

**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 7:00 P.M. on December 5, 2005, at Don Stroh Administrative Center 5606 South 147th Street.

Dated this 5th day of December, 2005.

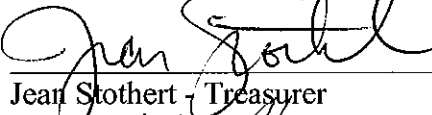
\_\_\_\_\_  
Julie A. Johnson - President

  
\_\_\_\_\_  
Brad Burwell - Vice President

\_\_\_\_\_  
Linda Poole - Secretary

  
\_\_\_\_\_  
Linda Poole - Secretary

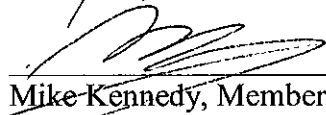
\_\_\_\_\_  
Jean Stothert - Treasurer

  
\_\_\_\_\_  
Jean Stothert - Treasurer

\_\_\_\_\_  
Mike Pate, Member

  
\_\_\_\_\_  
Mike Pate, Member

\_\_\_\_\_  
Mike Kennedy, Member

  
\_\_\_\_\_  
Mike Kennedy, Member

\_\_\_\_\_  
Deepa Joshi - Millard North High Schools

\_\_\_\_\_  
Car' Lika Estwick - Millard South High School

\_\_\_\_\_  
Megan Ahlers - Millard West High School

**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 5, 2005** at 5606 South 147th Street, Omaha, Nebraska.

An agenda for such meetings, kept continuously current are available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

LINDA POOLE,  
Secretary

12-2-05

**THE DAILY RECORD  
OF OMAHA**

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

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

**J. BOYD**

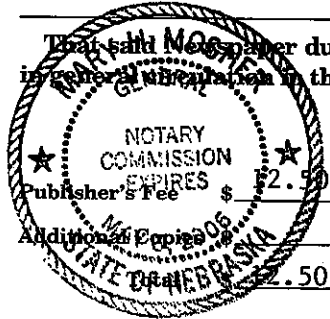
being duly sworn, deposes and says that she is

**LEGAL EDITOR**

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

**DAILY RECORD**, of Omaha, on \_\_\_\_\_  
December 2, 2005

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



Subscribed in my presence and sworn to before  
me this 2nd day of  
December 2005  
Notary Public in and for Douglas County,  
State of Nebraska

BOARD OF EDUCATION MEETING - DECEMBER 5, 2005

NAME:

REPRESENTING:

MICAH ALEXANDER

MW

Tony Levy

ME A

Zack Sutton

MW

Sharon Dickhead

MW

Pat Britten

MW

Jordan Zar

MW

Ryan Orze

MW

Clara Hoover

MEP

Bill Kramer

TSA

ROGER DOETHLING

"

Matt Cruzan

MW

Keith Krohn

MW

Phil Kar

Kent MS

Anna Campbell

MW

Keri Rice

MSHS

Trent Rice

KYNAL SUALY

MW

Nancy Armitage

KMS

Mikes Kaspar

SSC

Monique Ohlson

Ann King

DSAC

Andrew Jepsen

Laurie Seward

MS

Becky Zait

RMS

BOARD OF EDUCATION MEETING - DECEMBER 5, 2005

NAME:

REPRESENTING:

Preston Davis	MW
Stephen Matychuk	MW
Sara Brown	Metro
Glen Catterbush	RMS
Jacquie Wark	METS
Uz Asm	MEP
Nancy Johnston	Beadle
Lisa Goth	MSHS
Jed Jelumst	
Phillip Det	MWHS
Susan Purson	KMX
Dana Mason	RMS
Stephanie Pavulin	MW
Megan Minino	MW
Keena Watkins	MW
Carrie Novotny Buss	ACK
Martha Nielsen	ACK
Kat Claussen	MW
Justin Swanger	MW
Jake Pearson	MS!
Barb Waller	MEP
Brend Mullins	MS.
Joanie Sanders	MWHS







*BOARD OF EDUCATION*  
MEETING



*DECEMBER 5, 2005*

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

2

BUSINESS MEETING  
7:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
DECEMBER 5, 2005

AGENDA

Call to Order

- 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 21, 2005
  - 2. \*Approval of Bills
  - 3. \*Receive the Treasurer's Report and Place on File
- F. Information Items
  - 1. Employees of the Month
  - 2. Superintendent's Report
  - 3. Board Comments/Announcement
  - 4. Report from Student Representatives
- G. Unfinished Business:
  - 1. Approval of Policy 6130 - Curriculum, Instruction, and Assessment – Written Curriculum – Frameworks and Level/Course Guides
  - 2. Approval of Policy 6203 - Curriculum, Instruction, and Assessment – Taught Curriculum – Lesson (Instructional) Plans
  - 3. Approval of Policy 6220 - Curriculum, Instruction, and Assessment – Taught Curriculum – Organization of Instruction
- H. New Business
  - 1. Approval of Lobbyist Contract
  - 2. Approval of 2006-2007 High School Curriculum Handbook
  - 3. Approval of Middle School Schedule Changes
  - 4. Approval of Ackerman Remodel Projects
  - 5. Approval of Ackerman "Q" Street Right Away Agreement
  - 6. Approval of Willowdale "Q" Street Right Away Agreement
  - 7. Approval of Rule 6010.1 – Curriculum, Instruction, and Assessment – Comparability of Curriculum, Instruction, and Assessment
  - 8. Personnel Action: Resignations and Amendment to Continuing Contract
  - 9. Litigation (Executive Session)

Agenda  
December 5, 2005  
Page 2

I. Reports

1. Enrollment Report
2. Post Graduate (2000) Assessment – Five Year Study
3. Exiting Senior Survey Report – Class of 2005

J. Future Agenda Items/Board Calendar

1. Board of Education Meeting on Monday, December 19, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
2. Board of Education Meeting on Monday, January 16, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
3. Committee of the Whole Meeting on Monday, January 23, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
4. Board of Education Meeting on Monday, January 30, 2006, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> 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 a single motion. Items may be deleted from the Consent Agenda by request of any board member.

.BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BUSINESS MEETING  
7:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET  
DECEMBER 5, 2005

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 21, 2005. (See enclosure.)
  - \*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See Enclosures.)
  - \*E.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to receive the Treasurer’s Report and Place on File. (See enclosure.)
- F.1. Employees of the Month
- F.2. Superintendent’s Comments
- F.3. Board Comments/Announcements
- F.4. Report from Student Representatives
- G.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve Policy 6130 - Curriculum, Instruction, and Assessment – Written Curriculum – Frameworks and Level/Course Guides. (See enclosures.)
- G.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve Policy 6203 - Curriculum, Instruction, and Assessment – Taught Curriculum – Lesson (Instructional) Plans. (See enclosure.)
- G.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve Policy 6220 - Curriculum, Instruction, and Assessment – Taught Curriculum – Organization of Instruction. (See enclosure.)
- H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the lobbyist contract for 2006. (See enclosure.)

## Administrative Memorandum

December 5, 2005

Page 2

- H.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the 2006-2007 High School Curriculum Handbooks. (See enclosure.)
- H.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the Middle School Schedule Changes. (See enclosure.)
- H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that approval be given to the basic design parameters for the Ackerman Elementary School remodeling project as submitted. (See enclosure.)
- H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the District accept the offer of \$1,000 for a tree and to enter into the following agreements related to Tract 89 of the City of Omaha's 156<sup>th</sup> to 170<sup>th</sup> Street Project: (1) Donation of Road Right-of-Way and (2) Temporary Construction Easement. (See enclosure.)
- H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the District enter into the following agreements related to Tract 13 of the City of Omaha's 156<sup>th</sup> to 170<sup>th</sup> Street Project: (1) Donation of Road Right-of-Way, (2) Individual Warranty Deed, (3) Real Estate Purchase Agreement, and (4) Temporary Construction Easement. (See enclosure.)
- H.7. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 6010.1 – Curriculum, Instruction, and Assessment – Comparability of Curriculum, Instruction, and Assessment. (See enclosure.)
- H.8. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Action: Resignations and Amendment to Continuing Contract. (See enclosure.)
- H.9. Litigation (Executive Session)

I. Reports

1. Enrollment Report
2. Post Graduate (2000) Assessment – Five Year Study
3. Exiting Senior Survey Report – Class of 2005

J. Future Agenda Items/Board Calendar

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4. Board of Education Meeting on Monday, January 30, 2006, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> 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 a single motion. Items may be deleted from the Consent Agenda by request of any board member.

MILLARD PUBLIC SCHOOLS  
SCHOOL DISTRICT NO 17

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. This meeting was convened in open and public session at 7:00 p.m., Monday, November 21, 2005, at the Don Stroh Administration Center, 5606 South 147th Street.

PRESENT: Julie Johnson, Mike Pate, Jean Stothert, and 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 18, 2005; 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.

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At 6:45 p.m. Linda Poole opened the public hearing on land acquisition. The hearing is regarding the acquisition of private property by the Millard Public School District for a proposed high school building site.

Roll call was taken and board members present were Julie Johnson, Linda Poole, Mike Pate, Mike Kennedy, and Jean Stothert. Absent was Brad Burwell. Julie Johnson came in after roll call was taken at 6:50 p.m.

Motion by Mike Kennedy, seconded by Jean Stothert, to excuse Brad Burwell from the meeting, and Julie Johnson until she arrives. Upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate seconded by Jean Stothert, to proceed to acquire private real property for public use for a proposed high school site, generally located in the East One-Half (E 1/2 ) of the Northwest Quarter (NW ¼ ) of Section 12, Township 14 North, Range 10, East of the 6<sup>th</sup> P.M., in Douglas County, Nebraska. Upon roll call vote, all members voted aye. Motion carried

Linda Poole adjourned the hearing.

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

Roll call was taken and board members present were Julie Johnson, Linda Poole, Mike Pate, Mike Kennedy, and Jean Stothert. Absent was Brad Burwell.

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



Motion by Mike Kennedy, seconded by Jean Stothert, to approve the Board of Education Minutes of Monday, November 7, 2005, to approve bills, and to receive the treasurer's report and place on file. Upon roll call vote, all members voted aye. Motion carried.

Julie Johnson summarized the Committee of the Whole Meeting – November 14, 2005. The topics discussed were 2006 summer projects, middle school schedule changes, technology update, and substance abuse policy.

Showcase highlighted high school students who were National Merit commended and semi-finalists.

Dr. Lutz presented the Technology Award to the members of the Board of Education. The district was sited as one of the top 10 school districts who have paperless board meetings by the way of technology.

#### Superintendent's Report:

1. Congratulations to the board on the technology award. Mrs. Poole picked it up at the Technology Conference, which was sponsored by the National School Boards Association.
2. Reminder that Wednesday is the last day for the week as the district breaks for Thanksgiving.
3. Reminder to the board that Strategic Planning is scheduled for January 26 and 27, 2006.
4. Today the Coalition Superintendents met with Mayor Fahey. The superintendent's informed the Mayor about their visits around the country and basically their position on the OPS situation, so he understood the Coalitions feelings on the situation.
5. On Sunday there was a meeting with parents. Along with Dr. Lutz, Senators Redfield and Pahls were in attendance. Angelo Passarelli was there to update the parents on the Legislative Corp.
6. Last week was the Nebraska Association of School Boards convention. Mrs. Poole presided over the conference.
7. Jean Stothert has announced her candidacy for state senator in Legislative District 12.
8. December 5, 2005 will be the next board meeting.
9. The Senator Luncheon will be held on December 15, 2005 at 11:30 a.m.
10. The middle school schedule change will be brought to the board in December. Normally this is a building decision, but because it effects staff and scope and sequence of curriculum it is a board decision.

Comments from the Board:

Mike Kennedy thanked Mayor Fahey for meeting with the Coalition Superintendents in regards to the 'One City One School District.' He commented on the number of young people who stay or come back to Omaha because of the way of life. He is afraid that people will move out of the city limits or move to surrounding counties, if 'One City One School District' proposal is successful. He said the economic aspect needs to be addressed by the business community, and by the city leaders on this issue. Another consideration are the property values market in Millard because people don't know if the schools will end up in OPS or not. A strong sell for Omaha is the choice of school districts in the city. The choice of option enrollment will continue to allow Omaha to be a place of economic vitality and where families will want to move into. If not, Mr. Kennedy would move his family out where he would be able to pick the school of his choice.

Jean Stothert congratulated Millard North High School on their Class A football championship. All of Millard high schools did a great job this year in football.

Mrs. Stothert attended the Nebraska Association of School Boards Conference. She attended a session that was presented by Jim Tenopir, Director of Nebraska Schools Activities Association. She reported that NSAA has partnered with the Nebraska Department of Education and Health and Human Services to look at the issue of steroids. The Health and Human Services has recently done a survey and they feel the results are very accurate. Their results indicated that in Nebraska 3.5% of high school seniors, both boys and girls, have either used or abused steroids. To put it in perspective that is 4,000 students, so there is a definitely is an issue. They also found that 2.5% of eighth graders have used or abused steroids. There was a Senator in the last legislative session that proposed a bill, and more will be proposed this year, that wanted a two year license removal for any teacher, coach, or physicians who supplies or knows about an athlete taking steroids for non-medical use, and also a two year suspension for all students from all extra-curricular activities.

Mrs. Stothert commented about an article in the American School Board magazine. The article was on improving school climates in inner city schools. It gives a lot of information on climate versus culture, but at the end it says that "leadership is everything." It needs to go back to the school board and to the superintendent to solve those problems.

Mrs. Stothert asked Dr. Lutz to attend the Federal Relations Network conference in February.

Mrs. Stothert also has been notified by John Bonaiuto, Executive Director of Nebraska Association of School Boards, that the Student Wellness Committee is going to meet within the next few months, and after that meeting she will report back to the board.

Linda Poole indicated she would like to go to the Federal Relations Conference in Washington, D.C.

Mrs. Poole congratulated Millard North's football team. She was at the game, which was a great game to watch. Congrats to Millard South and Millard West also, because Millard high schools were rated first, third and sixth in Class A.

Mrs. Poole attended the Nebraska Association of School Boards conference. Tuesday was their board meeting where they approved a contract to enter into paperless board meetings. They contracted with the Kentucky School Boards Association, and NASB will offer the service to districts throughout Nebraska for \$2,000 the first year, and a \$1,000 thereafter.

Last Friday was the Delegate Assembly, which Julie Johnson is the district's representative, Mrs. Poole reported. Everything went as planned and she indicated all of the resolutions and standing positions are the ones that were adopted for NASB, and they will be driving John Bonaiuto's lobbying efforts in the legislature.

Mrs. Poole said one of the speakers during the conference was a teacher from California, who had 150 students who had been in prisons, and some very hard students to educate. Her point to the group was, that she was able to turn their lives around. As long as you have a teacher in the classroom that focuses on the students, and relate to the students, teachers can prevail. The speaker reported that some of the students graduated from Harvard, and are doing great things with their lives now. She also focused on as long as there are good teachers in the classroom, and they are willing to give some extra effort, anyone can be educated. Mrs. Poole commented that everyone needs to keep this in our mind, and this is an example of the impact a teacher can make on students lives. Mrs. Poole purchased the book and offered it to anyone interested in reading it.

Mike Pate reported on the Foundation board meeting. At the meeting they discussed what the foundation can play in supporting the Millard School District in regards to the OPS resolution. The Foundation is active in the community now talking about the situation to members of the community and OPS to generate discussion and help with fundraising. Mr. Pate reported that the Foundation's Alumni Director has resigned, so the Foundation is in the process of hiring a new one.

Mr. Pate he appreciated Senator Raikes comments at the Nebraska Association of School Boards conference. He was unsure whether he agreed or disagreed with him at this point in time. Mr. Pate said it seemed as if Senator Raikes was trying to provide leadership in offering some alternative solutions that perhaps can work. On the surface it seems as if it has some legitimate tenets, but he said he doesn't know enough about it or what the thoughts are of Senator Raikes.

But, what Senator Raikes is saying is that there is a need to find some efficiency in the school districts. There are a lot of provisions in his comments, but the biggest thing is, which he said "the situation is a big drag on public schools and in fact on all issues of living in the Metro area,; Senator Raikes is right, Mr. Pate said. Mr. Pate said as he continues to go into the community this is the one topic that people are discussing. This has become a very divisive issue. Mr. Pate said he is very disappointed with OPS's position on this; they are firm on their resolve to just use the 'One City One School District' and they are not flexible at all, and this doesn't show very good leadership in his opinion. On an issue like this everyone has to be a little bit flexible. It is unfortunate and the community is suffering as a result. At another time, Mr. Pate continued, he said hopefully they will come to the realization that this not only hurting themselves, but the entire Omaha community. This does need to have public debate.

Julie Johnson offered her congratulations to the Millard North football team on their championship, and to the other two high school football teams.

Mrs. Johnson reported that she spoke at the Bryan and Black Elk PTO's. There were questions on the current stance, what's happening, why things are going the direction they are, and how they can be involved.

Mrs. Johnson commended Mrs. Poole for running an excellent NASB conference this year. She indicated that the Delegate Assembly was flawless, and she was amazed at how quickly everything got done. The legislative books are solid, based on what was presented prior to the assembly. If you talk to senators be sure to remember those resolutions and standing positions which were approved.

Deepa Joshi, student representative from Millard North High School, Megan Ahlers, student representative from Millard West High School and Car'Lika Estwick, student representative from Millard South High School, presented their report on activities in academics and athletics during the past few weeks.

