essentials
983 A+ Hardware, Software Troubleshooting	ELT 191 PC Troubleshooting
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
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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

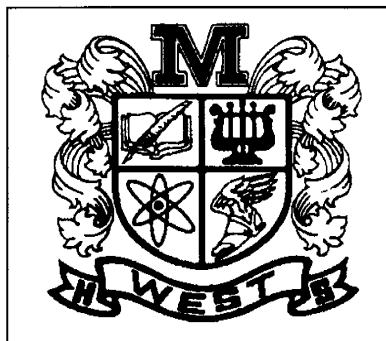
Course Length

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 2005-2006

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 Symphonic Band/Marching Band – 10/12 Y
- 765 Orchestra – 9/12 Y
- 768 Concert Band/Marching Band – 9 Y
- 772 Varsity Choir – 10/12 Y
- 775 Junior Varsity Choir – 10/12 Y
- 776 Freshman Choir – 9 Y
- 778 Freshman Choir – 9 2S (1st & 2nd Semester)
- 779 Freshman Choir – 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 Physical Science In Action – 9 2S
(formerly called Integrated Physical Science)
- 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 B – 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 - 9/12 2S
- 923 Essentials of Algebra Foundations II – 10/12 2S
- 924 Essentials of Geometry – 9/12 2S
- 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 Physical Science In Action - 9 2S
(Formerly called Essentials of Integrated Physical Science)
- 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 United States Government & Economics - 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 2004). **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:

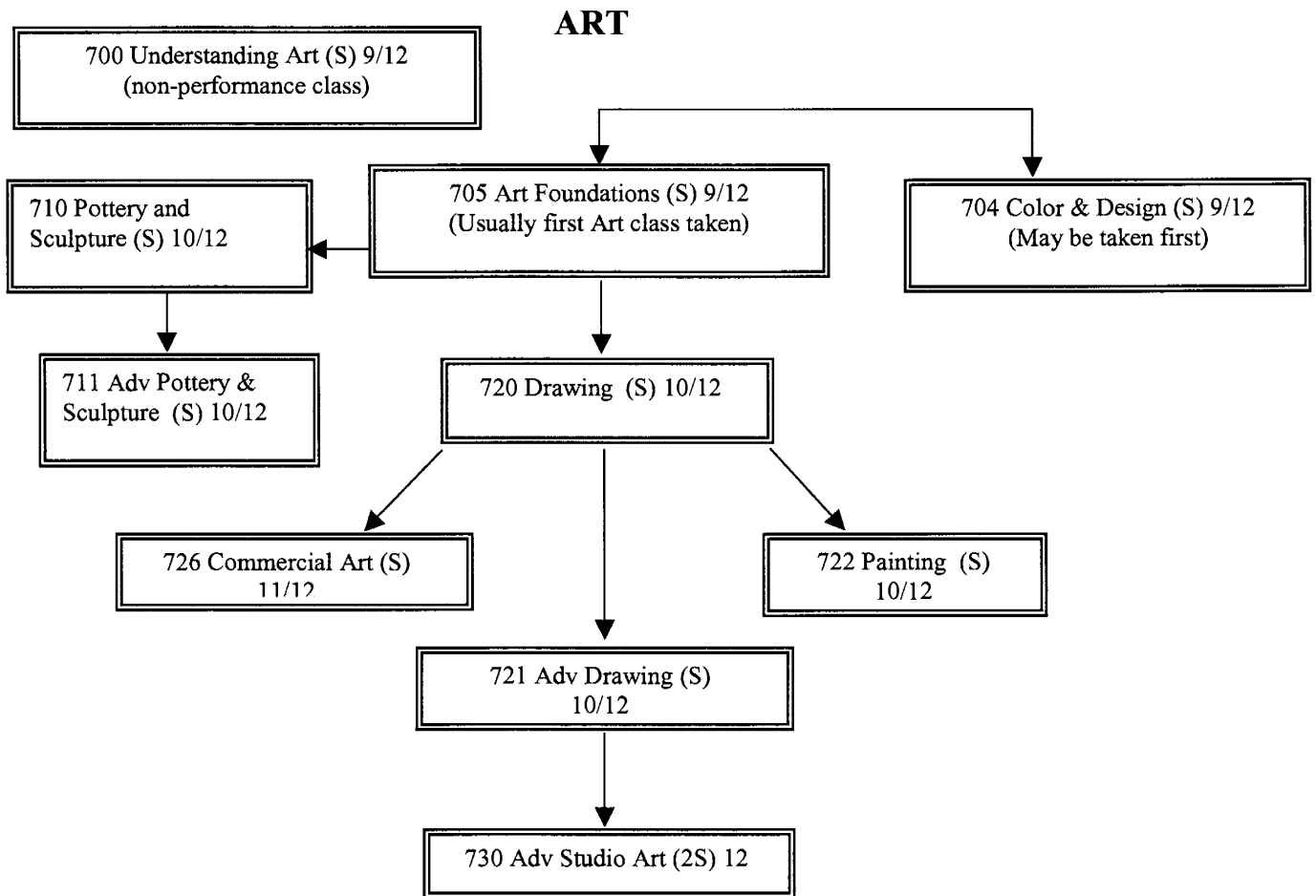
016 IB English HL – 11	<i>HL = Higher Level</i> <i>SL = Standard Level</i>
017 IB English HL – 12	
070 IB Theatre Arts SL – 11/12	
071 IB Theatre Arts HL – 11	
072 IB Theatre Arts HL – 12	
120 IB/AP [®] German SL	
140 IB/AP [®] French SL	
160 IB Spanish SL	
161 IB Latin SL	
245 IB Mathematics HL I – 11	
246 IB Mathematics HL II – 12	
247 IB Mathematical Studies SL	
248 IB Mathematics SL	
263 PreIB Introduction to Computer Science I – 9/11 S	
264 PreIB Introduction to Computer Science II – 9/11 S	
265 IB Computer Science SL – 11/12 Y	
266 IB/AP Computer Science HL – 11/12 Y	
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 20 th Century World History Topics
433 IB Psychology SL
455 IB History of the Americas HL
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

2005 - 2006



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 509 Business Internship	503 Accounting II 507 Business Communications 508 Business Procedures 509 Business Procedures 509 Business 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

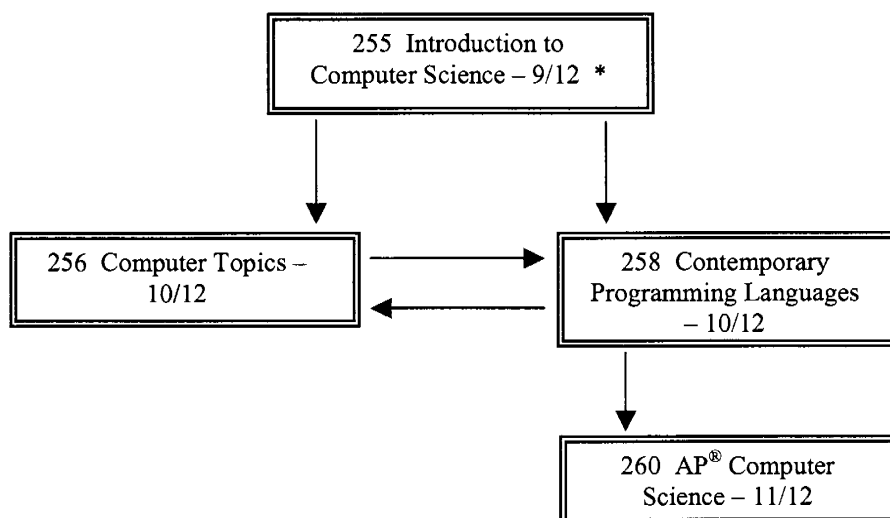
514 MARKETING INTERNSHIP - 12

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.** Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Computer Science.

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 59 for Reading courses

ENGLISH

001 ENGLISH 9

2S 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

2S 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

2S 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

2S 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 20 Credits
(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.

006 BASIC ENGLISH 10

2S 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

2S 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

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.

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in English Literature.

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

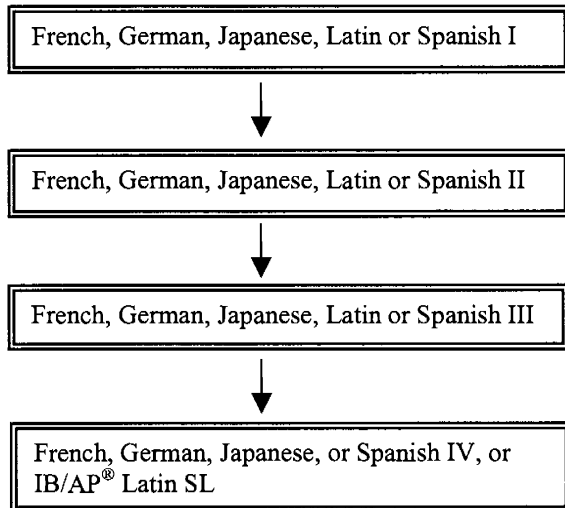
S 5 credits

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.

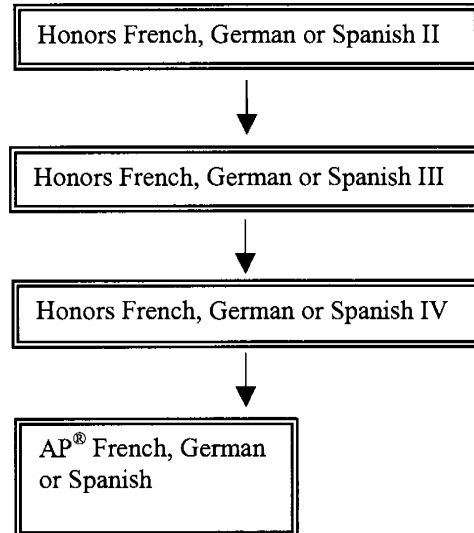
Prerequisites: None

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: None

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in German.

Prerequisites: German IV or the equivalent.

132 FRENCH I - 9/12

2S 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: None

133 FRENCH II - 9/12

2S 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

2S 10 Credits

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.

135 FRENCH III - 10/12

2S 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

2S 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

2S 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

2S 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

2S 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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in French.

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: None

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Spanish.

Prerequisites: Spanish IV or the equivalent.

162 LATIN I - 9/12

2S 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: None

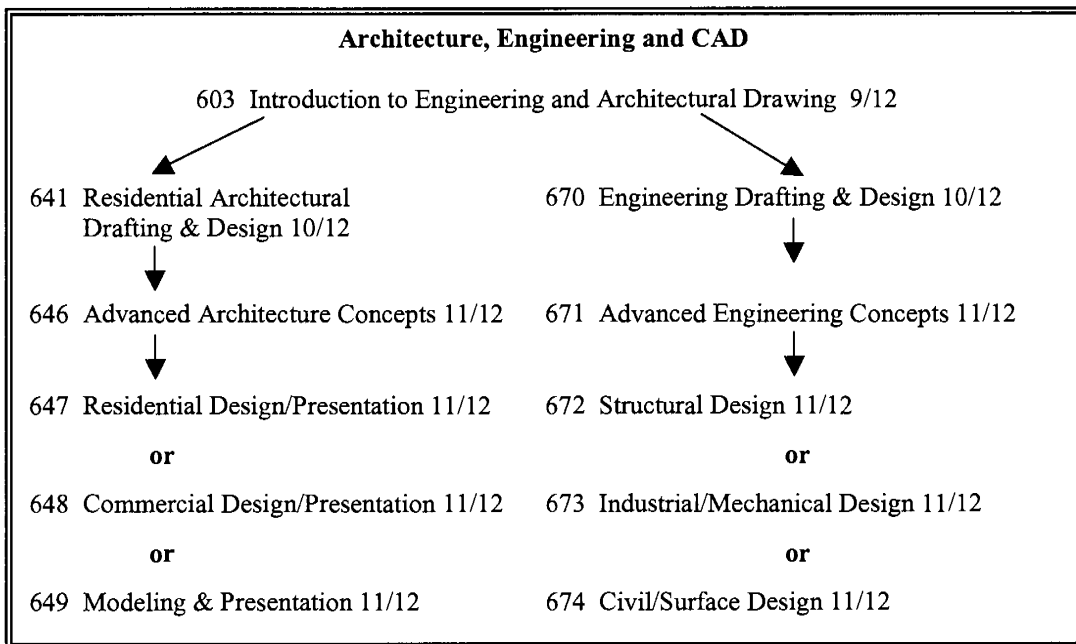
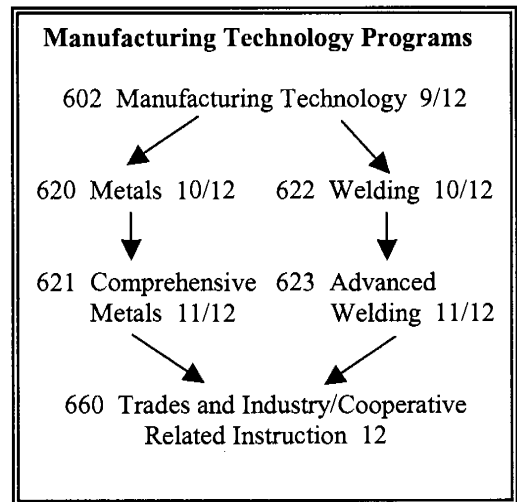
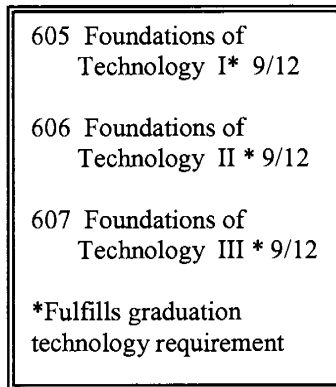
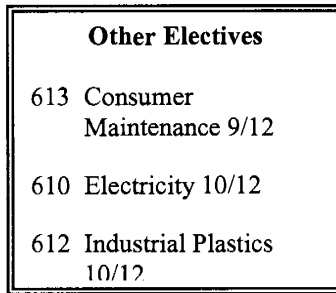
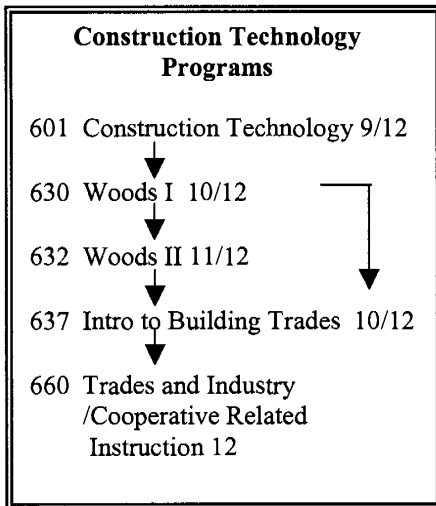
163 LATIN II - 10/12

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: None

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: None

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: None

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

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: 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

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

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: 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

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

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

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

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: Residential Architectural Drafting and Design

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

Prerequisites: None

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

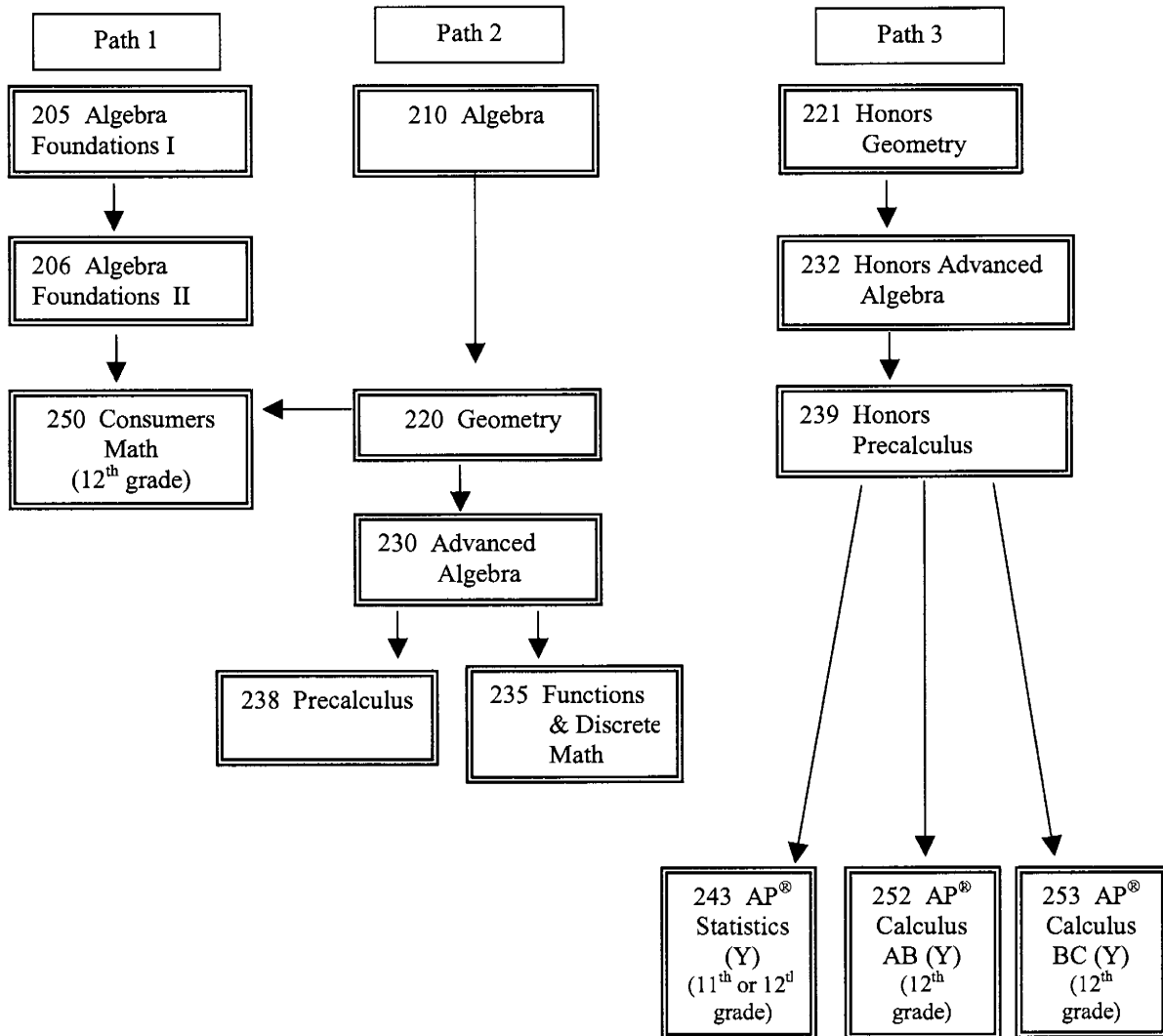
S 5 Credits

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 – 12

2S 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

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. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Statistics.

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. Students who have passed Advanced Algebra should not select this course.

Prerequisites: Seniors only.

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. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Calculus AB.

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. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Calculus BC

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: A course which offers students insights into music with respect to melody, rhythm, intervals, triads, harmony, notation, ear training and history. There will be a brief introduction to music history as it relates to music theory. This course is designed to educate students who wish to better understand the elements of music, with the of 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 an intense study of music theory, critical analysis of literature, history and composition, with emphasis on individual student composition project and use of music technology. Students should have a strong background in music theory. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Music Theory and/or college music theory entrance exams.

Prerequisites: Successful completion of Music 780 - Music Theory, and/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

Four major performance ensembles (Band, Choir, Wind Ensembles and Orchestra) are offered during First Block (Wind Ensembles only offered during semesters three and four). This block is designed to be the primary ensemble experience for sophomores, juniors, and seniors. 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 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. Orchestra students will be asked to provide performance appropriate clothing. Color guard members may 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 designated by the Music Faculty.

758 MARCHING BAND/COLOR GUARD ONLY - 9/12	S	5 Credits
760 SYMPHONIC BAND /MARCHING BAND - 10/12	Y	20 Credits
761 SYMPHONIC BAND /MARCHING BAND - 10/12	Y	12 Credits
762 SYMPHONIC BAND /MARCHING 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 SYMPHONIC BAND /MARCHING 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 fall 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 fall 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 (9th graders are in second block) 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 VARSITY CHOIR (Concert Choir) - 10/12 Y 20 Credits

773 VARSITY CHOIR (Concert Choir) - 10/12 Y 12 Credits

774 VARSITY CHOIR (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 including sacred and secular texts. This course will include performances outside of school time.

Prerequisites: Successful audition with the Director.

JUNIOR VARSITY CHOIR ONLY

775 JUNIOR VARSITY 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 including sacred and secular texts. 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

Three major performance ensembles (Band, Orchestra 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 all. All students in Second 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 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)

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 Second Block Music with an individualized listing of courses for which to register. Students should only enroll for those courses designated by the Music Faculty.

768 CONCERT BAND/MARCHING BAND - 9	Y	20 Credits
769 CONCERT BAND/MARCHING 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 FRESHMAN CHOIR (WILDCAT CHORUS) - 9	Y	20 Credits
777 FRESHMAN CHOIR (WILDCAT CHORUS) - 9	Y	12 Credits
778 FRESHMAN CHOIR (WILDCAT CHORUS) - 9 (Semesters I & II)	2S	10 Credits
779 FRESHMAN CHOIR (WILDCAT CHORUS) - 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 Varsity 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:

- | | |
|----------------|-----------------------|
| 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. Bowling | 5. Handball |
| 2. Cross Country Skiing | 6. Racquetball |
| 3. Roller Skating | 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:

- | | |
|------------------------------------|---------------------------------|
| 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 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 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 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 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

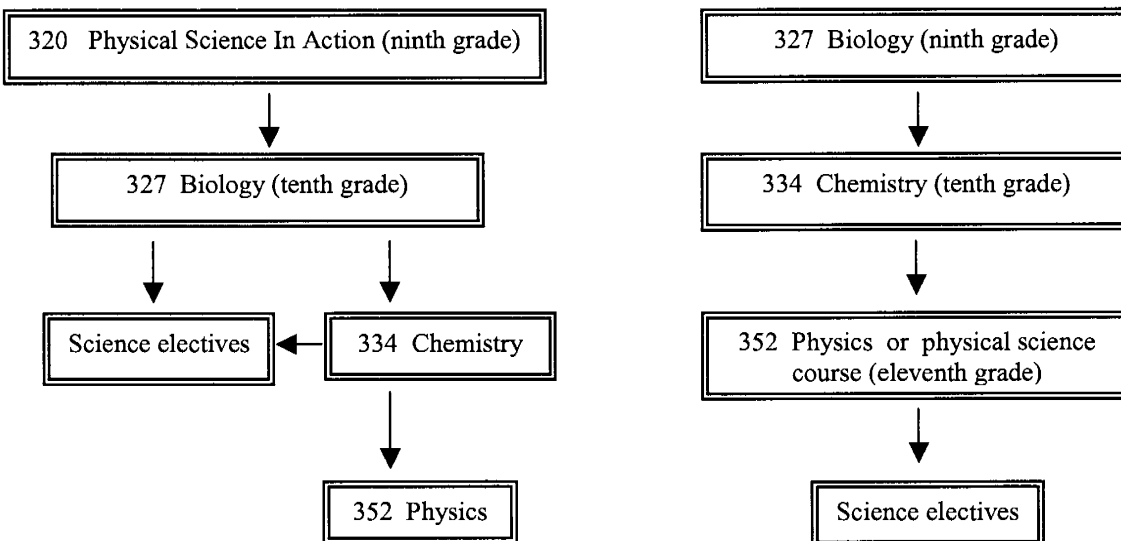
057 CONTENT AREA READING 10

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 Physical Science in Action 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.

SCIENCE

320 PHYSICAL SCIENCE IN ACTION (Formerly called Integrated Physical Science) - 9 2S 10 Credits

Description: Students will use a hands-on, problem-solving approach to explore the interconnections among the physical sciences. Students will develop scientific reasoning skills and utilize technology in order to draw conclusions about the world around them.

Prerequisites: None

327 BIOLOGY - 9/10 2S 10 Credits

Description: Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry and interdependence of organisms and their relevance to human body systems. Students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills.

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 based on the morphological, physiological and behavioral characteristics. 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 global society. This course is designed to stimulate and challenge students by presenting a broad view of chemistry. Students will develop a strong conceptual understanding of chemical principles and enhance problem-solving skills through laboratory experience and the application of acquired information.

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 universe 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 interaction 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. This class would be beneficial for all students going to college, not just students planning to major 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 interested in learning about the structure and function of the human body, exploring current health topics such as causation and prevention of disease, acquiring health occupational skills and gaining insight into various health and medical careers.

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; 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. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Chemistry.

Prerequisites: Chemistry and completion or concurrent enrollment in Advanced Algebra.

377 ADVANCED PLACEMENT[®] BIOLOGY - 11/12

2S 10 Credits

Description: AP[®] Biology provides an in-depth study of the rigorous components of the life sciences. Emphasis is placed on traditional concepts as well as current topics in biology and related subjects. This course is designed to be equivalent to a college-level introductory biology course with the intent of providing a strong preparation for post-high school science. An AP[®] Biology student should possess strong writing, reading and analytical skills. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Biology.

Prerequisites: Biology and Chemistry.

379 ADVANCED PLACEMENT[®] PHYSICS B- 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 both the traditional and modern topics in physics with emphasis on mechanics, thermodynamics, electricity, magnetism, light, optics, quantum physics and atomic/nuclear physics. Previously released AP[®] Physics B exam questions will be utilized for assessment throughout the course. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Physics.

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

SOCIAL STUDIES

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

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. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in United States 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
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** 2S 10 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 PHYSICAL SCIENCE IN ACTION - 9** 2S 10 Credits
(formerly called Essentials of Integrated Physical Science)
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

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
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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	S	5 credits
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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.



SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Board of Education Meeting

December 6, 2004

SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Projects to be presented were reviewed and prioritized by the district's Special Projects Committee on November 15, 2004

Planned projects are those most critical from the accumulated project lists

SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Magnitude of roofing projects

- 2.6 million sq. ft. (i.e., 58 football fields)
- 130,000 sq. ft./yr (20-year avg. life)
- \$ 1.43 million/yr. budget (bldg. fund)
- Existing roofs currently beyond 20 yrs:
 - 16 Elementary Schools
 - 2 Middle Schools
 - 2 High Schools
 - 1 Support Services Center

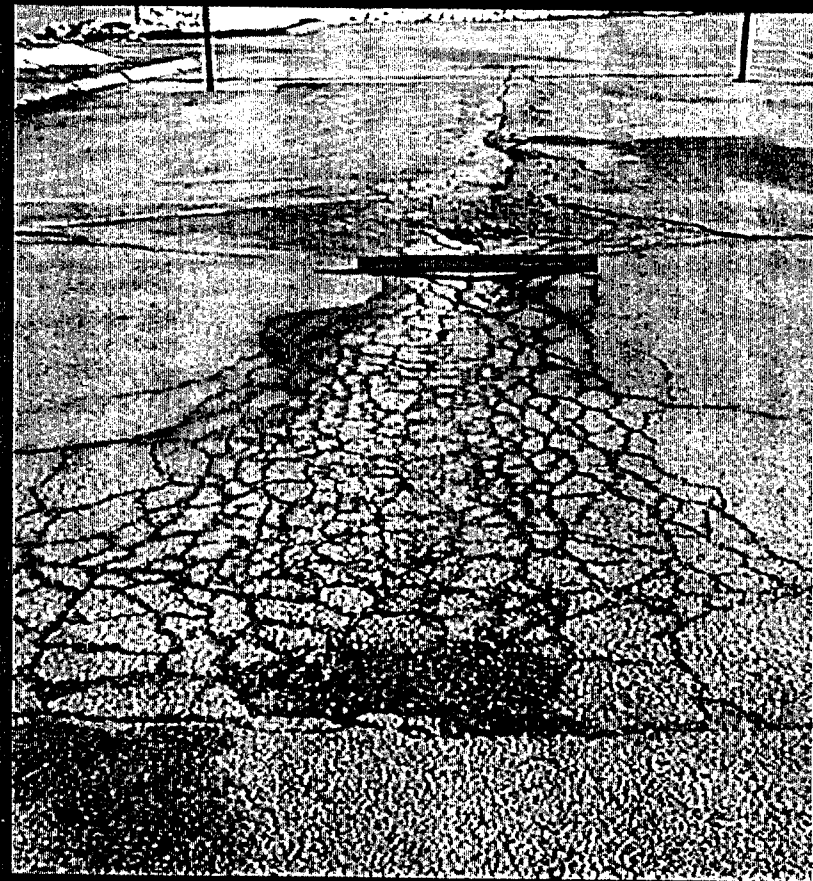


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Magnitude of annual budget required for resurfacing/replacing parking lots, sidewalks, and driveways is currently being developed using new surveys and site management tools



SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Ed Rockwell will briefly address:

- **Parking Lots:** Abbott, Ackerman, Norris, Harvey Oaks, Hitchcock
- **Track:** RMS
- **Erosion:** CMS
- **Roofs:** Sandoz, CMS, NMS
- **HM Frames:** Cottonwood, Holling Heights, Neihardt, Norris, NMS, SHS
- **IAQ:** Rockwell, SHS
- **Portables:** 4 Doubles replaced (8 classrooms)

SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Capital Improvements 2005 - Maintenance Department Priorities

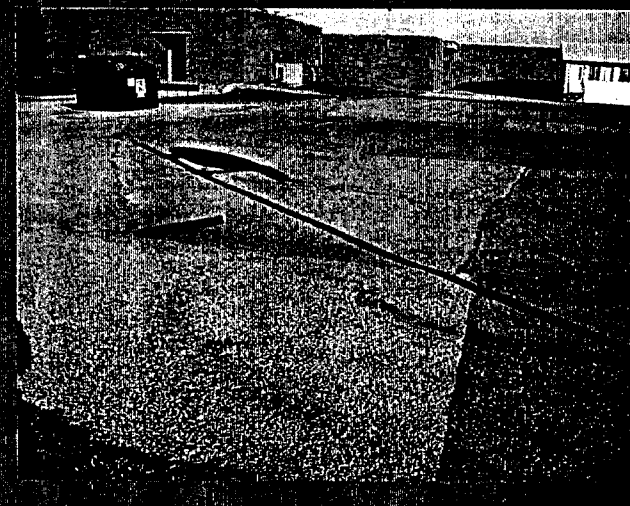
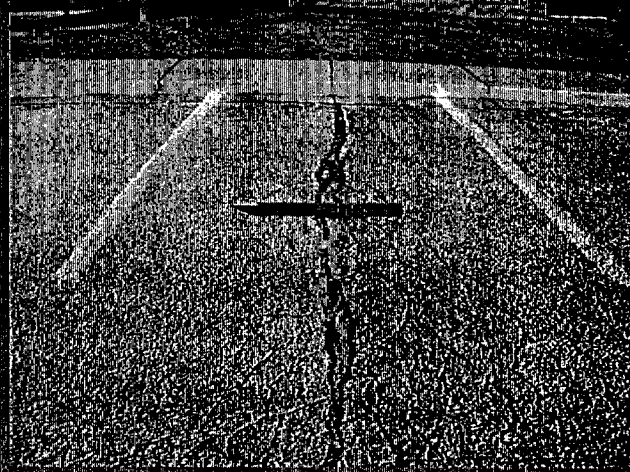
Discipline	Location	Description	Maintenance Priority	Estimated Cost
Civil	Abbott	Replace paving at parking, drives and hard surface playground	1	175,000
	Norris	Replace asphalt at east lot, HS play area and rebuild drive to dock	2	175,000
	Hitchcock	Replace paving at parking, drives and hard surface playground	3	175,000
	Russell Middle	Replace resilient or remove and re-condition surface at track	4	150,000
	Harvey Oaks	Replace paving at drives and parking	5	175,000
	Central Middle	Retaining wall, grading and fence at east edge of parking	6	30,000
	Ackerman	Replace paving at north drives and parking	7	175,000
Sub-total Civil Projects				1,055,000
Architectural	North Middle	Re-roof Phase III of III	1	298,000
	Sandoz	Re-roof Phase II of II	2	238,000
	Central Middle	Re-roof Phase I-05	3	462,000
	Cottonwood	Replace hollow-metal door and/or window frames	5	0
	Holling Heights	Replace hollow-metal door and/or window frames	5	0
	Neihardt	Replace hollow-metal door and/or window frames	5	0
	Norris	Replace hollow-metal door and/or window frames	5	0
	North Middle	Replace hollow-metal door and/or window frames	5	0
	South High	Replace hollow-metal door and/or window frames	5	175,000
	Sub-total Architectural Projects			
Mech - Elec	South High	Replace 9-10 Univent systems to address IAQ and prevent mold	1	1,000,000
	Rockwell	Improve HVAC systems to address IAQ and prevent mold	2	200,000
Sub-total Mech - Elec Projects				1,200,000
Grand-total Maintenance Dept. Requests				\$3,428,000

SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Abbott Paving

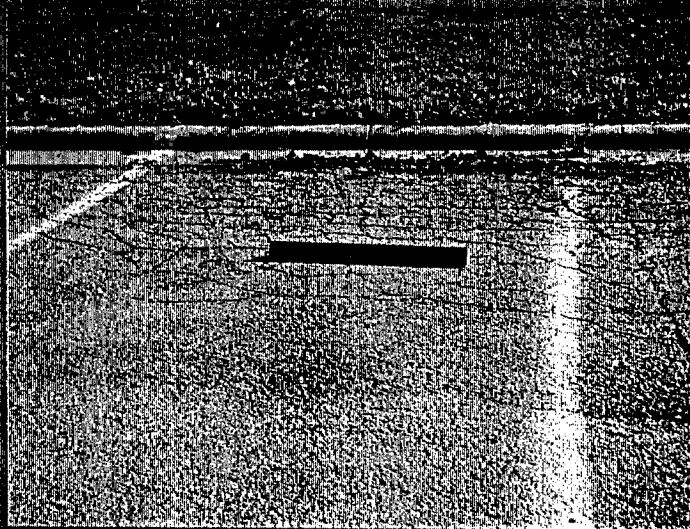
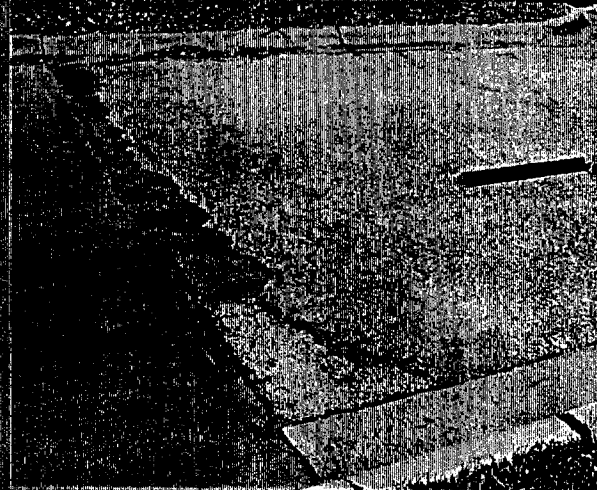


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Ackerman Paving

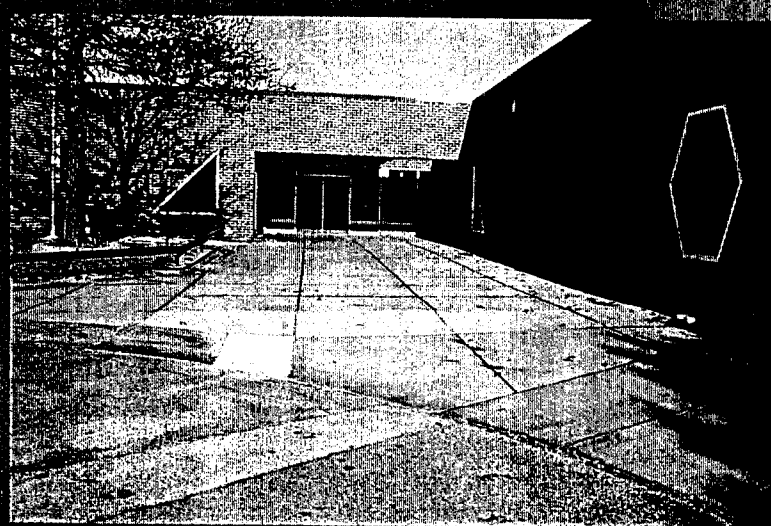
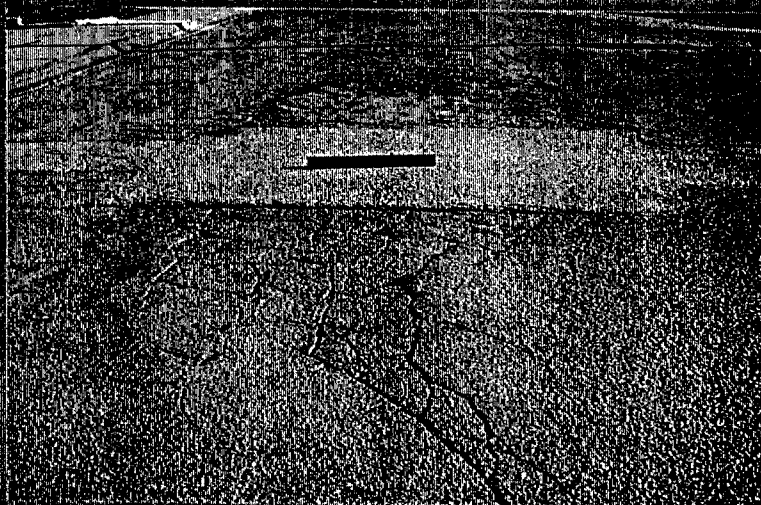
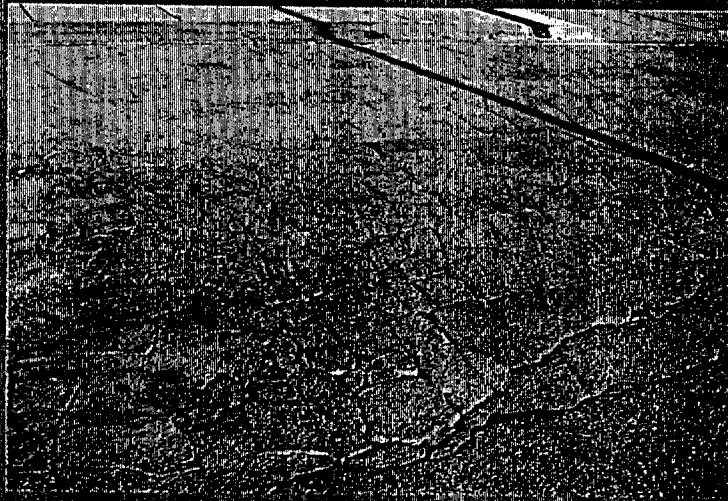