Motion by Linda Poole, seconded by Jean Stothert, to reaffirm Policy 6010 – Curriculum Instruction, and Assessment – Comparability. Upon roll call vote, all members voted aye. Motion carried.

Mike Kennedy provided the first reading of Policy 6130 – Curriculum, Instruction, and Assessment – Written Curriculum – Frameworks and Level/Course Guides. This policy will be on the next board agenda for approval.

Jean Stothert provided the first reading of Policy 6203 – Curriculum, Instruction, and Assessment – Taught Curriculum – Lesson (Instructional) Plans. This policy will be on the next board agenda for approval.

Linda Poole provided the first reading of Policy 6220 – Curriculum Instruction, and Assessment – Taught Curriculum – Taught Curriculum – Organization of Instruction. This policy will be on the next board agenda for approval.

Motion by Jean Stothert, seconded by Linda Poole, to approve adding the Advanced Placement English Language and Composition Course. Upon roll call vote, all members voted aye. Motion carried.

Motion Jean Stothert, seconded by Linda Poole, to approve Rule 8230.1 – Internal Board Policies – Remuneration and Reimbursement. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, that approval be given to the contract documents for the MSHS Phase II project. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert that the Option and Lease Agreement between the District and Cingular Wireless related to a cell tower at DSAC be approved as presented. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Linda Poole that the Option and Lease Agreement between the District and Cingular Wireless related to a cell tower at Abbott Elementary School be approved as presented. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, to approve Personnel Actions: New Hire: Stacie Witherspoon and Local Option Substitute Teacher for Hire: Lynae Gardiner. Upon roll call vote, all members voted aye. Motion carried.

Reports: Bond Issue Construction Report, an Elementary *Terra Nova* Report, Re-Testing Evaluation Report, Alternate Diploma Paths at Millard High Schools, United Way Report, and Personnel Report

Future Agenda Items/Board Calendar: A Board of Education Meeting will be held on Monday, December 5, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, December 19, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, January 9, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Committee of the Whole Meeting will be held on Monday, January 16, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, January 23, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

Julie Johnson adjourned the meeting.

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SECRETARY

**Millard Public Schools**  
December 5, 2005

# Millard Public Schools

## Check Register

14

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
249835	135086	JAMES M CARROLL	50.00
249836	107454	CHRISTOPHER COLLING	120.00
249837	130703	CROSS COUNTRY SEMINARS INC.	149.00
249838	135058	JEAN R FELDMAN	417.00
249839	100058	LINCOLN EAST HIGH SCHOOL	200.00
249841	099928	NATIONAL FORENSIC LEAGUE	20.00
249843	107732	BRIAN L NELSON	120.00
249844	135087	PETTY CASH/REEDER ELEM	100.00
249846	107354	STEPHEN W. VENTEICHER	200.00
249847	100058	LINCOLN EAST HIGH SCHOOL	72.00
250253	135104	BALDASSIN PIANOWORKS INC	2,000.00
250254	060153	KEITH W LUTZ	412.62
250255	011241	AAHPERD	150.00
250256	135107	ALEGENT LAKESIDE HOPSITAL	382.14
250258	131715	BONEY CORP	76.46
250259	107454	CHRISTOPHER COLLING	120.00
250261	038217	WARREN K ELTISTE	297.00
250263	135111	IB MINNESOTA	115.00
250265	135108	MIDWEST PATHOLOGY SPECIALISTS	25.00
250266	066105	STEVE MOORE	551.33
250267	135106	NCP OF NEBRASKA	730.00
250268	107732	BRIAN L NELSON	240.00
250270	107286	ST PAUL TRAVELERS	187,588.00
250271	133951	US POST OFFICE STONEY RIDGE ANNEX	1,000.00
250272	107354	STEPHEN W. VENTEICHER	270.00
250274	132313	SARAH M WEIDNER	25.58
250276	011241	AAHPERD	66.95
250277	135096	TRISHA K. ABELS	198.19
250278	130403	ABILITATIONS	361.43
250279	010165	ABLENET INC	748.65
250280	131632	AC AWARDS INC	475.00
250281	010298	ACCU CUT SYSTEMS	71.25
250282	010003	ACT INC	170.00
250283	099601	ADA BADMINTON & TENNIS	201.53
250284	010421	DEBORAH A ADY	72.41
250285	010808	AIR-SIDE COMPONENTS, INC.	77.00
250286	108351	AIRGAS NORTH CENTRAL INC	45.01
250287	133620	AKSARBEN PIPE & SEWER CLEANING LLC	328.00
250288	134881	ALEX ALEMAN	50.44
250289	131419	ALFREY TRAVEL BUREAU	55.66
250290	107060	CAROLYN KESICK	901.00
250291	011051	ALL MAKES OFFICE EQUIPMENT	4,768.00
250292	011185	ALLIED OIL & SUPPLY, INC.	284.71
250294	107651	AMAZON.COM INC	1,590.79
250295	097090	AMERICAN BOILER COMPANY	13,593.53
250296	099597	AMERICAN GUIDANCE SERVICE INC	540.96

Date: 11/30/05

# Millard Public Schools

## Check Register

15

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250297	012050	AMERICAN LIBRARY ASSOCIATION	64.25
250298	102430	AMI GROUP INC	1,775.00
250299	134369	KRISTI L. AMOS	30.75
250300	131618	MARSHA ANDERSEN	32.07
250301	010112	ANDERSON ELECTRIC	96.00
250302	134041	MARTHA A ANDERSON	55.88
250303	012896	NANCY G ANDERSON	174.88
250304	134167	ELIZABETH A ANDREASEN	195.45
250305	012989	APPLE COMPUTER, INC.	1,340.00
250306	135051	APPLES & MORE A TEACHERS STORE	112.21
250307	134826	APROPOS CONSULTING LLC	6,292.73
250308	108092	MERRILL COMPANY	564.61
250309	106436	AQUA-CHEM INC	502.33
250310	133770	DIANE ARAUJO	27.13
250311	013209	ART STUDIO CLAY COMPANY	15.10
250312	106167	ASCD	751.00
250313	013496	ASCD	309.95
250314	134235	SARAH A ASCHENBRENNER	25.22
250315	010070	ASHA DISTRIBUTING INC.	8.92
250316	107182	PATRICIA ASHBACHER	73.14
250317	102840	ASSOCIATED FIRE PROTECTION	87.00
250319	013511	ATTAINMENT COMPANY INC	81.90
250320	010090	AUDIOVISUAL INC	1,542.18
250321	102237	AUTO STATION	3,151.42
250322	109852	BAER SUPPLY	279.43
250323	132405	BAG 'N SAVE	32.91
250326	099646	BARNES & NOBLE BOOKSTORE(OAKV)	3,065.73
250327	132608	BARNES DISTRIBUTION	1,711.62
250328	017877	CYNTHIA L BARR-MCNAIR	147.64
250329	017925	GARY BARTA	52.39
250330	017926	ROSEMARY W BARTA	133.38
250331	107979	LORI A BARTELS	244.64
250332	133353	JULIE A BARTHOLOMEW	14.55
250333	108411	DEBORAH JEAN BEAN	32.06
250334	018240	CAROL A BEATY	48.99
250335	018280	JEANINE C BEAUDIN	135.80
250336	134069	COLLEEN K BECKWITH	33.31
250337	107540	BRIAN F BEGLEY	53.35
250338	131314	KYLE T BENHAM	226.50
250339	101062	BENNINGTON EQUIPMENT INC	2,107.05
250341	018650	PAMELA R BERKI	95.55
250342	134945	NOLAN J BEYER	214.08
250343	072250	BG PETERSON COMPANY	91.00
250344	019111	BISHOP BUSINESS EQUIPMENT	625.03
250345	133364	DEWALT INC	349.18
250346	134478	TIFFANY M BOCK SMITH	34.54

Date: 11/30/05



# Millard Public Schools

## Check Register

16

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250347	130899	KIMBERLY M BOLAN	151.41
250348	135084	RITA BONILLA	39.92
250349	101364	BOOKWORM	950.66
250350	019559	BOUND TO STAY BOUND BOOKS INC	1,975.29
250351	132888	MICHELLE M BOYD	28.92
250352	019835	BOYS TOWN NATIONAL	2,607.49
250353	134176	LINDA S BRABLEC	152.64
250354	019858	PEGGY A BRENDEL	50.67
250355	132273	WENDY M BRENNAN	27.07
250356	130576	PAMELA A BRENNAN	143.56
250357	102783	BRIGHT APPLE	51.74
250358	130346	BROCK ENTERPRISES INC.	622.70
250359	134173	ANGELA J BROOKS	96.90
250360	131479	BROWNSTONE PUBLISHERS, INC.	206.00
250361	020270	NANCY J BRUGGER	101.60
250362	108335	BUDGET RENT A CAR OF OMAHA	90.00
250363	133721	ERIN R KASNER	80.87
250364	107595	STEPHANIE A BURDIC	60.81
250366	099431	BUSINESS MEDIA INC	3,983.65
250367	134237	SCOTT G BUTLER	15.14
250368	134198	MELISSA K BYINGTON	49.00
250369	131619	C E SUNDBERG CO	48.74
250370	134452	WANDA CALLISON	214.65
250371	023831	CALLOWAY HOUSE INC	80.10
250372	135060	CALMAR MANUFACTURING CO INC	28.00
250373	134015	CAMILLES SIDEWALK CAFE	100.50
250374	106806	ELIZABETH J CAREY	48.07
250375	023964	DAVE CARLSEN	225.00
250377	023970	CAROLINA BIOLOGICAL SUPPLY CO	65.05
250378	024061	CARQUEST AUTO PARTS	278.43
250379	024052	JOHN T CARROLL	42.84
250380	132428	JENNIFER M CARSON	32.01
250381	131158	CURTIS R CASE	31.53
250382	134917	GENARO CASILLAS	51.84
250383	134194	CASTLE ROCK INDUSTRIES	29.89
250384	131001	CD PUBLICATIONS	399.00
250385	024256	CENTER FOR LEARNING	42.90
250386	024425	CENTRAL STATES INDUSTRIAL SUPPLY	245.29
250387	134043	MALCOLM K. CHAI	157.14
250388	109138	CHARACTER COUNTS COALITION	106.90
250389	132271	ERIK P CHAUSSEE	85.57
250390	024445	MARK L CHAVEZ	92.15
250392	106851	CHILDREN'S HOME HEALTHCARE	3,157.00
250393	131601	CHILDREN'S HOSPITAL FAMILY	110.00
250394	133593	CITY CREEK PRESS INC.	137.27
250395	132581	CLARITUS	843.00

Date: 11/30/05

# Millard Public Schools

## Check Register

17

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250396	025208	CLARUS MUSIC, LTD.	31.98
250397	099222	CLASSROOMDIRECT.COM	803.05
250398	025222	DEBI CLATTERBUCK	18.47
250399	025235	DALE CLAUSEN	153.26
250400	134719	CLAYS PUMP & EQUIPMENT CO	330.30
250401	134458	MICHELLE CLEARY	150.00
250402	131135	PATRICIA A CLIFTON	64.03
250403	134973	COAST TO COAST	8,202.50
250404	025455	COLLEGE BOARD	968.00
250405	022701	SHARON R COMISAR-LANGDON	93.61
250406	025562	COMMERCIAL FLOORING SYSTEMS INC	325.00
250407	025830	GEORGE R CONRAD	138.10
250408	026057	CONTROL MASTERS INC	1,134.28
250409	135076	THOMAS J COOPER	32.60
250410	134910	GUADALUPE CORRAL	77.76
250411	131676	COURTROOM & CLASSROOM	55.00
250412	131506	CP RECOVERY	3,691.00
250413	026660	WILLIAM J CRAWFORD	16.49
250414	135028	CREATIVE MATHEMATICS	477.00
250415	130703	CROSS COUNTRY SEMINARS INC.	149.00
250417	109021	PATRICIA A CRUM	57.62
250418	027240	CUBS DISTRIBUTING INC	128.16
250419	106893	CULLIGAN WATER CONDITIONING	43.50
250420	100577	CURTIS 1000	5,175.20
250421	108281	CHERYL CURTIS	180.25
250422	130731	D & D COMMUNICATIONS	462.00
250423	101026	D & H DISTRIBUTING	347.25
250424	133935	D & H SERVICE	2,705.20
250425	032050	D B NEBRASKA SERVICE CO.	112.50
250426	132671	JEAN T DAIGLE	105.98
250427	131003	DAILY RECORD	32.70
250428	134254	SONYA DANIELSON	50.00
250430	135099	HEATHER L DAUBERT	178.94
250431	032246	PAMELA M DAVIS	27.65
250432	032497	CHERYL R DECKER	16.49
250433	106713	ANDREW S DEFREECE	332.80
250436	032800	DEMCO INC	69.24
250437	032872	DENNIS SUPPLY COMPANY	1,210.74
250438	133009	ROBERTA E DEREMER	56.07
250439	109850	DEX MEDIA EAST LLC	1,021.00
250440	102435	DIAMOND VOGEL PAINTS	94.40
250441	099220	DICK BLICK	4,540.25
250442	132750	JOHN D DICKEY	28.09
250443	033473	DIETZE MUSIC HOUSE INC	854.54
250444	101561	DISCOVER WRITING COMPANY	745.00
250445	100560	DISNEY EDUCATIONAL PRODUCTIONS	306.85

Date: 11/30/05

# Millard Public Schools

## Check Register

18

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250447	102468	DONS PIONEER UNIFORMS	48.90
250448	134086	AMBER J DOOLITTLE	43.75
250454	133130	DOUGLAS SARPY 4H OFFICE	90.00
250455	107948	DARREL DRAPER	200.00
250457	052370	ECHO ELECTRIC SUPPLY CO	279.81
250458	133894	CORY ECKSTROM	35.48
250459	134991	BRADLEY EDMUNDSON	151.32
250460	036830	EDUCATION WEEK	39.00
250462	037525	EDUCATIONAL SERVICE UNIT #3	5,349.28
250464	037934	JOAN M EDWARDS	11.16
250465	101277	EFFECTIVE COMMUNICATION SKILLS INC	1,250.00
250466	038025	MARY L EHLERS	19.40
250467	132892	PAMELA S EHLY	144.28
250468	133823	REBECCA S EHRHORN	235.81
250469	135009	ROSALIA EL-JAMAL	57.02
250471	038100	ELECTRIC FIXTURE & SUPPLY	5,014.29
250472	108082	ELECTRONIC CONTRACTING COMPANY	165.00
250473	038140	ELECTRONIC SOUND INC.	516.70
250474	038225	ELLISON EDUCATIONAL EQUIPMENT INC	35.00
250475	038217	WARREN K ELTISTE	198.18
250477	025611	ENVISION COMMUNICATIONS INC	2,190.00
250478	102791	ERIC ARMIN INC	220.73
250479	135113	MOLLY B ERICKSON	30.00
250480	038431	ROBERT W. ERLANDSON	80.00
250481	109066	TED H ESSER	229.89
250482	038468	EVERBIND	576.72
250483	038475	EXCEL ELECTRIC INC	3,002.81
250486	106949	LUCY FALCON	27.20
250487	131136	STEPHANIE A FATEMI	64.51
250488	132862	SARA FECH	50.00
250489	040450	FEDERAL EXPRESS	17.22
250490	040470	MARK W FELDHAUSEN	201.60
250491	133565	STEVE FELICI	18.47
250492	040537	FERGUSON ENTERPRISES INC	405.47
250493	133553	LINDSAY FERGUSON	74.16
250494	106956	FERRELLGAS	146.00
250495	109069	ELIZABETH A FIALA	220.57
250496	135115	TAMELA J FIERSTEIN	21.85
250497	135091	FILM TEL INC	50.00
250498	133919	FILTER SHOP INC	124.50
250499	040902	FIRST NATIONAL BANK TRUST DEPT	700.00
250500	109855	SHANNON M FISCHER	66.93
250501	101075	FITNESS FINDERS INC	55.50
250502	041086	FLINN SCIENTIFIC INC	826.23
250503	131555	FLOORS INC	581.00
250504	041100	FOLLETT LIBRARY RESOURCES	11,925.38

Date: 11/30/05

# Millard Public Schools

## Check Register

19

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250505	041146	KENNETH J FOSSEN	105.44
250507	041440	FRANKLIN ELECTRONIC PUBLISHERS INC	103.65
250508	041461	SHARON A FREEMAN	6.32
250509	132321	MICHAEL R FREY	94.09
250510	041530	SCHOOL SPECIALITY INC	6,478.40
250512	041543	AMY J FRIEDMAN	74.16
250513	041540	FRIENDSHIP HOUSE	162.90
250514	133351	STEPHANIE S FRITSON	50.35
250515	134168	ERIC W FULLER	48.75
250516	043760	GALLUP ORGANIZATION	74.85
250518	044050	GENERAL BINDING CORPORATION	973.00
250519	134957	SHARON K GERHARDT	38.80
250520	044565	GINGHER, INC.	127.00
250521	106660	GLASSMASTERS INC	3,595.33
250522	134255	MEGAN GLOVER	50.00
250524	135024	CALIFORNIA BILLS AUTO HANDBOOKS LLC	174.70
250525	010670	GOODWIN TUCKER GROUP	59.36
250526	044891	GOPHER/PLAY WITH A PURPOSE	2,578.58
250527	044896	KAREN A GORDON	67.66
250529	109815	JENNIFER L GOWIN-HUSSEY	37.35
250530	043609	GP DIRECT	584.84
250531	043635	GPN	39.95
250532	132146	GRAEVE GARRELTS DENHAM & BRUCE, LLC	10,500.00
250533	044950	GRAINGER INDUSTRIAL SUPPLY	579.14
250535	044965	KATHERINE A GRAY	147.93
250536	099888	GRAYBAR ELECTRIC COMPANY INC	70.50
250537	134133	JANET L GRIERSON	15.52
250538	135097	TAMARA R GRIEVE	30.37
250539	130083	HARRY S GRIMMINGER	66.45
250540	130084	LISA M GROTH	35.78
250541	132938	GUSTAVE A LARSON COMPANY	20.76
250542	132287	CARI J GUTHRIE	46.56
250544	134989	CAROLYN A HALPAIN	117.27
250545	101931	HANCOCK FABRICS	116.69
250546	131067	HANDWRITING WITHOUT TEARS	190.00
250547	134303	AARON HANGER	100.00
250548	134470	BETTY A HANSEN	104.47
250550	047853	HAPPY CAB COMPANY INC	23,301.05
250552	047855	HARCOURT INC	15,773.67
250553	101446	HARDWOOD HEAVEN OMAHA INC	21.74
250554	130746	SPENCER R HAWKINS	67.69
250555	132489	CHARLES E HAYES, III	364.80
250556	048475	HEARTLAND FOUNDATION	5,647.84
250557	100782	HEARTLAND SCENIC STUDIO INC	921.00
250558	108273	MARGARET HEBENSTREIT PT	119.31
250560	048517	GREENWOOD PUBLISHING GROUP INC	384.00

Date: 11/30/05

# Millard Public Schools

## Check Register

20

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250562	134944	STACY K. HEISS	50.44
250563	108478	DAVID C HEMPHILL	18.82
250564	101881	HENRY DOORLY ZOO	141.00
250565	131713	DEBRA A HERICKS	43.18
250566	134786	HERITAGE NURSERY	289.00
250567	133186	JENNIFER HERZOG	70.00
250568	134455	ROBERT J. HETTINGER	29.10
250569	132423	HEWLETT PACKARD CO	2,585.30
250570	048710	HIGHSMITH COMPANY INC	28.56
250571	134988	LYNN M HILL	45.11
250572	048840	SUZANNE J HINMAN	71.30
250573	048845	CAMILLE H HINZ	23.28
250574	134085	STEPHANIE A HIRSCH	13.30
250575	045329	HMS BROWN BAGGERS	90.21
250576	048940	HOB-LOB LIMITED PARTNERSHIP	79.02
250577	134435	SANDRA L HOFFMAN	121.93
250578	099759	HOLIDAY INN OF KEARNEY	194.85
250579	132499	HOLMES MURPHY & ASSOCIATES INC	5,750.00
250580	049320	HONEYMAN RENT ALL	99.46
250581	134503	JENNIFER A HOPKINS-GRIFFIN	141.74
250582	132592	WILLIAM SPRAGUE, JR.	67.50
250583	095520	LINDA D HORTON	42.20
250584	049440	HOSIER REFRIGERATION SUPPLY INC	467.67
250585	049450	HOTSY EQUIPMENT COMPANY	207.80
250586	049650	HOUGHTON MIFFLIN COMPANY	80.87
250588	133285	HUMAN RESOURCE ASSOC OF MIDLANDS	50.00
250589	101032	HUSKER MIDWEST PRINTING	63.80
250590	135018	CHRISTINA M HUTCHINSON	12.00
250591	134807	MONICA A HUTFLES	55.25
250592	130283	KARA L HUTTON	51.56
250593	133397	HY-VEE FOOD STORE (WELCH PLAZA)	990.49
250594	133397	HY-VEE FOOD STORE (WELCH PLAZA)	810.83
250595	051575	THERESA A ILIFF	36.72
250596	135010	MARCHINTA INCHIN	24.30
250597	131566	ECHO MOTORS & CONTROLS INC	157.34
250598	051740	INLAND TRUCK PARTS CO.	110.59
250599	101435	INNOVATIVE LABORATORY SYSTEMS INC	1,489.16
250600	051795	INSTITUTE FOR EDUCATIONAL	1,050.00
250601	052150	INTERNATIONAL READING ASSOC	61.00
250602	051566	INTERNATIONAL TECHNOLOGY	27.50
250603	102958	INTERSTATE ALL BATTERY CENTER	180.09
250604	134197	INTERNATIONAL SOCIETY FOR TECH ED	165.00
250605	101991	J.A. SEXAUER	884.10
250606	100928	J.W. PEPPER & SON INC.	493.75
250607	131157	CHRISTINE A JANOVEC-POEHLMAN	64.85
250608	054240	HANNELORE W JASA	69.21

Date: 11/30/05

# Millard Public Schools

## Check Register

21

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250609	134151	SUSAN L JAVON	21.35
250610	132411	JAY'S MUSIC	190.00
250611	133059	DEBBIE A JENKINS	70.00
250612	133037	JENSEN TIRE COMPANY	1,725.11
250613	054448	STEVEN K JOEKEL	317.19
250614	107039	SHARON KIM H JOHANSEN	26.19
250615	131367	AMANDA J JOHNSON	76.59
250616	054500	JOHNSON HARDWARE COMPANY	185.90
250617	054481	JERRILL B JOHNSON	79.06
250618	054492	JIMMIE L JOHNSON	285.00
250619	059573	NANCY A JOHNSTON	195.00
250620	054630	JOHNSTONE SUPPLY	55.66
250621	020316	ALINE R JONES	9.03
250623	026300	JP COOKE COMPANY	112.17
250624	054768	JUDAH CASTER COMPANY	160.08
250625	056111	K MART STORE #7493	44.15
250626	132965	K-LOG INC	457.41
250628	101224	KAPCO	122.96
250629	132265	CATHERINE A KEISER	41.71
250630	132272	SUSAN L KELLEY	73.90
250631	056276	KELVIN ELECTRONICS	147.00
250632	134185	KRISTEN R KING	17.46
250633	056724	KINKO'S	175.00
250637	056770	BETTY H KLESITZ	106.22
250638	135064	BRENT KLINGMANN	80.00
250639	056795	KNOWLEDGE UNLIMITED INC	131.72
250640	056865	PHILIP E KOCH	32.98
250641	134313	JON KOHLSCHEEN	80.00
250642	107010	EUNICE A KOKRDA	13.57
250643	135117	ROBERT F KOKRDA	80.00
250644	135101	LINDA M KOLBUSZ	259.00
250645	056905	DEBORAH S KOLC	36.70
250646	056913	RICHARD L KOLOWSKI	574.14
250647	134084	JENNIFER L KOLTERMAN	69.84
250649	131821	MARY E KOUBA	95.55
250651	134273	BRIAN KRAMER	80.00
250652	135103	RON KROENKE	295.00
250653	057740	CHARON M KUPFER	16.98
250654	134940	ARACELI LAGUNAS	31.59
250655	058755	LAIDLAW TRANSIT INC	152,594.01
250656	058757	LAKELAND ENGINEERING EQUIPMENT CO	61.11
250657	099217	LAKESHORE LEARNING MATERIALS	901.55
250659	135098	RANDAL A LANGDON	35.43
250660	121124	LORENE M LARSEN	70.09
250661	102491	LARUE DISTRIBUTING INC	487.08
250662	109816	JILL C LAVENE	118.25

Date: 11/30/05

# Millard Public Schools

## Check Register

22

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250663	130792	LEARNING RESOURCES	48.15
250664	101723	LEARNING TOOLS	96.78
250665	102496	LEARNING ZONE EXPRESS	65.80
250667	059240	LENNOX INDUSTRIES INC	1,378.66
250668	134961	LERNER PUBLICATIONS CO	197.90
250669	106403	LESCO INC	493.70
250670	059300	CAROL A LEWIS	65.48
250671	134439	JESUS I LEWIS	28.73
250672	059380	LIBRARY VIDEO COMPANY	19.95
250673	059470	LIEN TERMITE & PEST CONTROL INC	114.00
250675	059577	LINGUISYSTEMS, INC.	260.70
250676	135085	LACY LINK	50.00
250677	059560	LINWELD INC	743.90
250678	059782	LIVE WIRE MEDIA	388.26
250679	133758	KRAIG J LOFQUIST	246.97
250680	133027	TRACY LOGAN	84.39
250681	059866	STACY L LONGACRE	273.06
250682	132386	TREVOR W LONGE	295.37
250683	131141	JON T LOPEZ	217.28
250684	059900	JANICE A LORENZEN	68.39
250685	102636	LORMAN BUSINESS CENTER INC	369.00
250686	060100	LOVELAND LAWNS	250.00
250687	060111	LOVELESS MACHINE & GRINDING	134.40
250688	131397	LOWE'S HOME CENTERS INC	1,040.68
250689	060121	BRYAN A LUBBERS	14.55
250690	133804	JONATHAN A LUCHT	37.83
250691	060125	LUCKS MUSIC LIBRARY INC	313.00
250692	134568	NATASHA E LUDWIG	26.53
250693	131586	LYMM CONSTRUCTION CO.	4,775.00
250695	099321	MACKIN BOOK COMPANY	310.44
250697	063582	MARY A MAGSTADT	12.61
250698	135112	MARKETTOOLS INC	350.00
250699	133505	SUSAN N MARLATT	474.14
250701	131303	DEBRA J MARTINEZ	31.04
250703	064142	MASTER TEACHER	31.95
250704	099328	MATHEMATICAL OLYMPIADS	99.00
250705	108052	MAX I WALKER	830.55
250706	107123	SUSAN P MCADAM	51.87
250708	133809	MARY M MCCABE	109.03
250710	100944	MCDONALD & ASSOCIATES INC	35.95
250711	063349	MCGRAW-HILL COMPANIES	2,251.59
250712	134256	SAMANTHA MEISTER	100.00
250713	133998	SUZANNE MELLIGER	22.31
250714	064413	MENARDS INC	176.28
250716	106393	WALTER B MERTZ	11.70
250717	064600	METAL DOORS & HARDWARE COMPANY INC	2,398.00

Date: 11/30/05

# Millard Public Schools

## Check Register

23

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250718	064618	METROPOLITAN COMMUNITY COLLEGE	1,452.50
250719	134863	TERESA R MEYERS	132.58
250720	102870	MIDLAND COMPUTER INC	318.44
250721	648477	MIDLANDS MESSENGER SERVICE INC	74.75
250722	135067	MIDWEST INSULATION SERVICES INC	531.69
250723	064950	MIDWEST METAL WORKS INC	367.71
250724	065200	MIDWEST TECHNOLOGY PRODUCTS & SERV	78.05
250725	065233	MIDWEST TURF & IRRIGATION INC	1,329.66
250726	065300	MILLARD DRYWALL SERVICES, INC.	146.38
250727	065400	MILLARD LUMBER INC	1,095.20
250728	107560	MILLARD METAL SERVICES INC.	57.00
250729	065410	MILLARD SCHOOLS ADMINISTRATIVE	46.00
250730	131328	MILLER ELECTRIC COMPANY	5,948.03
250731	065563	ELLEN T MILLER	29.95
250732	107537	LINDA A MILLER	19.17
250734	100316	MINDWARE	47.85
250735	065891	MODERN METHODS INC	19,623.00
250736	066014	CAROLINA WHOLESALE OFFICE MACHINES	40.19
250737	066083	KAREN F MONTGOMERY	31.34
250738	066105	STEVE MOORE	81.94
250739	066137	JUNE E MORRISSEY	693.04
250740	063150	MSC INDUSTRIAL SUPPLY CO	184.80
250741	132588	RICHARD L MUFF	45.95
250742	066490	JANIS R MULLINS	32.50
250743	063115	MULTI-HEALTH SYSTEMS	226.60
250744	133712	MURPHY TRACTOR & EQUIPMENT CO	86.64
250746	066608	MUSIC TEACHERS SUPPLY LLC	3.75
250747	131395	DARREN D MYERS	218.25
250748	067030	CYNTHIA D NABITY	29.30
250749	133226	NAHPERD	55.00
250750	066996	NAPA/GENUINE PARTS COMPANY	60.23
250751	067000	NASCO	311.70
250752	106114	NASSP CONVENTION	275.00
250755	101560	NATIONAL COUNCIL FOR SOCIAL STUDIES	1,239.00
250756	107416	NATIONAL GEOGRAPHIC SOCIETY	50.00
250757	067801	NATIONAL MIDDLE SCHOOL ASSOC	240.00
250758	132854	NATIONAL SAFETY COUNCIL	680.00
250759	131232	NATIONAL SCHOOL CONFERENCE	2,380.00
250760	130548	NCS PEARSON INC	5,493.72
250761	133225	NEBRASKA ACADEMY OF SCIENCES	250.00
250762	068334	NEBRASKA AIR FILTER INC	1,204.21
250763	068343	NEBRASKA ASSOC OF SCHOOL BOARDS	1,496.00
250764	131014	NEBRASKA CAREER INFO SYSTEM	4,320.00
250765	068415	NEBRASKA COUNCIL OF SCHOOL	900.00
250766	068445	NEBRASKA FURNITURE MART INC	1,370.60
250767	135030	RUSSELL BLANKENFELD	180.00

Date: 11/30/05



# Millard Public Schools

## Check Register

24

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250768	134157	NEBRASKA MEDICAL CENTER	5,100.00
250769	068463	NEBRASKA MUSIC EDUCATORS ASSOC	130.00
250770	068466	NEBRASKA PRINTING CENTER	748.52
250772	134231	NEBRASKA SAFETY CENTER	75.00
250773	068684	NEBRASKA SCIENTIFIC	53.30
250774	131476	NEBRASKA TURF PRODUCTS	156.50
250775	068950	KARLA J NEEMANN	22.80
250776	068951	MICHAEL L NEEMANN	73.72
250777	134985	DOREEN K NELSON	32.98
250778	131550	NANCY G NELSON	19.11
250780	135090	ELIZABETH NENEMAN	80.00
250781	134558	NEO/SCI CORPORATION	5.90
250782	132451	JANET L NEWLIN	34.51
250783	069099	CAROL C NEWTON	47.53
250784	069561	LYNNE NEWVILLE	73.24
250785	109843	NEXTEL PARTNERS INC	11,991.06
250786	134219	NGOC NGUYEN	20.00
250787	055400	MARTHA E NIELSEN	213.43
250788	134472	NICOLE L NIELSEN	254.22
250789	067013	NIMCO INC	133.72
250790	099775	NJL ASSOCIATES INC	418.84
250791	107777	BRUCE J NOBLE	30.40
250792	069689	NOGG CHEMICAL & PAPER	1,513.72
250793	069805	NORTHWEST REGIONAL ED LABORATORY	820.38
250794	010345	NSTA CONVENTION	300.00
250795	131265	JILL M NUISMER	147.33
250796	069945	NUTS & BOLTS INC	37.45
250797	134227	ANDREA J O'ROURKE	67.90
250798	133368	KELLY R O'TOOLE	17.95
250799	050042	ANNE M OETH	72.75
250801	100013	OFFICE DEPOT BUS. SVCS. DIV.	3,970.99
250802	070245	OHARCO DISTRIBUTORS	403.83
250803	134990	BRITTANY A OKINS	75.76
250804	070473	ELIZABETH A OLSON	218.69
250805	099658	OMAHA CHILDRENS MUSEUM	22.50
250806	070810	OMAHA PUBLIC SCHOOLS	196.00
250807	071040	OMAHA WINNELSON COMPANY	796.95
250808	071050	OMAHA WORLD HERALD CO	357.34
250809	133850	ONE SOURCE	1,281.30
250811	130092	MARY M OSTERLOH	62.33
250812	107193	OTIS ELEVATOR COMPANY	537.23
250813	132443	OZANAM/BIST	1,725.00
250814	135093	SCOTT PACKER	80.00
250815	071515	PAINTIN PLACE CERAMICS INC	28.20
250816	071550	DAVID L CRAIG	236.57
250817	134802	DAVID M PARK	43.95

Date: 11/30/05

# Millard Public Schools

## Check Register

25

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250819	133169	NCH CORPORATION	567.73
250820	099244	PASCO SCIENTIFIC	258.00
250821	134377	JENNIFER PASKACH	50.00
250822	108098	ANGELO D PASSARELLI	516.30
250823	134919	KINNARI PATEL	80.35
250824	132278	PATRICK INSULATION	650.00
250825	132166	PATRICIA M KUSEK	130.00
250826	071771	LT NEIL P. PAULISON	1,320.00
250827	071891	PAYFLEX SYSTEMS USA INC	5,614.73
250828	131610	PATRICIA D BUFFUM	60.00
250830	071353	WARFIELD PCI LIMITED	95.49
250831	071947	PAULA A PEAL	15.52
250832	109027	PEARSON EDUCATION	1,574.07
250833	099302	PEGLER-SYSCO FOOD SERVICE CO	547.43
250836	107783	HEIDI T PENKE	26.30
250838	133633	PESI HEALTHCARE	184.95
250839	134365	VICKY L PETERSON	64.02
250840	133390	HEATHER C PHIPPS	382.18
250842	134082	LORI J PICK	50.64
250843	134428	ELIZABETH A PIERCE	74.60
250845	132530	SUSAN M PIERSON	12.00
250846	072516	MARK R PILKINGTON	19.40
250847	130721	MARY J PILLE	73.24
250848	072760	PITSCO INC	214.75
250849	108071	PITTSBURGH PAINT-5508	23.61
250850	072785	PLANK ROAD PUBLISHING INC	43.40
250851	036944	PLANWARE SYSTEMS, LLC	6,524.00
250852	134906	PLAYFIT EDUCATION	99.00
250854	072867	PML CONSTRUCTION INC	9,468.59
250855	130332	SHARON L POISEL	353.57
250856	073011	JUDITH E PORTER	54.37
250857	073015	PORTERS CAMERA STORE	108.67
250858	132874	POTTERY MAKING ILLUSTRATED	22.00
250860	131835	PRAIRIE MECHANICAL CORP	4,318.01
250861	132337	PRE-OWNED ELECTRONICS, INC.	103.77
250862	073231	PRECISION INDUSTRIES, INC.	304.66
250863	101892	PRIDE HOME SERVICES INC.	1,030.00
250864	134744	R & F HOBBIES INC	1,059.05
250865	073427	PRO-ED INC	2,319.90
250867	132713	PROTEX CENTRAL INC	2,043.75
250868	073040	PSI GROUP-OMAHA	10,000.00
250870	077750	QUILL CORP	123.18
250871	090673	QWEST	43.23
250872	090673	QWEST	4,943.22
250873	090673	QWEST	25,063.18
250874	099219	RADIOSHACK CORP	881.48