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Harvey Oaks Paving

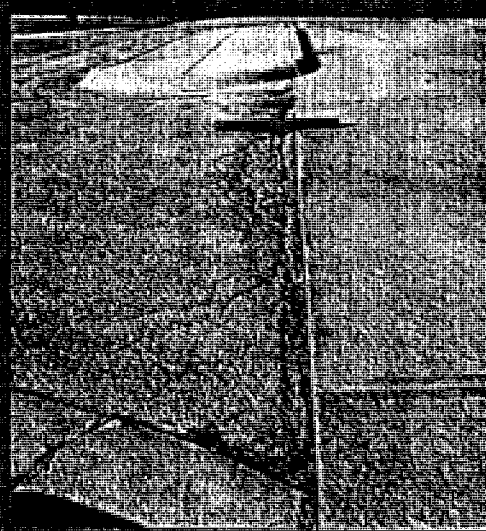
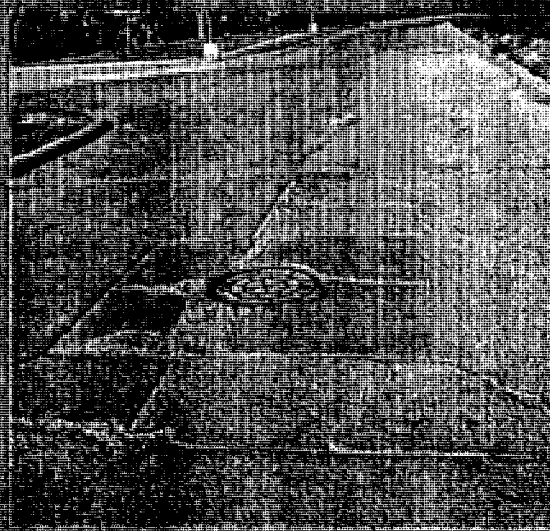


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Hitchcock Paving



SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Norris Paving

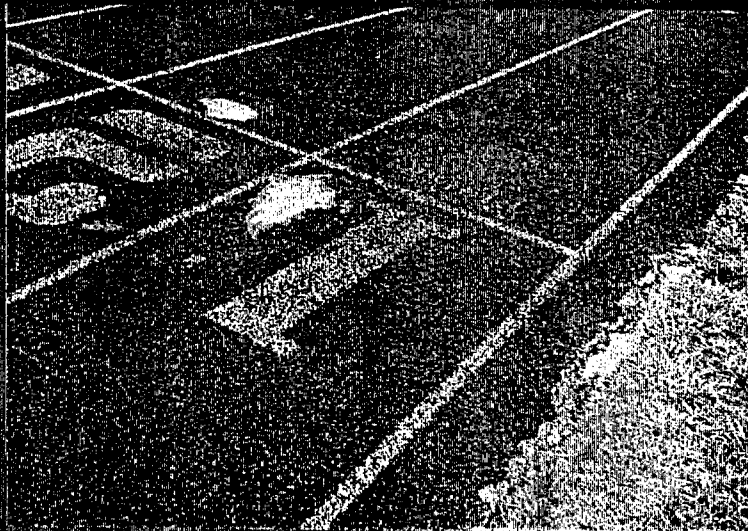
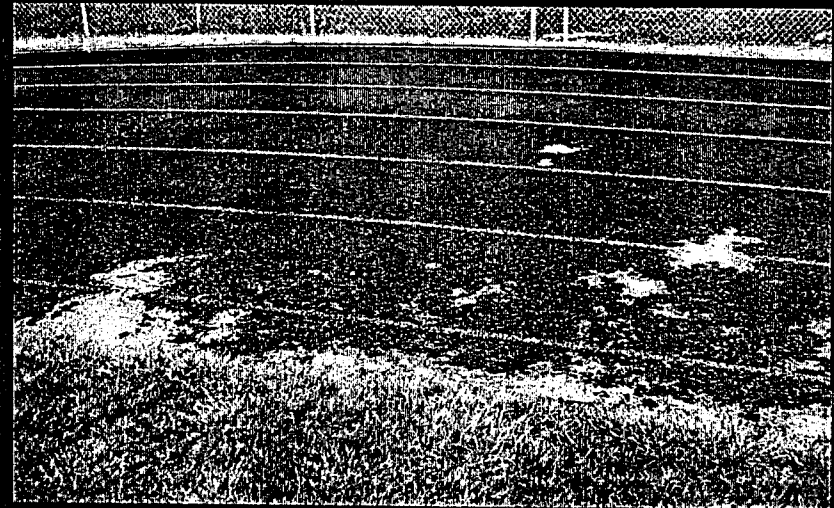
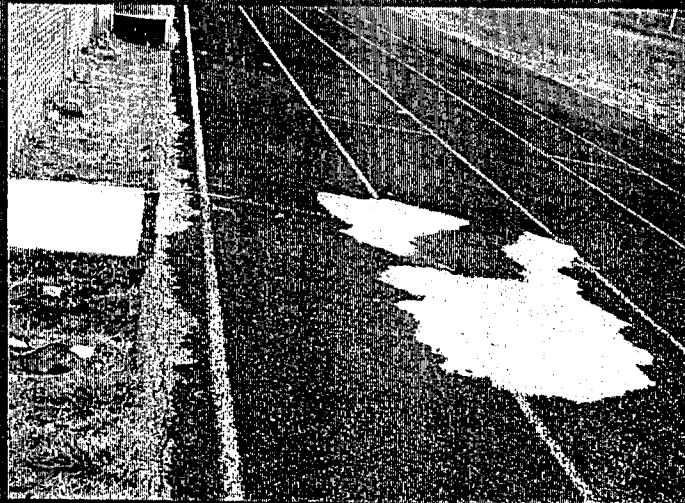


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

RMS Track

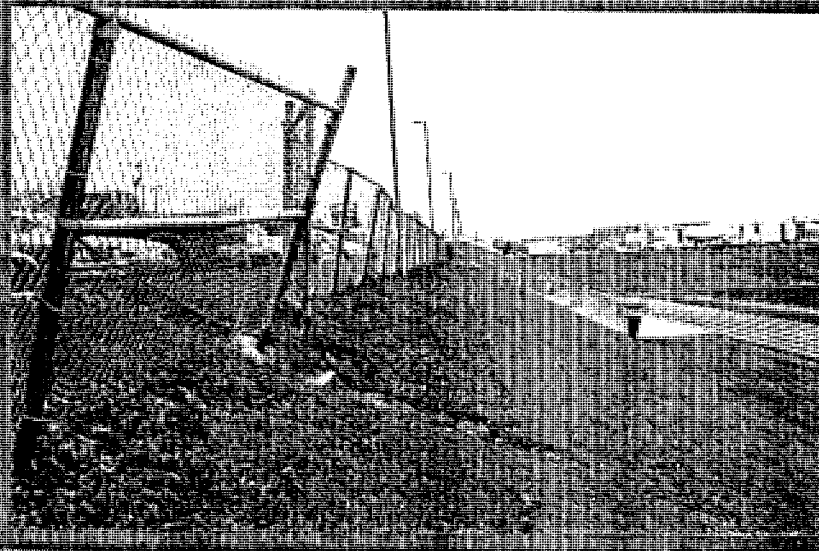
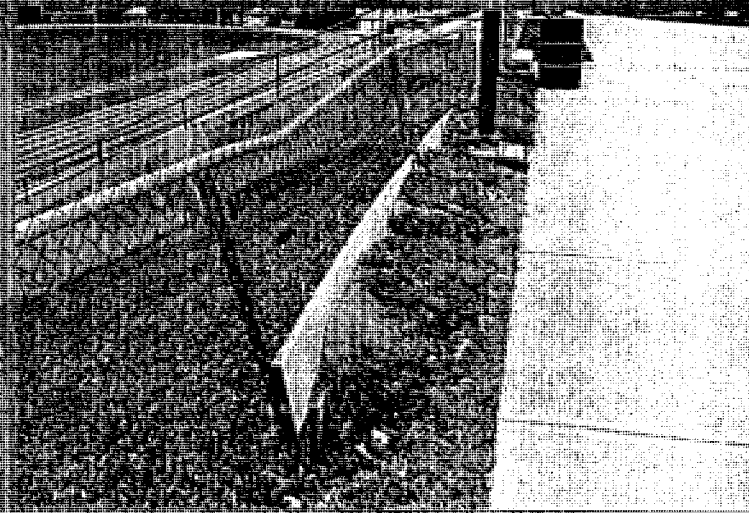


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

CMS Erosion

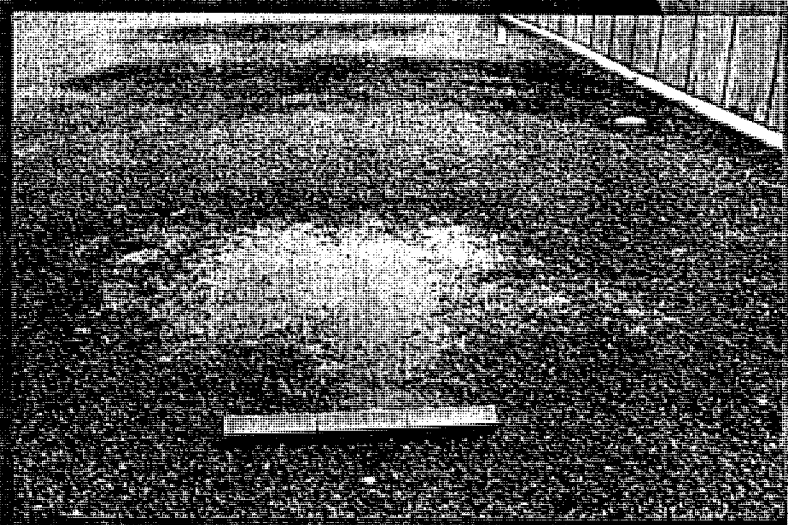


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Sandoz Re-roof Phase II of II

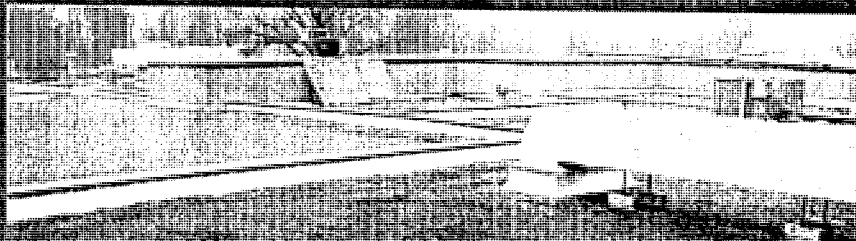
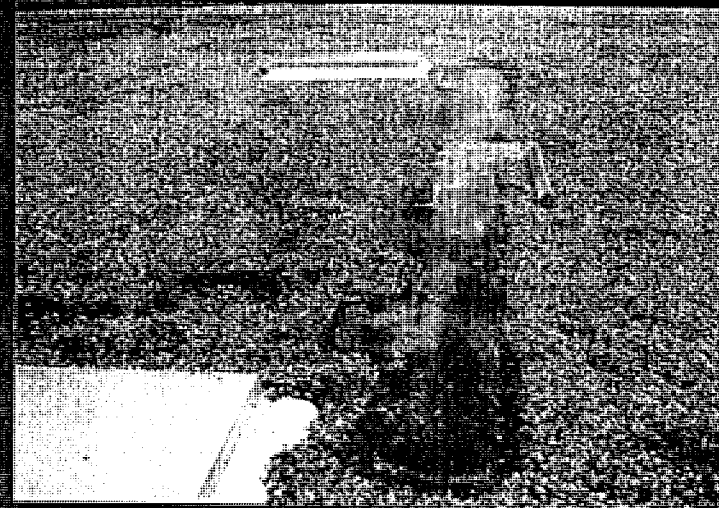


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

CMS Re-roof Phase I-05

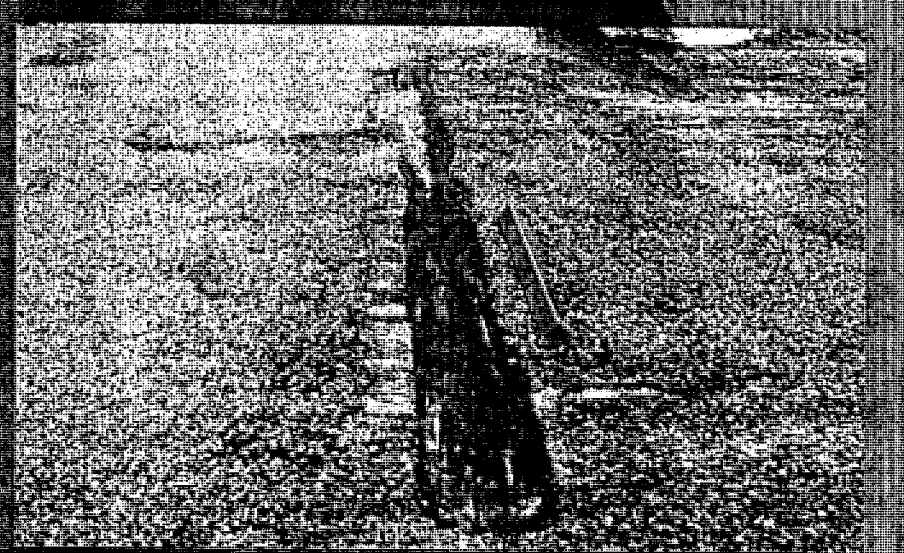
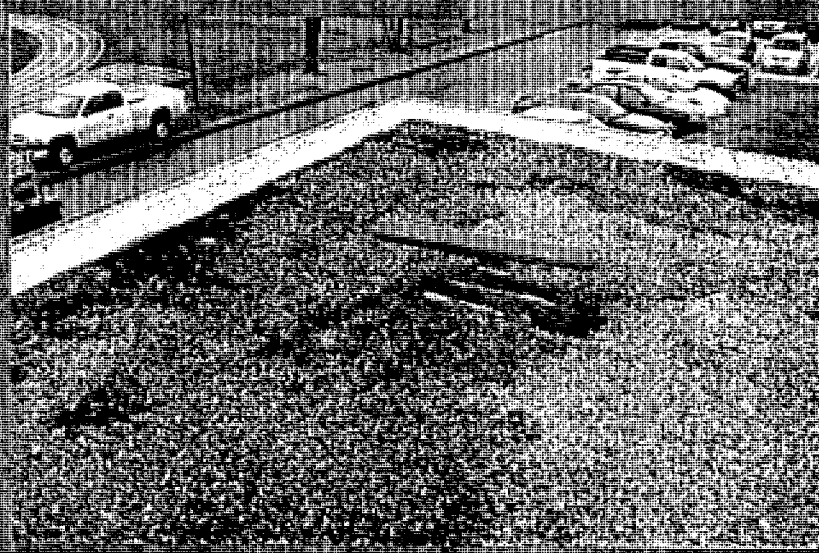
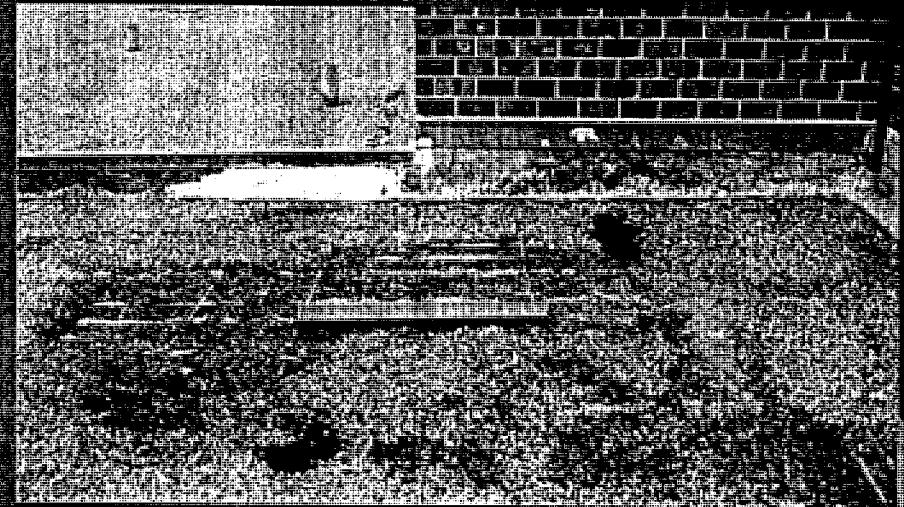
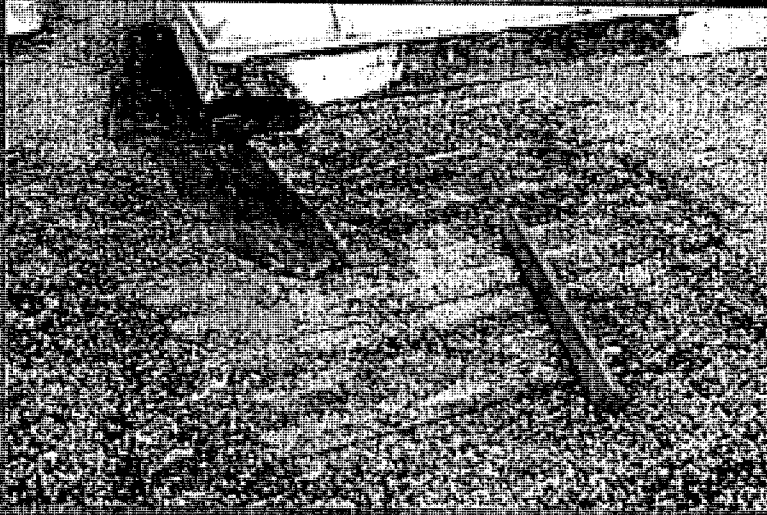


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

NMS Re-roof Phase III of III

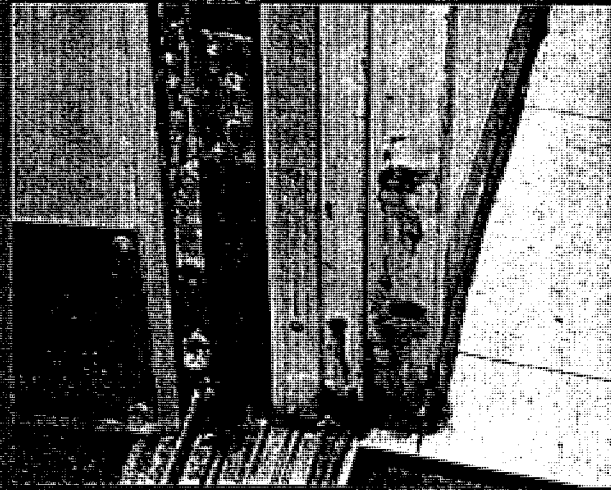
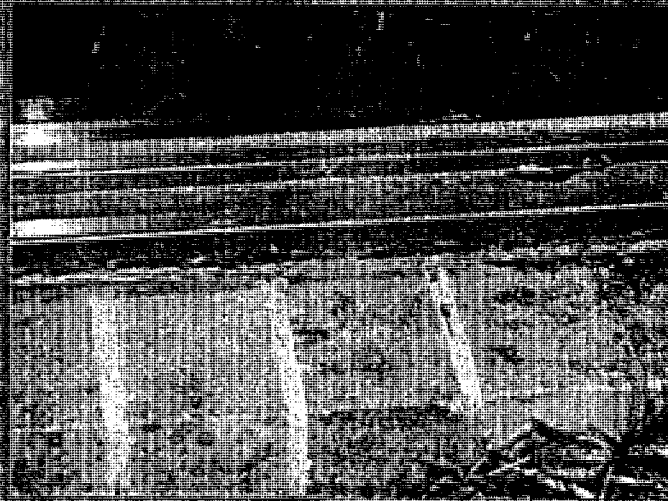


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Cottonwood Hollow Metal Frames

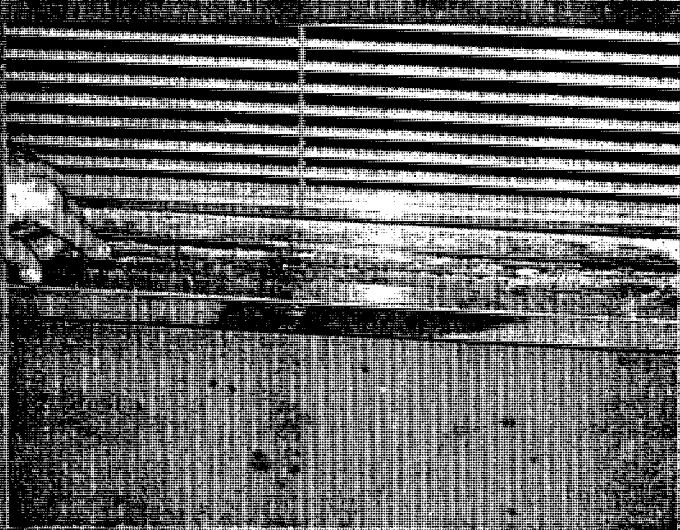
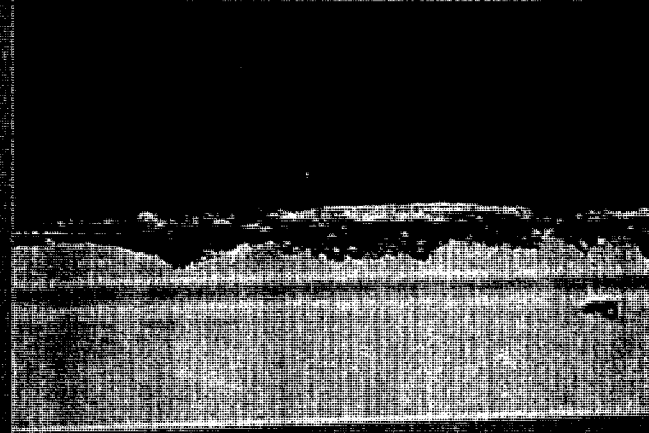
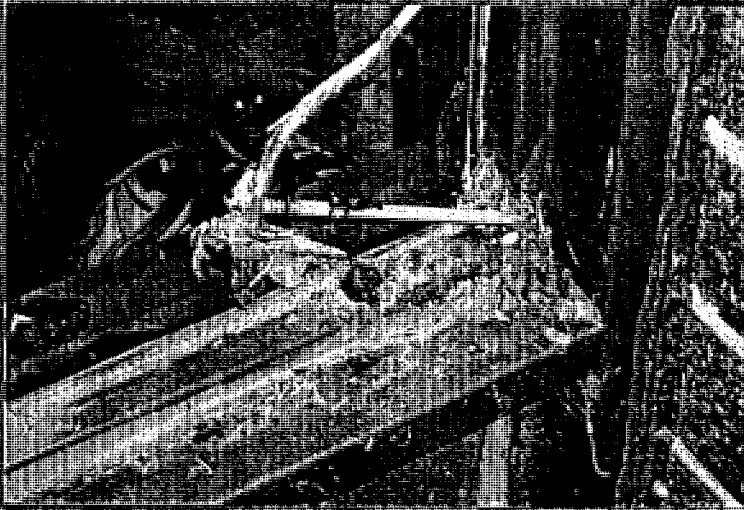


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Holling Heights Hollow Metal Frames

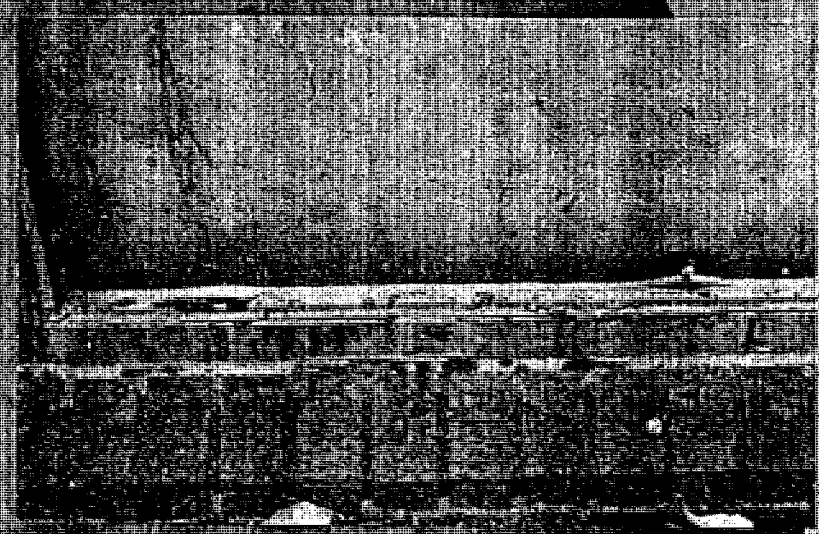
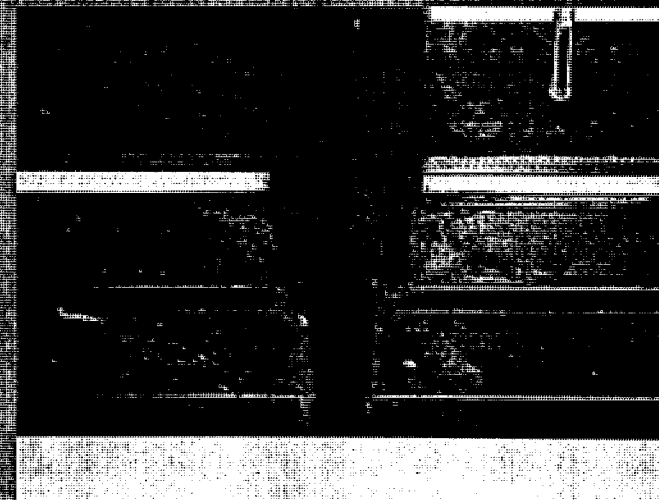
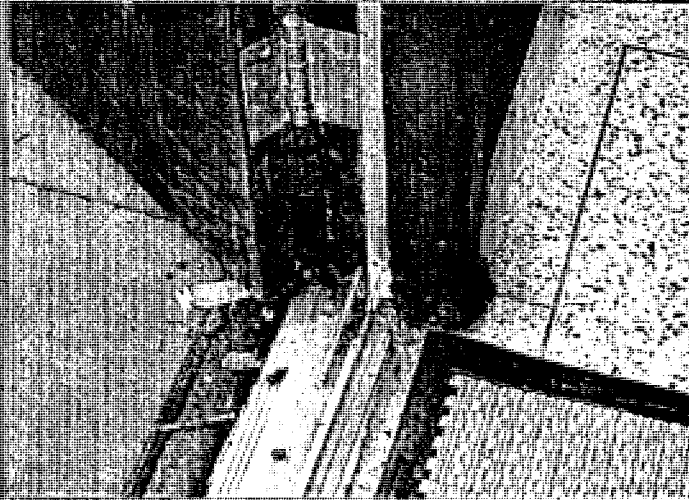


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Neihardt Hollow Metal Frames

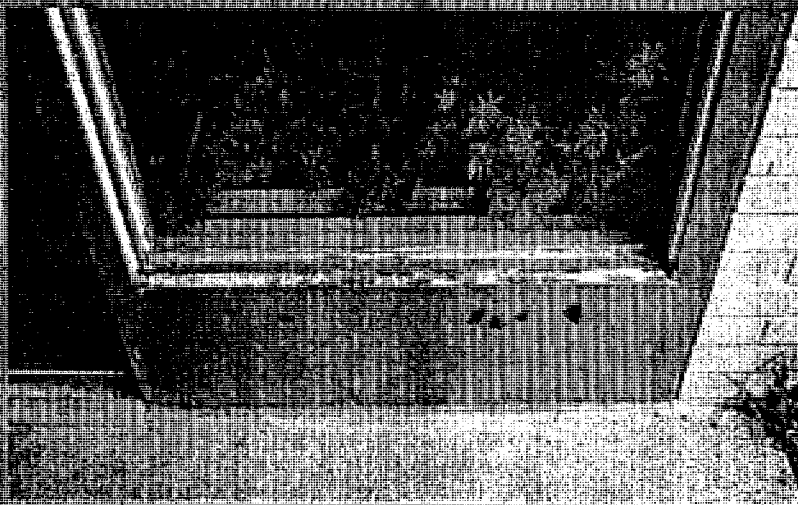
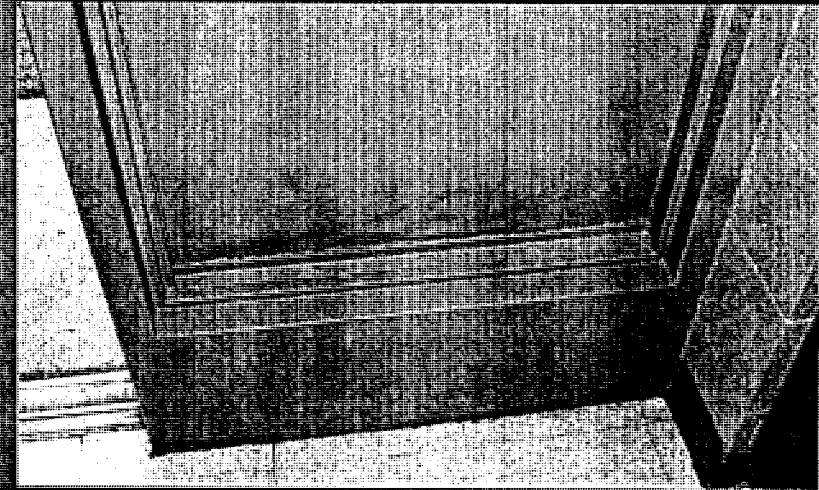
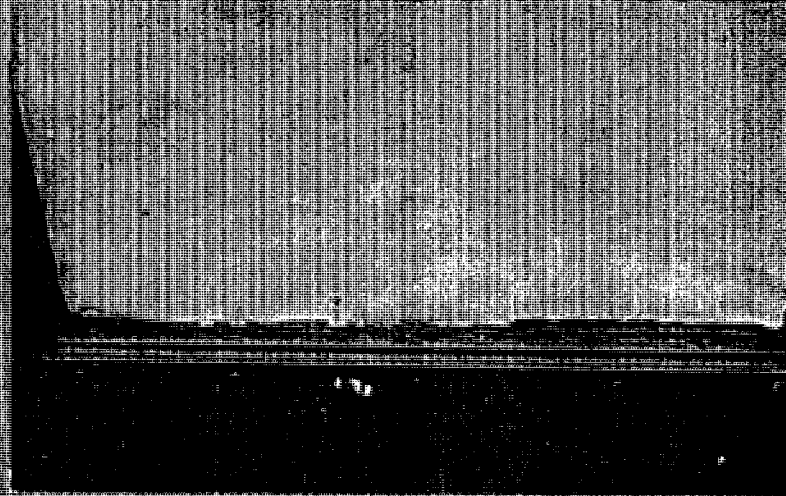


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Norris Hollow Metal Frames

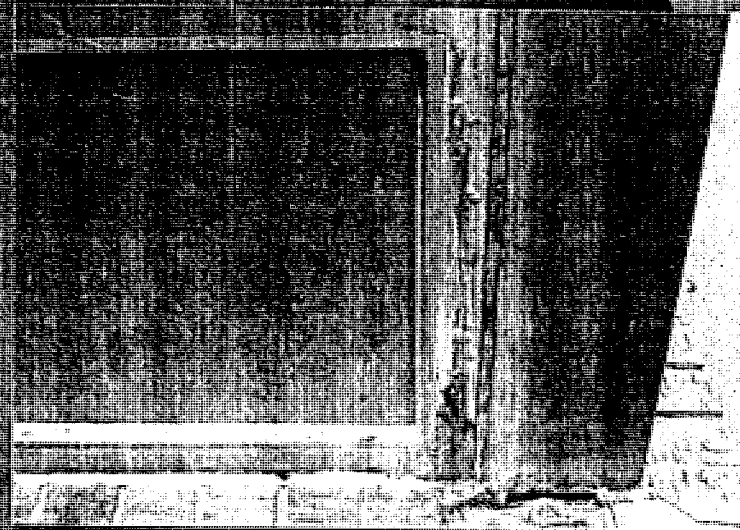
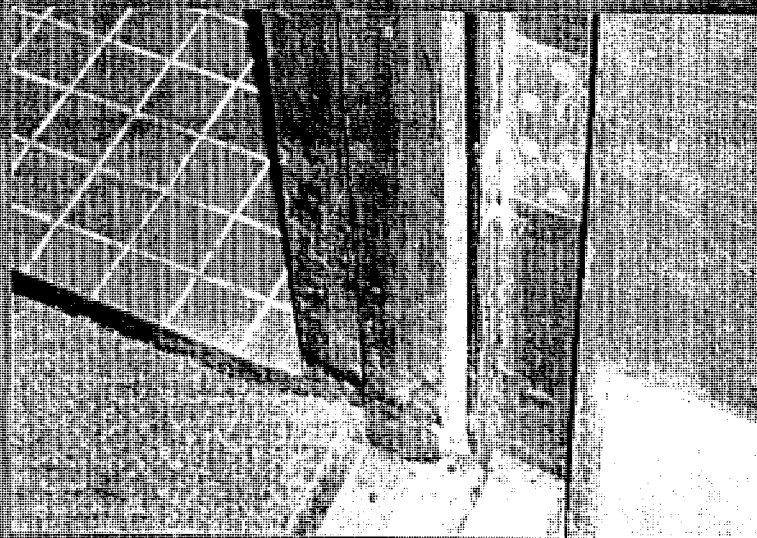


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

NMS Hollow Metal Frames

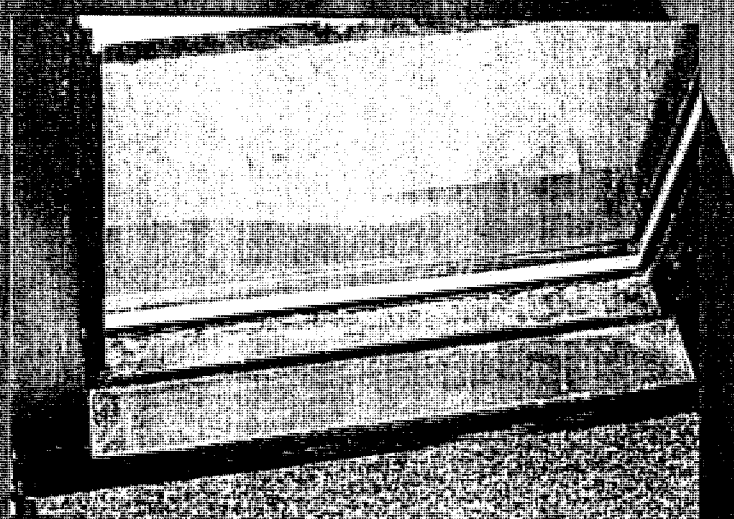
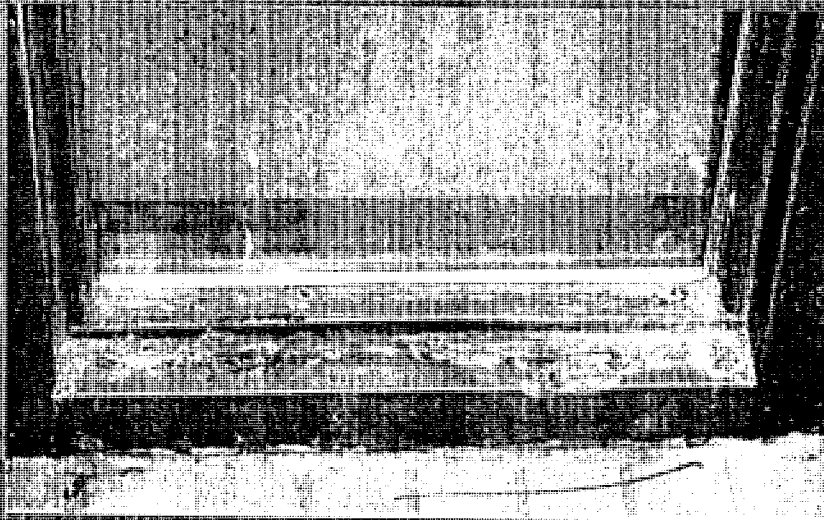


SUMMER PROJECTS 2005

Millard Public Schools

Project Management

SHS Hollow Metal Frames

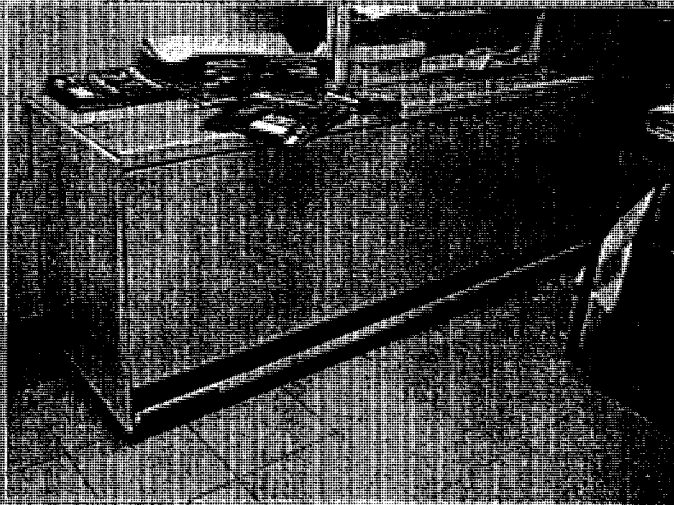


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Millard Public Schools

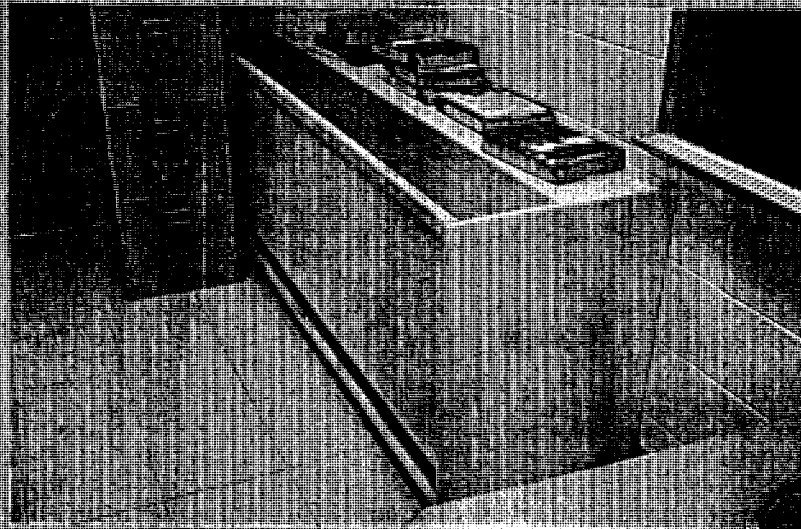
Project Management

SHS Indoor Air Quality



Replace Univents throughout
the 9-10 building

(300 & 400 series rooms)



- Improve air quality
- Improve temperature control
- Increase ventilation
- Improve energy efficiency
- Prevent mold growth

SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Rockwell Indoor Air Quality

- Replace obsolete and ineffective HVAC equipment
- Improve ventilation
- Improve temperature control
- Reduce outages and emergency repairs
- Improve energy efficiency
- Prevent mold growth

SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Portable Classroom Replacement

(worst-case costs)

- 4 Double Buildings

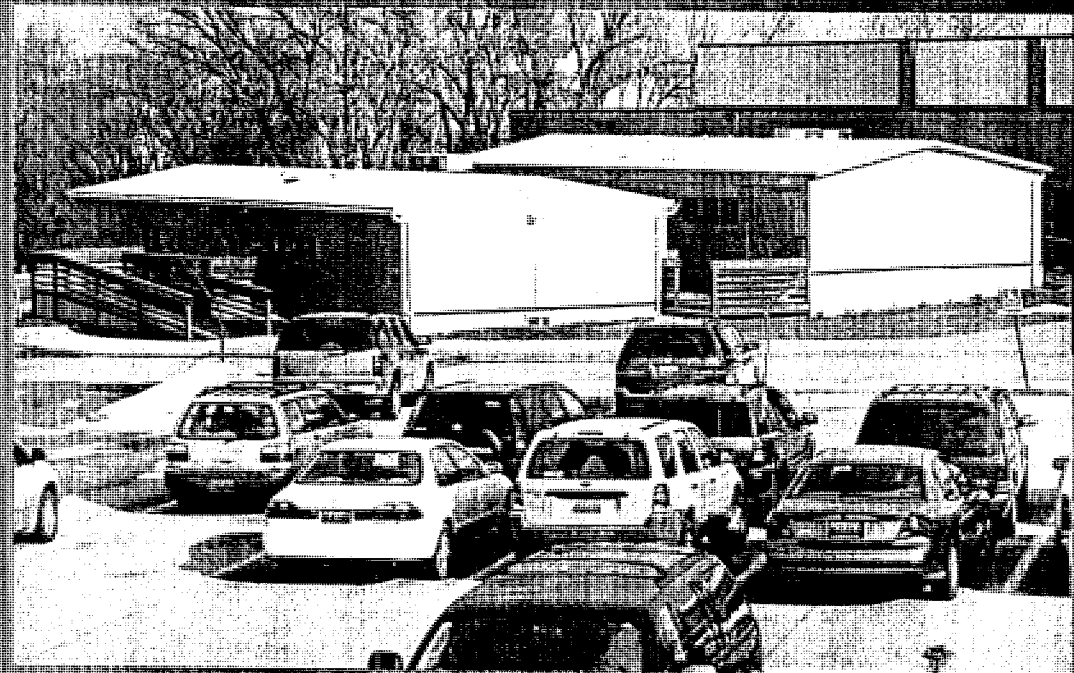
8 classrooms

\$ 67,500 each

\$ 40,000 installation

\$ 107,500 per bldg total

\$ 430,000 total 4 bldgs



SUMMER PROJECTS 2005

Millard Public Schools

Project Management

Cost Summary

Civil Projects	\$1,055,000
Architectural Projects	\$1,173,000
Mechanical – Electrical Projects	\$1,200,000
4 Dbl Portable Classroom Bldgs	<u>\$430,000</u>
Total Capital Requests	\$3,858,000

**NOTICE OF MEETING
SCHOOL DISTRICT NO. 17**

Notice is hereby given of a 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 6, 2004** at 5606 South 147th Street, Omaha, Nebraska. There will be an Executive Session to discuss land acquisition.