Date: 11/30/05

# Millard Public Schools

## Check Register

26

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250875	132267	KIMBERLY S RANNELLS	21.98
250876	134293	LARRY D RATHBUN	120.17
250878	109810	BETHANY B RAY	145.02
250879	078650	READY MIXED CONCRETE	2,552.37
250880	078670	REAMS SPRINKLER SUPPLY COMPANY INC	541.02
250881	132808	REBECCA SNYDER SPEECH SERVICES	7,200.00
250882	134236	BRUCE A REED	72.75
250883	133191	MATTHEW K REGA	18.68
250884	134858	JENNIFER L REID	61.36
250885	102249	RELIABLE OFFICE SUPPLIES	90.09
250886	078967	RENTAL CITY	132.15
250887	100813	MATT RESOURCES INC	84.65
250889	109192	KIMBERLI R RICE	24.47
250890	130459	KAREN S RICHARDSON	12.49
250891	132095	CHARLOTTE A RIEWER	90.21
250893	099555	RIVERSIDE PUBLISHING COMPANY	653.29
250894	079310	ROCKBROOK CAMERA CENTER	1,111.54
250895	134882	LINDA A ROHMILLER	24.69
250896	134081	EILEEN A RONCI	169.75
250897	079440	ROSENBAUM ELECTRIC INC	10,086.92
250899	072286	JEAN M RUCHTI	8.71
250900	135114	ROSA M RUIZ	27.76
250901	134257	CHRISTIE RUSHENBERG	100.00
250902	130477	KATHRYN I RYAN	23.28
250903	101166	S & S WORLDWIDE INC	340.95
250904	079691	SADDLEBACK EDUCATIONAL INC	69.08
250905	081491	SAGE PUBLICATIONS, INC.	324.70
250906	081495	LEONARD E SAGENBRECHT	531.92
250907	081604	JEFFREY A SALBERG	122.71
250908	073300	SAMMONS PRESTON ROLYAN	85.25
250909	081695	SARGENT WELCH	92.68
250910	081725	KIMBERLEY K SAUM-MILLS	49.23
250911	109806	BRENT J SCHADE	101.85
250913	106432	KELLI J SCHINSTOCK	45.35
250914	082100	SCHOLASTIC INC	106.82
250915	132488	SCHOLASTIC LIBRARY PUBLISHING	76.82
250916	132488	SCHOLASTIC LIBRARY PUBLISHING	6,510.00
250917	082140	SCHOLASTIC MAGAZINES	443.34
250918	130526	SCHOOL MEDIA ASSOCIATES LLC	229.73
250919	134878	MARGARET T VENTO-WILSON	134.20
250920	082350	SCHOOL SPECIALTY INC	306.19
250921	082395	CLAUDIA K SCHULTE	76.15
250922	082396	CURT H SCHULTE	88.76
250923	131209	BRETT SCHULTZ	140.00
250924	082475	SCIENCE KIT & BOREAL LABORATORIES	1,419.57
250925	135116	JOY SEADORE	50.00

Date: 11/30/05

# Millard Public Schools

## Check Register

27

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250926	099442	SEARS	22.98
250927	135102	SEAT SACK INC	435.81
250928	082905	KIMBERLY A SECORA	31.24
250929	082910	SECURITY EQUIPMENT INC	3,307.43
250930	082920	MARTI K SEIBERLING	19.89
250931	082941	KELLY M SELTING	115.92
250932	133498	SHARED MOBILITY COACH INC	3,118.40
250933	109800	AMY L SHATTUCK	72.03
250934	130645	SHERWIN-WILLIAMS	299.47
250935	083190	LINDA S SHIRCK	44.33
250936	133575	SIGN SOLUTIONS INC	972.00
250937	083400	SIMPLEXGRINNELL	631.05
250938	083452	SIMPSON SUPPLY	2,283.60
250943	134921	HAFISSATON SMITH	41.47
250944	132003	SHELLY A SMITH	0.00
250945	107093	CHARLENE S SNYDER	18.82
250946	083950	SOCIAL STUDIES SCHOOL SERVICE	339.27
250947	101476	SODEXHO MARRIOTT INC	6,101.18
250948	102264	SOFTWARE PLUS	2,791.08
250949	067688	SOLUTION TREE LLC	1,551.77
250950	130722	LYON FINANCIAL SERVICES	975.96
250951	134350	CAMBIUM LEARNING	205.70
250952	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	220.80
250953	102046	SOUTHPAW ENTERPRISES INC	246.42
250954	084093	SOUTHWEST STRINGS	297.16
250955	131714	JOHN D SOUTHWORTH	35.99
250956	135105	CATHERINE A SPEAR	30.00
250957	084326	SPORTIME	72.23
250958	109836	AMY ST. AMOUR	90.36
250959	101378	STAFF DEVELOPMENT FOR EDUCATORS	795.00
250960	084415	STANDARD STATIONERY SUPPLY CO	76.90
250964	084491	TRACY L STAUFFER	116.89
250965	084630	CYNTHIA F STIGGE	35.36
250966	131045	CATHERINE STOCKMAN	846.77
250967	130622	JEFFREY C. STORY	52.31
250969	084689	SULLIVAN SEWER SERVICE INC	185.00
250970	109822	BRAD D SULLIVAN	41.71
250971	133230	GLOBAL VIDEO LLC	110.83
250972	084905	SUNDANCE/NEWBRIDGE ED PUB LLC	198.88
250973	084907	SUNDERLAND BROTHERS COMPANY	7.03
250974	084930	SUPER DUPER INC	215.51
250975	102869	SUPER SAVER #20	324.48
250976	134389	JULIANNE SVINGEN	666.52
250977	134272	NIC SWIERCEK	80.00
250978	132417	JAMES D SWITZER	25.97
250979	134987	JOHN P SWOBODA	42.68

Date: 11/30/05

# Millard Public Schools

## Check Register

28

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250980	135094	FELICIA SYNOWICKI	50.00
250981	088654	TARGET	733.61
250982	109041	AMERICAN EAGLE COMPANY INC	45.00
250983	132962	CHILDCRAFT EDUCATION CORPORATION	96.46
250984	088709	AMERICAN EAGLE COMPANY INC	310.41
250985	101393	GLOBAL VIDEO LLC	89.48
250987	132974	TEACHING STRATEGIES INC	302.06
250988	088830	TED'S MOWER SALES & SERVICE INC	356.00
250990	089130	THACKER ELECTRIC	75.43
250991	134058	THE TAUNTON PRESS	32.95
250992	102822	THERAPRO INC	406.80
250993	135066	TERENCE J THIELEN	174.60
250994	134476	THIEN-THANH T LE	22.44
250995	131159	JONATHON C THOMPSON	140.63
250996	051572	THOMSON LEARNING	6,167.50
250997	132345	THOUGHTFUL EDUCATION PRESS	130.99
250998	134962	LAURIE R THROCKMORTON	71.64
250999	135006	STEVE D THRONE	96.52
251000	089318	A. GERALD TIEGER	25.47
251001	132493	GREGORY E TIEMANN	49.96
251002	132140	TILT GOLF	104.00
251004	089577	TOOL HOSPITAL	81.20
251005	089572	TOOL SHED INC	58.50
251006	131446	TOSHIBA AMERICA INFO SYS INC	199.00
251007	089574	TOTAL MARKETING INC	300.00
251008	132138	TOYOTA FINANCIAL SERVICES	463.42
251009	089587	TOYS FOR SPECIAL CHILDREN	308.95
251010	108055	TRADE WELL PALLET INC	1,320.00
251011	106364	AMERICAN STANDARD INC	278.85
251012	101301	TREND ENTERPRISES INC	7.98
251013	106493	TRITZ PLUMBING, INC.	2,124.55
251014	102764	U.S. MAP & BOOK CO.	237.90
251015	131819	JEAN R UBBELOHDE	105.73
251016	131220	EARLENE G UHRIG	39.73
251017	107968	LORI E UMSTEAD	202.18
251018	090678	UNISOURCE	2,258.54
251019	090270	UNITED DISTRIBUTORS, INC.	85.95
251020	090214	UNITED ELECTRIC SUPPLY CO INC	392.52
251021	109861	UNITED EQUIPMENT SERVICES CO INC	727.50
251022	100096	UNIVERSITY OF NE AT LINCOLN	293.00
251024	090900	UNIVERSITY PUB, INC.	542.00
251025	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	90.00
251026	090406	US ASPHALT COMPANY	34.42
251027	090440	SPORT SUPPLY GROUP INC	399.33
251028	132117	VALA'S PUMPKIN PATCH	72.00
251029	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	5,595.88

Date: 11/30/05

# Millard Public Schools

## Check Register

29

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
251031	109122	CONNIE L VLCEK	51.70
251032	102529	VOCATIONAL BIOGRAPHIES INC	795.00
251033	092600	VOSS ELECTRIC CO	2,013.42
251034	092786	WALCRO INC	192.04
251035	092834	WALKER TIRE INC	371.78
251036	093008	BARBARA N WALLER	61.11
251037	131112	LINDA WALTERS	277.33
251038	131817	KRISTINE M WARD	53.35
251039	093650	WARD'S NATURAL SCIENCE INC	517.34
251041	093765	WATER ENGINEERING, INC.	1,850.00
251044	133438	HEIDI J WEAVER	22.41
251045	134979	MARIA T WEAVER	116.19
251046	130269	MELISSA L WEAVER	87.30
251048	093976	WEEKLY READER CORPORATION	167.46
251049	093978	BECKY S WEGNER	134.78
251052	134268	ALEJANDRA J WELLS	20.00
251053	134943	JESSICA WELLS	18.35
251054	094130	WENGER CORPORATION	568.00
251056	131998	RICHARD M WERKHEISER	77.12
251057	094138	WERNERS PAINT & WALLCOVERINGS	17.98
251058	094174	WEST MUSIC COMPANY	2,435.79
251059	107563	CAROL M WEST	51.90
251060	131499	WESTERN BOWL LLC	282.00
251061	094350	WESTERN PSYCHOLOGICAL SERVICES	299.15
251062	105619	WESTERN TRAILER LEASING INC	100.00
251064	094245	WESTLAKE ACE HARDWARE INC	432.79
251066	094630	WESTONE LABORATORIES	53.00
251067	094650	WESTSIDE COMMUNITY SCHOOLS	624.00
251069	131644	MORGAN C WHALE	30.00
251070	134658	CRAIG WHALEY	298.57
251072	094751	DEBBY A WHITAKER	142.30
251073	133663	WHITE CAP CONSTRUCTION SUPPLY	378.49
251074	094820	WHOLESALE HEATING & COOLING	3.04
251075	094859	WIESER EDUCATIONAL INC	46.95
251076	133153	JULIE L WILLIAMS	168.42
251078	095157	JOAN C WILSON	93.71
251079	132299	KATY WINGENDER	38.51
251080	109073	CRAIG J WOLF	34.92
251082	095349	WOODWIND & BRASSWIND OF SO BEND LLC	41.73
251084	130716	SUSAN J WOOSTER	86.38
251085	095362	NANCY R MCGRATH	448.50
251087	095491	GLEN E WRAGGE	311.76
251088	134077	JAYME M WRATCHFORD	71.69
251089	130745	PATRICIA H WRIGHT	24.02
251090	101370	XEROX CORPORATION (ORDERS)	32,900.00
251091	095674	XEROX CORPORATION (LEASES)	564.00

Date: 11/30/05

# Millard Public Schools

## Check Register

30

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
251092	130371	ROBERT J YAKUS	19.44
251094	134923	AUSRA ZALANSKIENE	90.72
251095	099212	ZANER BLOSER INC	103.54
<b>Total for GENERAL FUND</b>			<b>912,815.09</b>
19360	106893	CULLIGAN WATER CONDITIONING	12.50
19361	102870	MIDLAND COMPUTER INC	367.28
19362	109843	NEXTEL PARTNERS INC	148.09
19363	100013	OFFICE DEPOT BUS. SVCS. DIV.	142.77
<b>Total for FOOD SERVICE</b>			<b>670.64</b>
249834	133503	ROBERT E BERRY	4,000.00
250257	135014	JAIME A. BIZAL	305.10
250291	011051	ALL MAKES OFFICE EQUIPMENT	1,485.00
250293	134950	ALUMINUM ATHLETIC EQUIPMENT CO	3,230.00
250340	133480	BERINGER CIACCIO DENNELL MABREY	1,196.00
250408	026057	CONTROL MASTERS INC	413.00
250429	132975	PRIORITY TRAINING & CONSULTING INC	5,340.00
250446	107232	DLR GROUP INC	15,960.00
250463	037900	DELTA EDUCATION LLC	13.20
250483	038475	EXCEL ELECTRIC INC	1,588.47
250504	041100	FOLLETT LIBRARY RESOURCES	1,093.33
250552	047855	HARCOURT INC	-30.87
250559	130805	HEIMES CORP	3,320.00
250658	134481	LANDSCAPES UNLIMITED LLC	32,875.00
250674	131472	LINES OF COMMUNICATION	17.98
250766	068445	NEBRASKA FURNITURE MART INC	469.87
250801	100013	OFFICE DEPOT BUS. SVCS. DIV.	215.00
250854	072867	PML CONSTRUCTION INC	6,617.00
250859	073210	PRAIRIE CONSTRUCTION COMPANY	19,280.00
250863	101892	PRIDE HOME SERVICES INC.	445.00
250874	099219	RADIOSHACK CORP	224.00
250877	078420	RAWSON & SONS ROOFING, INC.	31,610.00
250892	106416	RIFE CONSTRUCTION INC	70,172.50
250897	079440	ROSENBAUM ELECTRIC INC	115.50
250912	081880	SCHEMMER ASSOCIATES INC	7,567.93
250920	082350	SCHOOL SPECIALTY INC	-2.48
250946	083950	SOCIAL STUDIES SCHOOL SERVICE	260.93
<b>Total for SPECIAL BUILDING</b>			<b>207,781.46</b>
249833	134826	APROPOS CONSULTING LLC	4,078.78
250275	010040	A & D TECHNICAL SUPPLY CO INC	23,730.58
250559	130805	HEIMES CORP	86,928.53
250569	132423	HEWLETT PACKARD CO	4,348.50
250648	134607	KONICA MINOLTA PRINTING SOLUTIONS	3,981.55
250674	131472	LINES OF COMMUNICATION	3,266.60
250696	134668	MAGNUM RESOURCES INC	62,508.00
250707	133727	MCARDLE GRADING CO	4,100.32

Date: 11/30/05

# Millard Public Schools

## Check Register

31

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250710	100944	MCDONALD & ASSOCIATES INC	242.95
250720	102870	MIDLAND COMPUTER INC	7,015.72
250779	134677	NEMAHA LANDSCAPE CONSTRUCTION INC	9,288.17
250829	135052	PC MALL GOV INC	59.74
250866	134877	PROCHASKA & ASSOCIATES INC	37,264.75
250912	081880	SCHEMMER ASSOCATES INC	36,386.74
250948	102264	SOFTWARE PLUS	25,512.93
<b>Total for CONSTRUCTION</b>			<b>308,713.86</b>
249840	133945	MOUNTAIN PLAINS RRC USU	150.00
249842	063736	NEBRASKA SHAKESPEARE FESTIVAL	4,600.00
249845	083542	SKILLPATH SEMINARS	998.00
250260	094249	DURHAM WESTERN HERITAGE MUSEUM	1,825.00
250262	133751	ELISKA MORSEL GREENSPOON	720.00
250264	135110	GENEVIEVE MACAITIS	30.00
250269	135109	ANDREA E NORTON	30.00
250284	010421	DEBORAH A ADY	27.20
250305	012989	APPLE COMPUTER, INC.	2,074.95
250341	018650	PAMELA R BERKI	169.77
250350	019559	BOUND TO STAY BOUND BOOKS INC	34.38
250365	020550	BUREAU OF EDUCATION & RESEARCH	857.00
250391	024652	CHILDCRAFT EDUCATION CORP	2,538.16
250453	108120	DOUGLAS COUNTY SHERIFF	2,160.00
250454	133130	DOUGLAS SARPY 4H OFFICE	148.50
250467	132892	PAMELA S EHLI	11.19
250476	130348	ENVIRONMENTS, INC.	457.05
250484	133911	LORI EYTH	147.18
250485	134560	FAC INC	175.00
250504	041100	FOLLETT LIBRARY RESOURCES	131.21
250511	134223	TERESA J FRIDRICH	45.87
250523	131089	K T RESTAURANTS LLC INC	99.03
250524	135024	CALIFORNIA BILLS AUTO HANDBOOKS LLC	294.65
250529	109815	JENNIFER L GOWIN-HUSSEY	25.20
250551	133487	HARCOURT ASSESSMENT INC	921.51
250552	047855	HARCOURT INC	2,716.53
250561	048518	HEINEMANN PROFESSIONAL DEVELOPMENT	716.00
250569	132423	HEWLETT PACKARD CO	2,232.00
250575	045329	HMS BROWN BAGGERS	136.41
250587	132531	TERRY P HOULTON	89.20
250600	051795	INSTITUTE FOR EDUCATIONAL	350.00
250614	107039	SHARON KIM H JOHANSEN	7.48
250650	134864	BRIDGET K KOWAL	71.94
250655	058755	LAIDLAW TRANSIT INC	927.51
250657	099217	LAKESHORE LEARNING MATERIALS	2,291.17
250720	102870	MIDLAND COMPUTER INC	189.20
250729	065410	MILLARD SCHOOLS ADMINISTRATIVE	50.00
250733	065316	GLENN L MILLERD	169.90