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

12-3-04

**THE DAILY RECORD
OF OMAHA**

**RONALD A. HENNINGSEN, Publisher
PROOF OF PUBLICATION**

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

LYNDA K. HENNINGSEN

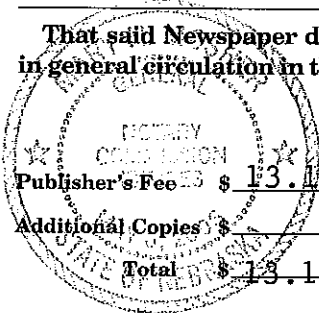
being duly sworn, deposes and says that she is

ASSOCIATE PUBLISHER

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

December 3, 2004

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



Publisher's Fee \$ 13.10

Additional Copies \$ _____

Total \$ 13.10

Ronald A. Henningsen
Subscribed in my presence and sworn to before
me this 3rd day of
December 2004

[Signature]
Notary Public in and for Douglas County,
State of Nebraska

BOARD OF EDUCATION MEETING - DECEMBER 6, 2004

NAME:

REPRESENTING:

Barb Walker	MEP
Kathy Hurdent	M. South - Pam Hoover
Vikki Kruger	South
Tony Levy	MEW
Diana Murnan	Neihardt
Mike Clark	Millard South
Diane Clark	Millard South
Josh Dohn	Millard West
Rade Stecher	MILLARD WEST!!!
Brian Syers	Millard West
Cheryl Salar	Millard South
ANGIE BEHM	NEIHARDT
JAMES SAKER	UNO
Sheryl Forehead	m. S. H. S.
Lisa Caniglia	Neihardt
BEHARA - HANA KENDIC	NEIHARDT
MARCUS Ethen	Neihardt
Matt, Hyle & Mike McConnell	Neihardt
Lauren, Mark, Ziegenbein	Neihardt
Suzanne Henman	Morton
ELISE DeVaux	WSTHS
Jean Zerosmit	Willowdale
Cathy Leroige	Willowdale

BOARD OF EDUCATION MEETING - DECEMBER 6, 2004

NAME:

REPRESENTING:

Cherie Slater

Carol Aniza

Juan Villaseca

Julie Ellis

Patti Gable

~~Bob Miller~~

Karen Montgomery

Shelly Yennely

ROBERT CAROWAY

~~Janice~~

Kaye Yuffell

Paula Paul

Adam Wehn

MATT KILGUS

Juan Kelly

Linda Fauss

Lodi Rime

Alice Bue

Gandy Huxley

Pam O'Connor

Marc Schrite

Jamie Wilson

Ratie Kapp

Pam Hoot

Aldred

Willowdale

Psychologists

Lockwell

Pam Grove

Willowdale

Drizon Group

Willowdale

NMS

BOARD OF EDUCATION MEETING - DECEMBER 6, 2004

NAME:

REPRESENTING:

Katie Japp

Nandi Bagley

Doug Churdoff

Cheryl Ren

Robeylee

Walter

CHRISTINA MUMFORD

Beverly Kessell

Alan Roberts

Mike Kaspar

Holling Height

~~Walt~~

Willowdale



BOARD OF EDUCATION
MEETING



DECEMBER 6, 2004

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BUSINESS MEETING
7:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
DECEMBER 6, 2004

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 15, 2004
 - *2. Approval of Bills
 - *3. Receive the Treasurer’s Report and Plan on File
- F. Information Items
 - 1. Employees of the Month
 - 2. National Board Certification
 - 3. Superintendent’s Report
 - 4. Board Comments/Announcement
 - 5. Report from Student Representatives
- G. Unfinished Business
- H. New Business
 - 1. Receive and File 2003-2004 Audit
 - 2. Approval of 2005-2006 Curriculum Handbooks
 - 3. Approval of Board Member(s) to Attend the NSBA Federal Relations Network Conference
 - 4. *Reaffirm Policy 6400 – Curriculum, Instruction, and Assessment – Staff Development
 - 5. Approval of Rule 6400.1 – Curriculum, Instruction, and Assessment – Staff Development
 - 6. * Reaffirm Policy 2000 – Administration – A Concept of Administration
 - 7. *Reaffirm Policy 2100 – Administration – Administrative and Supervisory Personnel
 - 8. *Reaffirm Policy 2400 – Administration – Organization and Administration
 - 9. *Reaffirm Rule 2400.1 – Administration – Organization and Administration
 - 10. *Reaffirm Rule 2400.2 – Administration – Line of Responsibility – School Board and Superintendent
 - 11. *Reaffirm Rule 2400.3 – Administration – Line and Staff Relationships
 - 12. *Reaffirm Rule 2400.4 – Administration – Administrators Leaving the Building
 - 13. Approval of Summer School Fees
 - 14. Approval of Purchase of Lot for Elementary #23

15. Approval of MUD Easement for Elementary #23
16. Approval of MNHS Lighting Project
17. Approval of Fiber Optics Easement Agreement
18. Approval of Personnel Action(s): New Hires and Voluntary Early Separation Program
19. Land Acquisition (Executive Session)

I. Reports

1. Enrollment Report
2. Terra Nova Testing Results for Elementary
3. Preliminary Projections
4. Potential Elementary School Enrollments: #23, #24, and #25
5. Summer Projects
6. Martin Luther King Staff Development Day

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting on Monday, December 13, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Board of Education Meeting on Monday, December 20, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Board of Education Meeting on Monday, January 10, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Committee of the Whole Meeting on Monday, January 17, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, January 24, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Board of Education Meeting on Monday, February 7, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Committee of the Whole Meeting on Monday, February 14, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Board of Education Meeting on Monday, February 21, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

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 9a single motion. Items may be deleted from the Consent Agenda by request of any board member.

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BUSINESS MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
DECEMBER 6, 2004

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 15, 2004. (See enclosure.)
- *E.2. Motion by _____, seconded by _____, to approve the bills. (See Enclosures.)
- F.1. Employees of the Month
- F.2. National Board Certification
- F.3. Superintendent's Report
- F.4. Board Comments/Announcements
- F.5. Report from Student Representative
- H.1. Motion by _____, seconded by _____, to that the Board receive and file the FYE04 audit report as submitted by the auditing firm of Graeve, Garrelts, Denham & Bruce. (See enclosure.)
- H.2. Motion by _____, seconded by _____, to approve the 2005-2006 High School Curriculum Handbooks. (See enclosure.)
- H.3. Motion by _____, seconded by _____, to approve Board Member(s): Mike Pate, Jean Stothert, and Julie Johnson to attend NSBA Federal Relations Network Conference.
- H.4. Motion by _____, seconded by _____, to reaffirm Policy 6400 – Curriculum, Instruction, and Assessment – Staff Development. (See enclosure)
- H.5. Motion by _____, seconded by _____, to approve Rule 6400.1 – Curriculum, Instruction, and Assessment – Staff Development. (See enclosure.)

- *H.6. Motion by _____, seconded by _____, to reaffirm Policy 2000 – Administration – A Concept of Administration. (See enclosure.)
- *H.7. Motion by _____, seconded by _____, to reaffirm Policy 2100 – Administration – Administrative and Supervisory Personnel. (See enclosure.)
- *H.8. Motion by _____, seconded by _____, to reaffirm Policy 2400 – Administration – Organization and Administration. (See enclosure.)
- *H.9. Motion by _____, seconded by _____, to reaffirm Rule 2400.1 – Administration - Organization and Administration. (See enclosure.)
- *H.10. Motion by _____, seconded by _____, to reaffirm Rule 2400.2 – Administration – Line of Responsibility – School Board and Superintendent. (See enclosure.)
- *H.11. Motion by _____, seconded by _____, to reaffirm Rule 2400.3 – Administration – Line and Staff Relationships. (See enclosure.)
- *H.12. Motion by _____, seconded by _____, to reaffirm Rule 2400.4 – Administration – Administrators Leaving the Building. (See enclosure.)
- H.13. Motion by _____, seconded by _____, to approve the changes for the Summer School program as submitted. (See enclosure.)
- H.14. Motion by _____, seconded by _____, that the District enter into the Sale and Purchase Agreement with Bellbrook Development for the purchase of Outlots D & E adjacent to Elementary #23 as submitted. (See enclosure.)
- H.15. Motion by _____, seconded by _____, that the District grant approval of a Permanent Easement to MUD at the site of Elementary #23 as submitted. (See enclosure.)
- H.16. Motion by _____, seconded by _____, that approval be given the proposed baseball field lighting project at MNHS and that the District enter into the Agreement for Easement with Millard North Baseball Inc. as submitted. (See enclosure.)
- H.17. Motion by _____, seconded by _____, that approval be given to the Fiber Optics Easement Agreement between the District and Verizon Wireless as submitted. (See enclosure.)
- H.18. Motion by _____, seconded by _____, to approve Personnel Actions: New Hire(s) and Voluntary Early Separation Program requests. (See enclosure.)
- H.19. Land Acquisition (Executive Session)

I. Reports

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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.

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 6:30 p.m., Tuesday, November 15, 2004, at the Don Stroh Administration Center, 5606 South 147th Street.

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

ABSENT: Brad Burwell

Notice of this meeting was given in advance thereof by publication in the Daily Record on November 12, 2004; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their 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 all members were present.

Motion by Linda Poole, seconded by Julie Johnson, to excuse Brad Burwell from the meeting. Upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes of Monday, November 1, 2004, to approve bills, and to receive the treasurer's report and place on file. Upon roll call vote, all members voted aye. Motion carried.

Jean Stothert highlighted the Board Committee of the Whole meeting on Monday, November 8, 2004. Topics that were discussed included the Technology Five-Year Plan, and various scenarios for assignments to the new 23rd elementary school.

Showcase introduced the National Merit Semi-Finalists and commended students from the three high schools.

Mrs. Stothert recognized Boy Scout Troops 429 and 282, who were working on the Citizenship in the Community merit badge.

Superintendent's Report:

1. Reminder that the NASB State Education Conference is November 17-19 2004 at the Holiday Inn Central. Ken Fossen will be a presenter on Thursday at 4:00 p.m.
2. Millard North High School will be playing in the championship game on Friday, November 19, 2004 at 7 p.m.
3. Next week is Thanksgiving break there will be no school and the office will be closed on Thursday and Friday.
4. Reminder that there will be a meeting with the Gretna School Board on Thursday, December 2, 2004 at 11:30 a.m. at DSAC.

Comments from the Board:

Julie Johnson reported that she will be attending the NASB State Education Conference and will be attending a brief meeting of the Legislative Committee on Thursday afternoon. The legislative forum will be held at 8:45 a.m., listed at various places in the Holiday Inn. The Delegate Assembly will follow at 9:30 a.m. If board members have any major concerns they should contact Mrs. Johnson.

Linda Poole congratulated all of the national merit semi-finalists and commended students, the Millard North High School football team for making it to the championship game, and for all of the all-state athletes for all fall sports.

Mrs. Poole said she was asked by Millard West High School to attend the Sportsmanship Summit that is put on by the Nebraska State Activities Association. Mr. Joekel, athletic director from Millard West, invited other board members to attend if their scheduled allowed.

Mrs. Poole will be at the Executive Committee meeting for NASB, which starts on Wednesday, and will also attend the rest of the week.

Mrs. Poole said she received three new resolutions that will be brought forward to the Board of Directors tomorrow. She will fax them to Angelo Passarelli for his review to see if any present any concerns for the district. If he has concerns he was asked to contact Julie Johnson.

Mrs. Poole received a letter, because of her association with NASB, which has asked her to participate in a group called the Civics Nebraska Partnership. It is an organization that advocates the enhancements of civic education, provide a forum to share ideas and resources, and act as a

clearing-house for all civic programs offered to teachers statewide. Mrs. Poole will be attending the meeting and will report back to the board.

Mike Kennedy thanked the national semi-finalists and commended students and their parents for attending the meeting.

Mr. Kennedy stated he has received a couple of parents from Black Elk and Wheeler about the proactive approach in looking for options to help with the overcrowding in the western part of the district.

Jean Stothert stated she was interested in attending the Federal Relations Conference being held at the end of January in Washington, D.C.

Mrs. Stothert will be attending the Metropolitan Area Boards of Education meeting being held on Wednesday evening. The topics for the agenda will be sharing superintendent's evaluation forms and penmanship program.

Mrs. Stothert said she attended the Business Advisory meeting last Friday, and Dr. Lutz did a good job explaining the state of the district.

Mrs. Stothert said she will be attending the December 2 meeting with the Gretna Board.

Elise Davaux, student representative from Millard South High School, Sarah Fech, student representative from Millard North High School, and Chelsea Adams from Millard West High School, reported on the academic and athletic activities at their respective high schools.

Motion by Linda Poole, seconded by Julie Johnson, to approve the Auction Consignment Agreement. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to approve the Lobbyist Contract with Ruth & Mueller. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to establish the Food Service Committee Members. A motion was made by Mike Kennedy to add a committee member from the Foundation, which would be chosen by the Executive Director or the Director of Kids' Network. The motion died for a lack of a second. Upon roll call vote on the original motion, Jean Stothert, Linda Poole, Mike Kennedy and Julie Johnson, voted aye. Mike Pate voted nay. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to approve Personnel Actions: Leave of Absence: Christin Stadler and Resignation: Harriot Gilbertson. Upon roll call vote, all members voted aye. Motion carried.

The reports given included: the United Way and Corporate Cup Reports and a Report on Rohwer, Wheeler, and #23 Elementary Growth.

Future Agenda Items/Board Calendar: The NASB/NASA State Education Conference will be held on November 17-19, 2004 at the Holiday Inn Central. A Board of Education Meeting will be held on Monday, December 6, 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, December 13, 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, December 20, 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 10, 2005 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 17, 2005 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 24, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Jean Stothert adjourned the meeting.

SECRETARY



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

December 1, 2004

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for December are Pam Hoover, a German foreign language teacher at Millard South High School and Pam O'Connor, a special education paraprofessional at Willowdale Elementary.

AF:sp

AGENDA SUMMARY SHEET

AGENDA ITEM: Audit Report for FYE04

MEETING DATE: December 6, 2004

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Audit Report for FYE04 – To receive and file the FYE04 audit report as submitted by the district's independent auditing firm of Graeve, Garrelts, Denham & Bruce.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Public schools are required to employ independent auditors to review their financial accounts each year. The auditing firm employed for our district for the FYE04 fiscal year audit was Graeve, Garrelts, Denham & Bruce (GGD&B).

A copy of the audit was enclosed (under separate cover) with the board agenda materials. Representatives (i.e., Dave Bruce, and/or Jodi Renni) from GGC&B will be present at the meeting to address the board and answer any questions.

At the time of preparation of this Agenda Summary Sheet, a draft of the Management Letter (which is separate from the audit) was submitted to the administration by the auditors. The administration was preparing its required response to the Letter and had a scheduled meeting with the auditors. If the meeting was concluded and the response was completed in time, it was included with these agenda materials. If not, it will be (or was) sent later to the board members via e-mail or special courier.

OPTIONS AND ALTERNATIVES: n/a

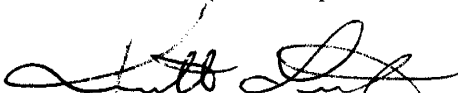
RECOMMENDATION: It is recommended that the board receive and file the FYE04 audit report as submitted by the auditing firm of Graeve, Garrelts, Denham & Bruce.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Ken Fossen (Assoc. Supt. Gen. Admin.) and Chris Hughes (Accounting Manager)

SUPERINTENDENT'S APPROVAL: 

GRAEVE GARRELTS DENHAM & BRUCE, LLC
CERTIFIED PUBLIC ACCOUNTANTS
16924 FRANCES STREET SUITE 210
OMAHA, NEBRASKA 68130



402 330/7008 / PHONE
330/6851 / FAX
www.orizongroup.com

November 23, 2004

To the Board of Education
Millard Public Schools
Omaha, Nebraska

In planning and performing our audit of the financial statements of the Millard Public Schools (District) as of and for the year ended August 31, 2004, we considered the District's internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements, but not to provide assurance on internal control. Although our audit was not designed to provide assurance on the internal control structure, we noted certain matters involving the internal control structure and its operation, and are submitting for your consideration related recommendations designed to help the District make internal control improvements and achieve operational efficiencies. Our comments reflect our desire to be of continuing assistance to the District.

The memorandums 1 and 2 that accompany this letter summarize our comments and suggestions regarding those matters. This letter does not affect our aforementioned audit report, dated October 20, 2004, on the financial statements of the District.

Since the comments and observations contained in this report are a by-product of the audit, the cost justification and other aspects of our suggestions have not been fully evaluated; management should make these evaluations. Therefore, certain suggestions and recommendations related to internal control policies and procedures may not be practical to implement. However, it is important for management to be aware of them and we encourage their consideration.

Our comments deal exclusively with operational, accounting and record-keeping systems and procedures, and should not be regarded as reflecting on the integrity or capabilities of anyone in your organization. Also, our comments have been restricted to weaknesses noted and suggested means of improvement and are not intended as commentary on the various favorable aspects of the District's procedures and systems.

We appreciate the opportunity to serve you and the District. We also appreciate the cooperation we have received from District personnel throughout our audit and in connection with developing these recommendations. Should you have any questions about our recommendations, this letter or other matters, please contact us.

Sincerely,

C. David Bruce, CPA, CFP
For the Firm

MEMORANDUM 1

The following constructive service ideas have been discussed with the District's management:

1. Segregation of Duties at the Schools

Many of the District's schools have a small number of people in their offices performing a variety of duties, some of which may be incompatible for accounting control reasons. For instance, the person who handles cash receipts should not also record the payments to the accounts receivable detail ledger, make the bank deposit and reconcile the bank statements.

Separating these duties will improve internal controls over cash and other assets and reduce the possibility of errors and irregularities. Although such segregation of duties may not be possible for the elementary and middle schools, because of the limited number of staff available, it may be possible at each of the high schools. The following are some suggested steps that could be useful by the District for such an analysis:

- Make a list of office personnel at each building and the various accounting duties each performs, if any.
- Identify any incompatible accounting functions that are the responsibility of one employee.
- Consider reassigning responsibility for these duties, if practical, or create a supervisory review of these functions.

2. Accounting Policies and Procedures Manual

We noted the District does not have a comprehensive accounting procedures manual. Written procedures, instructions, and assignments of duties will prevent or reduce misunderstandings, errors, inefficient or wasted effort, duplicated or omitted procedures, and other situations that can result in inaccurate records or untimely reporting.

A well devised accounting manual can also help to ensure that all similar transactions are treated consistently, that accounting principles used are proper, and that records are produced in the form desired by management. A good accounting manual should aid in the training of new employees and possibly allow for delegation to other employees of some accounting functions management performs.

It will take extra time and effort for management to develop a manual; however, we believe this time will be more than offset by the improvement in procedures and efficiencies and by the time saved later in training and supervising accounting personnel.

3. Payroll Account

We noted the District used the main general fund checking account for both general expenditures and payroll expenditures. Although the District has implemented optional direct deposit for payroll, there are still a numerous payroll checks issued each year. The District should consider opening a payroll checking account separate from the main general fund checking account to not only reduce the number of checks clearing through one account, but also make the monthly reconciliation process less complex.

Status of prior year constructive service ideas:

1. **Segregation of Duties at the Schools** – This constructive service idea is still applicable and has been repeated above.

MEMORANDUM 2

Required Communications

Professional standards require that we provide you with certain information relating to our audits of your financial statements. The information below complies with those requirements.

SAS No. 61, "Communications with Audit Committee"

- *Auditor Responsibility.* The level of responsibility the auditor assumes for an audit performed in accordance with generally accepted auditing standards and the nature of the assurance an audit provides.

Our report to the Board of Education sets forth the planned and actual scope of our audit, including the fact that our audit is designed to enable us to obtain reasonable, not absolute, assurance that the financial statements are free of material misstatement.
- *Accounting Policies.* The initial selection and changes in significant policies, methods used to account for significant unusual transactions, or the effect of significant accounting policies in controversial or emerging areas.

The Board of Education is informed of the District's significant accounting policies and accounting changes.
- *Estimates.* The process management uses to formulate particularly sensitive accounting estimates and the basis for the auditor's conclusions about the reasonableness of those estimates.

We believe that all sensitive accounting estimates and judgments made by management which affect the financial statements are appropriately communicated to the Board of Education.
- *Audit Adjustments.* (1) The adjustments arising from the audit—both those that have been reflected in the financial statements and those that have not—that could have a significant effect on the entity's financial reporting process. (2) Uncorrected misstatements aggregated by the auditor, whose effects management has determined are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Throughout the course of our audit, adjustments were identified and recorded by the District. There were no uncorrected misstatements at the end of the audit.
- *Disagreements.* All instances, including those that have been satisfactorily resolved, in which the auditor and management disagreed about matters that, individually or in the aggregate, could be significant to the entity's financial statements or the auditor's report.

None
- *Difficulties.* Any serious difficulties the auditor encountered in dealing with management such as unreasonable delays in providing needed information, unreasonable timetable set by management, or unavailability of client personnel.

No significant difficulties in dealing with management were encountered.



Business Office • 5606 South 147th Street, Omaha NE 68137 • Phone: (402) 895-8211 • Fax (402) 895-8448

To: Everyone
Re: Response to FY04 Audit Management Letter
From: Ken Fossen, Assoc. Supt. for Gen. Admin.
Date: December 1, 2004

The Management Letter which accompanied the FY04 Auditor's Report included three "constructive service ideas" for consideration by management. Management's response to these are as follows:

1. Segregation of Duties

As noted in prior year responses, segregation of duties is an ongoing issue for the District (and probably most businesses and institutions). As noted in the FY04 Management Letter, segregation of duties at the elementary schools and middle schools is difficult because of the limited number of office personnel – in some schools there is only one secretary.

At the high schools, more personnel are available for the segregation of duties. However, these people already have segregated duties. The segregation is based upon job assignments (i.e., attendance, class schedules, activities, etc.) rather than upon accounting assignments. An increase in the segregation of accounting duties could, arguably, result in an attendance secretary performing duties related to counting money. Having money counted in a high student traffic area could lead to an increase in risk of loss (due to theft) and a decrease in accuracy (due to repeated interruptions).

Notwithstanding the above, Management agrees with the general need for as much segregation of duties as is possible.

2. Accounting Policies and Procedures Manual

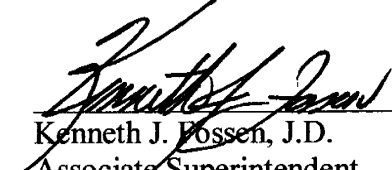
Management agrees with the recommendation for the development of a comprehensive accounting procedures manual. At present, there are stand-alone procedures in place that address specific accounting practices. (For example, see the attached procedures related to employee expense reimbursement procedures.)

These stand-alone procedures need to be collected into a one procedures manual. Additionally, many of the existing procedures need to be reviewed and updated.

Due to the amount of time this project would require, the business office may need to seek outside assistance with the project in order to get it completed within the next calendar year.

3. Payroll Account

Management will consider opening a separate account for payroll (rather than including payroll in the general bank account). It should be noted, however, that with the technology available in the accounting department today, reports which differentiate payroll expenses from other expenses can be done expeditiously even though only one bank account is used.



Kenneth J. Fossen, J.D.
Associate Superintendent
General Administration

MILLARD PUBLIC SCHOOLS

EXPENSE REIMBURSEMENT PROCEDURES

1.0 Definitions

- 1.1 "Travel expense" shall mean an expense incurred while attending a conference, convention, seminar, meeting, program, activity, or event which required an overnight stay.
- 1.2 "Non-travel expense" shall mean an expense incurred by an employee which did not qualify as a travel expense.
- 1.3 The terms "conference," "convention," "seminar," "meeting," "program," "activity," and "event" may be used interchangeably and a reference to one shall be considered a reference to all, unless the context clearly indicates otherwise.

2.0 Approval for Travel

- 2.1 All school-related travel must receive prior approval from: (a) the employee's immediate supervisor and (b) the person who has authority over the budget line item to which the travel expense will be charged. Documentation of prior approval will not be required for reimbursement unless the issue is brought into question by the supervisor or the person responsible for the budget line item involved. In such circumstances, the burden of proving by clear and convincing evidence that prior approval was given shall rest with the employee seeking reimbursement.
- 2.2 When deemed appropriate, approval for travel may be given contingent upon the employee's agreement to receive only a partial reimbursement. In such circumstances, the reimbursement available under this rule shall be reduced to reflect the provisions of such partial reimbursement agreement with the employee.
- 2.3 When prior approval is not received for travel, reimbursement for expenses related thereto may be reduced or denied by either: (a) the employee's immediate supervisor or (b) the person with authority over the budget line item where the travel expenses would be charged.

3.0 Reimbursement For Travel Expenses

- 3.1 Allowable Expenses: The following expenses may be reimbursed if all associated requirements are met:
 - 3.1.1 Airfare and Vehicle Mileage
 - 3.1.1.1 The employee shall use the most efficient means of transportation. In determining efficiency, the employee's time may be considered in addition to the actual dollar cost to be incurred.
 - 3.1.1.2 Airline tickets shall be for "coach class." However, the employee may elect to travel "first class." In such event, the district's reimbursement to the employee will be limited to "coach class" rates.
 - 3.1.1.3 If any employee elects a mode of transportation other than the most efficient, reimbursement will be limited to the cost of the most efficient mode of transportation that could have been arranged.
 - 3.1.1.4 Reimbursement for mileage shall be made at the rate established in Policy 3530 (also, see, *Neb. Rev. Stat.* §81-1176).
 - 3.1.1.5 Appropriate documentation for airfare shall include the original receipt from the airline or travel agent. Credit card statements alone will not be accepted as appropriate documentation. Airline arrangements via the internet must be made with a company that issues a receipt evidencing dates, flights, destinations,

passenger's name, and form of payment. One approved internet site for such arrangements is www.uniglobe.com.

- 3.1.1.6 Appropriate documentation for mileage shall include a signed statement from the employee evidencing the miles traveled to attend the program or event via the most direct route. Only one reimbursement for mileage will be permitted when two or more employees travel in the same vehicle.

3.1.2 Lodging

- 3.1.2.1 When traveling to conferences or conventions, employees are encouraged to seek lodging at the site of the event. If lodging is chosen at a different site, it must be secured at a reasonable rate.
- 3.1.2.2 Lodging accommodations will be reimbursed for "single occupancy." The employee may elect to have family members or other non-employees share the same lodging accommodations, however, the district's reimbursement will be limited to the single occupancy rate. If other non-employees have shared the room and the single occupancy rate is not indicated on the lodging statement or otherwise documented, the reimbursement will be limited to 80% of the multiple occupancy rate shown on the lodging statement.
- 3.1.2.3 Personal expenses (e.g., movies), per diem expenses (e.g., meals), and non-reimbursable expenses (e.g., alcohol) shall be paid for separately by the employee and shall not appear on the lodging receipt.
- 3.1.2.4 Appropriate documentation of lodging expenses shall include the original itemized receipt from the hotel or motel. Credit card statements alone will not be accepted as appropriate documentation.

3.1.3 Meals

- 3.1.3.1 Reimbursement for meals (including tips) shall be the actual expense incurred not to exceed the per diem rate published for meals and incidental expenses for Omaha, Nebraska in the most recent Internal Revenue Service (IRS) Publication 1542. The superintendent (or designee) shall determine the portion of such per diem rate that is to be attributed to each meal.
- 3.1.3.2 Notwithstanding the preceding section, if an employee travels to a city with published per diem rates listed in IRS Publication 1542, the employee may elect to have the maximum reimbursement rate based on the per diem rate for such city rather than for Omaha. In such instances, the portion of the rate to be attributed to each meal shall be as follows: Breakfast (20%), Lunch (32%), and Dinner (48%).
- 3.1.3.3 If the registration fee for an event or activity includes one or more meals and such fee is paid or reimbursed by the district, the employee's meal reimbursement request shall reflect that such meal expense was included in the registration fee.
- 3.1.3.4 If an employee encounters unique circumstances and incurs meal expenses which are significantly above the rates published in IRS Publication 1542, the superintendent (or designee) may review the circumstances and, if appropriate, grant an exception from the above provisions and approve a portion or all of the additional expense for reimbursement.
- 3.1.3.5 An employee shall qualify for breakfast reimbursement if he/she is engaged in travel at 7:00 a.m., lunch if engaged in travel at 12:00 noon, and Dinner if engaged in travel at 6:00 p.m. If an employee qualifies for all meal reimbursements for a given day, he/she may combine all meal expenses for the day into one amount. Such amount shall be the actual expense not to exceed the

per diem rate for meals and incidental expenses published in IRS Publication 1542.

3.1.3.6 Receipts for meals shall not be required if an employee's reimbursement request does not exceed the Omaha per diem rate for meals and incidental expenses published in IRS Publication 1542.

3.1.3.7 Appropriate documentation for meal costs in excess of IRS Publication 1542 per diem meal and incidental expenses for Omaha shall include the original itemized receipt for such meal expenses (including tips). If the tip is not included on the original receipt, it may be written on the receipt by the person who gave the tip. Credit card statements alone will not be accepted as appropriate documentation.

3.1.4 Car Rental

3.1.4.1 Reasonable and necessary car rental expenses may be reimbursed.

3.1.4.2 Employees renting cars should take the "zero deductible" car insurance offered by the rental company.

3.1.4.3 Appropriate documentation of car rental expenses shall include the original itemized receipt from the car rental company. Credit card statements alone will not be accepted as appropriate documentation.

3.1.5 Parking, Shuttles, Cab, and Toll Fees

3.1.5.1 Parking, shuttle, cab, and toll fees may be reimbursed.

3.1.5.2 Appropriate documentation shall include a signed statement of the employee stating the fees paid. Receipts for individual fees in excess of \$25 should be secured, if possible, and attached to the request for reimbursement.

3.1.6 Registrations fees

3.1.6.1 Registration fees for conferences, conventions, and seminars may be reimbursed.

3.1.6.2 Meals may be included in registration fees. If such is the case, the reimbursement for meals must be reduced accordingly when the request for reimbursement is submitted by the employee.

3.1.6.3 Appropriate documentation of registration fees shall include the original receipt from the organization conducting the event or activity. Credit card statements alone will not be accepted as appropriate documentation.

3.2 Non-Allowable Expenses: No reimbursement shall be received for the following travel expenses:

3.2.1 The purchases of alcoholic beverages.

3.2.2 The additional expenses incurred on behalf of family members or other non-employees accompanying the employee.

3.2.3 The purchase of magazines, newspapers, theatre tickets, theme park admissions, or other personal or entertainment expenses unless such are an integral part of the educational program or activity being attended.

4.0 Reimbursement For Non-Travel Expenses

4.1 Employees may be reimbursed for expenses that do not qualify as travel expenses (i.e., that were not incurred during an activity involving an overnight stay) if such expenses were incurred in the performance of the employee's duties.

4.2 Reimbursement for non-travel expenses may be received for the following:

4.2.1 Mileage

4.2.1.1 Reimbursement (pursuant to Policy 3530) may be received for miles traveled to events not located at the employee's regularly assigned building.

4.2.1.2 Reimbursement may not be received for miles traveled from the employee's residence to his/her regularly assigned building no matter how many times such occurs in a given day, unless a written exception is granted by the Superintendent or his/her designee.

4.2.1.2.1 Exceptions under this section will not be granted for additional trips to an assigned building when such occur as a result of an event which is occasional or sporadic in nature.

4.2.1.2.2 Exceptions under this section may be granted for additional trips to an assigned building when such occur as a result of events or activities which routinely occur multiple times weekly throughout the school year. If such an exception is granted, the reimbursement shall be only for mileage incurred within the boundaries of the school district.

4.2.2 Parking Fees

4.2.2.1 Reimbursement may be received for parking fees associated with meetings.

4.2.2.2 Reimbursement will not be received for parking fines.

4.2.3 Meeting Expenses

4.2.3.1 Reimbursement may be received for charges for meeting rooms (if paid by the employee).

4.2.3.2 Reimbursement may be received for meals which are an integral part of a meeting. In order to qualify for reimbursement, the meeting (1) must commence prior to the meal and continue through the meal, (2) must receive prior approval from the person responsible for the budget line item to which the expense will be charged, and (3) must be documented with the original receipt for the meals, an agenda showing the time of the meeting and the items discussed, and a list of those in attendance.

4.2.4 Other Expenses

4.2.4.1 If deemed appropriate, the superintendent (or designee) may approve other employee expenses for reimbursement if such were incurred in the performance of the employee's duties and were reasonable and necessary.

5.0 Exceptions, Modifications, Waivers, Reductions, & Denials

5.1 The superintendent (or designee) may, grant exceptions to, modifications of, or waivers from any of the above provisions if he/she is of the opinion that such is warranted under the circumstances.

5.2 Notwithstanding the preceding section, no exceptions shall be granted for items precluded from reimbursement in Section 3.2.

5.3 Any request for reimbursement may be reduced or denied by the superintendent (or designee) if he/she is of the opinion that the reimbursement request is for an expense that is unwarranted, insufficiently documented, or excessive in nature.

5.4 In the event an employee has language in his/her employment contract which is not consistent with the provisions herein, the language of the employment contract shall be controlling.

Effective: February 1, 2002

Reviewed 8/04

MILLARD PUBLIC SCHOOLS

Employee Travel Reimbursement Request
(Overnight Stay Required)

1. The check for the reimbursement should be made payable to:

Name: _____ Soc. Sec. # _____
 Street: _____
 City: _____ State: _____ Zip Code: _____

2. The travel expenses were incurred while attending the following:

Name & Location of Conference: _____
 Departure Date: _____ Departure Time: _____
 Return Date: _____ Return Time: _____

3. The registration fees:

- Were paid by the district or some source other than me.
- Were paid by me and I am requesting reimbursement for \$ _____.
(Attach completed registration form and receipt.)
- There were no registration fees.

4. The following meal expenses were incurred (including tips):

(Enter the actual cost incurred for each meal. If the actual cost exceeded the maximum, limit your reimbursement request to the maximum. Exclude all alcoholic beverages. Write "provided" in the space for any meals paid for through registration fees or sources other than you.)

Date						
Breakfast (Max: \$11)	\$	\$	\$	\$	\$	\$
Lunch (Max: \$13)	\$	\$	\$	\$	\$	\$
Dinner (Max: \$19)	\$	\$	\$	\$	\$	\$
TOTAL (Max: \$43)	\$	\$	\$	\$	\$	\$

TOTAL MEAL EXPENSE \$ _____

5. **The lodging expenses incurred were as follows:**

Name of Hotel/Motel: _____

Arrival Date: _____ Departure Date: _____ Expense: \$ _____

(Attach original itemized lodging receipt. Exclude all meals, movies, and other personal expense items. If non-employees shared the accommodations, exclude the cost above the single occupancy rate. If the single occupancy rate is not documented, it will be presumed to be no more than 80% of the multiple occupancy rate on the lodging receipt.)

6. **The following transportation expenses were incurred:**

a. Personal auto mileage: _____ miles @ \$0.375/mi. = \$ _____

From: _____

To: _____

b. Parking, shuttles, and tolls: \$ _____

(Attach receipts for items over \$25, if available)

c. Auto rental: \$ _____

(Attach original receipt from car rental company.)

d. Airfare: \$ _____

(Attach original receipt from airline or travel agency.)

7. **Other expenses were incurred as described below: (Attach appropriate documentation.)**

\$ _____

8. **The total of all expense reimbursement requests above is:**

TOTAL REIMBURSEMENT REQUEST: \$ _____

I hereby certify that all of the above expenses were incurred by me in the performance of my duties for the Millard Public Schools.

Signature of Employee/Claimant

Date

Approved by: _____ Budget Code: _____

MILLARD PUBLIC SCHOOLS

Employee Special Reimbursement Request

1. The check for this reimbursement should be made payable to:

Name: _____ Soc. Sec. # _____

Street: _____

City: _____ State: _____ Zip Code: _____

2. The employee’s assigned position (e.g., psychologist) and location (e.g., DSAC) are:

Position: _____ Location: _____

3. The goods/services purchased, the dollar amount, and the account code (i.e., budget code) to which the cost should be charged are as follows (receipts are attached):

Description of Purchase (Receipts Attached)	Amount	Charge to Account Code

_____ _____ _____
Employee’s Signature Date Signature of Manager of Account Code

Signature of Assoc. Supt. Gen. Adm. (if Employee and Manager of Account are the same person)

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

STATEMENT OF NET ASSETS - CASH BASIS

AUGUST 31, 2004

ASSETS

	<u>Governmental Activities</u>
Cash and cash equivalents	\$ 9,773,274
Investments	<u>53,179,900</u>
TOTAL ASSETS	<u>\$ 62,953,174</u>

NET ASSETS

Restricted:	
Special building	\$ 7,041,368
School lunch	727,077
Debt service	11,884,094
Unrestricted:	
Board designated:	
Employee benefit	5,882,773
Depreciation	6,116,768
Undesignated	<u>31,301,094</u>
TOTAL NET ASSETS	<u>\$ 62,953,174</u>

See Notes to the Basic Financial Statements.

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

STATEMENT OF ACTIVITIES - CASH BASIS

FOR THE YEAR ENDED AUGUST 31, 2004

	Net (Disbursements)		Program cash receipts	
	Receipts and Changes in Net Assets	Cash Disbursements	Charges for Services	Operating Grants and Contributions
Governmental activities:				
Instructional services	\$ (67,152,242)	\$ (80,471,316)	\$ 270,436	\$ 13,048,638
Support services	(35,066,771)	(36,269,738)		1,202,967
Food services	(493,249)	(6,758,831)	5,375,771	889,811
Building maintenance and improvements	(21,061,664)	(21,061,664)		
Principal and interest on indebtedness	(15,444,346)	(15,444,346)		
Other	(485,679)	(485,679)		
Net program (disbursements) receipts	<u>(139,703,951)</u>	<u>\$(160,491,574)</u>	<u>\$ 5,646,207</u>	<u>\$ 15,141,416</u>
General receipts:				
Taxes collected	94,028,966			
County receipts	950,891			
State receipts	45,525,035			
Federal receipts	744,469			
Investment earnings	273,864			
Other	1,928,377			
Total general receipts	<u>143,451,602</u>			
Increase in net assets	3,747,651			
Net assets - beginning of year	<u>59,205,523</u>			
Net assets - end of year	<u>\$ 62,953,174</u>			

See Notes to the Basic Financial Statements.

SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA

STATEMENT OF FUND BALANCES AND CHANGES IN FUND BALANCES - CASH BASIS - GOVERNMENTAL FUNDS

AS OF AND FOR THE YEAR ENDED AUGUST 31, 2004

	Special Revenue Funds							Debt Service Fund Bond	Total Governmental Funds
	General Fund	Special Building	School Lunch	Employee Benefit	Depreciation	Cooperative			
RECEIPTS									
Local receipts	\$ 79,916,269	\$ 1,574,381	\$ 2,516				\$ 14,194,144	\$ 95,287,300	
County receipts	850,891						182,497	960,881	
State receipts	54,722,062	12,352						54,699,941	
Federal receipts	5,591,928	32,240	893,811					6,513,979	
Sales of lunches			5,373,255					5,373,255	
Interest	85,177	56,310	4,187	\$ 34,207	26,514		64,469	273,864	
Non-revenue receipts	347,614	88,848					506,633	942,665	
TOTAL RECEIPTS	\$ 141,213,861	\$ 1,767,231	\$ 6,269,769	\$ 34,207	\$ 26,514		\$ 14,927,643	\$ 164,238,225	
DISBURSEMENTS									
Instructional services	\$ 76,589,920							\$ 76,589,920	
Support services	44,240,238							44,240,238	
Other salaries and benefits			\$ 2,894,437					2,894,437	
Supplies and materials			239,750					239,750	
Purchased services		\$ 1,631,030	2,163,390	\$ 11,155,192				14,989,612	
Food			1,498,578					1,498,578	
Capital outlay		1,297,118	17,679		\$ 936,460			2,151,254	
Building and site acquisition and improvement		2,495,118	17,679		11,730			2,508,649	
Other		27,380						27,380	
Redemption of principal									
Debt service interest									
TOTAL DISBURSEMENTS	120,830,156	5,452,647	6,758,831	11,155,192	948,190		14,927,215	156,974,443	
EXCESS (DEFICIENCY) OF RECEIPTS OVER DISBURSEMENTS	20,383,705	(3,685,416)	(499,062)	(11,120,985)	(921,679)		428	4,294,782	
OTHER FINANCING SOURCES (USES)									
Proceeds from refunding bonds									
Payment to bond refunding escrow agent									
Transfers in									
Transfers out	(18,039,403)							(18,039,403)	
TOTAL OTHER FINANCING SOURCES (USES)	(18,039,403)						(574,131)	(18,613,534)	
EXCESS (DEFICIENCY) OF RECEIPTS AND OTHER FINANCING SOURCES OVER DISBURSEMENTS AND OTHER FINANCING USES	4,344,302	(3,685,416)	(499,062)	1,943,585	2,153,177		(516,703)	3,747,651	
FUND BALANCE - Beginning of year	25,656,794	10,724,704	1,216,139	3,656,208	3,663,591		12,406,757	59,295,522	
FUND BALANCE - End of year	31,301,094	7,041,388	727,077	5,882,773	6,116,798		11,894,094	62,953,174	
FUND BALANCE - CASH BASIS:									
Cash and cash equivalents	\$ 8,825,197		\$ 727,077	\$ 221,000	\$ 8,116,798		\$ 11,894,094	\$ 8,773,274	
Investments	22,475,897	7,041,388		5,661,773				53,179,900	
TOTAL FUND BALANCE - CASH BASIS - AUGUST 31, 2004	31,301,094	7,041,388	727,077	5,882,773	6,116,798		11,894,094	62,953,174	

See Notes to the Basic Financial Statements.

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

STATEMENT OF NET ASSETS AND CHANGES IN NET ASSETS - CASH BASIS - FIDUCIARY FUNDS

AS OF AND FOR THE YEAR ENDED AUGUST 31, 2004

<u>Activities Fund</u>	<u>Beginning Net Assets</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Ending Net Assets</u>
ADMINISTRATIVE OFFICE	\$ 515,491	\$ 339,411	\$ 594,334	\$ 260,568
HIGH SCHOOLS:				
North	575,848	859,409	784,944	650,313
South	422,288	856,295	782,072	496,511
West	309,419	786,003	765,002	330,420
MIDDLE SCHOOLS:				
Central	73,414	119,544	115,390	77,568
North	57,718	96,006	107,639	46,085
Beadle	11,645	55,332	46,557	20,420
Andersen	71,840	105,822	113,439	64,223
Kiewit	178,101	146,595	170,062	154,634
Russell	73,151	166,893	198,524	41,520
ELEMENTARY SCHOOLS:				
Abbott	20,085	22,922	20,722	22,285
Ackerman	11,565	40,415	43,757	8,223
Aldrich	3,523	12,028	14,130	1,421
Black Elk	16,077	39,212	35,285	20,004
Bryan	9,903	52,767	47,240	15,430
Cather	20,881	29,163	28,572	21,472
Cody	21,434	27,129	34,766	13,797
Cottonwood	8,840	11,840	9,705	10,975
Disney	11,550	15,927	16,307	11,170
Ezra Millard	12,895	21,413	20,381	13,927
Harvey Oaks	11,222	6,671	8,852	9,041
Hitchcock	8,164	21,742	21,076	8,830
Holling Heights	12,546	24,146	24,370	12,322
Montclair	9,616	36,641	33,567	12,690
Morton	4,726	24,557	23,361	5,922
Neihardt	20,799	24,269	28,426	16,642
Norris	13,462	27,876	23,412	17,926
Rockwell	24,230	25,870	23,273	26,827
Rohwer	16,356	24,420	19,702	21,074
Sandoz	9,480	19,815	20,232	9,063
Willowdale	19,947	30,903	43,530	7,320
Wheeler	14,206	37,815	26,004	26,017
SUMMER SCHOOL	58	131,838	132,293	(397)
MILLARD LEARNING CENTER	2,559	12,314	12,574	2,299
MSHS BUTTON FACTORY	49			49
ECHO HILLS SALES	947	249	350	846
MNHS LIFE SKILLS	466		30	436
Total Activities Fund	<u>\$ 2,594,501</u>	<u>\$ 4,253,252</u>	<u>\$ 4,389,880</u>	<u>\$ 2,457,873</u>
<u>Student Fee Fund</u>				
ALL SCHOOLS	<u>\$ 109,084</u>	<u>\$ 963,571</u>	<u>\$ 861,206</u>	<u>\$ 211,450</u>
NET ASSETS				
Cash and cash equivalents				\$ 1,623,195
Investments				<u>1,046,128</u>
TOTAL NET ASSETS - CASH BASIS HELD IN TRUST				<u>\$ 2,669,323</u>

See Notes to the Basic Financial Statements.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A summary of School District #17 – Millard Public Schools, Douglas County, Nebraska's (the "District") significant accounting policies follows:

Except for the use of the cash basis of accounting as discussed below, the District complies with accounting principles generally accepted in the United States of America (GAAP). GAAP includes all relevant Governmental Accounting Standards Board (GASB) pronouncements. The accounting and reporting framework and the more significant accounting policies are discussed in subsequent subsections of this Note.

Reporting Entity

The District's financial statements are presented as the primary government and include all significant schools, departments, activities and organizations for which the District is financially accountable. The District has determined that there are no potential component units that meet the criteria for inclusion in the financial statements.

Basis of Presentation

Government-Wide Financial Statements – The Statement of Net Assets – Cash Basis and Statement of Activities – Cash Basis display information about the reporting government as a whole. They include all funds of the reporting entity except for fiduciary funds. The statements present the District's financial statements as governmental activities. Governmental activities generally are financed through taxes, intergovernmental revenues and other non-exchange revenues. Alternatively, business-type activities are financed in whole or in part by fees charged to external parties for goods or services. The District does not operate any significant business-type activities.

Fund Financial Statements – Fund financial statements of the reporting entity are organized into funds, each of which is considered to be a separate accounting entity. Each fund is accounted for by providing a separate set of self-balancing accounts that constitute its assets, liabilities, fund equity, receipts and disbursements. Funds are organized into two major categories: governmental and fiduciary. The District currently has no proprietary funds. An emphasis is placed on major funds within the governmental and fiduciary categories. A fund is considered major if it is the primary operating fund of the District, meets specific mathematical criteria set forth by GASB or is identified as a major fund by the District's management. In addition to the District's funds meeting the required criteria, the District's management has designated all remaining funds to be presented as major funds for financial reporting purposes.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

The funds of the financial reporting entity are described below:

GOVERNMENTAL FUND ACTIVITIES

General Fund – This fund is the primary operating fund of the District and is always classified as a major fund. It is used to account for all financing resources except those required to be accounted for in other funds.

Special Revenue Fund – These funds are used to account for the proceeds of the specific revenue sources that are either legally restricted to expenditures for specified purposes or designated to finance particular functions or activities of the District. The reporting entity includes the following special revenue funds:

Special Building Fund – This fund accounts for taxes levied and other revenues specifically maintained to acquire or improve sites and/or to erect, alter or improve buildings.

School Lunch Fund – This fund accounts for the operations of the District's child nutrition programs.

Employee Benefit Fund – This fund accounts for the reserve of money for the benefit of School District employees for fringe benefits through the transfer of monies from other funds.

Depreciation Fund – This fund accounts for resources designated and maintained for the eventual purchase of capital assets through transfer of monies from the General Fund.

Cooperative Fund – This fund accounts for monies received for the Driver's Education program and then passed on to the ESU #3 so they can administer these classes.

Debt Service Fund – This fund is used to account for the accumulation of resources for, and the payment of, general long-term obligations principal, interest and related costs.

Bond Fund – This fund accounts for taxes levied and other revenues specifically earmarked for the retirement of bonded indebtedness.

FIDUCIARY FUND ACTIVITIES

Activities Fund – This fund is used to account for assets held by the District in a trustee capacity for various school organizations and activities.

Student Fees Fund – This fund is used to account for money collected from students that shall be expended for the purpose for which it was collected from the students.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Measurement Focus and Basis of Accounting

Measurement focus is a term used to describe “which” transactions are recorded within the various financial statements. Basis of accounting refers to “when” transactions are recorded, regardless of the measurement focus applied.

Measurement Focus

In both the government-wide financial statements and the fund financial statements, the governmental activities are presented using a cash basis measurement focus. Their reported net assets/fund balance is considered a measure of “available cash and investments.” The operating statements focus on cash received and cash disbursed.

Basis of Accounting

In the government-wide and the fund financial statements, the District prepares its financial statements using the cash basis of accounting. Accordingly, revenues are recognized when cash is received by the District and expenditures are recognized when cash is disbursed. This basis is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

This basis of accounting is applied to all transactions, including the disbursements for capital assets, receipt of proceeds from issuance of debt and the retirement of debt.

Cash and Cash Equivalents

For the purpose of financial reporting, “cash and cash equivalents” includes all cash on hand, demand and savings accounts and certificate of deposit or short-term investments with an original maturity of three months or less from the date of acquisition.

Investments

Investments are carried at cost, which approximates fair value. Additional cash and investment disclosures are presented in Note 3.

Long-term Debt

Long-term debt arising from cash transactions for governmental funds is not reported as a liability in the government-wide or fund financial statements. The debt proceeds are, instead, reported as other financing receipts and payment of principal and interest reported as cash disbursements.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Equity Classification

Government-Wide Statements:

Equity is classified as net assets and displayed in two components:

- a. Restricted net assets – Consists of net assets with constraints placed on the use either by 1) external groups, such as creditors, grantors, contributors or laws and regulations of other governments; or 2) law through constitutional provisions or enabling legislation.
- b. Unrestricted net assets – All other net assets that do not meet the definition of “restricted.” However, if the funds have been designated by the Board of Education, these funds have been shown separately to distinguish their designation.

It is the District’s policy to use restricted net assets, first, prior to the use of unrestricted net assets, when a disbursement is made for purposes in which both restricted and unrestricted net assets are available.

Fund Financial Statements:

Governmental fund equity is reported as fund balance within each respective fund.

Internal and Interfund Balances and Activities

In the process of aggregating the financial information for the government-wide financial statements, some amounts reported as interfund activity and balances in the fund financial statements have been eliminated or reclassified.

Government-Wide Financial Statements:

Amounts reported in the fund financial statements as interfund receivables and payables, if any, would be eliminated in the governmental activities column of the Statement of Net Assets.

Fund Financial Statements:

Interfund activity, if any, within and among the governmental fund category is reported as follows in the fund financial statements:

- a. Interfund loans – amounts provided with a requirement for repayment are reported as interfund receivables and payables. The District has no such interfund balances as of August 31, 2004.
- b. Interfund reimbursements – repayments from funds responsible for certain disbursements to the funds that initially paid for them are not reported as reimbursements but as adjustments to disbursements in the respective funds.
- c. Interfund transfers – flow of assets from one fund to another where repayment is not expected are reported as cash receipts and disbursements.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

2. BUDGET PROCESS AND PROPERTY TAXES

The District is required by state law to adopt annual budgets for the General Fund, Employee Benefit Fund, Bond Fund, Special Building Fund and School Lunch Fund. Each budget is presented on the cash basis of accounting, which is consistent with the requirements of the state budget act.

State Statutes of the Nebraska Budget Act provide the prescribed budget practices and procedures that governing bodies are required to follow. The amounts that may be budgeted for certain specific funds are subject to various expenditures and/or tax levy limitations. The budget for expenditures for the bond fund was amended during the year ended August 31, 2004.

The District follows these procedures in establishing the budgetary data reflected in the accompanying financial statements:

- The Superintendent submits to the Board of Education a proposed operating budget for the fiscal year commencing September 1. The operating budget includes proposed expenditures and the means of financing them.
- Public hearings are conducted at a public meeting to obtain taxpayer comments.
- On or before September 20, the budget is legally adopted by the Board of Education through passage of a resolution and is filed with the appropriate agencies on or before September 20.
- Total fund expenditures may not legally exceed total appropriations at the fund level or for "regular education" in the general fund without holding a public budget hearing and obtaining approval from the Board of Education. Appropriations lapse at fiscal year end and any revisions require Board approval.

The property tax requirement resulting from the budget process is utilized to establish the tax levy in accordance with State statutes, which tax levy attaches as an enforceable lien on property within the District as of December 31. Taxes are due as of that date. One-half of the real estate taxes become delinquent after the following April 1, with the second one-half becoming delinquent after August 1. The combined tax rate of the District for the year ended August 31, 2004 was \$1.3212 per \$100 of assessed valuation.

3. DEPOSITS AND INVESTMENTS

Nebraska Statute Section 79-1043 provides that the District may, by and with the consent of the Board of Education of the District, invest the funds of the District in securities, including repurchase agreements, the nature of which individuals of prudence, discretion and intelligence acquire or retain in dealing with the property of another.

At August 31, 2004, the carrying amount of the District's deposits was \$5,571,176 and the bank balance was \$5,948,227. The entire balance was covered by federal depository insurance or collateral held by the District's agent in the District's name.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

3. DEPOSITS AND INVESTMENTS, CONTINUED

The District's securities are categorized to give an indication of the level of credit risk assumed by the District at year-end. Category 1 includes securities that are insured or registered or for which the securities are held by the District, or by the District's agent in the District's name. Category 2 includes uninsured and unregistered securities for which the counter-party's trust department or agent in the District's name holds the securities. Category 3 includes uninsured and unregistered securities held by the counter-party or by its trust department or agent but not in the District's name.

Investments of \$48,159,821 consist of the Nebraska School District Liquid Asset Fund Plus and are carried at cost, which approximates fair value. The Nebraska School District Liquid Asset Fund Plus is similar in nature to an open-end mutual fund designed specifically for Nebraska school entities, investing only in those securities allowable for such entities under Nebraska Law. These investments are classified by risk level as Category 3.

Investments of \$11,879,483 consist principally of money market funds and debt securities of U.S. Government Agencies. These investments are classified by risk level as Category 2. Included in this investment amount are cash equivalents totaling \$6,560,516.

At August 31, 2004, the District's activities fund also had \$735,223 of certificates of deposit, which have been included with bank deposits above.

4. FUNDS HELD BY COUNTY TREASURER

The following balances were held by the Sarpy and Douglas County Treasurers for the District as of August 31, 2004. The monies were transferred to the District subsequent to August 31 and are not included as receipts or cash balances in the financial statements:

	<u>Sarpy County</u>	<u>Douglas County</u>
General Fund	\$1,423,269	\$1,085,114
Debt Service Fund	\$ 263,666	\$ 656,940
Special Building Fund	\$ 24,094	\$ 60,479

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

5. LONG-TERM DEBT

The following is a summary of general long-term debt transactions of the District for the year ended August 31, 2004:

	<u>General Obligation Bonds</u>
Balance, August 31, 2003	\$ 126,935,000
Additions:	
New obligations	30,520,000
Deductions:	
Refunding of debt	29,000,000
Payment of principal	<u>9,910,000</u>
Balance, August 31, 2004	<u>\$ 118,545,000</u>

Bonds Payable - The following individual general obligation bond issues are outstanding at August 31, 2004:

<u>Issue Date</u>	<u>Interest Rate</u>	<u>Balance</u>	<u>Final Maturity Date</u>
July 1, 1999	4.70% to 4.75%	\$ 14,330,000	2017
October 15, 2001	3.00% to 3.20%	15,375,000	2008
November 14, 2002	3.63% to 4.50%	26,995,000	2017
April 23, 2003	2.00% to 4.25%	31,325,000	2019
March 1, 2004	2.00% to 3.50%	<u>30,520,000</u>	2016
TOTAL		<u>\$118,545,000</u>	

Aggregate principal and interest payments applicable to the District's bonds subsequent to August 31, 2004 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2005	\$ 10,385,000	\$ 4,040,156	\$ 14,425,156
2006	10,685,000	3,642,094	14,327,094
2007	10,830,000	3,243,387	14,073,387
2008	6,860,000	3,023,515	9,883,515
2009	7,665,000	2,830,143	10,495,143
2010-2014	39,815,000	10,392,678	50,207,678
2015-2019	<u>32,305,000</u>	<u>3,054,064</u>	<u>35,359,064</u>
TOTAL	<u>\$118,545,000</u>	<u>\$30,226,037</u>	<u>\$148,771,037</u>

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

5. LONG-TERM DEBT, CONTINUED

Bond Defeasance

On March 1, 2004, the District issued \$30,520,000 in General Obligation Bonds with an average interest rate of 3.08% to advance refund \$29,000,000 of outstanding 1999 Series bonds with an average interest rate of 5.26%.

As a result of the refunding, the District reduced its total debt service payments over the next thirteen years by approximately \$4,025,000 and realized an economic gain (difference between the present values of the debt service payments on the old and new debt) of approximately \$2,415,000.

6. SPECIAL BUILDING FUND COMMITMENTS

The District has approximately \$280,000 of commitments for the construction of new buildings, building additions, improvements and related building and site costs as of August 31, 2004.

7. LEASE COMMITMENTS

The District has non-cancelable operating lease agreements for 19 vans used for transportation of students in special education programs during the year ended August 31, 2004. These leases expire on various dates through August 2006. The District also has non-cancelable lease agreements for vehicles used by the administration and maintenance. These leases expire on various dates through September 2005.

In 2004, the District entered into a new lease with Connectivity Solutions Manufacturing for office and warehouse space to be utilized by the District's Technology Department. This lease expires in 2009.

Also, in 2004, the District entered into a new lease with Suburban Schools Building Corporation (Suburban) for an elementary school. Suburban acquired the land and then issued certificates of participation to fund the construction of the elementary school. Lease payments related to this agreement began May, 2004 and the lease expires May, 2011. The District has the option to purchase the building at the end of the lease.

Future minimum lease payments for all leases are approximately as follows:

	<u>Amount</u>
2005	\$1,411,972
2006	1,299,207
2007	1,286,398
2008	1,286,398
2009	1,221,797
2010	<u>1,100,000</u>
TOTAL	<u>\$7,605,772</u>

The total paid for lease commitments for the year ended August 31, 2004 was \$1,391,549, of which \$1,329,266 of the total lease commitments was paid out of the Special Building Fund and the remainder of the lease commitments was paid out of the General Fund.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

8. NEBRASKA SCHOOL EMPLOYEES RETIREMENT SYSTEM

Plan Description – The District contributes to the Nebraska School Employees Retirement System (NSERS), a cost-sharing multiple-employer defined benefit pension plan administered by the Nebraska Public Employees Retirement System (NPERS). NPERS provides retirement and disability benefits to plan members and beneficiaries. The School Employees Retirement Act establishes benefit provisions. NPERS issues a publicly available financial report that includes financial statements and required supplementary information for NPERS. That report may be obtained by writing the NPERS, 1221 N Street, Suite 325, P.O. Box 94816, Lincoln, Nebraska 68509-4816 or by calling 1-800-245-5712.

The total payroll for the School District employees covered by NSERS for the year ended August 31, 2004 was \$84,310,754. The total payroll for all School District employees for the year ended August 31, 2004 was \$90,982,563.

All School District employees who work 15 hours or more per week by August 15 preceding the school year participate in NSERS. Normal retirement is after completion of five years of service and age 65 or under the rule of 85 (when age plus years of service equals 85 and age must be at least 60). A monthly benefit is provided through either a savings and service annuity or a formula benefit annuity, whichever is greater. Early retirement is available on a reduced benefits basis. There are also vesting provisions for termination prior to retirement, as well as death and disability benefits established by Nebraska Statutes.

Funding Policy - In accordance with Nebraska Statutes §79-1531 and §79-1540, employee contributions are made in accordance with statute and the recommendation of an actuary (study as of June 30, 1996) and employer contributions are based upon 101% of employee contributions. Employee contribution requirements for the year ended August 31, 2004 were 7.25% of covered payroll. Actual employer and employee contributions made for the year ended August 31, 2004 were \$6,173,655 (7.32% of covered payroll) and \$6,112,530 (7.25% of covered payroll), respectively.

Actual employer and employee contributions made for the year ended August 31, 2003 were \$6,021,228 (7.32% of covered payroll) and \$5,961,615 (7.25% of covered payroll), respectively. Actual employer and employee contributions made for the year ended August 31, 2002 were \$5,673,190 (7.32% of covered payroll) and \$5,617,020 (7.25% of covered payroll), respectively.

9. COMMITMENTS AND CONTINGENCIES

Grant Program Involvement

The District participates in a number of state and federally assisted programs. These programs are subject to financial and compliance audits of various agencies and departments, many of which have not yet been performed. The District's management believes that the amount of expenditures, if any, which may be disallowed by the granting agencies would not be significant.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

9. COMMITMENTS AND CONTINGENCIES, CONTINUED

Compensated Absences

As a result of the District's use of the cash basis of accounting, accrued liabilities related to compensated absences (sick leave only; vacation does not vest) and any employer-related costs earned and unpaid, are not reflected in the government-wide or fund financial statements. Under the District plan, faculty, administrators and some support staff are paid \$50 per day for any sick leave accumulated over 80 days. Employees receive 12 days of sick leave per year and cannot accumulate over 80 days. Faculty and administrators' accumulated sick leave over 80 days is paid at the end of the fiscal year.

Litigation

The District is involved in various legal actions whereby certain parties are making claims for damages. Management believes the outcome of these proceedings will not have any material financial impact on the District.

10. RISK MANAGEMENT

The District is exposed to various risks of loss related to torts, theft of, damage to, or destruction of assets; errors and omissions; injuries to employees; employees' health and life; and natural disasters.

The District manages these various risks of loss as follows:

<u>Type of Loss</u>	<u>Method Managed</u>	<u>Risk of Loss Retained</u>
a. Torts, errors and omissions	Purchased commercial insurance	Deductible
b. Health	Self-funded and purchased insurance	Stop-loss
c. Workers Compensation - employee injuries	Purchased commercial insurance	None
d. Physical property loss and natural disasters	Purchased commercial insurance	Deductible

Management believes such coverage is sufficient to preclude any significant uninsured losses to the District.

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
GENERAL FUND**

FOR THE YEAR ENDED AUGUST 31, 2004

	Original & Final Budget	Actual	Variance with Budget Favorable (Unfavorable)
Budgetary fund balance, September 1, 2003		\$ 26,956,794	
Receipts:			
Local receipts:			
Local property taxes	\$ 68,879,595	68,144,925	\$ (734,670)
Motor vehicle taxes	8,500,000	8,982,125	482,125
Carline tax	8,000	8,184	184
Public power district sales tax	1,500,000	1,509,985	9,985
Tuition received from individuals - General Education		5,257	5,257
Preschool tuition and fees		265,179	265,179
Interest	50,000	85,177	35,177
Local Fines and License Fees	300,000	534,676	234,676
Gifts/donations		25,144	25,144
Rental		19,226	19,226
Community services activities		2,319	2,319
Other local receipts	10,622	19,239	8,617
	<u>79,248,217</u>	<u>79,601,436</u>	<u>353,219</u>
County receipts:			
County fines and license fees	700,000	950,891	250,891
State receipts:			
State aid	42,473,328	42,473,328	
Special education programs	7,200,000	8,122,774	922,774
Special education transportation	1,200,000	1,202,967	2,967
Pro rata motor vehicle		274,411	274,411
Homestead exemption		519,716	519,716
High ability leaders		146,955	146,955
State apportionment	1,500,000	1,691,427	191,427
Textbook loan		46,165	46,165
Other state receipts	200,000	244,349	44,349
	<u>52,573,328</u>	<u>54,722,092</u>	<u>2,148,764</u>
Federal receipts:			
Title I - carryover	49,200	49,200	
Title I - current fiscal year	409,922	655,003	245,081
Special education - Grants to states	2,000,000	1,500,915	(499,085)
Special education - Additional funds		1,782,722	1,782,722
MEDICAID in public schools	25,000	85,276	60,276
Goals 2002	95,000	95,000	
Safe and drug-free schools and communities	72,816	74,462	1,646
Federal vocational and applied technology education	93,962	129,842	35,880
Innovation education program strategies	40,408	667,017	626,609
Other categorical	399,812	23,885	(375,927)
Other federal receipts	538,880	528,606	(10,274)
	<u>3,725,000</u>	<u>5,591,928</u>	<u>1,866,928</u>

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
GENERAL FUND, CONTINUED**

FOR THE YEAR ENDED AUGUST 31, 2004

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Receipts (continued):			
Non-revenue receipts:			
Sale of property		\$ 20,431	\$ 20,431
Other		<u>327,083</u>	<u>327,083</u>
Total receipts	<u>\$ 136,246,545</u>	<u>141,213,861</u>	<u>4,967,316</u>
Disbursements:			
Non-special education	70,830,850	71,652,172	(821,322)
Special education programs	14,276,626	14,094,752	181,874
Support services - pupils	8,675,289	8,645,051	30,238
Support services - staff	4,986,510	4,818,365	168,145
Board of education	1,774,650	1,542,417	232,233
Executive administration services	2,136,503	2,049,966	86,537
Office of the principal	8,135,436	8,058,502	76,934
General administration - business services	3,854,423	3,812,288	42,135
Vehicle acquisition and maintenance	173,500	152,716	20,784
Support services - maintenance and operation of building and site	14,257,784	14,610,111	(352,327)
Support services - regular pupil transportation	947,085	956,962	(9,877)
Support services - school age special education transportation	2,095,812	2,113,394	(17,582)
Community services	359,100	335,957	23,143
State categorical programs	49,749	163,167	(113,418)
Federal programs and other categorical aid	4,778,681	3,585,166	1,193,515
Summer school	51,948	133,063	(81,115)
Other	<u>190,051</u>	<u>145,512</u>	<u>44,539</u>
Total disbursements	<u>137,573,997</u>	<u>136,869,561</u>	<u>704,436</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (1,327,452)</u>	<u>4,344,300</u>	<u>\$ 5,671,752</u>
Budgetary fund balance, August 31, 2004		<u>\$ 31,301,094</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
SPECIAL BUILDING FUND**

FOR THE YEAR ENDED AUGUST 31, 2004

	Original & Final Budget	Actual	Variance with Budget Favorable (Unfavorable)
Budgetary fund balance, September 1, 2003		<u>\$ 10,724,784</u>	
Receipts:			
Local receipts:			
Local property taxes	\$ 1,272,822	1,161,606	\$ (111,216)
Motor vehicle tax			
Carline taxes	150	102	(48)
Public power district sales tax		27,895	27,895
Interest	100,000	59,310	(40,690)
Other local receipts		384,778	384,778
State reimbursement:			
Homestead exemptions		9,516	9,516
Pro rata motor vehicle	6,000	2,836	(3,164)
Federal reimbursement:		32,240	32,240
Non-revenue receipts	<u>20,000</u>	<u>88,948</u>	<u>68,948</u>
Total receipts	<u>1,398,972</u>	<u>1,767,231</u>	<u>368,259</u>
Disbursements:			
Purchased services		1,631,030	(1,631,030)
Capital outlays		1,297,118	(1,297,118)
Site acquisition and improvement		481,913	(481,913)
Building, acquisition and improvement	11,451,999	2,013,206	9,438,793
Other		27,380	(27,380)
Total disbursements	<u>11,451,999</u>	<u>5,450,647</u>	<u>6,001,352</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (10,053,027)</u>	<u>(3,683,416)</u>	<u>\$ 6,369,611</u>
Budgetary fund balance, August 31, 2004		<u>\$ 7,041,368</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
SCHOOL LUNCH FUND**

FOR THE YEAR ENDED AUGUST 31, 2004

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2003		\$ 1,216,139	
Receipts:			
Local receipts:			
Sale of lunches/milk	\$ 6,608,318	5,373,255	\$ (1,235,063)
Interest	30,000	4,187	(25,813)
Other	20,000	2,516	(17,484)
State reimbursement	35,000		(35,000)
Federal reimbursement	<u>725,000</u>	<u>889,811</u>	<u>164,811</u>
Total receipts	<u>7,418,318</u>	<u>6,269,769</u>	<u>(1,148,549)</u>
Disbursements:			
Food	3,500,000	1,436,578	2,063,422
Salaries and benefits	3,400,000	2,884,437	515,563
Supplies and materials	550,000	236,750	313,250
Contracted services		2,183,390	(2,183,390)
Capital outlays	<u>50,000</u>	<u>17,676</u>	<u>32,324</u>
Total disbursements	<u>7,500,000</u>	<u>6,758,831</u>	<u>741,169</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (81,682)</u>	<u>(489,062)</u>	<u>\$ (407,380)</u>
Budgetary fund balance, August 31, 2004		<u>\$ 727,077</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
EMPLOYEE BENEFIT FUND**

FOR THE YEAR ENDED AUGUST 31, 2004

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2003		<u>\$ 3,939,208</u>	
Receipts:			
Local receipts:			
Interest income	\$ 100,000	34,207	\$ (65,793)
Operational disbursements from the General Fund	<u>15,000,000</u>	<u>13,064,550</u>	<u>(1,935,450)</u>
Total receipts	<u>15,100,000</u>	<u>13,098,757</u>	<u>(2,001,243)</u>
Disbursements:			
Purchased services	<u>17,845,646</u>	<u>11,155,192</u>	<u>6,690,454</u>
Total disbursements	<u>17,845,646</u>	<u>11,155,192</u>	<u>6,690,454</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (2,745,646)</u>	<u>1,943,565</u>	<u>\$ 4,689,211</u>
Budgetary fund balance, August 31, 2004		<u>\$ 5,882,773</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
DEPRECIATION FUND**

FOR THE YEAR ENDED AUGUST 31, 2004

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2003		\$ 3,963,591	
Receipts:			
Local receipts:			
Interest income		26,514	\$ 26,514
Receipts:			
Operational disbursements from the General Fund	\$ 500,000	2,974,853	2,474,853
Total receipts	<u>500,000</u>	<u>3,001,367</u>	<u>2,501,367</u>
Disbursements:			
Capital Outlays:			
Furniture and equipment	2,010,702	836,460	1,174,242
Site acquisition and improvement		11,730	(11,730)
Total disbursements	<u>2,010,702</u>	<u>848,190</u>	<u>1,162,512</u>
Excess (deficiency) of receipts over disbursements	\$ (1,510,702)	2,153,177	\$ 3,663,879
Budgetary fund balance, August 31, 2004		<u>\$ 6,116,768</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
COOPERATIVE FUND**

FOR THE YEAR ENDED AUGUST 31, 2004

	Original & Final Budget	Actual	Variance with Budget Favorable (Unfavorable)
Budgetary fund balance, September 1, 2003		\$ 4,210	
Receipts:			
Local receipts:			
Other			
Total receipts			
Disbursements:			
Purchased services	\$ 4,210	4,210	
Total disbursements	\$ 4,210	4,210	
Excess (deficiency) of receipts over disbursements	\$ (4,210)	(4,210)	
Budgetary fund balance, August 31, 2004		\$ 0	

**SCHOOL DISTRICT #77, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
BOND FUND**

FOR THE YEAR ENDED AUGUST 31, 2004

	Original Budget	Final Budget	Actual	Variance with Budget Favorable (Unfavorable)
Budgetary fund balance, September 1, 2003			\$ 12,400,797	
Receipts:				
Local receipts:				
Local property taxes	\$ 13,929,571	\$ 13,929,571	13,887,158	\$ (42,413)
Carline taxes	5,000	5,000	1,685	(3,315)
Public Power District	450,000	450,000	305,301	(144,699)
Interest	300,000	300,000	64,469	(235,531)
State reimbursement:				
Homestead exemptions			104,899	104,899
Pro rata motor vehicle			57,598	57,598
Non-revenue receipts	245,000	245,000	506,533	261,533
Total receipts	14,929,571	14,929,571	14,927,643	(1,928)
Disbursements:				
Redemption of principal	9,910,000	9,910,000	9,910,000	
Debt service interest	5,139,927	5,139,927	5,017,215	122,712
Total disbursements	15,049,927	15,049,927	14,927,215	122,712
Excess (deficiency) of receipts over disbursements	(120,356)	(120,356)	428	120,784
Other financing sources (uses):				
Proceeds from refunding bonds		32,000,000	30,381,618	(1,618,382)
Payment to bond refunding escrow agent		(32,000,000)	(30,898,749)	1,101,251
Total other financing sources (uses)		(517,131)	(517,131)	(517,131)
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	\$ (120,356)	\$ (120,356)	(516,703)	\$ (396,347)
Budgetary fund balance, August 31, 2004			\$ 11,884,094	

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**NOTE TO REQUIRED SUPPLEMENTARY INFORMATION -
BUDGETARY COMPARISON SCHEDULES
FOR THE YEAR ENDED AUGUST 31, 2004**

1. BUDGETARY ACCOUNTING

The District prepares its budget for the Governmental Funds on the cash basis of accounting. This basis is consistent with the basis of accounting used in presenting the basic financial statements. Under this method of accounting, all unexpended appropriations lapse at the end of the budget year.

The term "Budgetary Fund Balance" used in these supplementary schedules is synonymous with the terms "Fund Balance – Cash Basis" used in the basic financial statements.

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2004

<u>Federal Grantor/Pass Through Entity/ Program Title</u>	<u>Federal CFDA Number</u>	<u>Expenditures</u>
U.S. DEPARTMENT OF AGRICULTURE:		
Passed through Nebraska Department of Education		
National School Lunch Program	10.555	\$ 864,991
Passed through the Nebraska Department of Social Services		
Food distribution	10.550	<u>390,383</u>
Total U.S. Department of Agriculture		<u>1,255,374</u>
U.S. DEPARTMENT OF EDUCATION:		
Physical Education Program	84.215F	122,301
Smaller Learning Communities	84.215L	14,775
Suicide Prevention	84.184S	41,820
Passed through Nebraska Department of Education		
Title I, Part A of the Elementary and Secondary Education Act	84.010	724,718
Individuals with Disabilities Education Act	84.027	4,070,009
Vocational Education - Basis Grant	84.048	126,722
Innovation Education Program Strategies Interagency Planning Grant	84.181	21,652
Innovation Education Program Strategies	84.298	83,088
Tech Literacy	84.318	34,844
English Language Acquisition	84.365	12,789
Improving Teacher Quality	84.367	359,134
Safe and Drug-Free Schools and Communities (Title IV, Part A of ESEA)	84.186	66,890
Goals 2000 - State and Local Education Systemic Improvement Grants	84.276	<u>91,695</u>
Total U.S. Department of Education		<u>5,770,437</u>
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES:		
Passed through Nebraska Department of Health and Human Services System		
MEDICAID in Public Schools	93.778	<u>85,276</u>
OTHER FEDERAL PROGRAMS		
Teammates	16.726	<u>5,089</u>
TOTAL		<u>\$ 7,116,176</u>

See Note to the Schedule of Expenditures of Federal Awards.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**NOTE TO SCHEDULE OF
EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2004**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation – The accompanying Supplementary Schedule of Expenditures of Federal Awards has been prepared on a cash basis of accounting with the exception of commodities received under the food distribution of \$390,383. Under this method, expenditures are recognized when disbursements are made. Some programs are funded jointly by District appropriations and Federal funds.