Date: 11/30/05



# Millard Public Schools

## Check Register

32

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250753	067087	NATIONAL ASSOCIATION FOR	75.00
250755	101560	NATIONAL COUNCIL FOR SOCIAL STUDIES	5,415.00
250756	107416	NATIONAL GEOGRAPHIC SOCIETY	50.00
250771	134904	NEBRASKA PSYCHOLOGICAL ASSOCIATION	500.00
250787	055400	MARTHA E NIELSEN	62.57
250792	069689	NOGG CHEMICAL & PAPER	41.96
250801	100013	OFFICE DEPOT BUS. SVCS. DIV.	273.92
250818	132868	PARKE SYSTEM	964.00
250837	132656	JANET L PERRONE	9.84
250853	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	395.50
250894	079310	ROCKBROOK CAMERA CENTER	3,579.21
250917	082140	SCHOLASTIC MAGAZINES	85.32
250948	102264	SOFTWARE PLUS	258.00
250951	134350	CAMBIUM LEARNING	39.00
250981	088654	TARGET	103.93
250986	101257	TEACHERS' CURRICULUM INSTITUTE	884.52
251023	068840	UNIVERSITY OF NE. AT OMAHA	2,790.78
251028	132117	VALA'S PUMPKIN PATCH	1,308.00
251040	134960	UNIVERSITY OF WASHINGTON	20.00
251071	134027	DAN A WHIPKEY	3,255.00
251093	135089	YELLOW RIBBON OMAHA	550.00
<b>Total for GRANT FUND</b>			<b>49,279.74</b>
250483	038475	EXCEL ELECTRIC INC	476.36
250727	065400	MILLARD LUMBER INC	89.48
251030	092323	VIRCO MANUFACTURING CORP	263.90
251042	093772	WATKINS CONCRETE BLOCK CO. INC.	15.52
251086	109043	WORTHINGTON DIRECT HOLDINGS	318.76
<b>Total for DEPRECIATION</b>			<b>1,164.02</b>
250452	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	402,527.54
<b>Total for INTERLOCAL FUND</b>			<b>402,527.54</b>
250273	134937	ASHTON WEBB	108.00
250318	100014	ATLAS PEN & PENCIL CORPORATION	98.80
250324	132765	KYLE BAINBRIDGE	70.00
250325	132743	NICK BAKER	32.00
250371	023831	CALLOWAY HOUSE INC	113.60
250376	134579	CAITLIN CARLSON	64.00
250416	134039	CROUCH RECREATIONAL DESIGN INC	950.00
250434	132744	BREANNA DEGEORGE	160.00
250435	135077	ALISANDREA DELCORE	36.00
250456	134338	DEAN LOFTUS	5,500.00
250506	134496	TORY FOX	64.00
250517	134930	TAYLOR GARDNER	44.00
250528	134931	AMANDA GOSCH	32.00
250534	108163	FARRAH GRANT	80.00
250543	135078	SHANNON GUY	36.00

Date: 11/30/05

# Millard Public Schools

## Check Register

33

Prepared for the Board Meeting of December 5, 2005

Check No	Vend No	Vendor Name	Amount
250570	048710	HIGHSMITH COMPANY INC	30.93
250606	100928	J.W. PEPPER & SON INC.	64.75
250622	134980	ABIGAIL C JORGENSEN	100.00
250627	132329	SOPHIE KAETER	108.00
250634	135079	CHRISTIAN KLAIBER	28.00
250635	133279	COLLEEN KLAIBER	104.00
250636	132358	DAWN KLAIBER	108.00
250658	134481	LANDSCAPES UNLIMITED LLC	687.00
250666	134913	ANDAM LEKO	64.00
250694	134932	REBEKAH MABREY	24.00
250700	134933	MACKENZIE MARTIN	48.00
250702	132764	ELIZABETH MARTY	64.00
250709	133864	SEAN SAWYER MCCLAY	72.00
250715	134982	LYDIA ANN MERKEL	100.00
250745	134099	CAITLIN MURPHY	72.00
250810	135003	BETHANY ORN	64.00
250834	135080	JULIE PENGILLY	56.00
250835	133625	TERESA PENGILLY	120.00
250841	134934	LINDSEY PIASKOWSKI	64.00
250844	134697	SARAH PIERSON	64.00
250869	134491	BRENT D QUANDT	32.00
250872	090673	QWEST	135.72
250873	090673	QWEST	312.50
250888	134996	BECCA RICE	48.00
250894	079310	ROCKBROOK CAMERA CENTER	458.00
250898	134997	KATHERINE ROUNDS	64.00
250939	133628	EMILY SIROTKIN	36.00
250940	134998	SARAH SIROTKIN	28.00
250941	132994	BRITTANY ANNE SLINGWINE	58.00
250942	135081	BRIAN SMITH	20.00
250961	132328	KAYLA STAUFFER	72.00
250962	132984	MARIAH STAUFFER	108.00
250963	109821	SETH STAUFFER	135.00
250968	107428	JAMIE STUNKARD	80.00
250989	134935	LISA TESAREK	32.00
251003	134699	CHELSEA TOMEK	64.00
251043	134936	ANGELA WEAVER	56.00
251047	134937	ASHTON WEBB	52.00
251050	134999	FAWN WEIHL	64.00
251051	133330	LORIN WELCH	64.00
251055	094129	NICHOLAS LEE WENNSTEDT	80.00
251065	099487	WESTON WOODS STUDIOS INC	78.85
251068	133865	JOSH WHALE	40.00
251077	134783	TREVOR BRYCE WILLIAMSON	64.00
251081	134701	JESSICA WOODRUFF	64.00
251083	134938	ALLISON WOOLCOTT	56.00

Date: 11/30/05

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# Millard Public Schools

## Check Register

34

Prepared for the Board Meeting of December 5, 2005

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Check No	Vend No	Vendor Name	Amount
<b>Total for ACTIVITY FUND</b>			11,733.15
<b>Report Total</b>			1,894,685.50

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

November 30, 2005

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for December are Kim Rice, science teacher at Millard South High School and Ann King, secretary in Educational Services.

AF:sp

**Enclosures G.1.-G.3.  
December 5, 2005**

### AGENDA SUMMARY SHEET

**AGENDA ITEM:** Approval of Curriculum, Instruction, and Assessment Policies

**MEETING DATE:** First reading: November 21, 2005  
Second reading: December 5, 2005

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:**

**ACTION DESIRED:** APPROVAL  DISCUSSION  INFORMATION ONLY

**BACKGROUND:** These policies are being recommended for approval after routine review. They were last reviewed in 1999. The specific policies are:

6130 Curriculum, Instruction, and Assessment: Written Curriculum – Frameworks and Level/Course Guides

6203 Curriculum, Instruction, and Assessment: Taught Curriculum – Lesson (Instructional) Plans

6220 Curriculum, Instruction, and Assessment: Taught Curriculum – Organization of Instruction

**OPTIONS AND ALTERNATIVES CONSIDERED:** NA

**RECOMMENDATIONS:** Complete first and second readings of the policies. Approve the policies.

**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:** Review and approval of the policies will meet the board guideline of regular review of policies.

**TIMELINE:** N/A

**RESPONSIBLE PERSON(S):** Martha Bruckner, Judy Porter, Carol Newton

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_

**BOARD ACTION:**

## Curriculum, Instruction, and Assessment

### Written Curriculum – Frameworks and Level/Course Guides

6130

The Superintendent shall establish the curriculum guidelines to articulate and coordinate the written curriculum and to provide consistency of the written curriculum from one level of the district to the next. The curriculum guidelines shall provide for the development of the District's curriculum and shall identify essential educational outcome criteria, set academic standards, and provide for the implementation, monitoring and ~~evaluation~~ assessment of student learning.

Policy Adopted: May 3, 1999

Millard Public Schools  
Omaha NE

## Curriculum, Instruction, and Assessment

### Taught Curriculum - Lesson (Instructional) Plans

6203

- I. Lesson plans are the link between the written curriculum and the taught curriculum. The daily lesson plans shall be used for the implementation of curriculum, instruction, and assessment.
- II. All teachers are responsible for planning and generating weekly lesson plans. Lesson plans shall be aligned with curriculum guides and reflect the various instructional needs of students. Lesson plans shall:
  - A. be compatible with the school and system wide curriculum (where applicable, design down from course/level outcomes);
  - B. ~~identify~~ **focus on** shorter-term (i.e., daily and weekly) ~~as well as~~ and **longer**-term (i.e., by grading period and for the year) goals;
  - C. address student needs at appropriate levels of difficulty;
  - D. result in the alignment of content, instructional strategies, enablers, and assessments;
  - E. ensure the use of instructional activities and materials that are selected to develop students' motivation to learn.
- III. The building principal or the designee shall monitor the lesson plans of the teachers assigned to the principal's building.

Policy Adopted: May 17, 1999

Millard Public Schools  
Omaha, NE

## Curriculum, Instruction, and Assessment

### Taught Curriculum - Organization of Instruction

**6220**

The Millard Board of Education is responsible for public education in the Millard Public School District. This public education responsibility includes:

- a. K-12 general education, and
- b. Programming for ~~pre-school~~ birth to age 21 special education

The Board may elect to provide the educational programs for the general pre-school student population, adults and other supplemental educational programs as provided by law.

The grouping and housing of instructional levels in school facilities throughout the district, and the administration of the instructional program will be according to plans developed by the Superintendent and the administrative staff and approved by the Board.

Legal Reference: Nebr. Rev. Stat. ' 79-526 district boards; schools; supervision and control

Policy adopted: July 20, 1992  
Revised: November 10, 1997; May 17, 1999

Millard Public Schools  
Omaha, NE



**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Professional Services Contract for Ruth Mueller Robak - 2006

**MEETING DATE:** December 5, 2005

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:** Approval of Professional Services Contract for Ruth Mueller Robak - 2006

**ACTION DESIRED:** APPROVAL XX DISCUSSION \_\_\_\_\_ INFORMATION \_\_\_\_\_

**BACKGROUND:**

This is the Professional Services Contract between the Millard Public Schools and Ruth Mueller Robak LLC.

**OPTIONS AND ALTERNATIVES CONSIDERED:** None

**RECOMMENDATION:** Approve

**STRATEGIC PLAN REFERENCE:** Operational strategy

**IMPLICATIONS OF ADOPTION OR REJECTION:**

**TIMELINE:**

**RESPONSIBLE PERSON:** Angelo Passarelli

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_  
(Signature)

**BOARD ACTION:**

## PROFESSIONAL SERVICES CONTRACT

THIS CONTRACT is made by and between Millard Public Schools, hereinafter referred to as Principal and the lobbying firm of Ruth Mueller Robak LLC, 530 South 13<sup>th</sup> Street, Suite 110, Lincoln, Nebraska 68508 hereinafter referred to as Lobbyist.

WITNESSETH, that Principal and Lobbyist for the consideration hereinafter named agree as follows:

## ARTICLE I

Lobbyist shall undertake the professional representation of the legislative interests of Principal before the Nebraska State Legislature during the period January 1, 2006 through December 31, 2006. Any special session convened during the term of this Contract is expressly excluded from this Contract. Lobbyist shall use its best efforts in the performance of this Contract, and shall devote such time, personnel, and resources in the performance of such Contract as in Lobbyist's reasonable judgment will provide the highest probability of success. It is mutually understood and agreed that Lobbyist cannot and does not either expressly or impliedly guarantee or warrant the result of its efforts. It is understood and agreed that Principal is retaining Lobbyist to provide lobbying services and not legal services and no attorney-client relationship is created hereunder between the Parties.

## ARTICLE II

It is agreed that representation under this Contract involves monitoring and actively lobbying legislative bills and resolutions introduced in the Nebraska Legislature of interest to Principal. Lobbyist will read all legislative bills and resolutions. Lobbyist will monitor the activities of the Legislature and be generally aware of legislative issues of interest to Principal. Lobbyist will provide copies of bills to Principal which Lobbyist has identified as being of possible interest to Principal and Lobbyist will inform Principal as to their status in the legislative process. Lobbyist will be available to report to Principal by telephone, in writing or in person upon reasonable request. Lobbyist will be available for advice and consultation to Principal on relevant legislative issues pending before the Nebraska Legislature.

This contract includes a supplemental fee of \$30,000.00 for lobbying representation on the OPS takeover issue during the 2006 regular session. If the OPS issue remains an issue of concern to Principal at the conclusion of the legislative session, the parties shall negotiate a supplemental fee for lobbying the issue.

## ARTICLE III

Principal shall pay to Lobbyist the fixed fee of \$60,000.00 for providing services under this Contract. Such fee shall be payable in four (4) installments of \$15,000.00 each payable on January 5, February 5, March 5, and April 5, 2006. Incidental expenses, including lobbyist registration fees and reasonable entertainment expenses, shall also be payable by Principal and will be billed separately to Principal. The payments authorized under this agreement will be applied to the payment of the Principal's account and are earned upon receipt.

## ARTICLE IV

It is understood that Lobbyist shall not be deemed an employee, agent, partner or joint venturer of Principal, but is acting solely as an independent contractor for all purposes and at all times. Principal acknowledges that Lobbyist has now and may hereafter acquire other clients for whom Lobbyist provides lobbying services and that the services of Lobbyist are not exclusive to Principal.

## ARTICLE V

Principal recognizes that Lobbyist is engaged in the business of lobbying for a number of clients. From time to time an issue of legislative concern may affect more than one of Lobbyist's clients. Principal and Lobbyist further recognize that the legislative interests of Principal and other clients of Lobbyist may not always be compatible. Any conflict of interest which arises with respect to any legislative issue will be brought to the attention of all affected clients by Lobbyist and will be resolved in the following manner: (1) An attempt will be made to resolve or compromise the conflict between clients. Such a compromise must be agreed to by all affected clients; (2) If a client elects to withdraw the conflicting issue from its legislative program, the conflict of interest will be considered resolved; (3) If a conflict is not resolved by a client's withdrawal of the issue or mutual compromise of the conflicting points of view, Lobbyist shall continue to represent, on the conflicting issue, only the legislative interests of the client which has had Larry L. Ruth or William J. Mueller as a registered lobbyist for the longest period of time. In this circumstance, Principal agrees that it will not object in any manner to this continued representation. For purposes of this article, client includes any parent, subsidiary or affiliated entity of such client.

ARTICLE VI

Principal and Lobbyist shall comply, at their expense, with all applicable federal and state laws, regulations and executive orders relating to lobbyists. Lobbyists will be available to discuss accountability procedures in order that Principal complies with all accountability laws, regulations and executive orders. However, the responsibility to comply with the laws of the State of Nebraska relating to Principal remains with Principal.

ARTICLE VII

This Contract constitutes the entire agreement between Principal and Lobbyist with respect to the subject matter hereof and shall not be amended or modified without specific written provision to that effect, signed by all parties. No oral agreement of any person whomsoever shall, in any manner or degree, modify or otherwise affect the terms and provisions of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be executed by their respective duly authorized representatives on this \_\_\_\_ day of \_\_\_\_\_, 2006.

MILLARD PUBLIC SCHOOLS  
PRINCIPAL

RUTH MUELLER ROBAK LLC  
LOBBYIST

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:**

**MEETING DATE:** December 5, 2005

**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 sections of its handbook to reflect specific building needs.

Changes to the Curriculum Handbooks for 2006-2007 include:

1. Changes of dates (2006-2007) throughout.
2. 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.
3. College Athletic Eligibility information has been updated.
4. Science section updated.
5. Business and Computer Science section updated.
6. ELL course descriptions have been added.
7. Statements regarding fees charged are all updated to language from Rule 6750.1.
8. Information about ACT and core curriculum has been updated.
9. The implementation of Diploma Paths is included for the class of 2008 and beyond.
10. The North High School handbook has a new section on the IB Middle Years Program.