Expenditure Presentation – Expenditures of Federal funds for the National School Lunch Program, Medicaid in Public Schools and Food Distribution are not separately identifiable in the accounting records of the District. These programs are jointly funded with District monies and expenditures and are not required to be accumulated in the accounting records by funding source. For report purposes, the amount of Federal expenditures is shown equal to the amount of Federal funds received.

Program Activity – Various reimbursement procedures are used for Federal awards received by the District. Additionally, most Federal grant periods ended June 30, while the District's year-end is August 31. Consequently, timing differences between expenditures and program reimbursement can exist at the beginning and end of the year. These timing differences will be resolved over the term of the grants.

GRAEVE GARRELT DENHAM & BRUCE, LLC
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October 20, 2004

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Education
School District #17 - Millard Public Schools
Douglas County, Nebraska

We have audited the financial statements of the governmental activities and each fund of School District #17, Millard Public Schools, Douglas County, Nebraska, (the "District") as of and for the year ended August 31, 2004 which collectively comprise the District's basic financial statements and have issued our report thereon dated October 20, 2004. Our report disclosed that, as described in Note 1 to the financial statements, the District prepares its financial statements on the cash basis of accounting, which is a comprehensive basis of accounting other than generally accepted accounting principles in the United States of America. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

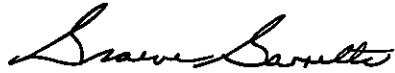
Internal Control Over Financial Reporting

In planning and performing our audit, we considered the District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error or fraud in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we consider to be material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Education, management, officials of the Nebraska Department of Education, the Nebraska Auditor of Public Accounts, federal awarding agencies and pass-through entities and is not intended to be, and should not be, used by anyone other than these specified parties.



GRAEVE GARRELTS DENHAM & BRUCE, LLC

October 20, 2004

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

Board of Education
School District #17 - Millard Public Schools
Douglas County, Nebraska

Compliance

We have audited the compliance of School District #17 – Millard Public Schools, Douglas County, Nebraska (the "District") with the types of compliance requirements described in the U.S. Office of Management and Budget ("OMB") *Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended August 31, 2004. The District's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of District's management. Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audit of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In our opinion, the District complied, in all material respects, with the requirements referred to above that are applicable to its major federal programs for the year ended August 31, 2004.

Internal Control Over Compliance

The management of the District is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the District's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with applicable laws, regulations, contracts and grants caused by error or fraud that would be material in relation to a major federal program being audited would occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over compliance and its operation that we consider to be material weaknesses.

This report is intended solely for the information and use of the Board of Education, management, the Nebraska Department of Education, the Nebraska Auditor of Public Accounts, federal awarding agencies and pass-through entities and is not intended to be, and should not be, used by anyone other than these specified parties.



GRAEVE GARRELTS DENHAM & BRUCE, LLC

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED AUGUST 31, 2004**

A. SUMMARY OF AUDITOR' S RESULTS

1. The independent auditor's report on the basic financial statements expressed an unqualified opinion.
2. No reportable conditions in internal control over financial reporting were reported.
3. No instance of noncompliance considered material to the financial statements was disclosed by the audit.
4. No reportable conditions in internal control over compliance with requirements applicable to major federal award programs were reported.
5. The independent auditor's report on compliance with requirements applicable to major federal award programs expressed an unqualified opinion.
6. The audit disclosed no findings required to be reported by OMB Circular A-133.
7. The major programs for the District for the year ended August 31, 2004 are as follows:
 - National School Lunch Program – CFDA # 10.555
 - Food Distribution – CFDA # 10.550
 - Title I, Part A of the Elementary and Secondary Education Act – CFDA # 84.010
8. A threshold of \$500,000 was used to distinguish between Type A and Type B programs as those terms are defined in OMB Circular A-133.
9. The District did qualify as a low-risk auditee as that term is defined in OMB Circular A-133.

B. FINANCIAL STATEMENT FINDINGS

None

C. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None

AGENDA SUMMARY SHEET

AGENDA ITEM:

MEETING DATE: December 6, 2004

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 high school customizes its handbook to reflect specific needs.

Changes to the Curriculum Handbooks for 2005-2006 include:

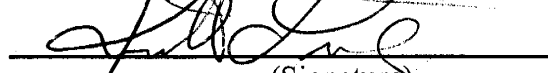
1. Changes of dates (2005-2006) throughout.
2. References to Grading Guidelines are included (Rule 6330.1).
3. Post-Secondary Opportunities section updated to include current Early Entry Enrollment costs, new University of Nebraska – Omaha opportunities, Advanced Placement information, and updates to Metropolitan Community College information.
4. College Athletic Eligibility information has been updated.
5. Science section updated in accordance with the new frameworks approved in 2004.
6. Statements regarding fees charged are all updated to language from Rule 6750.1.

RECOMMENDATIONS: Approve Curriculum Handbooks for each high school.

TIMELINE: 2005-2006 School Year

RESPONSIBLE PERSON(S): Susan Marlatt, Dr. Vicki Kaspar, Dr. Deb Kolc, and Dr. Judy Porter

ASSOC. SUPERINTENDENT APPROVAL: 
(Signature)

SUPERINTENDENT APPROVAL: 
(Signature)

BOARD ACTION:

AGENDA SUMMARY SHEET

AGENDA ITEM: Reaffirm Policy 6400: Curriculum, Instruction, and Assessment – Staff Development

MEETING DATE: December 6, 2004

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Curriculum, Instruction, and Assessment – Staff Development.

ACTION DESIRED: Reaffirm Policy 6400

BACKGROUND: This policy provides a description of the purpose of comprehensive staff development.

OPTIONS AND ALTERNATIVES CONSIDERED: Make suggestions for revisions.

RECOMMENDATIONS: Continue to support District Staff Development.

STRATEGIC PLAN REFERENCE: Strategy (implemented 1990) – We will develop and implement plans to ensure the highest quality staff.

IMPLICATIONS OF ADOPTION OR REJECTION: Board policy will assist staff in understanding the purpose of staff development.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Kim Saum-Mills

ASSOCIATE SUPERINTENDENT'S APPROVAL: 

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

**Curriculum, Instruction, and Assessment
Staff Development****6400**

The purpose of staff development is to improve student achievement and to improve the operation of the Millard Public Schools. The Superintendent or his or her designee shall determine the design, development and implementation of all staff development programs offered with the District.

Comprehensive staff development will:

- I. respond to initiatives of district strategic plan and building site plans in a systemic manner;
- II. ensure that all educators effectively plan instruction and promote a positive, productive learning environment;
- III. ensure that all educators are prepared to teach the written curriculum through a variety of appropriate instructional strategies;
- IV. ensure that all educators are prepared to conduct valid assessments;
- V. ensure that all educators are provided the knowledge and skills necessary to demonstrate their professional responsibilities.

The Millard Public Schools will plan, deliver, implement, and evaluate a comprehensive staff development program. The design of various program plans will follow considerations outlined in the Comprehensive Staff Development Framework.

Related Rules: [6400R1](#)

Policy adopted: July 12, 1999
Reaffirmed: December 6, 2004

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Rule 6400.1: Curriculum, Instruction, and Assessment – Staff Development – Framework

MEETING DATE: December 6, 2004

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Curriculum, Instruction, and Assessment – Staff Development – Framework

ACTION DESIRED: Approval of Rule

BACKGROUND: This rule provides definitions important to the Staff Development – Framework.

OPTIONS AND ALTERNATIVES CONSIDERED: Make suggestions for revisions.

RECOMMENDATIONS: Approve the Rule.

STRATEGIC PLAN REFERENCE: Strategy (implemented 1990) – We will develop and implement plans to ensure the highest quality staff.

IMPLICATIONS OF ADOPTION OR REJECTION: Board policy will assist staff in understanding the Staff Development – Framework.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Kim Saum-Mills

ASSOCIATE SUPERINTENDENT’S APPROVAL: Martha Bruckner

SUPERINTENDENT’S APPROVAL: [Signature]

BOARD ACTION:

Curriculum, Instruction, and Assessment
Staff Development – Framework

6400.1

COMPONENTS**I. PLANNING**

PLANNING CRITERIA – Issues which must be considered before and during staff development planning.

- A. assesses needs at the ~~B~~building ~~L~~level
- B. aligns with District Strategic Plan
- C. addresses PDK audit
- D. extends and refines ~~S~~state ~~S~~standards
- E. supports District ELOs

INFORMATION GATHERING – Sources from whom needs assessment data should be gathered.

- A. building ~~P~~principals
- B. district ~~T~~trainers (e.g., Staff Development Cadre, MEP Facilitators)
- C. building ~~R~~representatives ~~N~~network (e.g. Staff Development Network, Department Heads, Initiators, Team Leaders)
- D. specials (e.g. Industrial Tech, Music, ~~ESL~~ E.L.L.)
- E. education ~~S~~services ~~E~~executive ~~C~~cabinet and MEP 2005
- F. other (e.g. staff development homepage input, building plans, surveys, phone interviews, annual Staff Development ~~Forum~~ Committee, community input, MEA considerations/requests)

DEMOGRAPHIC REPRESENTATION OF SCHOOL POPULATION – Information/data that is needed in order to manage resources considering EQUITY & EQUALITY.

- A. percentage of regular education (e.g. ~~IAT/SAT~~ MIT, ILPs, 504 Accommodation Plans)
- B. percentage of special education (e.g., IEPs)
- C. percentage of high ability learner education
- D. percentage of minority (e.g., ~~ESL~~ E.L.L.)
- E. percentage of at risk (e.g. candidates for scholastic jeopardy)
- F. percentage of free reduced lunch

CONTENT/SKILL REPRESENTATION – The content and skill areas that are currently being examined through the district process of curriculum design, development, and implementation.

SPECIALIST REPRESENTATION – The unique professional sub-populations that are also considered.

- A. psychologists
- B. counselors
- C. media specialists
- D. administrators

TIME – When staff development will be conducted.

- A. pre-opening
- B. designated days
- C. blending with curriculum design and development
- D. after school
- E. early release
- F. Saturday mornings
- G. increased contractual time

FISCAL RESOURCES – How staff development will be funded.

- A. staff development budgets
- B. building and district budgets
- C. core services via ESU #3
- D. strategic plan

RESOURCES – What additional resources may be available to complement building and district staff development.

- A. CCM Plans
- B. re-teaching plans
- C. high-ability learner plans
- D. grants (~~e.g. CSPD, Innovation, Goals 2000~~)

~~Criteria that outline purchasing of resources.~~

II. DELIVERY

The training steps involved in most staff development offerings:

- A. knowledge building through presentations
- B. skill building through demonstration, practice, feedback
- C. implementation through coaching, periodic follow up, and support
- D. evaluation (summative) through deliberate analysis of ongoing assessment (formative)

ECHELON MODES OF DELIVERY – The probable models for delivery of staff development

- A. ~~Sstudy Tteam/Aaction Rresearch Aapproach~~
- B. training
- C. consultation
- D. facilitation
- E. mentoring/coaching

~~CONDUITS – The formats by which staff development is delivered~~ FORMATS OF DELIVERY

- A. training modules/sessions (e.g., 2-4 hours/session)
- B. workshops/inservice (e.g. 6 hours/session or more)
- C. institutes/~~S~~seminars/~~A~~academies (e.g. 1-4 dy, intensive)
- D. graduate ~~C~~credit ~~C~~lasses (e.g. 1-6 graduate credit courses of study from accredited institutions)
- E. facilitations/consultations (e.g. extended work sessions whereby staff development learning is applied to curricular and instructional alterations/improvements)

SELECTION OF ATTENDANCE - Issues that are considered when choosing attendance at/sponsorship of staff development opportunities:

- A. aligns with building plans and
- B. aligns with professional growth goals

INCENTIVES – Incentives that are available to encourage full participation in staff development programs:

- A. per diem pay
- B. professional growth

III. IMPLEMENTATION – Organizational supports that must be monitored/adjusted in order for implementation to occur:

- A. alignment of district philosophy, practice, understanding, coordination
- B. alignment of building philosophy, practice, understanding, coordination
- C. ~~alterations in building climate and/or culture assessment~~
- D. ~~supported by follow up/support mechanisms/opportunities~~
- E. ~~supported by teacher evaluation~~
- F. ~~supported by training for administrators~~
- G. ~~ongoing training for newly hired personnel~~

~~Predict the results that can be expected AFTER attending/receiving staff development.
Determine the relative degrees/levels of implementation.~~

- A. ~~Fledgling – Attends staff development as awareness; evaluates value of training~~
- B. ~~Novice – Attends staff development as skill development; applies learning into day-to-day, classroom practice~~
- C. ~~Apprentice – Applies learning from staff development to formal (i.e. written) curriculum, instruction and assessment; shares learning with peer coach/mentor~~
- D. ~~Practitioner – Implements formal curriculum, instruction and assessment; shares learning and/or results of implementation with building/district peers~~
- E. ~~Scholar – Evaluates students’ progress in light of implementation using prescribed assessments and in alignment with ELOs~~

~~Determine the means by which classroom and building personnel will monitor and adjust implementation for purposes of ongoing, continuous progress.
Determine the new partnerships/alliances that result in the implementation.~~

IV. PROGRAM EVALUATION aligned with IMPROVED STUDENT LEARNING – Determine how staff development programs will be assessed and evaluated.

- A. student achievement
- B. educators pre/post surveys RE: knowledge and skills of educators (e.g., differentiation)
- C. self report/evaluation process
- D. teacher evaluation

AGENDA SUMMARY SHEET

Agenda Item: Reaffirmation of Policies 2000, 2100, and 2400 and Rules, 2400.1, 2400.2, 2400.3, and 2400.4.

Meeting Date: December 6, 2004

Department: Human Resources

Title and Brief Description: We are completing the examination and updating of the job descriptions (2000 series).

Action Desired: Reaffirmation of Policies 2000, 2100, and 2400 and Rules, 2400.1, 2400.2, 2400.3, and 2400.4.

Background:

Options/Alternatives Considered: N/A

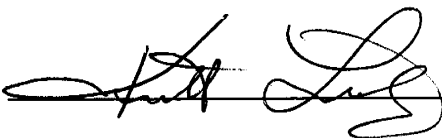
Recommendations: Reaffirmation of Policies 2000, 2100, and 2400 and Rules, 2400.1, 2400.2, 2400.3, and 2400.4.

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: We will continue to bring job descriptions from the 2000 series to you this year.

Responsible Persons: Dr. Kirby Eltiste

Superintendent's Signature:  _____

Administration

A Concept of Administration

2000

The administration of this school system is responsible for the direction, coordination and control of students and staff in their efforts to reach educational and system goals adopted by the Board within the guidelines established by Board policy, law and employee agreements.

The administrative staff, working as a management team under the direction of the superintendent of schools, will manage the affairs of the school system by specializing in:

1. the process of decision-making and communication,
2. planning, organizing, implementing and evaluating, and
3. the development and maintenance of close working relationships and channels of communication within the school system and community.

Legal Reference: Neb. Rev. Stat. ~~§79-807~~ 79-501 & 79-822

Policy adopted: February 4, 1974

Revised: January 19, 1998

Millard Public Schools
Omaha, NE

Administrative and Supervisory Personnel

All administrative and supervisory positions in the school system are established initially by the Board, or by state law, or both.

The Superintendent is responsible for recommending to the Board a sufficient number of such positions to provide for the effective and efficient management of the school district.

In each case, the Board will approve the broad purpose and function of the position, in harmony with state law and regulations, and approve a written job description for the position.

The Superintendent will be responsible for developing and recommending to the Board all such job descriptions. To facilitate an effective management system, the Superintendent will also continuously maintain a comprehensive, coordinated set of job descriptions for all administrative and supervisory positions.

Legal Reference: Neb. Rev. Stat. § 79-807; 79-822

Related Rules: 2100R1, 2100R3, 2100R4, ~~2100R6~~, 2100R8, 2100R9, 2100R10, 2100R11, 2100R12, 2100R14, ~~2100R15~~, 2100R16, 2100R17, 2100R18, 2100R19, 2100R20, 2100R21, 2100R22, 2100R23, 2100R24, 2100R25, 2100R26, 2100R28, 2100R35, ~~2100R45~~, 2100R50, 2100R51, 2100R52, 2100R53, 2100R54, 2100R55, 2100R56, 2100R57, 2100R60

Policy adopted: February 4, 1974
Revised: January 19, 1998

Millard Public Schools
Omaha, NE

Administration

Organization and Administration

2400

The Board will determine the policies to guide the administration of all activities of the district. The policies will be developed with the assistance of the superintendent and other staff.

The superintendent is responsible to the Board for the administration of the schools under applicable laws and policies of the District. If a situation demanding a decision is not covered by an existing policy or rule, the superintendent or designated representative is empowered to make the decision deemed best, later reporting to the Board.

Each employee and pupil is responsible for following approved policies and rules.

The superintendent is responsible for establishing clear lines of authority and responsibility and open lines of communication, both vertically and horizontally. The Board authorizes the superintendent to create and maintain councils, cabinets, and committees necessary to implement the management team concept and to provide for the effective, efficient administration of the district.

Legal References: Neb. Rev. Stat. § ~~79-807~~ 79-501, 79-520, 79-822

Related Rules: 2400R1, 2400R2, 2400R3, 2400R4

Policy Adopted: February 4, 1974

Revised: January 19, 1998

Millard Public Schools
Omaha, NE

Administration

Organization and Administration

2400.1

The Millard Public Schools is administered in accordance with a staff organizational plan that is developed by the Superintendent and approved by the Millard Board of Education. The superintendent is responsible to the Board for the effective administration of the District.

In the organization and administration of the schools, the superintendent shall balance responsibility with commensurate authority subject to the reserve and legal powers of the Board. This means that a member of the staff, when assigned a responsibility or a position, shall be given the authority to make the decisions necessary to perform the tasks.

Legal Reference: Neb. Rev. Stat. §§ ~~79-594, 79-807, 79-882~~ 79-501, 79-822

Related Policy: 2400P

Rule Approved: February 4, 1974

Revised: January 19, 1998

Millard Public Schools
Omaha, NE

Administration

Line of Responsibility - School Board and Superintendent

2400.2

The Board shall determine and set the policies of the Millard Public Schools within the framework of state statutes and law. The Board will approve and adopt the policies of the District.

The Board shall transact official business with professional staff members and other school employees only through the superintendent.

The superintendent is charged with executing the policies of the District. Through the superintendent, all employees and students of the school district are expected to adhere to Board policies and rules.

In cases where emergency action must be take within the school system which is not covered by District policies, the superintendent is authorized to act, but such decisions are subject to review by the Board at its next regular meeting. The superintendent is to inform the Board promptly of such action and of the need for any policy changes.

The superintendent is responsible for long-term planning necessary to guide the Board in policy development.

The superintendent is to establish and maintain an orderly plan for preserving and making accessible the policies and rules adopted by the Board. Accessibility is to extend to all employees of the school district, members of the Board, and residents of the school district.

The chief objective of the superintendent is the development and promotion of the educational program of the district consistent with state statutes and District policies.

The superintendent has sole responsibility for operational matters, personnel, curriculum and instruction and business functions, subject to the approval of the Board. This includes the selection and assignment of school employees, the management of the school plant and equipment, and the administration and supervision of the educational program and the public relations program.

The superintendent is to prepare and submit annually for Board approval a budget of anticipated income and expenditures and shall be responsible, with Board authorization, for the expenditure of and proper accounting for all funds in accordance with the budget.

The superintendent (or designated representative) is to attend all meetings of the Board except at times when consideration may be given to the superintendent's appointment and salary.

Legal Reference: Neb. Rev. Stat. ~~§79-807~~ 79-501, 79-520

Related Policy: 2400P

Rule Approved: February 4, 1974

Revised: January 19, 1998

Millard Public Schools

Administration

Line and Staff Relationships

2400.3

I. Relationship With The Principal

Classroom teachers are under the direct supervision of the building principal. Work assignments, schedules and courses of study are channeled through the principal to teachers. All requests for assistance, materials, or information will be directed to the principal.

Teachers may expect the principal to guide and assist them in their work with pupils and to share in their disciplinary problems. Either may seek the advice and counsel of other supervisors in the solution of specific problems or for interpretation of policy.

II. Relationship with Directors, Coordinators, Consultants, and Department Heads

The role of directors, coordinators, consultants, and department heads requires that they be supportive to teachers and that they assist them in their teaching. Teachers may expect the supervisor to help them improve instructional techniques and methods, to keep them advised as to better utilization of instructional material, and to provide the assistance necessary to improve instructional services for pupils.

III. Relationship with the Superintendent

Teachers may confer with the superintendent on problems related to their affiliation with the school system. Such problems as assignments, teaching loads, salary, continuing contract, certification, or general working conditions should be discussed with the administrator most immediately in charge of the area and then with the superintendent.

IV. Relationship with Other School Employees

Requests for other than routine aid from custodians, maintenance workers, clerical personnel and others should be made through the principal. Any problems between classroom teachers and other school employees should be referred to the principal.

Related Policy: 2400P

Rule Approved: February 4, 1974

Revised: January 19, 1998

Millard Public Schools

Omaha, NE

Administration

Administrators Leaving the Building

2400.4

When it is necessary for an administrator to be away from the District, he or she shall notify his or her supervisor.

Related Policy: 2400P

Rules Approved: February 4, 1974
Revised: August 4, 1997

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Summer School Offerings

MEETING DATE: December 6, 2004

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: New Summer School Offerings and Tuition Rates

ACTION DESIRED: APPROVAL X DISCUSSION ___ INFORMATION ONLY

BACKGROUND: New opportunities for K-12 students to participate in summer school activities are being proposed. Special attention is given for the transition from one level to the next. Opportunities to continue to develop competency in reading, math, and writing skills will continue to be offered to all students. Opportunities for enrichment at all grade levels extend the summer program beyond the remedial programs of the past. Afternoon class sessions will be added for middle and high school students. New course offerings extend the opportunities for college bound students to access other elective offerings as well as new preparatory courses to enhance success in upper level courses. Tuition will increase at each level due to increase in teacher pay and expanded support staffing costs. Basic classes will once again be offered. Parent pay transportation will be made available at the secondary level if sufficient interest.

OPTIONS AND ALTERNATIVES CONSIDERED: Keep the summer programs and rates the same as in the past.

RECOMMENDATIONS: Accept the changes for summer school programs.

STRATEGIC PLAN REFERENCE: Strategies #3, #5, and #6.

IMPLICATIONS OF ADOPTION OR REJECTION: Increased number of students attending summer programs. Increase in student readiness for the coming year.

TIMELINE: Summer school registration material available to families by January 2005.

RESPONSIBLE PERSON(S): Dr. Linda Horton, Dr. Carol Newton, Dr. Judy Porter and Charlene Snyder

ASSOCIATE SUPERINTENDENT'S APPROVAL: Martha Bruckner
(Signature)

SUPERINTENDENT'S APPROVAL: [Signature]
(Signature)

BOARD ACTION:

Summary of Changes Proposed for 2005 Summer School

Elementary

1. One location— to be determined after Dec. 1
2. Increase in price--\$40 per class to \$50 for residents
\$60 per class to \$75 for non-residents
3. New class offerings
4. Kindergarten readiness class time is extended to all morning and open to all students.
5. \$10 non-refundable payment per class for free-lunch students and any cancellations

Middle Level

1. Offerings have been expanded in the morning session and an afternoon class session has been added as well.
2. Supervision will be provided over the noon break.
3. Parent pay transportation will be arranged if sufficient interest.
4. Increase in price--\$70 per class to \$80 for residents
\$105 per class to \$120 for non-residents
5. \$10 non-refundable payment per class for free-lunch students and any cancellations.

High School

1. Increase in class time from 2.25 hours to 2.50 hours.
2. Increase in number of days from 24 to 29.
3. Increase in price--\$125 per class to \$170 for residents
\$187.50 per class to \$255 for non-residents
(Tuition has not changed since teacher pay rate changed. Increase in class hours will result in increased salary expense as well.)
4. Expanded offerings of elective classes and new preparation non-credit classes for college prep upper classmen.
5. Double period classes in math and foreign languages offering two semesters running consecutively rather than concurrently.
6. Expanded class session in afternoon with new course offerings and supervision between sessions.
7. Parent pay transportation if sufficient interest.
8. \$20 non-refundable payment per class for free-lunch students and any cancellations.
9. Extra time available with teachers for reteaching to increase percentage passing classes.

COURSE SELECTIONS

Select classes based on interest or areas of weakness. Students will gain experience in academic areas in preparation for the coming school year. Kindergartners will gain experience in school routine, following directions, working with others, taking turns, etc. in activities that do not require academic skills. **Students entering 6th grade should register for Middle Level Summer School to be held at Russell Middle School. Registration forms are available at all elementary and middle schools.**

ATTENDANCE

Parents are asked to call the school office if their child will be absent or tardy. There is no district or parent pay transportation available for summer school.

TUITION ASSISTANCE

Limited tuition assistance is available to students qualifying for the Federal free or reduced lunch program during the regular school year. Parents currently qualifying should call 895-8253 for tuition rates. Students not currently participating in the Federal lunch program, but needing information about qualifying, should call 691-1433. There is no other tuition assistance available.

REGISTRATION

Register for the class level your student will attend next school year. Students going into Kindergarten register for Kindergarten class in Elementary Summer School. Students entering grade 6 register for Middle Level Summer School. **Millard resident (public & private) tuition for each elementary course is \$50. (Non-resident \$75.)** Please complete the registration form, enclose the tuition payment, and mail or return both to Dr. Linda Horton, Don Stroh Administration Center, 5606 So. 147th Street, Omaha, NE 68137. **DO NOT SEND WITH YOUR CHILD TO SCHOOL.** Payment must be received before a student will be registered. **Checks should be made payable to the Millard Public Schools.** Because class sizes are limited and filled on a first-come basis, students are strongly encouraged to register as soon as possible. **After May 6th classes may be canceled if there is insufficient enrollment. Letters verifying summer school enrollment will be sent out the first week in June.**

PARTIAL REFUNDS

A \$10 processing charge will be assessed for each course registration canceled. Partial refund requests must be received by 4:00 p.m., Monday, June 6th (1st day of summer school). There will be no refunds after the first day of class.

ADDITIONAL INFORMATION

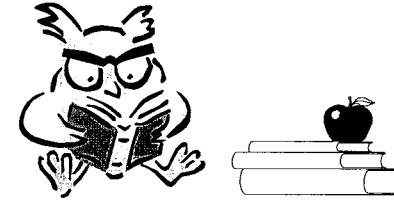
For additional information, contact the summer school director:

Dr. Linda Horton

Don Stroh Administration Center

894-6151

E-mail = LHorton@mpsomaha.org



DRAFT

2005

**SUMMER SCHOOL
GRADES K-5**

Dates:

June 6 – June 17, 2005

Course Hours:

8:30 AM – 10:00 AM

10:15 AM – 11:45 AM

Location:

GENERAL INFORMATION

Millard Public Schools will be offering summer school classes for students entering grades K-5 from June 6 – June 17. (Once again some students in grades K-5 will be invited to participate in a separate summer reading workshop. Invitations will be based on assessment scores that indicate the child's reading skills are more than one year below grade level. Invitations will be sent to parents in early April. The six weeks reading program will run June 20-July 29 and will not interfere with the regular two weeks summer program.)

The two-week elementary summer school program is offered to all students and provides engaging classes in reading, writing, and math in preparation for the coming school year. Enrichment classes are offered in drama, science, art, computers, and physical activity. All students may benefit!

COURSE OFFERINGS

Kindergarten

Kindergarten Readiness and Movement ABC's.....**8:30 to 11:45**
 (This **all morning** class will give students experience in working independently, sharing, taking turns, using fine and gross motor skills, colors, numbers, cutting, pre-reading, etc)

Grade 1

Reading Skills.....8:30 or 10:15
 Math Skills.....8:30 or 10:15
 Fizzing Liquids..... 10:15
 Arts and Crafts.....8:30 or 10:15
 Moving and Learning10:15

Grades 2-3

Reading Skills.....8:30 or 10:15
 Math Skills.....8:30 or 10:15
 Animal Habitats (Science).....8:30
 (Study a wide range of animals and how they find shelter and food)
 Watercolor10:15
 Making Masks (Art)8:30
 Computers and the World Wide Web.....8:30 or 10:15
 Games Kids Play: Indoors and Out8:30 or 10:15

Grades 4-5

Reading Skills.....8:30 or 10:15
 Math Skills.....8:30 or 10:15
 Creative Writing8:30
 3-D Art.....10:15
 Primarily Physics (Science).....10:15
 (Study concepts of motion, force, energy, light, etc.)
 Great Barrier Reef (Science)8:30
 (Simulation study of a marine world environment)
 Beginning Acting.....8:30 or 10:15
 Stay in Shape Games and Challenges.....8:30

Grade 6--register for Middle Level Summer School at Russell Middle School. Registration forms available at all elementary and middle schools.

Register early!! Classes may be canceled after May 6 due to insufficient enrollment.

REGISTRATION FORM

(Please use one form per child.)

Student Name _____

Address _____

City _____ State _____ Zip _____

Course – 8:30 _____

Course – 10:15 _____

Grade next school year (**05-06**) (circle one) K 1 2 3 4 5

School attending next fall _____

Mother's Name _____

Mother's Daytime Phone _____

Father's Name _____

Father's Daytime Phone _____

Emergency Contact Name/phone no. _____

Health Concerns _____

Tuition:	Resident	Non-resident	
Check one	(public & private)		Fee
___ Kind. Readiness (all morning)	\$100.....	\$150	_____
___ One Gr. 1-5 Course	\$50	\$75	_____
___ Two Gr. 1-5 Courses	\$100	\$150	_____
Total Enclosed			_____

Make checks payable to Millard Public Schools. Do not send with child to school. We do not accept credit cards. You may combine payment in one check when registering more than one student.

Send registration form and payment to:

Don Stroh Admin. Center
 Elementary Summer School
 Attn: Dr. Linda Horton
 5606 So. 147th Street
 Omaha, NE 68137

DRAFT

COURSE SELECTIONS

Students are strongly encouraged to speak with their teacher and/or guidance counselor about summer school course selections. Students and parents are responsible for ensuring that their registration form accurately reflects the courses needed.

ATTENDANCE

Daily attendance during summer school is very important. Substantial work is completed during the one and three-quarter hours of class each day. Following a student's fourth absence, he or she may be dropped from the program. *Absences from class for vacation or a clinic/camp will be counted as absences.* Parents are asked to call 895-8500 if their child will be absent or tardy.

TRANSPORTATION

If sufficient interest, parent pay transportation will be available from all Millard middle schools to Russell Middle School and Millard North High School. Indicate your interest on the registration form. Parents will be contacted later regarding rates and schedules.

TUITION ASSISTANCE

Limited tuition assistance is available to students qualifying for the federal free or reduced lunch program during the regular school year. Students not currently participating in the federal lunch program, but needing information about qualifying, should call 691-1433. No other tuition assistance is available. If you currently qualify, call 895-8253 for tuition assistance information.

REGISTRATION

Payment must be received before a student will be registered. Because class sizes are limited and filled on a first-come basis, students are strongly encouraged to register as soon as possible. After May 6th classes may be canceled if there is insufficient enrollment. Letters verifying summer school enrollment will be sent out the first week of June.

PARTIAL REFUNDS

A \$10 processing charge will be assessed for each course registration canceled. Refund requests must be received by 4:00 p.m., Monday, June 6th (1st day of summer school). No refunds will be made after the first day of class.

ADDITIONAL INFORMATION

For registration information, contact the summer school liaison:
Ann King, Secretary
Don Stroh Administration Center
895-8253
E-mail – AMKing@mpsomaha.org

For additional information, contact the site coordinator:
Len Sagenbrecht
Russell Middle School
895-8503



SUMMER SCHOOL GRADES 6-8

Dates:

June 6 – June 24, 2005

Course Hours:

8:00 AM – 9:45 AM

10:00 AM – 11:45 AM

NEW !!--12:15 PM – 2:00 PM

Location:

Russell Middle School

5304 So. 172 St.

Omaha, NE 68135

Attendance Phone # 895-8500

GENERAL INFORMATION

Millard Public Schools will be offering summer school classes for students **entering grades 6-8** from June 6–June 24. Class sessions are one and three-quarter hours long and held each day over a **three-week** period. Sessions begin at **8:00 a.m., 10:00 a.m., and new this year, 12:15 p.m!** Register for next year's grade.

Current 8th graders register for summer school at Millard North High School. Forms are available at all middle and high schools.

The middle level summer school program provides morning classes in math, reading and writing, study skills and Omaha History. Additional enrichment classes are available in the afternoon. **Lunch will not be provided. Students registered for classes all day will need to bring a sack lunch. Students will be supervised during lunch break. Parent pay transportation will be available if sufficient interest.**

DRAFT

MORNING CLASSES

Grade 6

- 6 Reading8:00-9:45
- 6 Writing Workshop.....8:00-9:45
- 6 Math10:00-11:45
- 6 Math & Science Investigations ..10:00-11:45
- 6 Study Skills10:00-11:45
- 6 Problem Solving8:00-9:45
- 6 Omaha Alive*8:00-9:45

Grade 7

- 7 Reading10:00-11:45
- 7 Writing Workshop.....10:00-11:45
- 7 Math8:00-9:45
- 7 Math & Science Investigations8:00-9:45
- 7 Study Skills8:00-9:45
- 7 Problem Solving10:00-11:45
- 7 Omaha Alive*10:00-11:45

Grade 8

- 8 Reading10:00-11:45
- 8 Writing Workshop.....10:00-11:45
- 8 Math8:00-9:45
- 8 Math & Science Investigations8:00-9:45
- 8 Study Skills8:00-9:45
- 8 Problem Solving10:00-11:45
- 8 Omaha Alive*10:00-11:45

AFTERNOON CLASSES

- Theatre.....12:15-2:00
- 6-8 Study Skills.....12:15-2:00
- Fitness Fun*12:15-2:00
- 3-D Art & Painting *12:15-2:00
- Babysitting Basics*12:15-2:00
- Beginning Guitar (guitars available)..12:15-2:00
- World Beat Orchestra12:15-2:00
- Computer/Multi-media/Graphics ..12:15-2:00
- Create a Dream House*12:15-2:00
- Exploring Textiles*12:15-2:00

* Additional fees due during classes for take-home projects, field trips, CPR training, etc.

Register Early!!

Classes may be canceled by May 6th due to insufficient enrollment.

Visit our website www.mpsomaha.org for course information.

REGISTRATION FORM

Student Name _____

Address _____

City _____ State _____ Zip _____

Phone _____ School ID# _____

Mother's Name _____

Mother's Daytime Phone _____

Father's Name _____

Father's Daytime Phone _____

Emergency Contact Person _____

Emergency Phone Number _____

Health Concerns _____

Grade entering school year **05-06** (circle one) 6 7 8

Most recent school attended _____

Tuition (Per Course) Resident (public & private) ...\$80.00

Tuition (Per Course) Non-resident\$120.00

Course – 8:00 _____ Tuition _____

Course – 10:00 _____ Tuition _____

Course – 12:15 _____ Tuition _____

Total Tuition Enclosed _____

(Checks are to be made payable to the Millard Public Schools.)

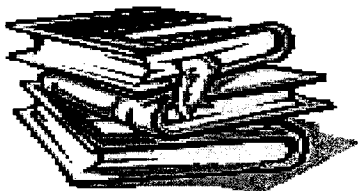
(Cash or check, no credit cards.)

Return form & payment to: Don Stroh Administration, Center
Attn: Ann King
5606 So. 147th Street
Omaha, NE 68137

Please check if interested in parent pay transportation _____

DRAFT

Proud to be
millard
 PUBLIC SCHOOLS
 www.mpsomaha.org



SUMMER SCHOOL 2005

GRADES 9-12

LOCATION

Millard North High School
 1010 South 144th Street
 Omaha, NE 68154

NON-CREDIT MINI CLASSES

June 6 through June 24 (3-Week Courses)
 1:15 P.M. to 3:45 P.M.

REGULAR SESSION

June 6 through July 15, 2005
 (No school on Monday, July 4th)
 7:30 A.M. to 10:00 A.M.
 10:15 A.M. to 12:45 P.M.
 1:15 P.M. to 3:45 P.M.

REGISTRATION FORM

Student School ID# _____

Student Name _____

Address _____

City _____ State _____ Zip _____

DRAFT

 Mother's name and phone number/cell #

 Father's name and phone number/cell #

 Emergency contact person name and phone number

Health concerns _____

School to Receive Grade Report _____

Circle Grade level in year 05-06: 9 10 11 12 13

REGULAR SESSION – June 6-July 15 Tuition
 (No school July 4th)

Course – 7:30-10:00 am _____ =\$ _____

Course – 10:15-12:45 am _____ =\$ _____

Course – 1:15 –3:45 pm _____ =\$ _____

DOUBLE CLASS

7:30-12:45 _____ =\$ _____

NON-CREDIT MINI CLASS

June 6-June 24 (3 weeks)

Course – 1:15 pm _____ =\$ _____

Total Tuition Enclosed =\$ _____

(Cash or check only, no credit cards.)

Please check if interested in parent pay transportation _____

Parents will be contacted regarding parent pay transportation rates and schedules if interest was indicated on registration

REGULAR SESSION JUNE 6 – JULY 15

5 credit semester courses

Resident \$170.00/course Non-resident \$255.00/course

Visit our Website www.mpsomaha.org for course information

Study Skills.....	10:15
NEW - Basic English 9 – 2 nd Sem....	7:30
NEW - Basic English 10 – 2 nd Sem.....	10:15
Reading.....	7:30
English 9 – 1 st Sem.....	7:30
English 9 – 2 nd Sem.....	10:15
English 10 – 1 st Sem.....	10:15
English 10 – 2 nd Sem.....	7:30
English 11 – 1 st Sem.....	7:30
English 11 – 2 nd Sem.....	10:15
NEW - College Prep Grammar Usage ..	7:30
NEW - Composition & Literature -1 st Sem.....	10:15
Creative Writing.....	10:15
Speech.....	7:30..... 1:15
Everyday Living.....	7:30..... 10:15
NEW - Foods for Today *	7:30..... 10:15
NEW - Adult Living.....	1:15
NEW - Foundations of Technology ..	7:30
NEW - Consumer Maintenance (Ind. Tech)	10:15
Algebra – 1 st Sem.....	7:30
Algebra – 2 nd Sem.....	7:30..... 10:15
Geometry – 1 st Sem.....	7:30
Geometry – 2 nd Sem.....	10:15
Advanced Algebra – 1 st Sem.....	7:30
Advanced Algebra – 2 nd Sem.....	7:30..... 10:15
NEW - Consumers Math-2 nd Sem.....	10:15
NEW - Art Foundations * 1:15
NEW - Music Consumer.....	10:15
Biology – 1 st Sem.....	7:30
Biology – 2 nd Sem.....	10:15
Integrated Physical Science–1 st Sem.....	10:15
Integrated Physical Science–2 nd Sem.....	7:30
American History – 1 st Sem.....	10:15
American History – 2 nd Sem.....	7:30..... 10:15
World Geography – 1 st Sem.....	10:15
World Geography – 2 nd Sem.....	7:30
U.S. Government (grade 12 only)	7:30..... 10:15

Computer Tech. Applications.....	7:30..... 10:15
Computer Keyboarding	1:15
NEW - Athletic Training & Sports Injury*	1:15
NEW - Sports Skills (grds 9 & 10).....	7:30..... 10:15
NEW - Intro To Aquatics	1:15
NEW - Lifetime Fitness (grds 11 & 12)* ..	7:30..... 10:15
Weight Training I or II	7:30..... 10:15..... 1:15

*Fees collected in class for food labs,art supplies, field trips, take home projects, CPR certification, etc.

DRAFT

NEW!!! DOUBLE -PERIOD CLASSES (10 credits)

Complete semester 1 and then move into semester 2.

(\$340.00 resident./\$510.00 non-resident)

NEW - Algebra Foundations I – 1 st and 2 nd sem.	7:30 to 12:45
NEW - Algebra – 1 st and 2 nd sem.....	7:30 to 12:45
NEW - Spanish I – 1 st and 2 nd sem.....	7:30 to 12:45
NEW - German I – 1 st and 2 nd sem.....	7:30 to 12:45
NEW - French I – 1 st and 2 nd sem.....	7:30 to 12:45

ELO Reteaching Classes (by invitation only – no charge)

ELO Math.....	10:15
ELO Science.....	7:30
ELO Social Studies	7:30

SPECIAL NON-CREDIT MINI-CLASSES (JUNE 6-24)

(3 weeks) Res. \$85.00/course Non-res. \$127.50/course

Pre-Algebra (for incoming 9th graders only) 10:15

NEW- Pre-AP Study Skills 1:15 |

(Recommended for 10th-12th grade students considering an AP class)

NEW- AP Calculus Prep 10:15 |

(Recommended for students entering AP calculus classes)

NEW- IB Extended Essay 1:15 |

(Recommended for 12th grade IB students to complete their rough draft)

REGISTRATION

Students may not enroll in semesters 1 and 2 of the same math or science course during regular session unless they have previously failed both semesters.

Millard resident tuition for **each course is \$170.00** and non-resident tuition is **\$255.00 per course** unless otherwise noted. Tear off and complete the registration form, enclose the tuition payment and mail or return both to Ann King, Don Stroh Administration Center (DSAC), 5606 So. 147th St., Omaha, NE 68137. Checks should be made payable to **Millard Public Schools**. Payment must be received before a student will be registered.

Please send registration form and payment (cash or check, no credit cards) to:

DON STROH ADMINISTRATION CENTER
ATTN: ANN KING
5606 SO. 147TH STREET
OMAHA, NE 68137

<u>TUITION</u>	<u>Resident</u>	<u>Non-resident</u>
Session I-each course	\$170.00	\$255.00
Non-credit mini class	\$ 85.00	\$127.50
Double course (2 semesters)	\$340.00	\$510.00

TUITION ASSISTANCE

Students qualifying for the federal free or reduced lunch program during the regular school year should call 895-8253 to determine available tuition assistance. Students not currently participating in the federal lunch program, but needing information about qualifying, should call 691-1433.

TRANSPORTATION

Parent pay transportation **may** be available to Millard North High School from all Millard Middle Schools **if sufficient interest**. Indicate your interest in parent pay transportation on the registration form. Parents will be contacted later regarding rates and schedules.

ATTENDANCE

Daily attendance during summer school is very important. Substantial work is completed each day. Following a student's fifth absence (excused or unexcused), they will be placed in failing status. Procedures for appeals are the same as during the regular school year. For every three times a student is tardy to class (excused or unexcused) one absence will be recorded. Absences from class for vacation, clinic/camp, etc. will be counted as absences. Parents are asked to call 691-1366 if their child will be absent or tardy.

Students failing or missing assignments or tests will be expected to spend extra time with the teacher until all work is completed and passing.

COURSE SELECTIONS

Students are strongly encouraged to speak with their advisor and/or guidance counselor about summer school course selections. Students and parents are responsible for ensuring that their registration form accurately reflects the courses needed. Information about graduation requirements and course descriptions can be found in any Millard High School Curriculum Handbook.

LUNCH

Lunch will NOT be provided during summer school session.

CLASS DROPS

Students withdrawing from a course after June 17th will have a grade of "5" (failure) listed on their transcript for the course. No refund will be made.

REFUNDS

Once registration is received, any refunds for cancellations after May 13th will be charged a \$20.00 processing charge for each single course (\$40 for a double class) canceled before the first day of class. Refund requests must be received by 4:00 p.m., Monday, June 6th (first day of summer school). No refunds will be made after the first day of school.

ADDITIONAL INFORMATION

Because class sizes are limited and filled on a first-come basis, students are strongly encouraged to register as soon as possible. Classes may be canceled after May 2nd if there is insufficient enrollment. Families will be called if classes canceled due to lack of enrollment. **A confirmation letter will be sent out the first week of June verifying your class schedule.**

For registration information, contact the summer school liaison:
Ann King – 895-8253

Don Stroh Administration Center, Secretary
E-mail = Amking@mpsomaha.org

For additional information, contact the summer school director:
Dr. Linda Horton - 894-6151

Don Stroh Administration Center
E-mail = Lhorton@mpsomaha.org

The attendance phone number will be 691-1366.

DRAFT

AGENDA SUMMARY SHEET

AGENDA ITEM: Lot Purchase at Elementary #23

MEETING DATE: December 6, 2004

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Lot Purchase at Elementary #23 – The purchase of some ground around Elementary #23 to facilitate traffic flow and to permit additional student access.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: The site for new Elementary #23 was donated to the District and construction is under way.

One of the bigger issues at many of our elementary schools is traffic flow. In reviewing the site plans for Elementary #23 (after the adjacent subdivision plan was completed), it became apparent that the traffic flow in the area could be improved substantially if the traffic from the school could exit to the west on to a major street in the subdivision. (See the attached site map). In order to accomplish this, however, we would need to purchase some land from the adjacent subdivision and would also need to have them revise their subdivision plat.

This lot (i.e., Outlot E on the attached map) along with a narrow strip of land for an access sidewalk for students (i.e, Outlot D between Bellbrook Blvd and the school site – near the top left corner of the attached map) would cost \$82,000.

OPTIONS AND ALTERNATIVES: The District could decide not to purchase the outlots.

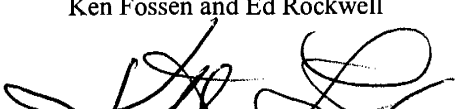
RECOMMENDATION: It is recommended that the District enter into the Sale and Purchase Agreement with Bellbrook Development for the purchase of Outlots D & E adjacent to Elementary #23 as submitted.

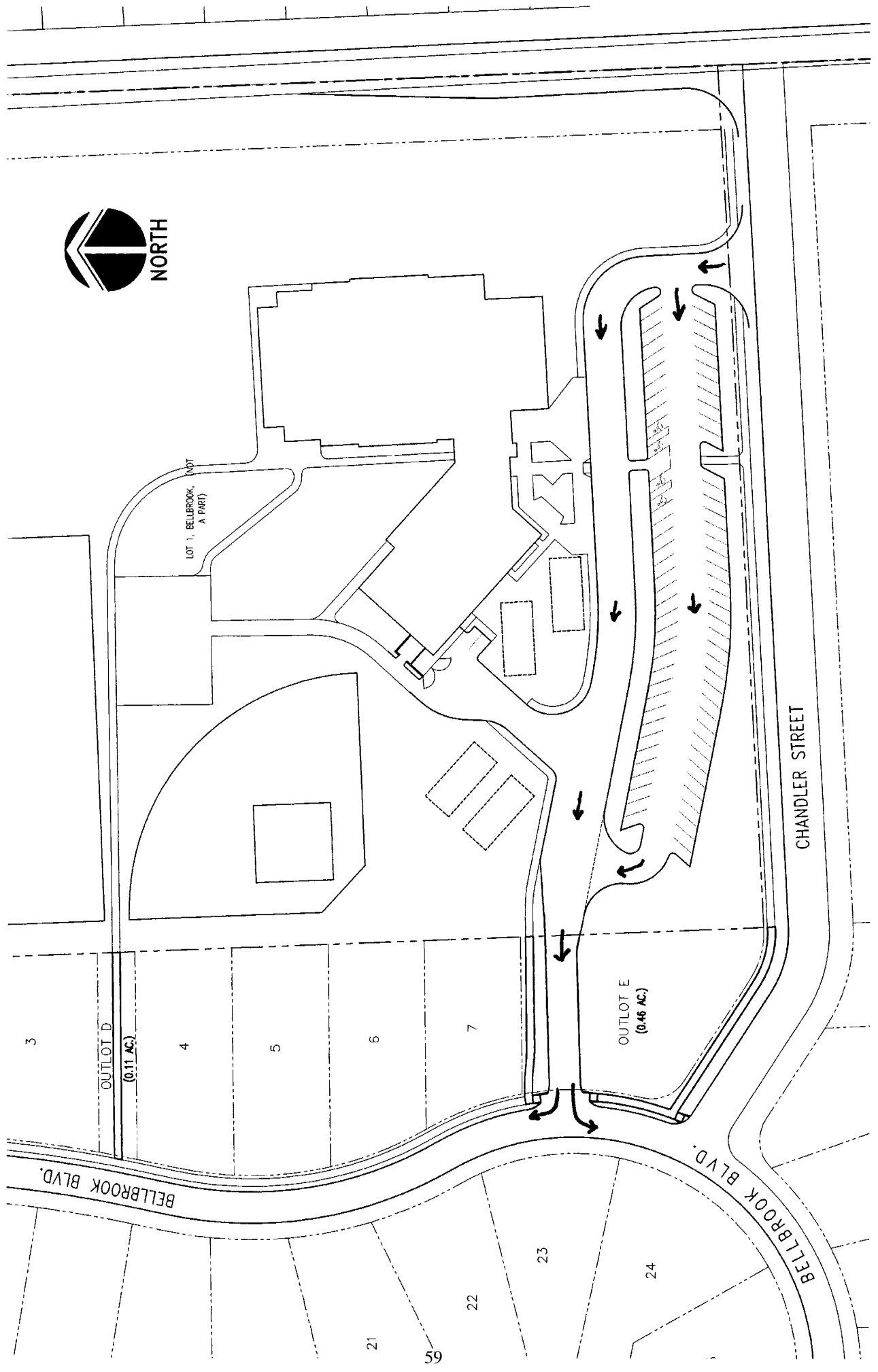
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: If the outlots are not purchased, there will be no student access to the school site in the area noted. Also, the driveway to Elementary #23 will need to be shortened and directed to the south. Due to the lay of the land, the exit will be steeper and may present some additional challenges on snowy and icy days.

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen and Ed Rockwell

SUPERINTENDENT'S APPROVAL: 



LOT 1, BELLBROOK, (NPT
A PART)

OUTLOT E
(0.46 AC.)

OUTLOT D
(0.11 AC.)

3

4

5

6

7

BELLBROOK BLVD.

BELLBROOK BLVD.

CHANDLER STREET

21

59

22

23

24

YOUNG & WHITE
LAW OFFICES

REC'D NOV 29 2004

MALCOLM D. YOUNG
DUNCAN A. YOUNG
JEFF C. MILLER
DAVID J. SELBY
JOSEPH S. RISKO
KEITH I. KOSAKI

8742 FREDERICK STREET
P.O. BOX 241358
OMAHA, NEBRASKA 68124-5358

Telephone (402) 393-5600
Facsimile (402) 393-6823
E-Mail lawoffices@youngandwhite.com

ELKHORN OFFICE
217 E. DOUGLAS
ELKHORN, NE 68022
(402) 289-1950

LELAND C. WHITE
(1899-1981)

November 22, 2004

Mr. Ken Fossen
Associate Superintendent General Administration
Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

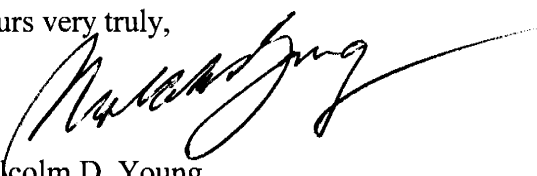
RE: Outlots - Elementary School Site 23 - Sale and Purchase Agreement

Dear Ken:

Enclosed herewith are four (4) Sale And Purchase Agreements which have been signed by an authorized agent for Bellbrook Development.

Please present the Agreement for approval at the December 6th Board meeting. Once the Agreement has been approved, please return two fully executed originals to our office. We will forward one copy to Larry Jobeun and retain the other copy in our file.

Yours very truly,



Malcolm D. Young

MDY/iw
Enclosure

SALE AND PURCHASE AGREEMENT

THIS AGREEMENT is made as of this _____ day of _____, 2004, by and between Bellbrook Development, LLC, a Nebraska limited liability company (hereinafter referred to as "Seller") and Douglas County School District No. 17, a/k/a Millard School District, a Nebraska political subdivision (hereinafter referred to as "Buyer").

R E C I T A L S:

WHEREAS, the Seller is the owner of the property described in Exhibit "A" attached hereto and hereinafter called the "Property"; and

WHEREAS, the Seller has indicated its willingness to sell the Property to Buyer; and

WHEREAS, the Buyer has indicated its willingness to purchase the Property from Seller.

NOW, THEREFORE, in consideration of the mutual promises and agreements set forth below, the parties agree as follows:

1. Sale of Property. Seller hereby agrees to transfer, sell, convey and assign to Buyer, and Buyer hereby agrees to purchase the Property from Seller.
2. Purchase Price and Manner of Payment - Earnest Money. Buyer agrees to pay to Seller, the sum of Eighty-Two Thousand and No/100th (\$82,000.00) Dollars.
3. In the event the plat which includes the Property has been approved, Seller will take such action as is necessary to have the plat amended to provide for the Property to be designated as outlots and not a part of Sanitary and Improvement District No. 261, Sarpy County, Nebraska.
4. The Seller agrees to furnish to Buyer within fifteen (15) days before the date agreed upon for closing a title insurance commitment, and the Buyer agrees to deliver to Seller within ten (10) days thereafter a copy of the attorney's opinion showing defects, if any, in such

- title. In the event the opinion finds defects other than utility and right of way easements in said title, Seller at its cost shall be obligated to cure the defects and remove all mortgages, deeds of trust, judgment liens, construction, liens, assessments, bonds and other liens against the Property.
5. The Seller will obtain the title insurance and the premiums shall be shared equally by Buyer and Seller. If title defects cannot be cured within a reasonable period of time, the Buyer may undertake such actions as may be necessary for Buyer to acquire the Property without the defects.
6. Closing/Possession. Subject to the provisions of this Agreement, purchase and sale pursuant to this Agreement shall occur on or before December 8, 2004. The Closing shall take place at the offices of the Title Insurance Company, or at the offices of the Buyer.
- (a) On the Closing Date, Seller shall execute and deliver the following:
- (i) Deed. A general warranty deed conveying the Property in fee simple to Buyer, free and clear of all liens and encumbrances, except those Permitted Encumbrances which have been approved by Buyer;
 - (ii) FIRPTA Affidavit. A non-foreign affidavit, properly executed, containing such information as is required by Internal Revenue Code Section 1445(b)(2) and its regulations.
 - (iii) Title Policy. An Owner's Title Policy insuring fee simple title to the Property in the Buyer and subject only to the Permitted Encumbrances.
 - (iv) Other Documents. Seller shall execute such affidavits and documents as Title Company may reasonably require. The Seller shall also deliver to Buyer a proposed Closing Statement five (5) days before the Closing.
- (b) Possession. Seller shall deliver possession of the Property to Buyer upon Closing.
7. Prorations. Seller and Buyer agree to the following prorations and allocation of costs regarding this Agreement. For purposes of this Section, the term "Proration Date" shall

mean the actual Closing Date for the Property at 12:01 A.M.

- (a) Deed Tax. Seller shall pay for all documentary stamps payable in connection with the deed executed and delivered at the Closing, and any instrument required to release any real estate mortgage against the Property.
- (b) Real Estate Taxes and Special Assessments. General real estate taxes which become delinquent if not paid in the year in which the Closing occurs shall be prorated by Seller and Buyer as of the Proration Date, based upon a calendar year. Seller shall pay all special assessments, including all accrued interest, levied or to be levied against the Property whether the same becomes delinquent before or after Closing. All real estate taxes and special assessments for prior years will be paid by Seller. This provision shall survive Closing.
- (c) Recording Costs. Buyer will pay the cost of recording of the general warranty deed.

8. Representations and Warranties by Seller. Seller represents and warrants to Buyer the following:

- (a) Existence; Authority. Seller has the requisite power and authority to enter into and perform this Agreement and Seller's Closing Documents; such documents have been duly authorized by all necessary action; such documents are valid and binding obligations of Seller, and are enforceable in accordance with their terms.
- (b) FIRPTA. Seller is not a "foreign person", "foreign partnership", "foreign trust" or "foreign estate", as those terms are defined in Section 1445 of the Internal Revenue Code.
- (c) No Litigation. To Seller's knowledge, there is no litigation, claim, audit, action, or proceeding pending or threatened before or by any court, public board or body or governmental or administrative agency or instrumentality or by Seller or by any other person or entity in any manner adversely affecting the Property, including the use of the Property by Buyer in its present uses or the ability of Seller to perform any of its obligations hereunder, and also including, without limitation, any matter seeking to (i) enjoin, restrain, prohibit or affect the transaction contemplated hereby, (ii) enjoin a violation of the Property concerning any law, rule, regulation, ordinance, code or restrictive covenant, or (iii) attach any portion of the Property.
- (d) Bankruptcy. Seller is solvent, and has not made a general assignment for the benefit of creditors or a transfer in fraud of creditors, nor been adjudicated a bankrupt or insolvent, nor has a receiver, liquidator, custodian, or trustee of any of them or any of their respective properties (including the Property) been appointed

or taken possession of any of their respective properties, or a petition filed by or against any of them for bankruptcy, composition, rearrangement, extension, reorganization, or arrangement pursuant to the Federal Bankruptcy Code or any similar present or future federal or state insolvency or bankruptcy law or statute, or any proceeding instituted for the dissolution or liquidation of any of them.

(e) Possession. There are no leases, occupancy or any other agreements affecting, and no person other than Seller in possession of the Property.

9. Survival. All of the terms of this Agreement and warranties and representations herein contained shall survive and be enforceable after the Closing.

10. Notices. Any notice required or permitted hereunder shall be given by personal delivery upon an authorized representative of a party hereto; or if mailed in a sealed wrapper by United States Postal Service Express Mail, return receipt requested, postage prepaid; or if deposited cost paid with a nationally recognized, reputable overnight courier, properly addressed; or by prepaid telegram or telecopy (provided that such telegram or telecopy is confirmed by mail delivered in the manner provided in this Section 11 to the following addresses of the intended recipient:

If to Seller: Bellbrook Development, LLC
 c/o Alden Averkamp
 10822 Old Mill Road
 Omaha, Nebraska 68154

With a copy to: Larry A. Jobeun, Esq.
 Fullenkamp, Doyle & Jobeun
 11440 West Center Road, Suite C
 Omaha, Nebraska 68144
 Phone: (402) 334-0700
 Facsimile: (402) 334-0815

If to Buyer: Millard School District
c/o Kenneth J. Fossen
5606 S. 147th Street
Omaha, Nebraska 68137
Phone: (402) 895-8401
Facsimile: (402) 895-8448

With a copy to: Young & White Law Offices
8742 Frederick Street
Omaha, Nebraska 68124
Phone: (402) 393-5600
Facsimile: (402) 393-6823

Notices shall be deemed effective on the earlier of the date of receipt or the date of deposit, as aforesaid; provided however, that if notice is given by mail, the time for response to any notice by the other party shall commence to run three (3) business days after any such deposit. Any party may change its address for the service of notice by giving notice of such change not less than ten (10) business days prior to the effective date of such change.

11. Miscellaneous. The paragraph headings or captions appearing in this Agreement are for convenience only, are not a part of this Agreement, and are not to be considered in interpreting this Agreement. This written Agreement constitutes the complete agreement between the parties and supersedes any prior oral or written agreements between the parties regarding the Property. There are no oral agreements that change this Agreement, and no waiver of any of its terms will be effective unless in a writing executed by the parties. This Agreement binds and benefits the parties and their successors and assigns. This Agreement has been made under the laws of the State where the Property is located, and such laws will control its interpretation.

IN WITNESS WHEREOF, Seller and Buyer have executed this Agreement effective as of the Effective Date.

BUYER:

MILLARD SCHOOL DISTRICT, a Nebraska political subdivision

By: _____
Its: _____

SELLER:

BELLBROOK DEVELOPMENT, LLC, a Nebraska limited liability company

By: Jana L McDonald
Its: Authorized Agent

**BELLBROOK
OUTLOT E - LEGAL DESCRIPTION**

A parcel of land located in part of the Northeast Quarter of Section 18, Township 14 North, Range 11 East of the 6th P.M., Sarpy County, Nebraska, more particularly described as follows:

Commencing at the northwest corner of Lot 1, Bellbrook;

thence along the westerly line of said Lot 1, South 02 degrees 21 minutes 54 seconds East, a distance of 516.59 feet to the POINT OF BEGINNING, said point being the northeast corner of Outlot "E", Bellbrook;

thence along the northerly line of said Outlot "E", South 89 degrees 08 minutes 06 seconds West, a distance of 122.23 feet to a point on the easterly right-of-way line of Bellbrook Boulevard, said point being the northwest corner of said Outlot "E", said point also being on a non-tangent curve concave westerly, having a radius of 225.00 feet;

thence along said easterly right-of-way line and along said curve, through a central angle of 43 degrees 56 minutes 21 seconds, an arc distance of 94.35 feet (having a chord bearing and distance of South 01 degrees 41 minutes 29 seconds West, 93.66 feet) to a point of reverse curve, concave northeasterly, having a radius of 30.00 feet;

thence along said easterly right-of-way line and along said curve, through a central angle of 70 degrees 55 minutes 32 seconds, an arc distance of 37.14 feet (having a chord bearing and distance of South 21 degrees 45 minutes 32 seconds East, 34.81 feet) to a point on the northerly right-of-way line of Chandler Street and to the end of said curve;

thence along said northerly right-of-way line, South 57 degrees 13 minutes 19 seconds East, a distance of 95.59 feet to the beginning of a curve, concave northerly, having a radius of 65.00 feet;

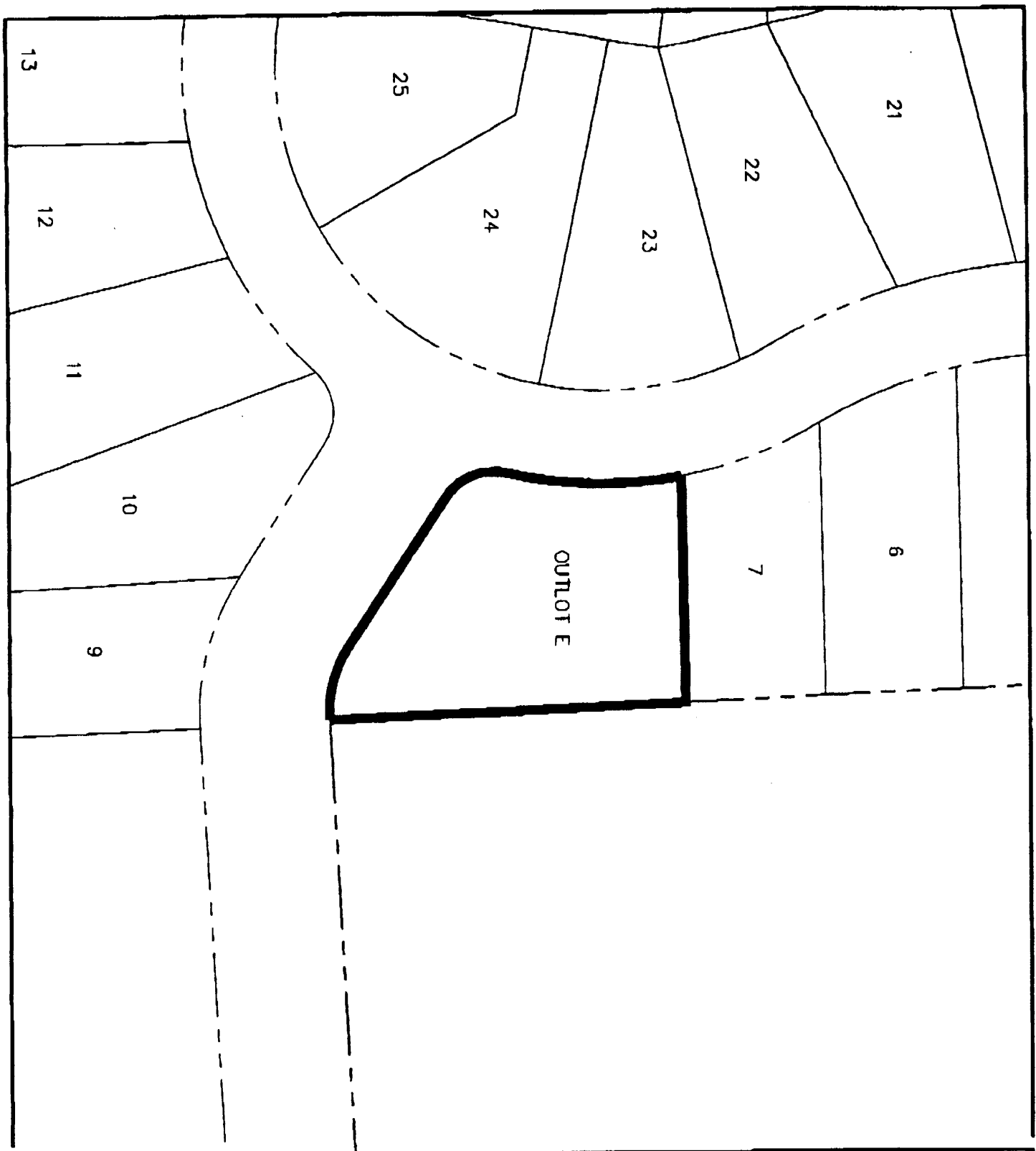
thence continuing along said northerly right-of-way line and along said curve, through a central angle of 35 degrees 52 minutes 18 seconds, an arc distance of 40.67 feet (having a chord bearing and distance of South 75 degrees 08 minutes 46 seconds East, 40.01 feet) to the end of said curve;

thence continuing along said northerly right-of-way line, North 86 degrees 55 minutes 48 seconds East, a distance of 0.88 feet to the southwest corner of said Lot 1, Bellbrook;

thence along the west line of said Lot 1, North 02 degrees 21 minutes 54 seconds West, a distance of 189.91 feet to the POINT OF BEGINNING.

Said parcel contains 20,015 square feet, or 0.46 of an acre, more or less.

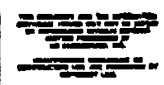
EXHIBIT "A"



PROJECT NO.:	001-032-04
DATE:	OCTOBER 2004
DESIGNED:	RLD
DRAWN:	BO
CHECKED:	RLD

EXHIBIT "C"
 OUTLOT "E" BOUNDARY

BELLBROOK
 SANITARY IMPROVEMENT DISTRICT NO. 281
 SARPY COUNTY, NEBRASKA



ENGINEERING, INC.
 11000 BURY STREET, SUITE 410
 OMAHA, NEBRASKA 68148
 402.261.0389 (PH) • 402.261.0382 (FAX)

**BELLBROOK
OUTLOT D - LEGAL DESCRIPTION**

A parcel of land located in part of the Northeast Quarter of Section 18, Township 14 North, Range 11 East of the 6th P.M., Sarpy County, Nebraska, more particularly described as follows:

Commencing at the northwest corner of Lot 1, Bellbrook;

thence along the westerly line of said Lot 1, South 02 degrees 21 minutes 54 seconds East, a distance of 186.40 feet to POINT OF BEGINNING, said point being the northeast corner of Outlot "D";

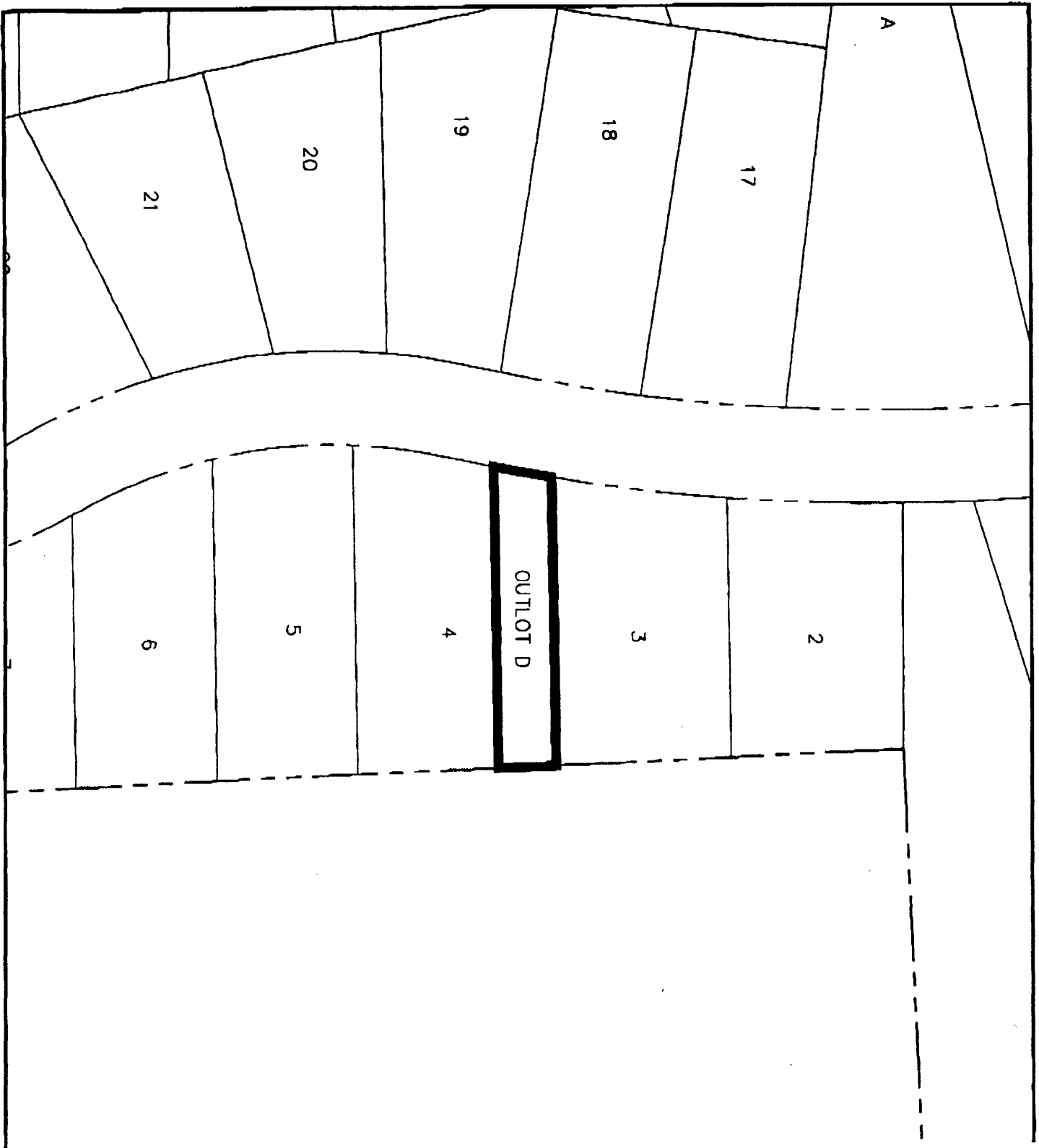
thence along the northerly line of said Outlot "D", South 89 degrees 08 minutes 06 seconds West, a distance of 154.87 feet to a point on the easterly right-of-way line of Bellbrook Boulevard, said point being the northwest corner of said Outlot "D", said point also being on a non-tangent curve, concave westerly, having a radius of 1033.25 feet;

thence along said right-of-way line and along said curve, through a central angle of 1 degree 42 minutes 54 seconds, an arc distance of 30.63 feet (having a chord bearing and distance of South 10 degrees 45 minutes 11 seconds West, 30.63 feet) to the southwest corner of said Outlot "D";

thence along the southerly line of said Outlot "D", North 89 degrees 08 minutes 06 seconds East, a distance of 161.83 feet to the southeast corner of said Outlot "D", said corner being on the westerly line of said Lot 1;

thence along said westerly line, North 02 degrees 21 minutes 54 seconds West, a distance of 30.01 feet to the POINT OF BEGINNING.

Said parcel contains 4,748 square feet, or 0.11 of an acre, more or less.



PROJECT NO.:	DD1-022-04
DATE:	OCTOBER 2004
DESIGNED:	RLD
DRAWN:	SD
CHECKED:	RLD
SHEET NO.:	1 OF 1

EXHIBIT "B"

OUTLOT "D" BOUNDARY

BELLBROOK

SANITARY IMPROVEMENT DISTRICT NO. 201
SARPY COUNTY, NEBRASKA

THE ENGINEER HAS NOT CONDUCTED A VISUAL INSPECTION OF THE PROPERTY AND HAS NOT BEEN ADVISED OF ANY CHANGES TO THE PROPERTY SINCE THE DATE OF THE SURVEY. THE ENGINEER'S LIABILITY IS LIMITED TO THE PROFESSIONAL SERVICES PROVIDED AND DOES NOT EXTEND TO ANY OTHER MATTER.



ENGINEERING, INC.
 1120 BURT STREET, SUITE 100
 OMAHA, NEBRASKA 68104
 402.262.4422 (PH) • 402.262.4422 (FAX)

AGENDA SUMMARY SHEET

AGENDA ITEM: MUD Utility Easement

MEETING DATE: December 6, 2004

DEPARTMENT: General Adminsitration

TITLE & BRIEF DESCRIPTION: MUD Utility Easement – A permanent easement for water lines at Elementary #23.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: We need to grant a permanent easement for the Metropolitan Utilities District (MUD) to install the water main at the site of Elementary #23.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that the District approve the granting of a Permanent Easement to MUD at the site of Elementary #23 as submitted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

PERMANENT EASEMENT

THIS INDENTURE, made this _____ day of _____, 2004, between SCHOOL DISTRICT NO. 17 OF DOUGLAS COUNTY, NEBRASKA, a/k/a The Millard School District, a corporate public body, hereinafter referred to as "Grantor", and METROPOLITAN UTILITIES DISTRICT OF OMAHA, a Municipal Corporation, hereinafter referred to as "Grantee",

WITNESS:

That Grantor, in consideration of the sum of Two Dollars (\$2.00) and other valuable consideration, receipt of which is hereby acknowledged, does hereby grant to Metropolitan Utilities District of Omaha, its successors and assigns, a permanent easement to lay, maintain, operate, repair, relay and remove, at any time, pipelines for the transportation of water and all appurtenances thereto, together with the right of ingress and egress on, over, under and through lands described as follows:

PERMANENT EASEMENT

Tracts of land in Bellbrook, a subdivision, as platted and recorded in Sarpy County, Nebraska and being described as follows:

The southerly fifteen feet (15.00') of the westerly thirty-five feet (35.00') of the easterly forty feet (40.00') of Lot 1.

This permanent easement contains 0.012 of an acre, more or less, and is shown on the drawing attached hereto and made a part hereof by this reference.

TO HAVE AND TO HOLD said Permanent Easement to Grantee, Metropolitan Utilities District of Omaha, its successors and assigns.

1. The Grantor and its successors and assigns shall not at any time erect, construct or place on or below the surface of the permanent easement any building or structure, except pavement or a similar covering, and shall not permit anyone else to do so.

2. The Grantee shall restore the soil excavated for any purpose hereunder, as nearly as is reasonably possible to its original contour within a reasonable time after the work is performed.

3. Nothing herein shall be construed to waive any right of Grantor or duty and power of Grantee respecting the ownership, use, operations, extensions and connections to any pipeline constructed and maintained hereunder.

4. The Grantor is the lawful possessor of this real estate; has good, right and lawful authority to make such conveyance; and Grantor and its successors and assigns shall warrant and defend this conveyance and shall indemnify and hold harmless Grantee forever against claims of all persons asserting any right, title or interest prior to or contrary to this conveyance.

5. The person executing this instrument represents that he/she has authority to execute it on behalf of the school district.

IN WITNESS WHEREOF, Grantors execute this Permanent Easement and to be signed on the above date.

SCHOOL DISTRICT NO. 17 OF
DOUGLAS COUNTY, NEBRASKA,
a/k/a The Millard School District,
a Corporate Public Body, Grantor

By: _____

Title: _____

ACKNOWLEDGMENT

STATE OF NEBRASKA)
) ss
COUNTY OF DOUGLAS)

This instrument was acknowledged before me on _____, 2004, by
_____, in his/her capacity as _____ of
School District No. 17 of Douglas County, Nebraska.

Notary Public

METROPOLITAN UTILITIES DISTRICT
OMAHA, NEBRASKA

EASEMENT ACQUISITION



FOR **WCD 9887**

LAND OWNER

Millard School District
5606 S. 147th Street
Omaha, Nebraska 68137

TOTAL ACRE PERMANENT 0.012 ±
TOTAL ACRE TEMPORARY 0.000 ±

LEGEND

-  PERMANENT EASEMENT
-  TEMPORARY EASEMENT

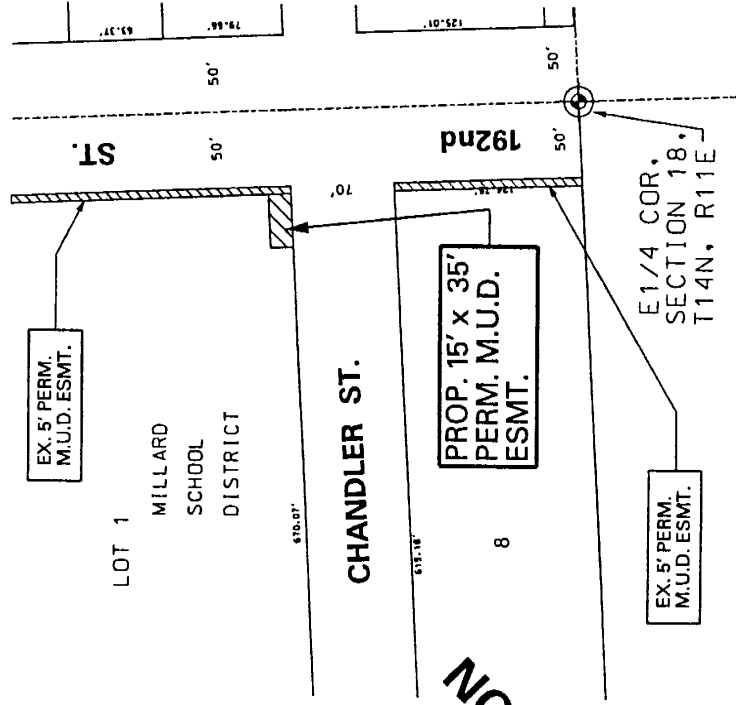
PAGE 1 OF 1

DRAWN BY JAZ
DATE 10-28-2004
CHECKED BY
DATE
APPROVED BY
DATE
REVISED BY
DATE
REV. CHK'D. BY
DATE
REV. APPROV. BY
DATE

BELLBROOK

SUBDIVISION

NO SCALE
192nd St & Chandler St.