**RECOMMENDATIONS:** Approve Curriculum Handbooks for each high school.

**TIMELINE:** 2006-2007 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:**

**2006 - 2007**

**Curriculum Handbook**

**Millard North High School**

# **Millard Public Schools**

## **Millard Board of Education**

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

**DR. KEITH LUTZ - SUPERINTENDENT**

### **NOTICE OF NONDISCRIMINATION**

The Millard Public School District 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  
2006-07**

Dear Parents and Students:

The *Millard North High School Curriculum Handbook* has been prepared to provide specific information about the academic courses and programs offered for the 2006-07 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 is the only high school in Nebraska to offer the International Baccalaureate Diploma Programme. Students who choose to pursue an IB Diploma must complete a 4-year plan with their assigned counselor and Mrs. Nancy Buda, IB Coordinator. Courses leading to the IB Diploma Programme are designated in this handbook. Students actually are enrolled in IB Diploma Programme courses during their junior and senior years, but certain preparation courses are necessary to enroll in during their freshman and sophomore years, the reason for a 4-year plan. A course sequence is provided to students interested in the IB Diploma Programme.

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

One concern is that some students do not take advantage of the many excellent opportunities available. Please examine your course selections carefully and do not settle for minimum graduation requirements. We believe all students should take at least six courses each 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 counselor to monitor your academic program of studies and performance throughout your four years. Your 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





## TABLE OF CONTENTS

Diploma Paths.....	3
Graduation Requirements.....	4
Additional Requirements & Considerations.....	5
Assessment Requirements.....	10
College Planning.....	12-14
Juniors & Seniors Work Study.....	15
International Baccalaureate Diploma Program.....	16-19
Course Planner.....	21-21
Course Offerings.....	22-27
Course Descriptions.....	28
Art.....	29-31
Business.....	32-34
Computer Science.....	35-36
English Language Learners (ELL).....	37
English.....	38-44
Family & Consumer Science.....	45-47
Foreign Language.....	48-53
Industrial Technology.....	54-58
Mathematics.....	59-62
Music.....	63-65
Physical Education.....	66-70
Reading.....	71
Science.....	72-75
Social Studies.....	76-78
Special Education.....	79-82
Special Programs.....	83-88
Accelerated Programs.....	80

## Diploma Paths Announced for Classes of 2008 and Beyond

A world-class school district facilitates student goal-setting. Therefore, beginning with the Class of 2008, high school students in the Millard Public Schools will choose a diploma path to pursue during their high school years. In addition to the Regular Diploma, there are two categories of diplomas that students may choose from. One diploma path, the Liberal Arts path, specifically addresses the needs of students who plan to attend a four-year college after graduation. The second diploma path, the Specialty path, focuses on the needs of students who plan to specialize in a particular field after graduation. Both paths include incentive categories by which students can achieve a more rigorous diploma by taking more classes and achieving a higher GPA. These incentive categories are labeled "Commended" and "Distinguished." The minimum requirements for the diploma paths and categories are outlined below:

Criteria	Regular	Liberal Arts Commended	Liberal Arts Distinguished	Specialty Commended	Specialty Distinguished
English	40	45	45	40	40
Math	25	40	40	25	25
Social St.	30	30	30	30	30
Science	25	30	30	25	25
For. Lang.	0	20	20	0	0
Additional Core Credits			40		
PE	15	15	15	15	15
Ev. Living	5	5	5	5	5
Tech.	5	5	5	5	5
Arts	5	5	5	5	5
Hum. Res.	5	5	5	5	5
Electives	70	35	0	50	35
Spec. Area				30	50
AP/IB Cred.		20	40		
Total Credits	225	235	240	235	240
GPA		3.0 Overall	3.5 Overall	3.0 in Spec. Area; 2.0 Overall	3.5 in Spec. Area; 2.5 Overall

Specialty Areas for 06-07 include Industrial Technology, Family and Consumer Science, Fine and Performing Arts, Business, Technology, Health Occupations. Students may choose to change diploma paths and/or incentive categories during their high school years. These diploma paths function as one tool to help students set goals challenging themselves to reach their full potential. It supports the philosophy that the path to graduation begins much earlier than senior year.

## 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 <sup>th</sup> Grade Biology – 10 <sup>th</sup> Grade Choice of Science Electives numbered 333 or higher <b>OR</b> Biology – 9 <sup>th</sup> Grade Chemistry or Physics – 10 <sup>th</sup> 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
<b>CREDIT SUMMARY:</b>			<b><u>Total Credits</u></b>	**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.
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		
<b>Totals</b>		<b>225</b>		

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

## **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 \_\_\_ include the following courses:

### **ENGLISH SELECTED ELECTIVES**

British Literature

World Literature

Career English

Shakespeare

AP<sup>®</sup> English Literature

AP<sup>®</sup> English Language & Composition

Research Methods

Creative Writing

Composition and Literature

Analysis of Mass Media

### **ORAL COMMUNICATIONS COURSES**

Speech

Forensics

Debate I

The combination of IB Language A, IB Language B, and 12<sup>th</sup> Grade TOK fulfill the oral communication requirement for Diploma Programme students.

### **AMERICAN STUDIES**

Ethnic Studies

Law Studies

AP<sup>®</sup> Macro Economics

AP<sup>®</sup> U.S. History

IB History of America

### **WORLD PERSPECTIVES COURSES**

World History

World Affairs

World Religions

AP<sup>®</sup> European History

IB 20<sup>th</sup> Century World History Topics

### **HUMAN RESOURCES COURSES**

Introduction to Behavioral Sciences

Sociology

Psychology

AP<sup>®</sup> 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 IB 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) Diploma Programme classes where applicable.

<u>Number Grade</u>	<u>Letter Grade</u>	<u>% Grade Range</u>	<u>Standard Grade Pts.</u>	<u>Weighted Grade Pts.</u> <u>(AP®)(IB/DP)</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 (IB Diploma Programme) purposes wherein students are required to meet IB requirements for standard level or higher level assessment. MYP and Pre-Diploma 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 semester (in Millard West block, 10 credits per quarter) 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.

## 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. 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.

1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
2. 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 successful completion of the required number of credits, the student shall be eligible for a graduation diploma from the Millard Public Schools
12. 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 IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and, where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.
  - c. If the lowered cutscore requirement is approved, 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 register with the Associate Superintendent for Educational Services to participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies.

#### 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.



## COLLEGE PLANNING

Each year many colleges and universities must provide college students with remedial non-credit courses in order to bring their ability up to the college level. This lack of preparation is directly related to the level to which students challenge themselves during their high school career. Because each student's college and career plans vary, the following are MINIMAL guidelines:

1. Take the most challenging classes. Nothing speaks louder to college admissions officers than a strong and demanding high school record.
2. Take a variety of courses from different subject areas. High school is the time to develop interests and to try something new.
3. Take as many core classes that will fit into your schedule. This is the best preparation for the ACT/SAT test and will also enhance your success in college classes.

Not every student is ready for a four-year college right after high school. Local community colleges and technical institutions may prepare you for employment following studies of two years (or less). Regardless of the path you choose, be academically prepared! Taking easy classes will not help you to be successful in college.

### ACT SCORES AND CORE CURRICULUM

ACT scores are one of the best predictors of being prepared for and successful in college. Since 1987, ACT has provided schools with test scores of students who completed ACT's defined core curriculum, compared to students who do not complete a core curriculum. The ACT core curriculum consists of:

- English – 4 years or more
- Math – 3 years or more (including Algebra, Geometry and Advanced Algebra)
- Social Studies – 3 years or more
- Natural Sciences – 3 years or more (including Physical Science, Biology and Chemistry)

Millard courses that are recognized by ACT as core curriculum are indicated by an asterisk (\*) on the High School Offerings list, beginning on page 20. Students who reported that they completed or planned the core curriculum have higher ACT scores. In 2003/2004, students who reported that they completed or planned to take core curriculum scored an average of 23.3 on the ACT. Those who completed less than the recommended core curriculum scored an average of 19.9.

**Based on this information, it is imperative that college-bound students take the recommended core curriculum. Hence, you will not be allowed to drop core classes unless the student is improperly placed, as determined by the teacher and counselor.**

### 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](http://www.ncaa.org) or [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

NAIA: [www.naia.org](http://www.naia.org) NJCAA: [www.njcaa.org](http://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](http://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.

“For students entering college on or after August 1, 2005, computer science courses may be used as core courses only if your high school grants graduation credit in math or natural or physical science for them, and if the courses appear on your high school’s core course list as a math or science course.”

The move to 16 core courses applies to Division I only in August 2008.

\*\*\* 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 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.

#### POST-SECONDARY OPPORTUNITIES

##### a. EARLY ENTRY COLLEGE OPPORTUNITIES

Selected AP<sup>®</sup> 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 2005-2006 are from \$58.00-\$116.00 per credit hour including extended campus fee at Peru State and \$200.00 per course at UNO (2006-2007 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<sup>®</sup> exam.

##### b. ADVANCED PLACEMENT<sup>®</sup>

The Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>) is a cooperative educational endeavor between secondary schools and colleges and universities. Advanced Placement<sup>®</sup> courses provide motivated students with the opportunity to take college-level courses in a high school setting. Based on student performance on rigorous AP<sup>®</sup> 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<sup>®</sup> 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.

In the spirit of this result, we recommend that all students who consider themselves college bound be encouraged to take at least one AP<sup>®</sup> course during their high school career. Research supports the fact that even students who take an AP<sup>®</sup> course and test but earn only a 1 or 2 on that test do better in college than students who have not taken an AP<sup>®</sup> course.

##### c. METROPOLITAN COMMUNITY COLLEGE

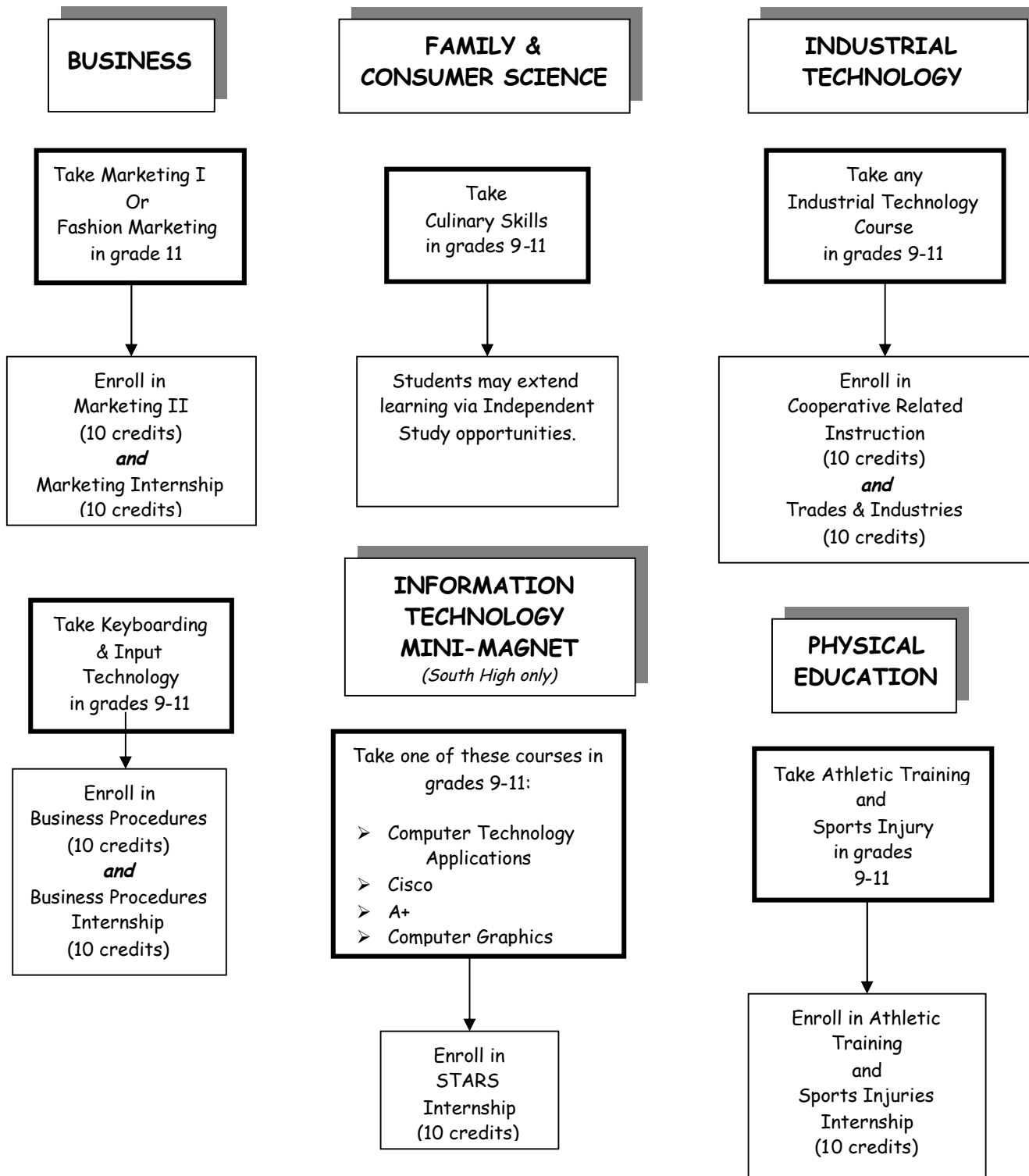
Millard Public Schools and Metropolitan Community College (MCC) maintain an articulation agreement for the **COURSES LISTED ON PAGE 82**. Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

- Obtain a grade of "B" or better in the course(s) to be considered for advanced standing.
- Complete the Advanced Standing Application and enroll at MCC within two years of high school graduation.
- Metropolitan Community College maintains dual credit agreements for courses 835-853. **See page 82 for these courses.**

# Juniors & Seniors

## Gain work experience & earn credit !

Enroll in the following Work Study Courses



**See your counselor or advisor to enroll**

## ***INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME*** **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:

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

\*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 4,000 IB examiners worldwide, led by chief examiners with international authority in their fields. Nearly 62,000 students annually are assessed by the IBO. Each year approximately 78% 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 MYP program for grades 9-10. Students wanting to pursue the Diploma Programme are encouraged to begin the study of a foreign language in grade 8. It is also preferable to have completed Algebra and/or Geometry by grade 8. Students not in the 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. Meetings for interested parents and students are held in early January. Applications are due by 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**

<b>PROJECTED IB TEST</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Group 1—Language A1</b>				
English HL	Honors English 9	Honors English 10	IB English HL I	IB English HL II
<b>Group 2—Language B</b>				
French SL	Honors French II	Honors French III	Honors French IV	IB/AP <sup>®</sup> French SL
German SL	Honors German II	Honors German III	Honors German IV	IB/AP <sup>®</sup> German SL
Latin SL	Latin I	Latin II	Latin III	IB/AP <sup>®</sup> Latin SL
Spanish SL	Honors Spanish II Hon. Spanish I/ II blocked	Honors Spanish III	Honors Spanish IV	IB Spanish SL
<b>Group 3—Individuals and Society</b>				
20 <sup>th</sup> Century World History Topics SL	American History Since 1914	Possible choices: World Perspective /American Studies/Everyday Living/PE	IB 20 <sup>th</sup> 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 <sup>th</sup> 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
<b>Group 4—Experimental Sciences</b>				
Biology SL	<b>Chemistry</b> Physical Science in Action	<b>Physics</b> Chemistry/Human Phys.	<b>IB Biology SL</b> IB Biology SL	Elective Elective
Biology HL	<b>Chemistry</b> Physical Science in Action	<b>Physics / Human Phys</b> Chemistry	<b>IB Biology HL I</b> IB Biology HL I	<b>IB Biology HL II</b> IB Biology HL II
Chemistry SL	<b>Biology</b>	<b>Intro to IB Chem. &amp; IB Physics</b>	<b>IB Chemistry SL</b>	Elective
Chemistry HL	<b>Biology</b>	<b>Intro to IB Chem. &amp; IB Physics</b>	<b>IB/AP Chemistry HL I</b>	<b>IB Chemistry HL II</b>
Physics SL	<b>Biology</b>	<b>Intro to Chem. &amp; Physics</b>	<b>IB Physics SL</b>	Elective

**Preferred sequences are in bold**

**Millard North High School**  
**IB Exams Offered and Course Completion Sequence**

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

**Preferred Sequences in bold**

**\* only with completion of teacher recommendation form**



<b>TENTATIVE HIGH SCHOOL PROGRAM</b> <b>Planning Sheets</b>
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### **NINTH GRADE**

1.	English 9 – two semesters: _____	10
2.	American History Since 1914 – two semesters	10
3.	Science (Integrated Physical Science or Biology) – two semesters: _____	10
4.	Math – two semesters: _____	10
5.	Physical Education: _____	Oral Communication* (Not IB) or Elective: _____
6.	Technology** or Elective: _____	Elective: _____
7.	Elective: _____	Elective: _____
<b>TOTAL</b>		_____

### **TENTH GRADE**

1.	English 10 – two semesters: _____	10
2.	World Geography (or IB 20 <sup>th</sup> Century World History Topics in 11 <sup>th</sup> grade) – two semesters	10
3.	Science (Biology or Chemistry) – two semesters: _____	10
4.	Math – two semesters: _____	10
5.	Physical Education: _____	Fine Arts** or Elective: _____
6.	Everyday Living***or Elective: _____	Elective: _____
7.	Elective: _____	Elective: _____
<b>TOTAL</b>		_____

\*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 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 – two semesters: _____	10
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
	_____
	_____
	<b>TOTAL</b>

**TWELFTH GRADE**

**CREDITS**

1. United States Government & Economics _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
	_____
	<b>TOTAL</b>

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 pages 3-5 for specific requirements or recommendations for each grade level**

## HIGH SCHOOL OFFERINGS 2006-2007

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

\*ACT Core Curriculum (see p. 12)

### Art

- 700 Understanding Art - 9/12 S
- 704 Color and Design - 9/12 S
- 705 Art Foundations - 9/12 S
- 706 Introduction to IB Visual Arts – 10/11 Y  
(formerly Visual Arts Pre-IB)
- 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
- 727 IB Visual Arts SL – 11/12 Y
- 728 IB Visual Arts HL I– 11 Y
- 729 IB Visual Arts HL II– 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 Keyboarding and Input Technology – 9/12 S  
(formerly Computer Keyboarding)
- 506 Computer Technology Applications - 9/12 S
- 507 Business Communications – 11/12 S
- 508 Business Procedures and Technology– 10/12 Y
- 509 Business Procedures and Technology 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
- 519 Advanced Computer Technology Applications – 9/12 S

### Computer Science

- 255 Introduction to Computer Science - 9/12 S
- 256 Computer Topics – 9/12 S
- 258 Java Programming- 9/12 S
- 260 Advanced Placement® Computer Science - 10/12 Y
- 263 Introduction to IB Computer Science I – 9/11 S
- 264 Introduction to IB Computer Science II – 9/11 S
- 265 IB Computer Science SL – 11/12 Y
- 266 IB/AP® Computer Science HL I – 11/12 Y
- 267 IB Computer Science HL II – 12 Y

### English Language Learners (ELL)

- 989 ELL Basic Beginner
- 990 ELL Beginner
- 991 ELL Low Intermediate
- 992 ELL High Intermediate
- 993 ELL Advanced

### 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
- 014 Intro to Photojournalism - 10/12 Y
- 016\* IB English HL I – 11 Y
- 017\* IB English HL II – 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
- 047\* Advanced Placement® English Language and Composition – 11/12 Y
- 048\* Advanced Placement® English Literature – 12 Y
- 070\* IB Theatre Arts SL – 11/12 Y
- 071\* IB Theatre Arts HL I – 11 Y
- 072\* IB Theatre Arts HL II – 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  
 120 IB/AP<sup>®</sup> German SL – 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  
 140 IB/AP<sup>®</sup> French SL – 12 Y  
 148 Honors Spanish I – 9/12 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<sup>®</sup> Spanish – 12 Y  
 160 IB Spanish SL – 12 Y  
 161 IB/AP<sup>®</sup> Latin SL – 12 Y  
 162 Latin I – 9/12 Y  
 163 Latin II – 10/12 Y  
 164 Latin III – 11/12 Y  
 166 Japanese I – 9/12 Y  
 167 Japanese II – 10/12 Y  
 168 Japanese III – 11/12 Y  
 169 Japanese IV – 12 Y

**Industrial Technology**

- 601 Introductory Woodworking - 9/12 S  
 (formerly Construction Technology)  
 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  
 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  
 660 Trades and Industry - 12 Y  
 661 Cooperative Related Instruction – 12 Y  
 670 Engineering Drafting & Design - 10/12 S

**Industrial Technology (continued)**

67

- 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<sup>®</sup> 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 Mathematics SL – 11/12 Y  
 250 Consumers Math – 12 Y  
 252\* Advanced Placement<sup>®</sup> Calculus AB – 12 Y  
 253\* Advanced Placement<sup>®</sup> Calculus BC – 12 Y

**Music**

- 797 The Music Consumer – 9/12 S  
 767 IB Music SL – 11/12 Band – Y  
 750 Symph/March Band – 9/12 S1  
 754 Orchestra – 9/12 Y  
 769 IB Music SL – 11/12 Orchestra – Y  
 763 Junior Varsity & Varsity Choir/Forensics – 9/12 Y  
 762 Varsity Choir – 11/12 Y  
 761 Junior Varsity Choir – 9/12 Y  
 760 Chorus – 9/12 S  
 768 IB Music SL – 11/12 Chorus – Y  
 798 Music Theory – 11/12 S  
 799 Advanced Placement<sup>®</sup> Music Theory – 11/12 S  
 770 IB/AP<sup>®</sup> Music SL – Piano – 11/12 – 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

**Reading (continued)**

- 055 Reading 12 – S  
 056 Content Area Reading 9 – Y  
 057 Content Area Reading 10 – Y

**Science**

- 320\* Physical Science in Action – 9Y  
 321\* Intro to IB Chemistry & IB Physics – 10 Y  
 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 I – 12 Y  
 372\* IB Chemistry HL II – 12 Y  
 375\* IB/AP® Biology SL – 11/12 Y  
 376\* IB Biology HL I – 11 Y  
 377\* Advanced Placement® Biology – 11/12Y  
 378\* IB Biology HL II – 12 Y  
 379\* Advanced Placement® Physics – 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 20<sup>th</sup> Century World History Topics – 11/12 Y  
 420\* World History – 11/12Y  
 421\* World Affairs – 11/12S  
 422\* World Religions – 11/12S  
 423\* Ethnic Studies – 10/12S  
 430\* Introduction to Behavioral Sciences – 10/12S  
 431\* Sociology – 11/12S  
 432\* Psychology – 11/12S  
 433\* IB Psychology SL – 11/12 Y  
 442\* Law Studies – 11/12S  
 450\* Advanced Placement® U.S. History – 1/12Y  
 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  
 906 Essentials of Speech – 9/12 S  
 907 Essentials of English/Reading Block – 9/12 Y  
 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

**Special Education (continued)**

- 924 Essentials of Geometry – 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  
 932 Essentials of Biology-10 Y  
 933 Essentials of Human Physiology I-9/12 S  
 (formerly Essentials of Physiology & Health I)  
 934 Essentials of Human Physiology II-9/12 S  
 (formerly Essentials of Physiology & Health II)  
 935 Essentials of Environmental Science – 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

**Special Programs**

- 835 Theatre Technology Apprenticeship Program  
 836 Air Conditioning, Refrigeration & Heating  
 Technology  
 (formerly HVAC Youth Apprenticeship Program)  
 837 Auto Collision Technology – Year 1 – 11/12 Y  
 (formerly Auto Body Technology)  
 838 Automotive Technology – Year 1 – 11/12 Y  
 838 Automotive Technology – Year 2 – 11/12 Y  
 841 Career Based Horticulture and Landscaping 11/12 Y  
 (formerly Horticulture)  
 842 Criminal Justice – 11/12 Y  
 843 Electrical Technology – 11/12 Y  
 844 Legal Assistant – 11/12 Y  
 845 Diesel Service Technology – 11/12 Y  
 846 Microcomputer Information Technology – 11/12 Y  
 847 Small Engines/Machining Year I – 11/12 Y  
 848 Small Engines/Machining – Year II – 11/12 Y  
 849 Graphic Communication Arts – 11/12 Y  
 850 IB Theory of Knowledge I – 11 S  
 851 IB Theory of Knowledge II – 12 S  
 852 Welding I – Year I – 11/12 Y  
 853 Welding Technology – Year II – 11/12 Y  
 980 Community Internship - 12  
 --- 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 2005). **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 - 11/12
- 987 STARS Internship – 11/12
- 255 Introduction to Computer Science – 9/12
- 256 Computer Topics – 9/12
- 258 Java Programming – 9/12
- 260 Advanced Placement® Computer Science – 9/12
- 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 Middle Years Programme (IB-MYP)\***

The Millard Public School District offers students the opportunity to participate in an internationally recognized program at Millard North High School. The Middle Years Programme (MYP) provides a framework of academic challenge and life skills for students aged 11-16 years. The program offers an educational approach that embraces yet transcends traditional school subjects. The program is devised to help students develop the knowledge, attitude and skill to participate actively and responsibly in a changing and increasingly interrelated world. It includes problem solving and analysis which leads to critical thinking. The MYP is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside.

The program aims to enable students to:

- build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
- acquire knowledge and understanding and prepare for further learning
- recognize the extent to which knowledge is interrelated
- learn to communicate effectively in a variety of ways
- develop a sense of personal and cultural identity and a respect for themselves and for others
- acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship.

This program requires enrollment at Millard North High School. This is a two-year program at the high school in which students must enter at the 9<sup>th</sup> grade level and continue through the 10<sup>th</sup> grade. It is not necessary for a student to have participated at the middle school level. The MYP is not a prerequisite to the Diploma Programme. This program is one of several paths to the IB Diploma Programme but neither guarantees entrance nor success in the Diploma Programme. Students must sign up for the Middle Years Programme during registration.

\*Millard North is currently considered a candidate MYP school by IBO.

The Middle Years Programme is taught through the regular Millard North curriculum. Students will take courses in eight subject areas during the 9<sup>th</sup> & 10<sup>th</sup> grade years.

**Middle Years Programme Classes**

<b>9<sup>th</sup> Grade (beginning in 2006-07)</b>	<b>10<sup>th</sup> Grade (beginning in 2007-08)</b>
<b>Language A</b> English 9 <i>Or</i> Honors English 9	<b>Language A</b> English 10 <i>Or</i> Honors English 10
<b>Humanities</b> American History	<b>Humanities</b> World Geography
<b>Science</b> Physical Science in Action <i>Or</i> Biology	<b>Science</b> Biology <i>Or</i> Chemistry
<b>Mathematics</b> Algebra <i>Or</i> Geometry <i>Or</i> Honors Geometry <i>Or</i> Advanced Algebra <i>Or</i> Honors Advanced Algebra	<b>Mathematics</b> Geometry <i>Or</i> Honors Geometry <i>Or</i> Advanced Algebra <i>Or</i> Honors Advanced Algebra <i>Or</i> Honors Precalculus
<b>Language B</b> Spanish I <i>Or</i> Honors Spanish II French I <i>Or</i> Honors French II German I <i>Or</i> Honors German II	<b>Language B</b> Spanish II <i>Or</i> Honors Spanish III French II <i>Or</i> Honors French III German II <i>Or</i> Honors German III
<b>Technology*</b> Computer Technology Applications	<b>Physical and Health Education*</b> Everyday Living <i>Or</i> Sports Skills
<b>Arts*</b> Visual – Art Foundations <i>Or</i> Instrumental – Band <i>Or</i> Orchestra	

### **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 Diploma Programme is a rigorous two-year program of study in the 11<sup>th</sup> and 12<sup>th</sup> 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 8<sup>th</sup> grade year in order to take the necessary Diploma Programme prerequisites. Students must be in Honors English, Honors Foreign Language, and preferably Honors Math in 9<sup>th</sup> and 10<sup>th</sup> 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 I – 11	<i>HL = Higher Level</i> <i>SL = Standard Level</i>
017	IB English HL II – 12	
070	IB Theatre Arts SL – 11/12	
071	IB Theatre Arts HL I – 11	
072	IB Theatre Arts HL II	
120	IB/AP <sup>®</sup> German SL	
140	IB/AP <sup>®</sup> French SL	
160	IB Spanish SL	
161	IB/AP <sup>®</sup> Latin SL	
245	IB Mathematics HL I – 11	
246	IB Mathematics HL II – 12	
247	IB Mathematical Studies SL	
248	IB Mathematics SL	
263	Introduction to IB Computer Science I – 9/11 S	
264	Introduction to IB Computer Science II – 9/11 S	
265	IB Computer Science SL – 11/12 Y	
266	IB/AP Computer Science HL I – 11/12 Y	
267	IB Computer Science HL II – 12 Y	
321	Introduction to IB Chemistry and IB Physics	
363	IB Chemistry SL	
371	IB/AP <sup>®</sup> Chemistry HL I – 11	
372	IB Chemistry HL II – 12	
375	IB Biology SL	
376	IB Biology HL I – 11	
378	IB Biology HL II – 12	
380	IB Physics SL – 11/12	
418	IB 20 <sup>th</sup> Century World History Topics	
433	IB Psychology SL	
455	IB History of the Americas HL	
706	Pre-IB Visual Arts	
706	Intro to IB Visual Arts – 10	
732	IB Visual Arts SL	
733	IB Visual Arts HL I – 11	
734	IB Visual Arts HL II – 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	

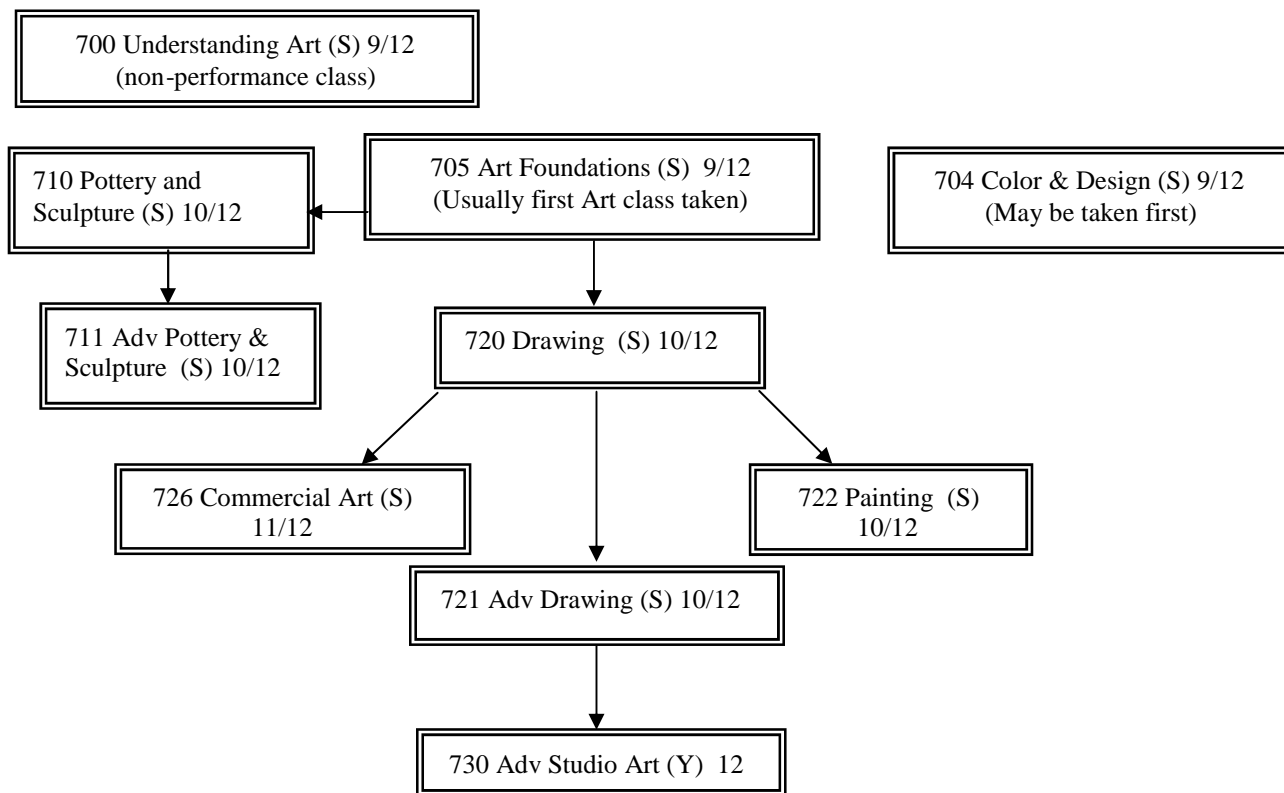
\* Diploma Programme Monograph, August 2002;  
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# **COURSE DESCRIPTIONS**

**2006-2007**

## 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

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

**706 INTRODUCTION TO IB VISUAL ARTS 10/11** (formerly Visual Arts Pre IB)

Y 10 Credits

**Description:** The Introduction to 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:** 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:** 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:** Introduction to IB Visual Arts

**733 IB VISUAL ARTS HL I - 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:** Introduction to IB Visual Arts

**734 IB VISUAL ARTS HL II -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 I - 11

# BUSINESS

## BUSINESS COURSES BY AREA OF INTEREST

Interest	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Accounting</b>	500 Personal Finance 504 Keyboarding and Input Technology	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
<b>Business Law</b>	500 Personal Finance	501 International Business	510 Business Law	510 Business Law
<b>Communications</b>	504 Keyboarding and Input Technology 506 Computer Technology Applications	519 Adv. CTA	507 Business Communications	507 Business Communications
<b>Economics &amp; Personal Finance</b>	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
<b>Information Systems</b>	504 Keyboarding and Input Technology 506 CTA	519 Advanced CTA	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
<b>Marketing</b>	500 Personal Finance 504 Keyboarding and Input Technology	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. Keyboarding and Input Technology is recommended for this class.

## BUSINESS

### 500 PERSONAL FINANCE - 9/12

S 5 Credits

**Description:** Learn how to make good money decisions and become financially independent. Learn to save, invest and budget to maintain a good standard of living. Students will gain knowledge of good economic decision-making through the study of economics, consumerism, banking, saving and investments, credit, taxes and risk management (insurance).

**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 meet the challenges of culture, political and business differences. International economies, financing, social/cultural differences and career opportunities will be explored.

**Prerequisites:** None

### 502 ACCOUNTING I - 10-12

Y 10 Credits

**Description:** Accounting is the universal language of business. Give yourself the tools to be successful in business by learning accounting as well as how to make a profit. This course teaches recording of financial transactions through manual and computerized problems. Spreadsheet applications and industry software are included. All college business majors are required to take college accounting. This course prepares you for college level accounting.

**Prerequisites:** None

### 503 ACCOUNTING II - 11/12

Y 10 Credits

**Description:** Take your understanding of accounting to the next level. This course expands your ability to analyze and interpret financial data. You will broaden your understanding of assets, liabilities and stockholders' equity accounts. Accounting II is strongly recommended for students planning college study in business fields.

**Prerequisites:** Accounting I

### 504 KEYBOARDING and INPUT TECHNOLOGY (formerly 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

### 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. Students will scan and import graphics, use the Internet, develop web pages, use e-mail systems, understand computer ethics, explore input technologies and learn desktop publishing fundamentals. Keyboarding skills are recommended.

**Prerequisites:** None

### 507 BUSINESS COMMUNICATIONS - 11/12

S 5 Credits

**Description:**

Learn effective written and oral business communication skills. Units of study include, but are not limited to the following: e-mail etiquette; international communication; listening skills; business letter writing, grammar and punctuation; business presentation; career development; teamwork; communication; and web page development.

**Prerequisites:** None

### 508 BUSINESS PROCEDURES AND TECHNOLOGY-10/12

Y 10 Credits

**Description:** Business Procedures and Technology will help students develop skills, concepts, and applications used in business today and to prepare for employment opportunities in today's rapidly changing business environment. Students will use computers and other technology to complete assignments.

**Prerequisites:** Keyboarding and Input Technology (formerly 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 AND TECHNOLOGY INTERNSHIP - 11/12** Y 10 Credits

**Description:** Prepare for employment through classroom instruction and supervised related on-the-job training in a local business. The school coordinates both experiences. Students who perform satisfactorily receive school credit and are paid 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 business skills students need to use on the job can include customer service, cashiering, counter-related skills, accounting, record keeping, filing, photocopying, or other related business skills.

**Prerequisites:** The student must be enrolled in Business Procedures and Technology class. If students have taken this course previously, they may enroll in any business course with permission of the Business Procedures Internship instructor.

**510 BUSINESS LAW - 11/12** S 5 Credits

**Description:** Explore principles and legal concepts used to make business decisions through the use of case studies, current events, guest speakers and classroom activities. This course will include a study of the legal system, law for minors, personal injury/torts, 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:** Eighty percent of all jobs require marketing related skills. Learn how a product/service moves from the initial stages of an idea to you as a consumer. Students will explore the basic functions of marketing: economics, pricing, promotion, product planning and place. 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 participate in DECA, a 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 will develop a market research analysis of local business and 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 in communications with Marketing II class. Through a 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.

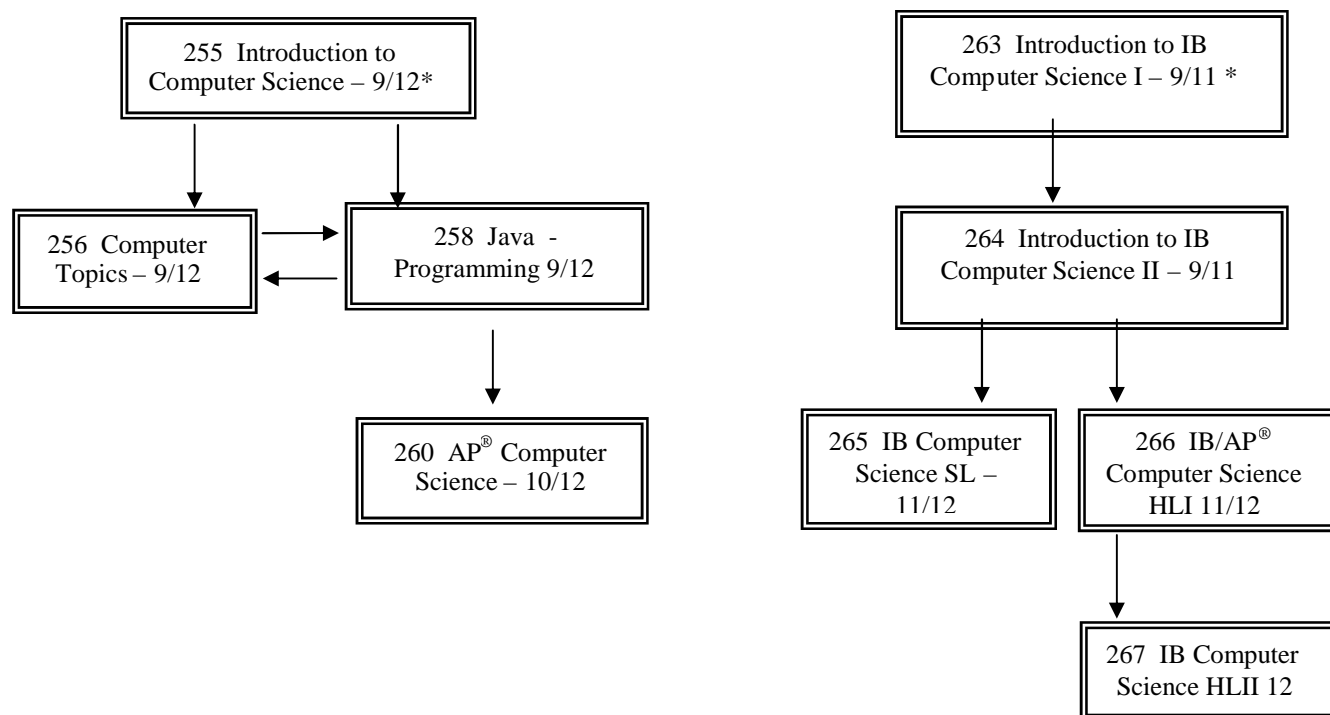
**Prerequisites:** Students must enroll in both Marketing II and Marketing Internship.

**519 ADVANCED COMPUTER TECHNOLOGY APPLICATIONS – 9/12** S 5 Credits

**Description:** Would you like to use your computer skills to get a job? This course gives students experience in integrating computer projects using word processing, spreadsheet, database, presentation, and publisher software, which might be encountered in a high tech company. Students will also get experience in multi-media projects using movie software. They will also gain web development experience using web software with graphics and animation capabilities. The emphasis is advanced integrated use of software leading to employment. Students will build a portfolio while developing electronic projects for class. School or community computer projects may also be provided to the Advanced Computer Technology Applications students. This course does not require a computer language/programming background.

**Prerequisites:** Computer Technology Applications

## COMPUTER SCIENCE



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

### 255 INTRODUCTION TO COMPUTER SCIENCE - 9/12

S 5 Credits

**Description:** Introduction to Computer Science, the first of four computer science courses offered in Millard, provides an exposure to computer technology. Students will design and write object-oriented computer programs, use databases and create web pages. Visual Basic.net is the primary language used in this course. In addition, students will use Alice and Dreamweaver. Completion of this course is a prerequisite for other computer science courses and satisfies Millard's technology education graduation requirement. **Does not count for mathematics credit.**

**Prerequisites:** Geometry

### 256 COMPUTER TOPICS - 9/12

S 5 Credits

**Description:** In Computer Topics, students explore a variety of concepts: computer numbering systems, computer logic, structure of the central processing unit and microprocessor, multi-media, animation, fractal geometry, robotics and programming languages. Students will study areas of interest in depth. **Does not count for mathematics credit.**

**Prerequisites:** Introduction to Computer Science.

### 258 JAVA PROGRAMMING 9/12

S 5 Credits

**Description:** This course is a prerequisite to Advanced Placement® Computer Science and is designed for college-bound students who will take one or more semesters of computer programming in college. Students will solve problems using the Java programming language. **Does not count for mathematics credit.**

**Prerequisites:** Introduction to Computer Science.



**260 ADVANCED PLACEMENT® COMPUTER SCIENCE - 10/12**

Y 10 Credits

**Description:** Advanced Placement® Computer Science, a continuation of Java programming, is designed for college-bound students. Students will solve problems using Java and a variety of object-oriented programming techniques. After completion of the course, students will be prepared to take the College Board Advanced Placement® examination. **Does not count for mathematics credit.**

**Prerequisite:** Java Programming

**263 INTRODUCTION TO IB COMPUTER SCIENCE I – 9/11**

S 5 Credits

**Description:** Introduction to IB 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 INTRODUCTION TO IB COMPUTER SCIENCE II – 9/11**

S 5 Credits

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

**Prerequisites:** Introduction to IB 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:** Introduction to IB Computer Science II

**266 IB/AP® COMPUTER SCIENCE HL I – 11/12**

Y 10 Credits

**Description:** IB Computer Science HL I is the 11<sup>th</sup> grade component of a two-year Higher Level, IB diploma course. It is a continuation of the process started in Introduction to IB 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:** Introduction to IB Computer Science II

**267 IB COMPUTER SCIENCE HL II - 12**

Y 10 Credits

**Description:** IB Computer Science HL II is the 12<sup>th</sup> 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 I 11

## ENGLISH LANGUAGE LEARNER (ELL)

### 989 ELL BASIC BEGINNER S      5 Credits

**Description:** This course is designed for students who are beginning to learn English as an additional language. Students enroll in three periods of this course every day at Millard North High School and two blocks every day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. The curriculum focuses on “survival English” and emphasizes development of vocabulary. Students begin to write words, sentences and paragraphs in English. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department.

### 980 ELL BEGINNER S      5 Credits

**Description:** This course is designed for students who have begun to learn English as an additional language, but still require a lot of language support. Students enroll in three periods of this course every day at Millard North High School and two blocks every day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Basic Beginner course.

### 991 ELL LOW INTERMEDIATE S      5 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in two periods of this course every day at Millard North High School and one block every day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Beginner course.

### 992 ELL HIGH INTERMEDIATE S      5 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in two periods of this course every day at Millard North High School and one block every other day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Low Intermediate course.

### 993 ELL ADVANCED S      5 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in one period every day at Millard North High School and one block every other day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL High Intermediate course.

## 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<sup>®</sup> English Literature and AP<sup>®</sup> English Language & Composition OR IB English HL I 11 and  
 IB English HL II 12 (IB offered at MNHS only)  
 One semester of an Oral Communications Course

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  
 047 AP<sup>®</sup> English & Composition – 11/12  
 048 AP<sup>®</sup> English Literature – 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  
 023 Advanced Debate – 10/12  
 024 Drama I – 9/12  
 025 Drama II – 9/12  
 026 Theatre Technology – 9/12  
 038 College Prep Grammar Usage – 11/12  
 039 Theatre Appreciation – 9/12

**Reading skills are critical for success in other courses.  
 See page 69 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 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 I - 11**

Y 10 Credits

**Description:** IB English HL I 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 Honors English 10.

**017 IB ENGLISH HL II - 12**

Y 10 Credits

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

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

**020 SPEECH - 9/12**

S 5 Credits

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

**Prerequisites:** None

**772 CONCERT CHOIR/FORENSICS - 9/10**

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.

**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.

**047 ADVANCED PLACEMENT® ENGLISH LANGUAGE & COMPOSITION – 11/12** Y 10 Credits

**Description:** AP® Language & Composition is a course for juniors or seniors who are interested in pursuing rigorous, advanced studies in rhetoric. The course will concentrate on the analysis of college-level readings, sophisticated composition, and advanced research. Students will become skilled readers of complex texts from a variety of periods, disciplines, and rhetorical contexts. They will also demonstrate mastery of expository, analytical, and argumentative writing. Students will develop stylistic maturity using grammar, diction, and tone. Completion of this course will prepare students to take the national College Board Advanced Placement® Exam in English Language & Composition

**Prerequisites:** Student should be a junior or senior in standing and must have completed four semesters in English.

**048 ADVANCED PLACEMENT® ENGLISH LITERATURE - 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 I – 11**

Y 10 Credits

**Description:** IB Theatre Arts HL I 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 II – 12**

Y 10 Credits 88

**Description:** IB Theatre Arts HL II 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 I

## 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 10<sup>th</sup> or 11<sup>th</sup> 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)

<b>Interest</b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>Textiles</b>	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
<b>Foods &amp; Nutrition</b>	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
<b>Human Development &amp; Family</b>		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**

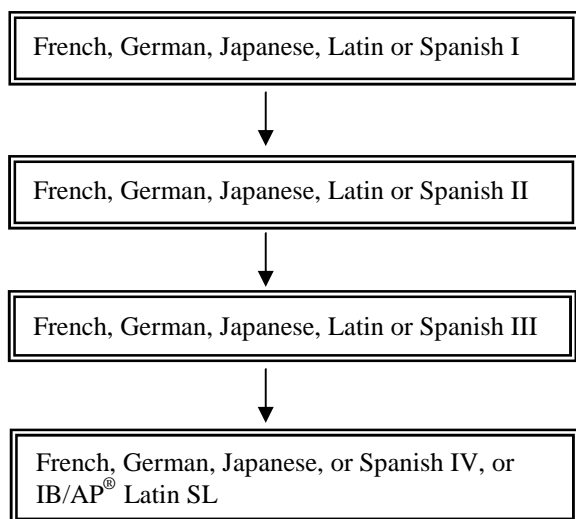
S 5 Credits

**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.

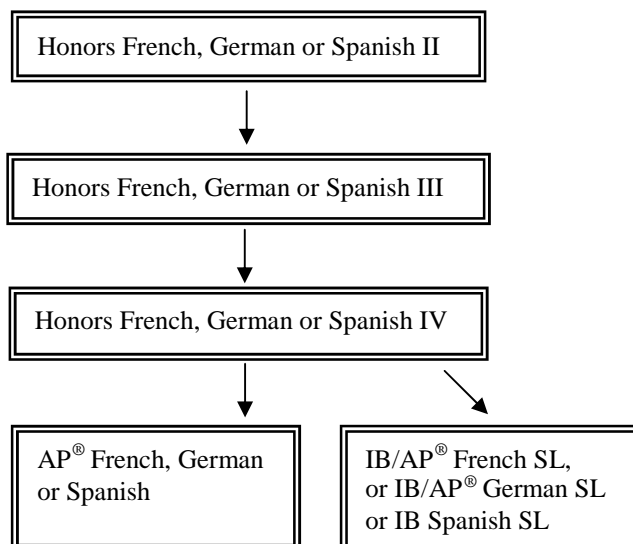
**Prerequisites:** None

## FOREIGN LANGUAGE

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



For students who have completed the equivalent of one year of a foreign language before 9<sup>th</sup> 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.

### 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.

**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 5<sup>th</sup> 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.

**140 IB/AP<sup>®</sup> FRENCH SL - 12**

Y 10 Credits

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

**Prerequisites:** Honors French IV

**149 HONORS SPANISH I - 9/12 Blocked**

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:** Diploma Programme student or extremely motivated student.

**151 HONORS SPANISH II – 9/12 Blocked**

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:** Diploma Programme 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**

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<sup>®</sup> SPANISH - 12**

Y 10 Credits

**Description:** Advanced Placement<sup>®</sup> 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<sup>®</sup> 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 5<sup>th</sup> year language course and/or choose to take the AP<sup>®</sup> test.

**Prerequisites:** Honors Spanish IV

**161 IB/AP<sup>®</sup> LATIN SL - 12**

Y 10 Credits

**Description:** IB curriculum will be taught in this course. A student may take this course as a 5<sup>th</sup> year language course and/or choose to take the AP<sup>®</sup> 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

**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 -10/12**

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 - 11/12**

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.

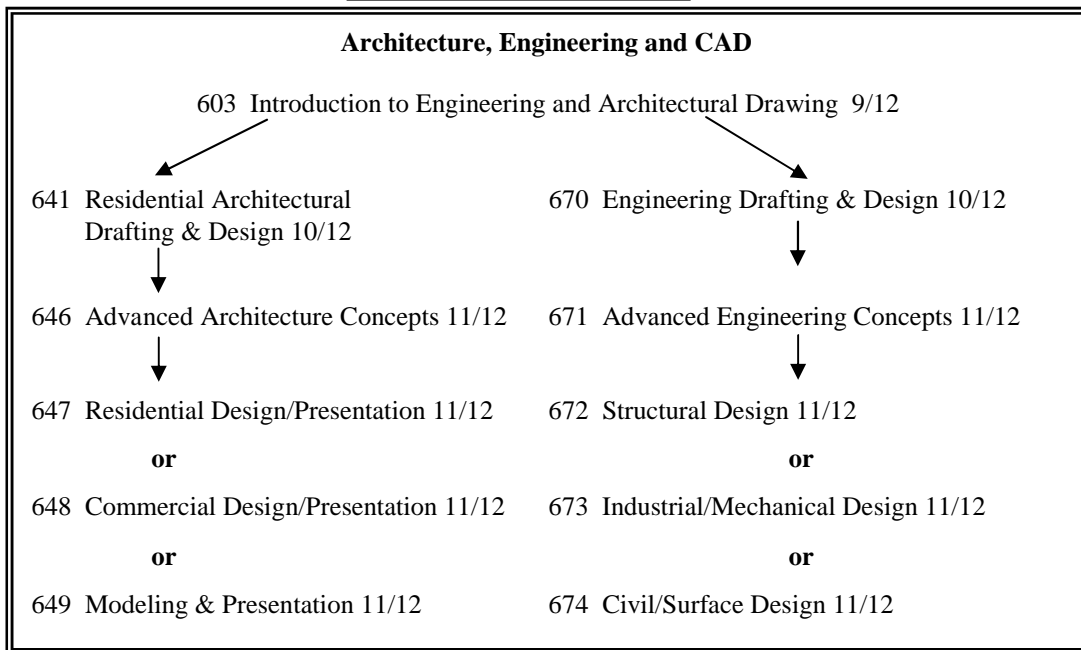