AGENDA SUMMARY SHEET

AGENDA ITEM: MNHS Baseball Field Lights

MEETING DATE: December 6, 2004

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: MNHS Baseball Field Lights -- The construction of lights on the MNHS baseball field MNBI.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Millard North Baseball Inc. (MNBI) has approached the District with a request to install lights on the baseball field at Millard North High School (MNHS). A few years ago, the District approved a similar request for the construction of lights on the field at Millard West.

Since the project at MWHS went well, the same procedures (and agreements) were used in working with MNBI. The project has been bid and will cost over \$140,000. MNBI will pay the full cost of the construction project. The District will pay the architect fees. (Note: MNBI was required to use the District's architects to ensure that the project met District standards.)

In order to proceed with the project, the District needs to give its approval and needs to enter into the attached Agreement for Easement so that MNBI and its contractor can proceed with the project.

OPTIONS AND ALTERNATIVES: Deny permission to do the project.

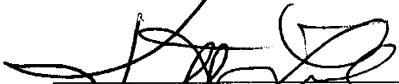
RECOMMENDATION: It is recommended that approval be given the proposed baseball field lighting project at MNHS and that the District enter into the Agreement for Easement with Millard North Baseball Inc, as submitted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Ed Rockwell, and George Killian

SUPERINTENDENT'S APPROVAL: 

AGREEMENT FOR EASEMENT

THIS AGREEMENT dated the _____ day of _____, 2004, by and between Douglas County School District No. 17, a/k/a Millard Public School District (hereinafter "District") and Millard North Baseball, Inc., a Nebraska not-for-profit corporation (hereinafter "MNBI).

WHEREAS, the District owns certain real estate located generally at 1010 South 144th Street, Omaha, Douglas County, Nebraska, upon which it operates the Millard North High School; and

WHEREAS, in conjunction with the Millard North High School, the District owns and maintains certain athletic fields, including a baseball facility; and

WHEREAS, MNBI is a not-for-profit organization organized for the purpose of providing support to the Millard North High School baseball program; and

WHEREAS, MNBI desires to provide lighting for the Millard North High School baseball field.

NOW, THEREFORE, and in consideration as hereinafter provided, the District and MNBI agree as follows:

1. MNBI shall purchase and cause to be installed the field lighting system as more specifically described on Exhibit "A" which is attached hereto and incorporated herein by this reference, and it being understood that MNBI shall finance such purchase by a seven (7) year loan from TierOne Bank of Omaha.
2. The District does hereby grant, assign and set over to MNBI, its successors and assigns, a nonexclusive easement to enter the District's premises for the placement and erection of light

- poles and/or light stands on its property as depicted in Exhibit "B" which is attached to and incorporated herein by this reference.
3. The District does further grant, assign and set over to MNBI a nonexclusive easement to install electric utility services to the light poles and/or light stands under and across property of the District as shown and set forth on Exhibit "B".
 4. During the term of this Agreement, MNBI shall provide all maintenance necessary and required for the safe operation of the lighting system installed at the baseball facility at Millard North High School.
 5. During the term of this Agreement, the District shall maintain commercial property insurance on the baseball field lighting system to the extent of the full insurable value of the property, insuring against special causes including flood and earthquake, and also insuring against loss due to bodily injury and property damage.
 6. At such time as all financing obligations for the purchase of the lighting system installed pursuant to this agreement has been paid and MNBI owns said lights and lighting system free and clear of any lien, claim or encumbrance, MNBI shall give notice to the District that the obligation and debt have been freely paid and upon receipt of such notice, all right, title and interest in the baseball field lighting shall by this Agreement be transferred to the District and all easement rights created hereunder shall extinguish and terminate.
 7. In the event MNBI shall, for any reason, default in its obligations to TierOne Bank of Omaha for the financing related to the purchase of the baseball field lighting system, MNBI shall notify the District and offer to the District the opportunity to assume the obligations under the financing agreement. The District shall be under no obligation to assume any liability or

responsibility for the financing of the lighting system and such decision to assume any liability or responsibility shall be in the sole discretion of the District.

- 8. MNBI agrees to hold and save the District harmless from any and all claims of third parties arising out of MNBI's use of or the exercise of its rights created hereunder.
- 9. Except as to the rights expressly granted to MNBI herein, the District shall have and maintain the full use and absolute control of the above-described real estate, the lighting system, and all other matters related to or associated with the operation and use of the baseball field at the Millard North High School. Nothing contained herein shall operate to infringe upon or limit in any way the District's right to control or use any of the school facilities at Millard North High School.

DOUGLAS COUNTY SCHOOL
DISTRICT NO. 17, a/k/a MILLARD
PUBLIC SCHOOL DISTRICT

BY: _____
Its _____

MILLARD NORTH BASEBALL, INC.,

BY: _____

STATE OF NEBRASKA)
)ss.
COUNTY OF DOUGLAS)

On this ___ day of _____, 2004, before me, a Notary Public in and for said county, personally came _____, to me personally known to be the identical person whose name is affixed to the within instrument and who has acknowledged the execution of the same to be his voluntary act and deed and within the authority and power as _____(title) of Douglas County School District No. 17, for the purpose therein expressed.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my seal on the day last above written.

Notary Public

STATE OF NEBRASKA)
)ss.
COUNTY OF DOUGLAS)

On this ___ day of _____, 2004, before me, a Notary Public in and for said county, personally came _____, to me personally known to be the identical person whose name is affixed to the within instrument and who has acknowledged the execution of the same to be his voluntary act and deed and within the authority and power as _____(title) of Millard North Baseball, Inc., a Nebraska not-for-profit corporation for the purpose therein expressed.

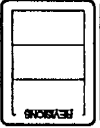
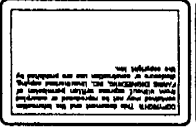
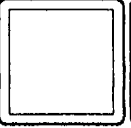
IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my seal on the day last above written.

Notary Public

PROJECT DESCRIPTION

This project provides a new lighting system for the existing baseball field. A new electrical feeder is connected to the High School electrical system to supply the new lighting system. The lighting system consists of four 70' poles and four 80' poles. The lighting system provides a maintained light level of 50 footcandles average on the infield, 30 footcandles average on the outfield, and 30 footcandles on each of the two batting cages, based on a maintenance factor of 0.75.

Exhibit "A"



DESIGNED BY	K.V.A.
DRAWN BY	S.C.T.
CHECKED BY	K.V.A.
DATE	OCT 2004
PROJECT NO.	04079

SHEET TITLE	ELECTRICAL SITE PLAN
-------------	----------------------

GENERAL ELECTRICAL NOTES

- PROVIDE GALVANIZED STEEL POLE WITH CONCRETE/ANCHOR BOLT BASE OR DIRECT GROUNDING CONCRETE BASE. STEEL POLES MAY BE EMBEDDED IN CONCRETE BASE BUT SHALL NOT BE EXPOSED TO WEATHER. CONCRETE BASE SHALL BE 18" DIA. X 12" THICK. ALL ELECTRICAL FIXTURES SHALL BE CONNECTED TO EACH POLE WITH #4 BARE COPPER STRAND WIRE. PROVIDE 100 AMP, 120 VOLT, 1-POLE DISCONNECT.
- CONTRACTOR SHALL PROVIDE ALL NECESSARY MATERIALS AND LABOR FOR THE INSTALLATION OF GALVANIZED STEEL POLES.
- CONTRACTOR SHALL PROVIDE ALL NECESSARY MATERIALS AND LABOR FOR THE INSTALLATION OF FOOT-CANDLE LEVELS (MOUNTED) ON 1/2" DIA. X 12" THICK CONCRETE BASE. PROVIDE 100 AMP, 120 VOLT, 1-POLE DISCONNECT.
- CONTRACTOR SHALL PROVIDE ALL NECESSARY MATERIALS AND LABOR FOR THE INSTALLATION OF BATTING CAGE LIGHTING. PROVIDE 100 AMP, 120 VOLT, 1-POLE DISCONNECT.
- CONTRACTOR SHALL PROVIDE ALL NECESSARY MATERIALS AND LABOR FOR THE INSTALLATION OF EMERGENCY LIGHTING. PROVIDE 100 AMP, 120 VOLT, 1-POLE DISCONNECT.

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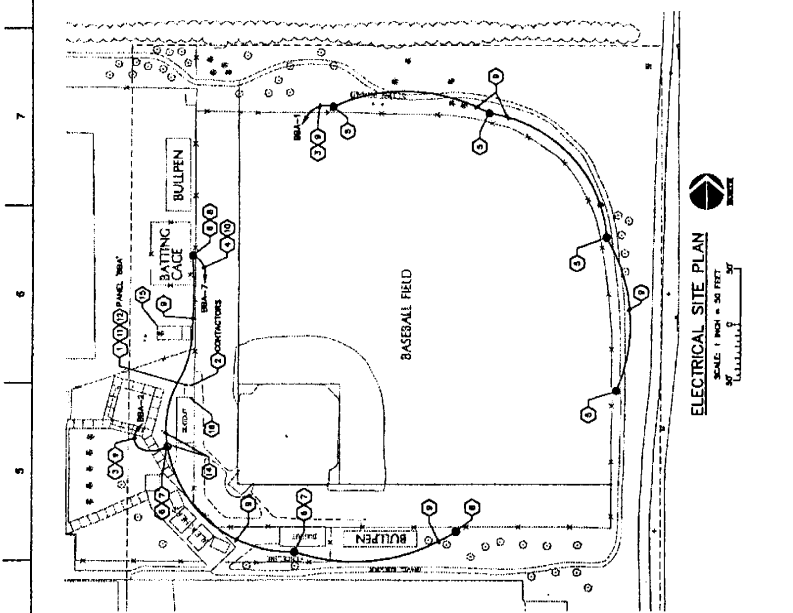
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- CONTRACTOR SHALL PROVIDE ALL NECESSARY MATERIALS AND LABOR FOR THE INSTALLATION OF EMERGENCY LIGHTING. PROVIDE 100 AMP, 120 VOLT, 1-POLE DISCONNECT.
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ELECTRICAL KEYNOTES (O)

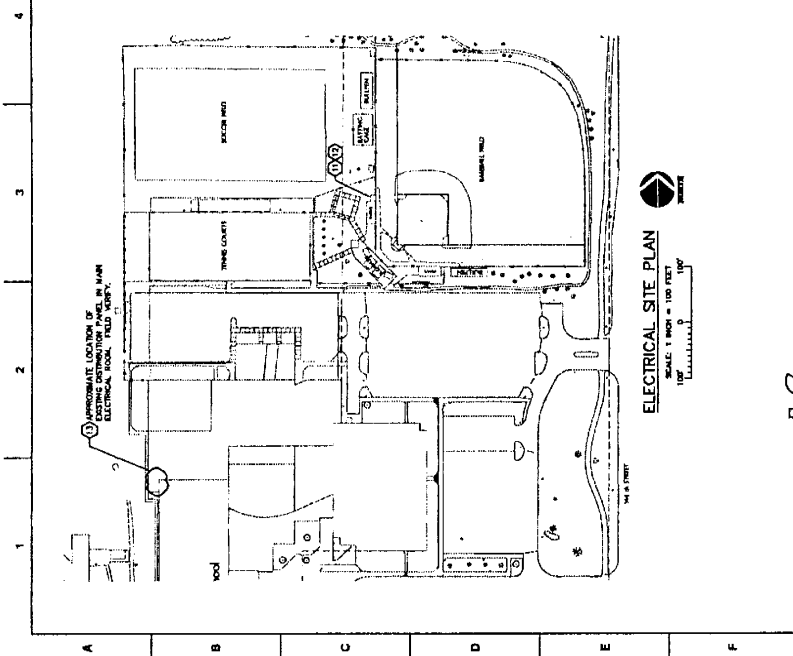
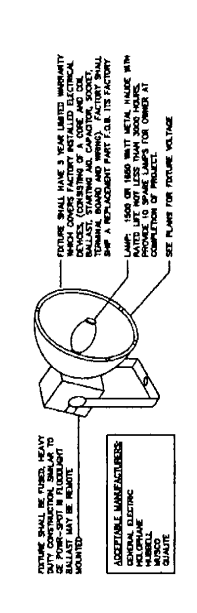
- PROVIDE PANEL WITH PROTECTORS FOR PAGES AT LOCATION SHOWN. PROVIDE STORAGE CABINETS FOR EACH CONTRACTOR TO INDICATE LOAD SERVICE.
- PROVIDE FOR 100 AMP, 3-POLE CONTRACTOR FOR CONTROL OF FEEDER INDICATED. CONTRACTOR SHALL CONTROL LIGHTS FOR BATTING CAGE.
- POLE INDICATED SHALL BE 7'4" MINIMUM ABOVE GROUND.
- POLE INDICATED SHALL BE PROVIDED WITH EMERGENCY LIGHTING FIXTURE. SEE DETAIL THIS SHEET.
- PROVIDE 3-4" 1-1/2" DIA. 1" CONDUIT FOR FEEDER INDICATED.
- PROVIDE 3-4" 1-1/2" DIA. 1" CONDUIT FOR FEEDER INDICATED.
- PROVIDE 3-4" 1-1/2" DIA. 1" CONDUIT FOR FEEDER INDICATED.
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- PROVIDE 3-4" 1-1/2" DIA. 1" CONDUIT FOR FEEDER INDICATED.



PANEL BBA

LOAD NO.	LOAD DESCRIPTION	W	V	A	PH	SIZE	TYPE	LOAD DESCRIPTION	W	V	A	PH	SIZE	TYPE
1	OUTFIELD	3	120	A	1	120	1	FIELD	3	120	A	1	120	1
2	BATTING CAGE	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
3	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
4	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
5	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
6	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
7	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
8	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
9	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
10	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
11	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
12	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
13	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
14	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
15	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
16	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
17	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
18	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
19	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
20	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1



PANEL BBA

LOAD NO.	LOAD DESCRIPTION	W	V	A	PH	SIZE	TYPE	LOAD DESCRIPTION	W	V	A	PH	SIZE	TYPE
1	OUTFIELD	3	120	A	1	120	1	FIELD	3	120	A	1	120	1
2	BATTING CAGE	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
3	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
4	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
5	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
6	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
7	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
8	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
9	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
10	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
11	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
12	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
13	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
14	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
15	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
16	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
17	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
18	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
19	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1
20	SPACE ONLY	3	120	A	1	120	1	SPACE ONLY	3	120	A	1	120	1

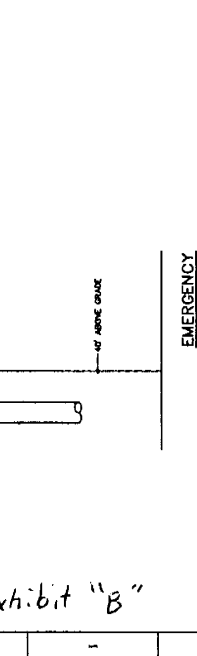


Exhibit "B"

AGENDA SUMMARY SHEET

AGENDA ITEM: Fiber Optics Easement Agreement

MEETING DATE: December 6, 2004

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Fiber Optics Easement Agreement – An easement for Verizon to install a fibre optic line to the cell phone tower at MWHS.

ACTION DESIRED: Approval x Discussion Information Only

BACKGROUND: Verizon Wireless is one of the companies co-locating on the cell phone tower at Millard West High School. They are upgrading their system and need to install a fiber optic line to the site. In order to do this, they need an easement to run the line from Q Street to the tower. The District will receive \$1,500 for the easement. The proceeds will be placed in the building fund.

OPTIONS AND ALTERNATIVES: Deny the easement.


RECOMMENDATION: It is recommended that approval be given to the Fiber Optics Easement Agreement between the District and Verizon Wireless as submitted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

YOUNG & WHITE
LAW OFFICES

MALCOLM D. YOUNG
DUNCAN A. YOUNG
JEFF C. MILLER
DAVID J. SELBY
JOSEPH S. RISKO
KEITH I. KOSAKI

LELAND C. WHITE
(1899-1981)

8742 FREDERICK STREET
P.O. BOX 241358
OMAHA, NEBRASKA 68124-5358

Telephone (402) 393-5600
Facsimile (402) 393-6823
E-Mail lawoffices@youngandwhite.com

ELKHORN OFFICE
217 E. DOUGLAS
ELKHORN, NE 68022
(402) 289-1950

November 16, 2004

Mr. Kenneth J. Fossen
Associate Superintendent General Administration
Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

RE: Fiber Optics Easement - Verizon

Dear Ken:

Enclosed is an original of the Fiber Optics Easement Agreement to be presented at the December 6th Board meeting.

Yours very truly,



Malcolm D. Young

MDY/iw
Enclosure

FIBER OPTICS EASEMENT AGREEMENT

The undersigned Grantor for and in consideration of the terms and conditions hereinafter set forth does hereby grant and convey unto Omaha Cellular Telephone Company, d/b/a Verizon Wireless, hereinafter referred to as the Grantee, its successors and assigns, a nonexclusive easement to construct, install, lay and thereafter use, operate, inspect, repair, maintain, replace, and remove fiber optic conduit lines and appurtenances thereto, over, across and through the land of the Grantor as specifically provided herein.

1. The easement is shown on Exhibit "A", which is attached hereto and incorporated herein by this reference.
2. The Grantee, its successor and assigns, has a nonexclusive right of ingress and egress over the adjacent lands of the Grantor immediately adjacent to the easement and sufficient for the Grantee, its successors and assigns, to install and maintain the fiber optic conduit and appurtenances.
3. The term of the easement shall be coextensive with the lease between the Grantor and the Grantee for the antenna tower installation.
4. The Grantee shall pay to the Grantor a one time fee of One Thousand Five Hundred Dollars (\$1,500.00) for the easement.
5. Grantee, its successors and assigns, shall repair any surface damage or other damage to Grantor's property or improvements thereon and return the property and improvements to at least the condition of the Grantor's property or improvements prior to the installation and any maintenance or repairs to the fiber optic conduit. The Grantee, its successors and assigns, hereby promise to maintain such easement and any necessary appurtenances in good repair and condition to the extent of Grantee's use of such easement after

6. Grantor, its officers, and employees shall have no liability for any damage to the fiber optic conduit, fiber optic lines and appurtenances from any cause, unless such damage results from Grantor's negligence.
7. Grantor shall have the right to connect to Grantee's fiber optic system without charge, if there is capacity in the existing conduit line to reasonably accommodate Grantor's fiber optic line at the time Grantor exercises such right, and Grantor shall pay the cost of any such connection.
8. The grant and other provisions of this easement shall constitute a covenant running with the land for the benefit of the Grantee, its successors and assigns.

IN WITNESS WHEREOF, the Grantor has executed this Agreement this _____ day of _____, 2004.

SCHOOL DISTRICT NO. 17 OF DOUGLAS
 COUNTY, NEBRASKA, a/k/a
 MILLARD SCHOOL DISTRICT

By _____
 Title _____

STATE OF NEBRASKA)
) ss.
 COUNTY OF DOUGLAS)

On this 6th day of December, 2004, before me a Notary Public in and for said county, personally came Jean Stothert, President of the Board of Education, School District No. 17 of Douglas County, Nebraska, a/k/a Millard School District, to me personally known to be the identical person whose name is affixed to the within instrument and who has acknowledged the execution of the same to be her voluntary act and deed and within the authority and power as President of the Millard Schools Board of Education for the purpose therein expressed.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my seal on the day last above written.

 Notary Public

ACCEPTANCE

The foregoing is accepted.

By: _____

Area where easement is needed.

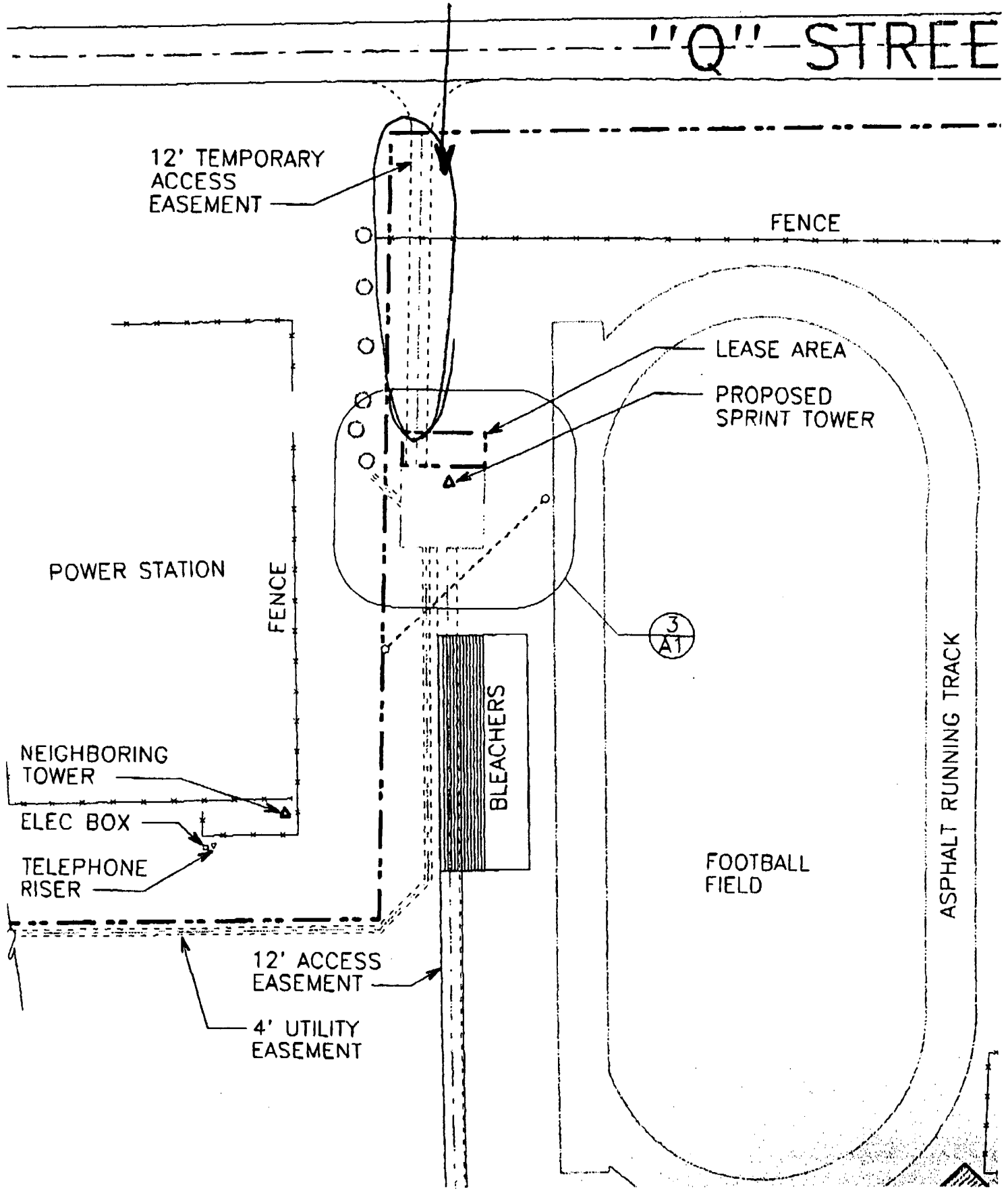


EXHIBIT "A"

AGENDA SUMMARY SHEET

MEETING DATE: December 6, 2004

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) New Hires

OPTIONS & ALTERNATIVES: NA

RECOMMENDATION: Approval

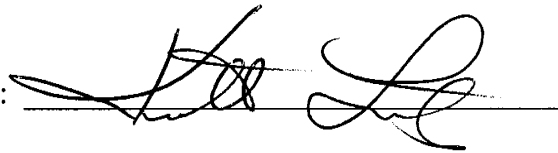
STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION
OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL:

A handwritten signature in black ink, appearing to be "Kirby Eltiste", is written over a horizontal line. The signature is cursive and somewhat stylized.

December 6, 2004

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2004-05 school year:

1. Debra Morgan – Step 1, BA – College of St. Mary, Omaha, NE. Kindergarten Teacher at Neihardt Elementary School (Short-term).
2. Michelle Madsen – Step 11, MA – University of Kansas, Lawrence, KS. Sped Resource Teacher at Ackerman Elementary and Wheeler Elementary. Previous experience: Fort Leavenworth, KS (1992/96); Olathe, KS (1996/2004).

December 6, 2004

Voluntary Early Separation

Recommend: The following qualified candidates be approved to participate in the District's Voluntary Early Separation Program:

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Years of Credited Service</u>
Sheryl Thomas	Language Arts Teacher	West High	29
Pamela McCallum	Resource Teacher	Central Middle School	11
Gary Waldron	Business Teacher	North High	20
Barbara Wagner	Activities Director	South High	33
Patricia Carlin	Grade 3 Teacher	Neihardt Elementary	22

Elementary		K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
Abbott (3 unit)	59	74	84	65	78	78			438	0	-1	439
Ackerman (4 unit)	102	96	119	101	105	100		15	638	7	9	629
Aldrich (3 unit)	66	60	51	59	65	52			353	1	-2	355
Black Elk (3 unit)	100	85	100	99	110	84			578	-2	-1	579
Bryan (3 unit)	58	58	47	65	58	64			350	-4	-6	356
Cather (3 unit)	64	78	64	78	74	76			434	2	0	434
Cody (2 unit)	36	37	38	37	15	27		28	218	-3	0	218
Cottonwood (3 unit)	71	51	42	53	63	72			352	-3	-2	354
Disney (3 unit)	53	47	50	37	52	53		14	306	-1	-1	307
Ezra Millard (3 unit)	71	81	65	69	68	73		12	439	-1	-4	443
Harvey Oaks (2 unit)	42	44	39	40	49	44			258	-1	1	257
Hitchcock (2 unit)	40	38	32	39	26	38			213	1	2	211
Holling Heights (3 unit)	70	55	61	46	54	54			340	2	8	332
Montclair (4 unit)	88	99	78	98	88	75			526	4	2	524
Morton (3 unit)	43	57	59	68	66	42		24	359	1	-2	361
Neihardt (4 unit)	89	95	96	96	93	109			578	-2	-3	581
Norris (3 unit)	59	62	54	43	48	29		19	314	-2	-1	315
Rockwell (3 unit)	62	43	50	52	46	49		23	325	-1	-2	327
Rohwer (3 unit)	110	107	116	96	102	85		15	631	5	5	626
Sandoz (3 unit)	47	51	44	54	41	48			285	0	-1	286
Wheeler (3 unit)	103	111	98	109	85	85		27	618	2	0	618
Willowdale (3 unit)	60	72	61	71	70	74			408	8	10	398
Totals	1493	1501	1448	1475	1456	1411		177	8961	13	11	8950

Secondary	6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
Andersen MS	243	256	249	10	748	1	4	744
Beadle MS	220	210	230	17	660	4	2	658
Central MS	248	255	289	14	792	4	5	787
Kiewit MS	288	312	352	10	952	0	-1	953
North MS	196	210	189	26	595	4	-1	596
Russell MS	263	282	244	4	789	3	5	784
MS Alternative	0	11	8		19	0	3	16
Totals	1458	1536	1561	81	4555	16	17	4538

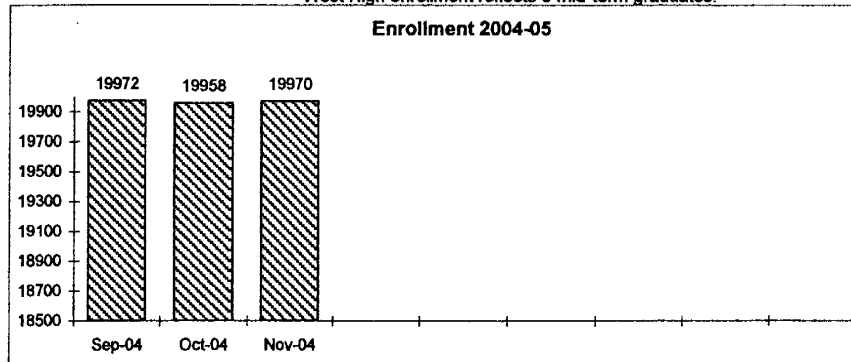
	9	10	11	12	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
North HS	621	578	570	626	22	2395	-7	-14	2409
South HS	565	520	492	433	18	2010	-3	-4	2014
West HS	529	471	461	427	16	1888	-2	-5	1893
Millard Learning Center	0	0	26	58		84	-7	-9	93
Totals	1715	1569	1549	1544	56	6377	-19	-32	6409

Preschool	
Disney	17
Cody	11
Neihardt	31
Rockwell	33
Bryan	34
Holling Hgts	29
Morton	36
Norris	16
Montessori - Montclair	74
Montessori - Norris	20
Total	301

Preschool SPED	
Cody	61
Sandoz	68
Montclair	34
Contracted	3
Infants	98
Total	264

Contracted SPED	44	2	2	42
Young Adult Program	33	0	0	33
Total District K-12	19970	12	-2	19972
Total District PreK-12	20535	15	43	20492

West High enrollment reflects 3 mid-term graduates.



9/24/2004	
Elementary	8950
Middle Sch	4538
High Sch	6409
Contracted	42
Young Adult	33
Total	19972
11/24/2004	
Elementary	8961
Middle Sch	4555
High Sch	6377
Contracted	44
Young Adult	33
Total	19970
Current Chg	12
YTD Change	-2

Elementary		Classroom Enrollment					Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size W/out SPED
	K	1	2	3	4	5						
Abbott	20	19	20	21	26	26						
	20	18	21	22	26	26						
	19	19	20	22	26	26						
		18	23									
Total Students	59	74	84	65	78	78		438	0	-1	439	
Total Teachers	3.0	4	4	3	3	3		20.0			20.0	
Classroom Avg	19.7	18.5	21.0	21.7	26.0	26.0		22			22	

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size W/out SPED
Ackerman	21	24	24	25	26	24	7					
	20	24	24	25	26	26	8					
	21	23	24	26	27	25						
	20	25	24	25	26	25						
	20		23									
Total Students	102	96	119	101	105	100	15	638	7	9	629	623
Total Teachers	5.0	4	5	4	4	4	2	28.0				26.0
Classroom Avg	20.4	24.0	24.0	25.0	26.3	25.0	7.5	23				24

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size W/out SPED	
Aldrich	23	19	25	19	21	26						
	22	20	26	20	22	26						
	21	21		20	22							
Total Students	66	60	51	59	65	52		353	1	-2	355	353
Total Teachers	3	3	2	3.00	3	2		16.00				16
Classroom Avg	22.0	20.0	25.5	19.7	21.7	26.0		22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size W/out SPED	
Black Elk	22	22	19	23	22	18						
	20	22	21	26	22	23						
	19	22	19	23	22	21						
	18	19	20	27	22	22						
	21		21		22							
Total Students	100	85	100	99	110	84		578	-2	-1	579	578
Total Teachers	5.0	4	5	4	5	4		27				27
Classroom Avg	20.0	21.3	20.0	24.8	22.0	21.0		21				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size W/out SPED	
Bryan	19	18	17	22	20	22						
	20	20	16	21	19	20						
	19	20	14	22	19	22						
Total Students	58	58	47	65	58	64		350	-4	-6	356	350
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	19.3	19.3	15.7	21.7	19.3	21.3		19				19

	K	1	2-3	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size W/out SPED	
Cather	18	15	16	20	27	15	24	24	24	25	24	24						
		14	8			14	22	25	24	25	23	23						
Total Students	18	29	24	20	27	29	46	49	48	50	47	47		434	2	0	434	434
Total Teachers	1	2	1	1	1	2	2	2	2	2	2	2		20				20.0
Classroom Avg	18.0	14.5	24	20	27	14.5	23.0	24.5	24.0	25.0	23.5	23.5		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size W/out SPED
Cody	18	12	19	18	15	14	11					
	18	13	19	19		13	17					
		12										
Total Students	36	37	38	37	15	27	28	218	-3	0	218	190
Total Teachers	2	3	2	2	1	2	2	14				12
Classroom Avg	18.0	12.3	19.0	18.5	15.0	13.5	14.0	16				16

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size W/out SPED	
Cottonwood	19	26	22	27	21	23						
	18	25	20	26	22	25						
	17				20	24						
	17											
Total Students	71	51	42	53	63	72		352	-3	-2	354	352
Total Teachers	4.00	2	2	2	3	3		16				16
Classroom Avg	17.8	25.5	21.0	26.5	21.0	24.0		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Disney	19	24	18	19	27	27	6					
	19	23	15	18	25	26	8					
	15		17									
Total Students	53	47	50	37	52	53	14	306	-1	-1	307	292
Total Teachers	3.0	2	3	2	2	2	2	16.0				14
Classroom Avg	17.7	23.5	16.7	18.5	26.0	26.5	7.0	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment
Harvey Oaks	21	22	19	20	24	21				
	21	22	20	20	25	23				
Total Students	42	44	39	40	49	44	258	-1	1	257
Total Teachers	2.0	2	2	2	2	2	12.0			
Classroom Avg	21.0	22.0	19.5	20.0	24.5	22.0	22			

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment
Hitchcock	21	21	16	19	26	17				
	19	17	16	20		21				
Total Students	40	38	32	39	26	38	213	1	2	211
Total Teachers	2.0	2	2	2	1	2	11.0			
Classroom Avg	20.0	19.0	16.0	19.5	26.0	19.0	19			

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment
Holling Heights	22	18	20	23	27	27				
	24	19	21	23	27	27				
	24	18	20							
Total Students	70	55	61	46	54	54	340	2	8	332
Total Teachers	3.0	3	3	2	2.5	2.5	16.0			
Classroom Avg	23.3	18.3	20.3	23.0	21.6	21.6	21			

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
Ezra Millard	22	20	23	23	23	24	6				
	25	20	21	23	22	25	6				
	24	20	21	23	23	24					
	21										
Total Students	71	81	65	69	68	73	12	439	-1	-4	443
Total Teachers	3.00	4	3	3	3	3	2	21			
Classroom Avg	23.7	20.3	21.7	23.0	22.7	24.3	6	21			

	K	1	2	3	4	5	M-K	M1-3	M4-5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
Montclair	19	24	18	25	23	18	14	23	21					
	20	23	18	24	21	17	16	23	21					
							19	24	21					
							26	21						
							25							
							22							
Total Students	39	47	36	49	44	35	49	143	84	526	4	2	524	526
Total Teachers	2	2	2	2	2	2	2	6	4	24				24
Classroom Avg	19.5	23.5	18.0	24.5	22.0	17.5	24.5	23.8	21.0	22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
Morton	21	19	21	24	22	22	11				
	22	19	20	23	23	20	13				
		19	18	21	21						
Total Students	43	57	59	68	66	42	24	359	1	-2	361
Total Teachers	2	3	3	3	3	2	2	18			
Classroom Avg	21.5	19.0	19.7	22.7	22.0	21.0	12.0	20			

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment
Neihardt	23	23	18	25	24	22				
	22	24	20	22	24	23				
	23	24	19	25	23	20				
	21	24	20	24	22	21				
		19				23				
Total Students	89	95	96	96	93	109	578	-2	-3	581
Total Teachers	4.0	4	5	4	4	5	26.0			
Classroom Avg	22.3	23.8	19.2	24.0	23.3	21.8	22			

	K	1	2	3	4	5	M-K	M1-2	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Normis	19	21	16	20	27	15	11	18	9					
	17	25	17	23	21	14	12	19	10					
Total Students	36	46	33	43	48	29	23	37	19	314	-2	-1	315	295
Total Teachers	2.0	2	2	2	2	2	1.00	2	2	17.0				15
Classroom Avg	18.0	23.0	16.5	21.5	24.0	14.5	23.0	18.5	9.5	18				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Rockwell	21	22	17	17	24	24	11					
	20	21	17	18	22	25	5					
	21		16	17			7					
Total Students	62	43	50	52	46	49	23	325	-1	-2	327	302
Total Teachers	3.0	2	3	3	2	2	3	18.0				15.0
Classroom Avg	20.7	21.5	16.7	17.3	23.0	24.5	7.7	18				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Rohwer	23	20	26	26	23	24	8					
	16	23	25	17	22	22	7					
	22	24	26	26	21	24						
	24	24	15	27	21	15						
	25	16	24		15							
Total Students	110	107	116	96	102	85	15	631	5	5	626	616
Total Teachers	5.0	5	5	4	5	4	2	30.0				28
Classroom Avg	22.0	21.4	23.2	24.0	20.4	21.3	7.5	21				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Sandoz	23	17	22	18	20	24						
	24	17	22	18	21	24						
		17		18								
Total Students	47	51	44	54	41	48		285	0	-1	286	285
Total Teachers	2	3	2	3	2	2		14				14
Classroom Avg	23.5	17.0	22.0	18.0	20.5	24.0		20				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Wheeler	20	24	21	23	18	22	13					
	22	23	19	22	24	23	14					
	21	24	20	23	22	23						
	20	23	19	18	21	17						
	20	17	19	23								
Total Students	103	111	98	109	85	85	27	618	2	0	618	591
Total Teachers	5	5	5	5	4	4	2	30				28
Classroom Avg	20.6	22.2	19.6	21.8	21.3	21.3	13.5	21				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Willowdale	21	24	20	23	23	25						
	20	24	20	23	23	24						
	19	24	21	25	24	25						
Total Students	60	72	61	71	70	74		408	8	10	398	408
Total Teachers	3.0	3	3	3	3	3		18.0				18
Classroom Avg	20.0	24.0	20.3	23.7	23.3	24.7		23				23

Elementary Totals	Grade	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Students		1493	1501	1448	1475	1456	1411	177	8961	13	11	8950	8784
Teachers		72.0	72.0	71.5	66.5	64.5	64.5	19.0	430.0				411.0
Classroom Avg		20.7	20.8	20.3	22.2	22.6	21.9	9.3	21				21

	6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Andersen MS	243	256	249	10	748	1	4	744	
Beadle MS	220	210	230	17	660	4	2	658	
Central MS	248	255	289	14	792	4	5	787	
Kiewit MS	288	312	352	10	952	0	-1	953	
North MS	196	210	189	26	595	4	-1	596	
Russell MS	263	282	244	4	789	3	5	784	
MS Alternative	0	11	8		19	0	3	16	
Totals	1458	1536	1561	81	4555	16	17	4538	

	9	10	11	12	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED	
North HS		621	578	570	626	22	2395	-7	-14	2409	
South HS		565	520	492	433	18	2010	-3	-4	2014	
West HS		529	471	461	427	16	1888	-2	-5	1893	
Millard Learning Center		0	0	26	58		84	-7	-9	93	
Totals		1715	1569	1549	1544	56	6377	-19	-32	6409	

Contracted SPED	44	2	2	42
Young Adult Program	33	0	0	33
Total District Enrollment	19970	12	-2	19972

AGENDA SUMMARY SHEET

AGENDA ITEM: Elementary TerraNova Results

Meeting Date: December 6, 2004

Department: Planning & Evaluation

Title and Brief Description: Elementary schools assess 3rd and 4th grades in the fall with the TerraNova standardized achievement test. Results compare Fall, 2004 scores with prior years.

Action Desired: Approval Discussion Information Only

Background: Scores generally remained at a high level. The reading score showed cohort growth (+4 percentile points), while other subtests either stayed the same or declined (science declined the most). The non-cohort comparisons at the district level showed lower scores, across the board, in 2004.

Options/Alternatives Considered: N.A.

Recommendations: Additional analyses can be completed, at the level of the cluster objectives, to indicate which (detail) topics are influencing the total subtest scores.

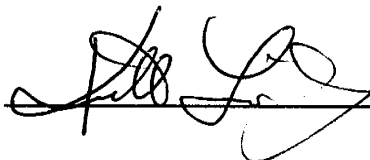
Strategic Plan Reference: To meet the mission of the district.

Implications of Adoption/Rejection: N.A.

Timeline: After secondary scores are available in late spring, a report will be completed with all results.

Responsible Persons: John Crawford

Superintendent's Signature:

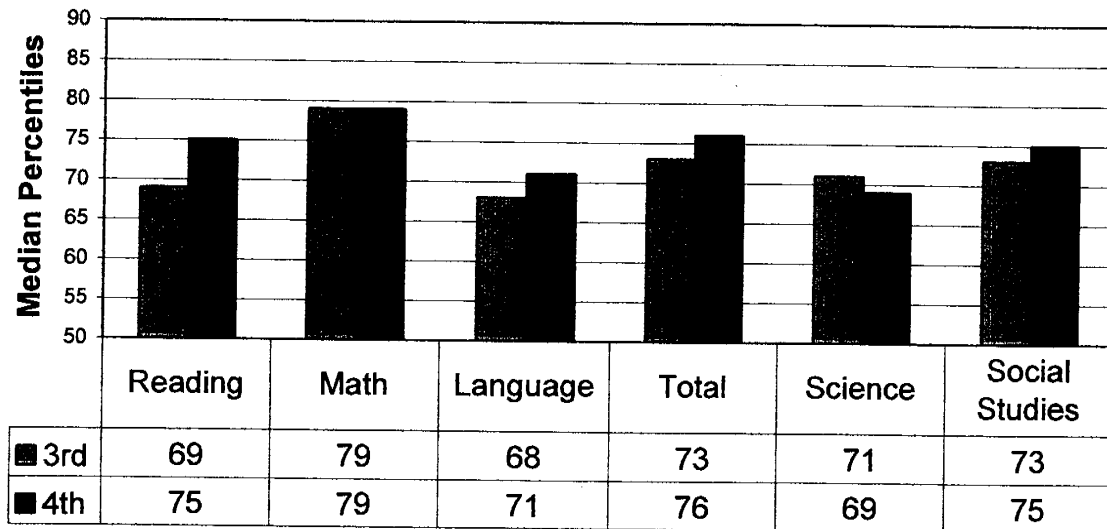


Elementary *TerraNova* Results

This is the fifth year that Millard Public Schools has administered the *TerraNova* achievement test, published by CTB-McGraw Hill. Elementary schools test in the fall (starting in late September), assessing all students in the 3rd and 4th grades.

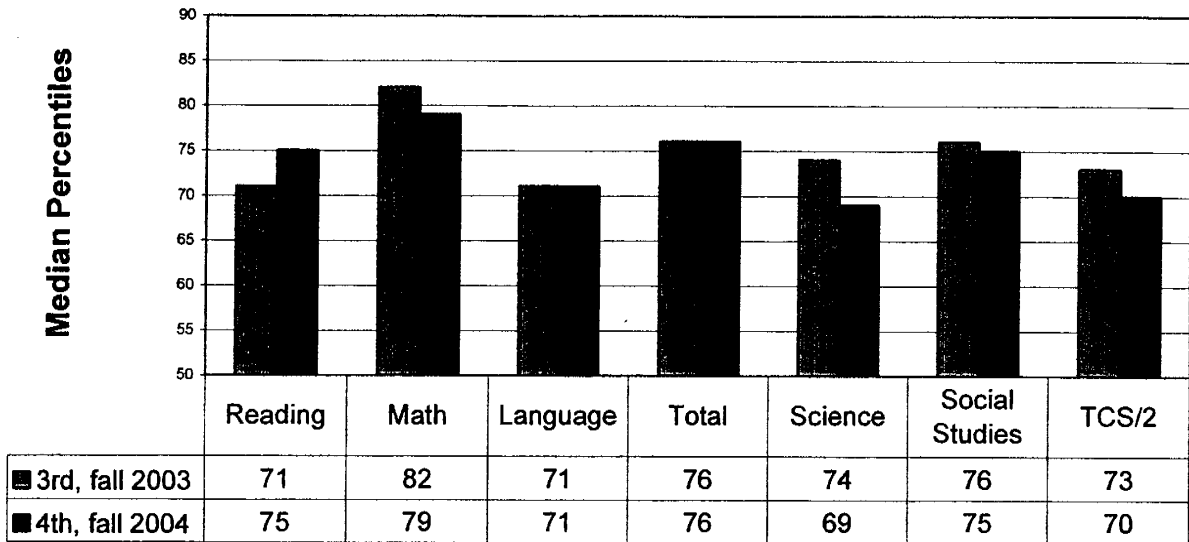
The following graph shows the overall results for each of the major subtests. The national percentile ranks range from the 68th to the 79th percentiles. Third grade language scores were at the 68th percentile and math scores (both 3rd and 4th grades) were at the 79th percentile rank.

***TerraNova* Results, Fall 2004**



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 gains in reading (+4 points), while all the other percentiles either stayed the same or declined. Science declined by 5 points; the total battery scores stayed 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

Terra Nova READING 2003-04	Terra Nova READING 2004-05	Terra Nova MATH 2003-04	Terra Nova MATH 2004-05	Terra Nova LANGUAGE LANGUAGE 2003-04	Terra Nova LANGUAGE LANGUAGE 2004-05	Terra Nova TOTAL SCORE 2003-04	Terra Nova TOTAL SCORE 2004-05	Terra Nova SCIENCE 2003-04	Terra Nova SCIENCE 2004-05	Terra Nova SOC STUDY 2003-04	Terra Nova SOC STUDY 2004-05	TCS/2 2003-04	TCS/2 2004-05
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DISTRICT	3	71	69	82	79	71	68	76	73	74	71	76	73	73	70	
	4	77	75	82	79	74	71	79	76	72	69	77	73	75	71	70
ABBOTT	3	75	76	86	86	82	74	83	80	74	78	78	81	78	64	75
	4	87	77	91	80	82	75	89	79	81	70	84	81	78	87	72
ACKERMAN	3	60	66	75	77	60	65	65	70	67	70	70	69	70	62	62
	4	79	66	84	71	73	60	81	67	74	65	77	69	69	74	63
ALDRICH	3	85	90	93	97	88	92	90	95	90	93	86	90	86	89	94
	4	82	87	90	87	83	85	87	89	80	84	84	87	84	84	81
BLACK ELK	3	73	71	75	78	70	71	65	74	75	70	75	73	75	78	75
	4	78	80	83	81	76	76	81	81	72	74	79	77	76	76	76
BRYAN	3	62	59	69	68	58	55	63	61	64	56	64	59	66	62	62
	4	62	64	70	72	56	62	63	67	56	65	64	73	65	65	66
CATHER	3	84	72	88	77	83	72	87	75	85	77	85	76	82	77	77
	4	78	82	83	81	82	76	83	82	74	74	80	80	74	74	79
CATHER - Traditional	3	79	76	77	77	69	74	77	77	72	70	72	76	66	81	81
	4	71	71	82	77	79	69	74	74	67	68	77	75	71	71	56
CATHER - CORE	3	86	70	92	77	88	70	91	74	90	80	89	76	83	73	73
	4	82	87	83	84	84	79	85	86	78	77	82	82	75	75	83
CODY	3	67	55	78	63	64	53	71	57	63	57	69	64	68	53	53
	4	68	77	60	67	60	74	64	75	65	56	68	72	57	57	52

[Note: the diagonal arrow represents "cohort" data.]

TerraNova School-Level Results: National Percentiles of the Mean NCE

	TerraNova READING 2003-04	TerraNova READING 2004-05	TerraNova MATH 2003-04	TerraNova MATH 2004-05	TerraNova LANGUAGE LANGUAGE 2003-04	TerraNova LANGUAGE LANGUAGE 2004-05	TerraNova TOTAL SCORE TOTAL SCORE 2003-04	TerraNova TOTAL SCORE TOTAL SCORE 2004-05	TerraNova SCIENCE SCIENCE 2003-04	TerraNova SCIENCE SCIENCE 2004-05	TerraNova SOC STUDY SOC STUDY 2003-04	TerraNova SOC STUDY SOC STUDY 2004-05	TCS/2 2003-04	TCS/2 2004-05
COTTONWOOD														
3	71	68	84	78	66	64	75	74	76	77	76	77	66	77
4	79	78	80	83	71	69	79	71	68	78	76	71	71	77
DISNEY														
3	62	63	81	72	61	55	69	61	61	67	69	66	58	66
4	74	67	73	71	72	62	75	59	59	74	67	58	60	71
EZRA MILLARD														
3	69	72	81	84	71	74	75	72	72	74	76	74	69	74
4	78	73	82	83	74	73	80	71	71	77	76	68	71	71
HARVEY OAKS														
3	74	80	81	86	68	72	75	79	79	76	80	64	79	79
4	74	74	77	78	74	65	77	67	67	69	72	70	68	72
HITCHCOCK														
3	85	69	89	75	80	70	87	63	63	84	70	86	61	86
4	83	83	81	89	81	82	84	85	85	81	83	72	77	77
HOLLING HEIGHTS														
3	56	54	73	62	60	52	64	56	56	71	64	65	47	65
4	64	66	74	71	60	70	66	66	66	70	71	63	59	63
MONTCLAIR														
3	72	75	78	82	72	76	75	79	79	74	77	68	73	68
4	75	80	83	78	73	75	79	66	66	79	76	71	66	71
MONTCLAIR - Traditional														
3	70	68	77	77	72	69	74	75	75	70	73	68	73	73
4	66	81	77	78	64	75	70	67	67	66	75	62	63	62
MONTCLAIR - Montessori														
3	73	81	79	85	72	82	76	84	84	77	80	66	73	73
4	83	78	87	79	81	74	85	66	66	88	77	84	73	73
MORTON														
3	69	63	83	79	71	59	76	66	66	73	72	77	66	66
4	82	68	80	73	75	63	81	60	60	82	67	69	69	69

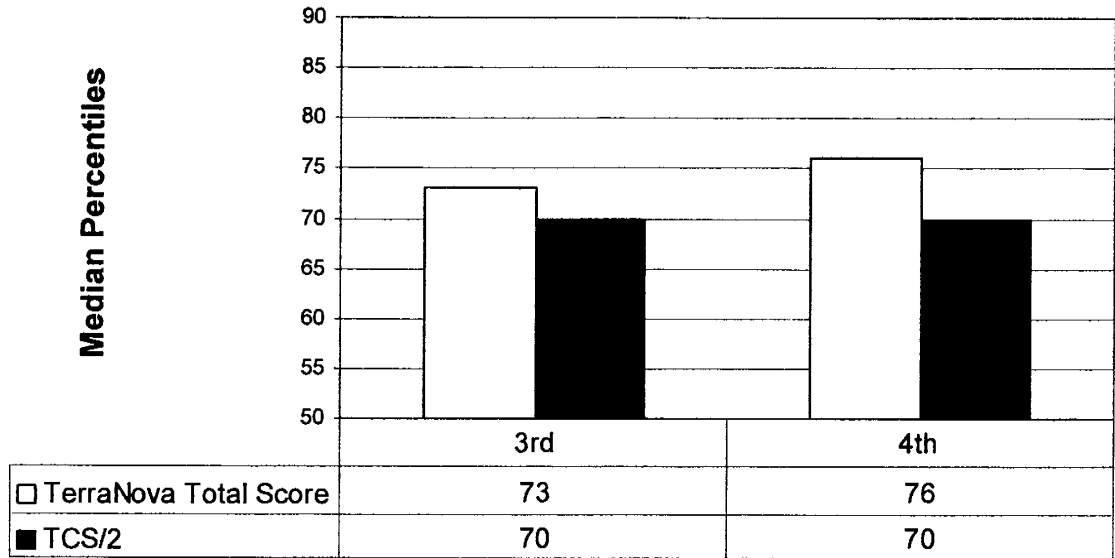
[Note: the diagonal arrow represents "cohort" data.]

	Terra Nova READING 2003-04	Terra Nova READING 2004-05	Terra Nova MATH 2003-04	Terra Nova MATH 2004-05	Terra Nova LANGUAGE LANGUAGE 2003-04	Terra Nova LANGUAGE LANGUAGE 2004-05	Terra Nova TOTAL SCORE TOTAL SCORE 2003-04	Terra Nova TOTAL SCORE TOTAL SCORE 2004-05	TerraNova SCIENCE SCIENCE 2003-04	TerraNova SCIENCE SCIENCE 2004-05	TerraNova SOC.STDY SOC.STDY 2003-04	TerraNova SOC.STDY SOC.STDY 2004-05	TCS/2 TCS/2 2003-04	TCS/2 TCS/2 2004-05
NEIHARDT														
3	71	64	84	73	66	63	75	67	73	68	76	70	71	66
4	69	73	79	77	64	70	72	75	69	71	73	71	63	68
NORRIS														
3	59	55	73	65	55	52	63	56	63	50	66	54	65	57
4	64	59	73	62	71	55	70	58	65	53	66	65	62	53
ROCKWELL														
3	68	60	76	75	70	54	72	64	73	74	72	66	62	69
4	77	73	82	75	74	67	79	73	68	61	78	71	61	54
ROHWER														
3	75	71	89	79	78	70	83	75	77	75	83	74	77	75
4	86	77	86	84	81	79	87	82	81	76	82	77	71	74
SANDOZ														
3	66	64	83	80	72	69	76	72	66	69	73	66	69	57
4	67	72	68	80	64	65	67	74	58	67	67	71	57	66
WHEELER														
3	72	69	85	83	71	65	77	75	72	69	78	75	75	69
4	82	75	86	80	77	67	84	76	71	70	77	73	71	71
WILLOWDALE														
3	76	75	86	86	79	75	83	80	75	74	79	78	73	79
4	83	78	89	83	81	72	86	79	79	75	82	80	78	76

[Note: the diagonal arrow represents "cohort" data.]

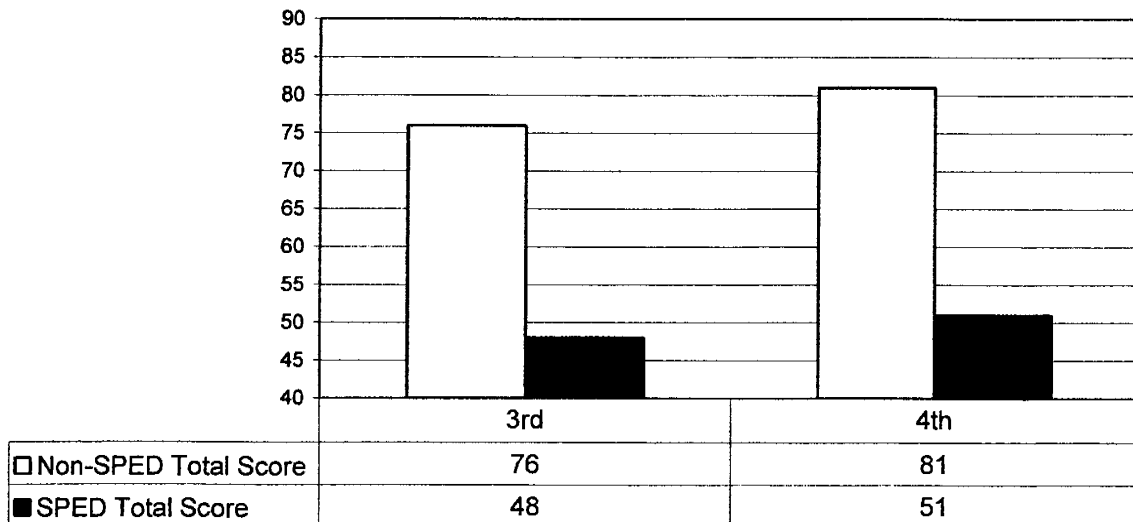
The following chart compares the achievement results with the Test of Cognitive Skills, a group-administered academic aptitude test. In both third and fourth grade, the achievement scores are higher than the TCS/2 percentiles.

Comparison of TerraNova and TCS/2 Aptitude Scores, Fall 2004



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 85th percentile ranks at some buildings. The Special Education scores for the district as a whole are near the national norm of the 50th percentile (at the 48th and 51st percentiles nationally).

Comparison of Special Education and Non-SPED Populations, Fall 2004



TerraNova 2004-05
SPED vs. Non-SPED Disaggregations
National Percentiles

District	Total Score Not SPED	Total Score SPED
District		
3	76	48
4	81	51
Abbott		
3	83	54
4	81	n.a.
Ackerman		
3	75	35
4	73	43
Aldrich		
3	95	n.a.
4	89	85
Black Elk		
3	76	63
4	86	45
Bryan		
3	64	44
4	69	49
Cather		
3	79	36
4	83	77
Cody		
3	60	46
4	76	n.a.
Cottonwood		
3	73	53
4	81	67
Disney		
3	71	40
4	76	44
Ezra		
3	81	35
4	81	56

"n.a." indicates there are fewer than 5 students in a SPED group

	Total Score Not SPED	Total Score SPED
Harvey Oaks		
3	80	n.a.
4	77	57
Hitchcock		
3	74	68
4	91	63
Holling Heights		
3	58	36
4	76	45
Montclair		
3	79	79
4	82	60
Morton		
3	70	43
4	82	31
Neihardt		
3	70	41
4	77	59
Norris		
3	65	22
4	75	25
Rockwell		
3	72	10
4	79	45
Rohwer		
3	76	59
4	83	71
Sandoz		
3	75	60
4	83	42
Wheeler		
3	79	38
4	82	44
Willowdale		
3	83	57
4	84	56

"n.a." indicates there are fewer than 5 students in a SPED group

The last chart is a measure of the percent of Millard students who scored at or above the 75th percentile. By the national norming distributions, one would expect 25% of the students to be in the top quartile. However, in the Millard data for the last two years, the percentage in the top quartile has ranged from 48% to 55.5%. The percentages in this top quartile were higher in 2003-04 than in 2004-05.

***TerraNova* Percentage of Students in Top Quartile
On Total Score**

Grade	2003/04	2004/05
3 rd	52.1%	48%
4 th	55.5%	53.9%

Appendix: Analysis of Cluster Objectives

Summary Objective Report		Group
District	Millard Sch Dist	Grades 3 & 4
Grade	3	
Test Name	TN-MA	
Level/Form	13 A	
Test Date	09-29-2003	
Template	MPS Summary Objective - Elem	
Report Date	11-24-2004	

Percent of Students Mastering Objectives

Subtest / Objective	District Average
Reading	
Basic Understan	66
Analyze Text	50
Evaluate Mean	59
Id Read Strat	52
Subtest Average	57
Language	
Sentence Struct	65
Editing Skills	58
Writing Strat	33
Subtest Average	52
Math	
Number Relation	35
Comp/Number Est	46
Geo/Spatial Sen	34
Data/Stats/Prob	47
Prob Solve/Reas	29
Communication	18
Measurement	24
Pattern/Func/Al	20
Subtest Average	31
Science	
Science Inquiry	36
Physical Scienc	36
Life Science	49
Earth/Space Sci	68
Subtest Average	47
Social Studies	
Geography	58
History/Culture	43
Civics & Govern	74
Economic	71
Subtest Average	61
Total Average	47
Student Count	1426

Summary Objective Report

Group

District Millard Sch Dist
 Grade 4

Grades 3 & 4

Test Name TN-MA
 Level/Form 14 A
 Test Date 09-29-2003
 Template MPS Summary Objective - Elem
 Report Date 11-24-2004

Percent of Students Mastering Objectives

Subtest / Objective	District Average
Reading	
Basic Understan	88
Analyze Text	61
Evaluate Mean	44
Id Read Strat	65
Subtest Average	65
Language	
Sentence Struct	44
Editing Skills	37
Writing Strat	49
Subtest Average	43
Math	
Number Relation	71
Comp/Number Est	71
Geo/Spatial Sen	47
Data/Stats/Prob	69
Prob Solve/Reas	19
Communication	36
Measurement	34
Operation Conc	31
Subtest Average	47
Science	
Science Inquiry	73
Physical Scienc	33
Life Science	56
Earth/Space Sci	13
Personal/Social	17
Subtest Average	39
Social Studies	
Geography	67
History/Culture	59
Civics & Govern	30
Economic	78
Subtest Average	58
Total Average	50
Student Count	1394

Summary Objective Report		Group
District	Millard Sch Dist	Grades 3 & 4
Grade	3	
Test Name	TN-MA	
Level/Form	13 A	
Test Date	09-27-2004	
Template	MPS Summary Objective	
Report Date	11-24-2004	

Percent of Students Mastering Objectives

Subtest / Objective	District Average
Reading	
Basic Understan	64
Analyze Text	48
Evaluate Mean	57
Id Read Strat	48
Subtest Average	54
Language	
Sentence Struct	62
Editing Skills	54
Writing Strat	29
Subtest Average	48
Math	
Number Relation	31
Comp/Number Est	42
Geo/Spatial Sen	30
Data/Stats/Prob	42
Prob Solve/Reas	25
Communication	15
Measurement	22
Pattern/Func/Al	17
Subtest Average	28
Science	
Science Inquiry	33
Physical Scienc	35
Life Science	47
Earth/Space Sci	63
Subtest Average	45
Social Studies	
Geography	54
History/Culture	39
Civics & Govern	70
Economic	67
Subtest Average	57
Total Average	43
Student Count	1492

Test/Date

Summary Objective Report	
District	Millard Sch Dist
Grade	4
Test Name	TN-MA
Level/Form	14 A
Test Date	09-27-2004
Template	MPS Summary Objective
Report Date	11-24-2004

Group

Grades 3 & 4

Percent of Students Mastering Objectives

Subtest / Objective	District Average
Reading	
Basic Understan	86
Analyze Text	62
Evaluate Mean	43
Id Read Strat	64
Subtest Average	64
Language	
Sentence Struct	45
Editing Skills	34
Writing Strat	46
Subtest Average	42
Math	
Number Relation	69
Comp/Number Est	67
Geo/Spatial Sen	44
Data/Stats/Prob	68
Prob Solve/Reas	16
Communication	34
Measurement	31
Operation Conc	29
Subtest Average	45
Science	
Science Inquiry	71
Physical Scienc	32
Life Science	54
Earth/Space Sci	13
Personal/Social	16
Subtest Average	37
Social Studies	
Geography	65
History/Culture	59
Civics & Govern	28
Economic	75
Subtest Average	57
Total Average	48
Student Count	1479

AGENDA SUMMARY SHEET

AGENDA ITEM: Preliminary Projections

Meeting Date: December 6, 2004

Department: Planning & Evaluation

Title and Brief Description: Each year in December we produce the first preliminary projections for the following fall.

Action Desired: Approval ___ Discussion x Information Only ___

Background: The current estimates suggest continued growth, primarily at the elementary level. Projections for Rohwer, Wheeler, and #23 indicate significant growth in that part of the district.

Options/Alternatives Considered: N.A.

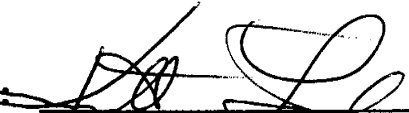
Recommendations: Monitor kindergarten roundup figures, transfer and options in the spring; produce final estimates in April/May, 2005.

Strategic Plan Reference: To meet the mission of the district.

Implications of Adoption/Rejection: N.A.

Timeline: Revise by May, 2005.

Responsible Persons: John Crawford

Superintendent's Signature: 

Preliminary Projections for 2005-06										
	Proj K 2005	Proj 1st 2005	Proj 2nd 2005	Proj 3rd 2005	Proj 4th 2005	Proj 5th 2005	self cont	Projected Total	Official End-of-Sept. 2004	Difference
Abbott	59	63	75	88	67	79		431	439	-8
Ackerman	104	100	100	124	104	107	13	652	629	23
Aldrich	59	67	67	56	59	68		376	355	21
Black Elk	92	95	86	104	101	113		591	579	12
Bryan	64	59	62	51	62	60		358	356	2
Cather	72	62	74	61	78	75		422	434	-12
Cody	37	34	37	38	36	13	28	223	218	5
Cottonwood	61	68	51	42	55	63		340	354	-14
Disney	45	53	47	48	35	50	15	293	307	-14
Ezra Millard	74	74	84	72	76	72	11	463	443	20
Harvey Oaks	47	45	41	43	39	53		268	257	11
Hitchcock	29	36	38	31	41	25		200	211	-11
Holling Heights	61	73	50	54	45	52		335	332	3
Montclair	97	80	98	77	98	83		533	524	9
Morton	51	42	60	60	66	65	25	369	361	8
Neihardt	104	88	90	91	98	90		561	581	-20
Norris	59	60	59	50	45	50	20	343	315	28
Rockwell	61	64	40	53	48	47	23	336	327	9
Rohwer	68	73	78	77	74	66	15	451	626	-175
Sandoz	44	47	54	44	52	41		282	286	-4
Wheeler	85	94	97	97	95	84	28	580	618	-38
Willowdale	59	61	76	62	76	74		408	398	10
New School #23	62	68	73	72	69	61		405		
	1494	1506	1537	1495	1519	1491	178	9220	8950	270
		Proj 6th 2005	Proj 7th 2005	Proj 8th 2005	Proj Total					
AMS		278	244	253	775				744	31
BMS		239	235	219	693				658	35
CMS		241	239	257	737				787	-50
KMS		294	302	309	905				953	-48
NMS		181	201	213	595				596	-1
RMS		211	271	289	771				784	-13
MS Alter		0	10	6	16				16	0
		1444	1502	1546	4492				4538	-46
		Proj 9th 2005	Proj 10th 2005	Proj 11th 2005	Proj 12th 2005	Proj Total				
North HS		557	630	581	574	2342			2409	-67
South HS		491	574	503	489	2057			2014	43
West HS		532	541	474	451	1998			1893	105
MLC		0	0	28	65	93			93	0
		1580	1745	1586	1579	6490			6409	81
Contracted SPED	42								42	0
Young Adult Program	33								33	0
District Projected Total	20277								19972	305

AGENDA SUMMARY SHEET

AGENDA ITEM: Potential Elementary School Enrollments: #23, #24, and #25

Meeting Date: December 6, 2004

Department: Planning and Evaluation

Title and Brief

Description: We are planning for the opening of #23 in Fall of 2005. Related to that process, we also wanted to look at possible enrollments, after #23 was open, with potential growth from development.

Action Desired: Approval Discussion Information Only

Background: The purpose of this analysis is to examine potential numbers for schools beyond #23. We anticipate the need for another school north of Q and also in the Chalco area.

Options/Alternatives Considered: N.A.

Recommendations: We ran a couple of simulations that show the growth potential could fill #23, #24, and #25.

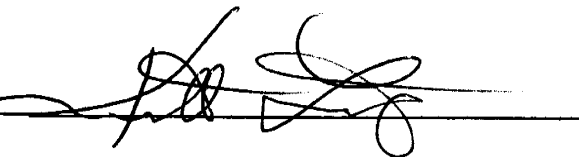
Strategic Plan Reference: Strategy 2.

Implications of Adoption/Rejection: N.A.

Timeline: Use results in planning for a potential bond issue.

Responsible Persons: John Crawford

Superintendent's Signature:



Number of
Students as of
October, 2004 # of Lots

Potential Additional Number
of Students Based on
Number of Empty Lots

Total =
Potential +
Current

New School #23

Subdivision #

144 Cattail Creek	73	148	59
147 The Woodlands	50	56	22
151 Whitehawk	1	450	180
145 Coyote Run	36	145	58
48 Rolling Meadows	9		
140 Falcon Ridge	84	97	39
149 Sugar Creek	30	220	88
152 Sunridge	9	248	99
55 Plantation	6		
153 Oakmont	6	324	130
154 West Bay Springs	3	122	49
45 Rural Douglas County	4		
TOTAL	311		724
Cottonwood Creek		92	37
Canterberry Crossing		122	49
Harrison Place		509	204
Bellbrook		437	175
TOTAL		2970	1189

1500

Subdivision #

Rohwer

118 Baywood	15		
120 West Bay	29		
127 Dickinson Landing	107		
137 Wood Creek	39		
131 Hawthorne	70	76	30
45 180th St acreages	6		
142 West Bay Woods	39	110	44
126 Lakeshore #3	60		
Options and Transfers	43		
Self-contained	15		
TOTAL	423		74
Stonecrest (Rural Sarpy Co.)		531	212
		717	286

709

Subdivision #

Wheeler

129 Cinnamon Creek No	73		
114 Mission Park	44	39	16
138 Cinnamon Creek So	159	69	28
124 Mission Park So	51	128	51
133 Mission Pines	9	15	6
136 Hickory Ridge	130		
Options and Transfers	57		
Self-contained	28		
TOTAL	551	251	101

652

1285

3938

1576

2861

	<u>Number of Students as of October, 2004</u>	<u># of Lots</u>	<u>Potential Additional Number of Students Based on Number of Empty Lots</u>	<u>Total = Potential + Current</u>
<u>New School #24</u>				
144 Cattail Creek	73	148	59	
147 The Woodlands	50	56	22	
151 Whitehawk	1	450	180	
55 Plantation	6			
153 Oakmont	6	324	130	
154 West Bay Springs	3	122	49	
Canterberry Crossing		122	49	
	139	1222	489	628
<u>New School #23</u>				
<u>Subdivision #</u>				
145 Coyote Run	36	145	58	
48 Rolling Meadows	9			
140 Falcon Ridge	84	97	39	
149 Sugar Creek	30	220	88	
152 Sunridge	9	248	99	
45 Rural Douglas County	4			
TOTAL	172		284	
Cottonwood Creek		92	37	
Harrison Place		509	204	
Bellbrook		437	175	
TOTAL		1748	700	872
<u>Subdivision #</u>				
<u>Rohwer</u>				
118 Baywood	15			
120 West Bay	29			
127 Dickinson Landing	107			
137 Wood Creek	39			
131 Hawthorne	70	76	30	
45 180th St acreages	6			
142 West Bay Woods	39	110	44	
126 Lakeshore #3	60			
Options and Transfers	43			
Self-contained	15			
TOTAL	423		74	
Stonecrest (Rural Sarpy Co.)		531	212	
		717	286	709
<u>Subdivision #</u>				
<u>Wheeler</u>				
129 Cinnamon Creek No	73			
114 Mission Park	44	39	16	
138 Cinnamon Creek So	159	69	28	
124 Mission Park So	51	128	51	
133 Mission Pines	9	15	6	
136 Hickory Ridge	130			
Options and Transfers	57			
Self-contained	28			
TOTAL	551	251	101	652
	1285	3938	1576	2861

25A

	Number of Students as of <u>October, 2004</u>	# of Lots	Potential Additional Number of Students Based on <u>Number of Empty Lots</u>	Total = Potential + <u>Current</u>
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New School #25

Millard Park South Phase 2	0	183	73	
Springhill Phase 2	0	428	171	
Stonecrest (Rural Sarpy Co.)	0	531	212	
	0		456	456

New School #24

144 Cattail Creek	73	148	59	
147 The Woodlands	50	56	22	
151 Whitehawk	1	450	180	
55 Plantation	6			
153 Oakmont	6	324	130	
154 West Bay Springs	3	122	49	
Canterberry Crossing		122	49	
	139	1222	489	628

New School #23

<u>Subdivision #</u>				
145 Coyote Run	36	145	58	
48 Rolling Meadows	9			
140 Falcon Ridge	84	97	39	
149 Sugar Creek	30	220	88	
152 Sunridge	9	248	99	
45 Rural Douglas County	4			
TOTAL	172		284	
Cottonwood Creek		92	37	
Harrison Place		509	204	
Bellbrook		437	175	
TOTAL		1748	700	872

Subdivision #**Rohwer**

118 Baywood	15			
120 West Bay	29			
127 Dickinson Landing	107			
137 Wood Creek	39			
131 Hawthorne	70	76	30	
45 180th St acreages	6			
142 West Bay Woods	39	110	44	
126 Lakeshore #3	60			
Options and Transfers	43			
Self-contained	15			
TOTAL	423	186	74	497

Subdivision #**Wheeler**

129 Cinnamon Creek No	73			
114 Mission Park	44	39	16	
138 Cinnamon Creek So	159	69	28	
124 Mission Park So	51	128	51	
133 Mission Pines	9	15	6	
136 Hickory Ridge	130			
Options and Transfers	57			
Self-contained	28			
TOTAL	551	251	101	652

1285	3407	1820	3105
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25B

	Number of Students as of <u>October, 2004</u>	<u># of Lots</u>	Potential Additional Number of Students Based on <u>Number of Empty Lots</u>	<u>Total = Potential + Current</u>
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New School #25

Millard Park South	23	339	136	
Springhill	10	450	180	
Stonecrest (Rural Sarpy Co.)	0	531	212	
	33		528	561

New School #24

144 Cattail Creek	73	148	59	
147 The Woodlands	50	56	22	
151 Whitehawk	1	450	180	
55 Plantation	6			
153 Oakmont	6	324	130	
154 West Bay Springs	3	122	49	
Canterberry Crossing		122	49	
	139	1222	489	628

New School #23

<u>Subdivision #</u>				
145 Coyote Run	36	145	58	
48 Rolling Meadows	9			
140 Falcon Ridge	84	97	39	
149 Sugar Creek	30	220	88	
152 Sunridge	9	248	99	
45 Rural Douglas County	4			
TOTAL	172		284	
Cottonwood Creek		92	37	
Harrison Place		509	204	
Bellbrook		437	175	
TOTAL		1748	700	872

Subdivision #**Rohwer**

118 Baywood	15			
120 West Bay	29			
127 Dickinson Landing	107			
137 Wood Creek	39			
131 Hawthorne	70	76	30	
45 180th St acreages	6			
142 West Bay Woods	39	110	44	
126 Lakeshore #3	60			
Options and Transfers	43			
Self-contained	15			
TOTAL	423	186	74	497

Subdivision #**Wheeler**

129 Cinnamon Creek No	73			
114 Mission Park	44	39	16	
138 Cinnamon Creek So	159	69	28	
124 Mission Park So	51	128	51	
133 Mission Pines	9	15	6	
136 Hickory Ridge	130			
Options and Transfers	57			
Self-contained	28			
TOTAL	551	251	101	652

1318	3407	1892	3210
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AGENDA SUMMARY SHEET

AGENDA ITEM: Summer Projects 2005

MEETING DATE: December 6, 2004

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Summer Projects 2005 – Roofing, paving, HVAC, etc. projects to be undertaken during the summer of 2005.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Each summer the District undertakes multiple projects that cannot reasonably be accomplished during the regular school year. These projects generally cost in the neighborhood of \$3 million per year. Last year the amount was about \$2.6 million. This year, the proposed projects total \$3.4 million plus an additional \$0.4 million to replace portables (if the District should decide to do so).

Attached is a report (in PowerPoint style) from Ed Rockwell outlining the projects that have surfaced as the highest priorities for this summer. There were numerous other projects that had merit and remain on the list for future work.

Unless directed to do otherwise, we will proceed with the design and bidding procedures related to the proposed projects. When the bids have been received, we will be returning to the board for awarding of the contracts.

OPTIONS AND ALTERNATIVES: Do no projects. Do other projects.

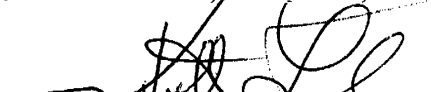
RECOMMENDATION: It is recommended that the project proceed as proposed.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Ed Rockwell, and George Killian

SUPERINTENDENT'S APPROVAL: 

AGENDA SUMMARY SHEET

AGENDA ITEM: Staff Development Report

MEETING DATE: 6 December 2004

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Martin Luther King, Jr. Staff Development Day, January 17, 2005, will be a day when certified and classified staff are involved in a variety of professional growth opportunities. Generally for most staff, ½ of the day is devoted to district staff development and ½ of the day is devoted to building staff development.

ACTION DESIRED: APPROVAL DISCUSSION INFORMATION ONLY

BACKGROUND: Differentiation II follow-up sessions for June 2004 secondary school participants are scheduled for the AM on January 17. Differentiation II follow-up sessions for June 2004 elementary school participants are scheduled from 4:00-4:45PM on January 20. Based on feedback at several meetings from building administrators and building staff, the content for MLK Day staff development was changed from the proposed Excellence Fair to sessions tied more closely to the curriculum process. MEP curriculum facilitators were integral in planning for these sessions. Each session was differentiated to meet the needs of each specific group. Numerous offerings are also available for classified staff and promoted through the on-line version of Better and Better. All offerings available on MLK Day are listed in the attached booklet. The booklet is currently posted on the MPSNET under staff development. Each certified and classified staff member will also be given a hard copy when they return from winter break. An evaluation report of the day will be shared with the Board at a future board meeting.

OPTIONS AND ALTERNATIVES CONSIDERED: Repeating another Excellent Fair was considered, but not pursued based on feedback from building staff members.

RECOMMENDATIONS: Continue to support District Staff Development.

STRATEGIC PLAN REFERENCE: Strategy (Implemented 1990) – We will develop and implement plans to ensure the highest quality of staff.

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIMELINE: NA

PERSON(S) RESPONSIBLE: Dr. Kim Saum-Mills, Dr. Carol Newton,
Dr. Judy Porter & Charlene Snyder

ASSOCIATE SUPERINTENDENT'S APPROVAL: 

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION: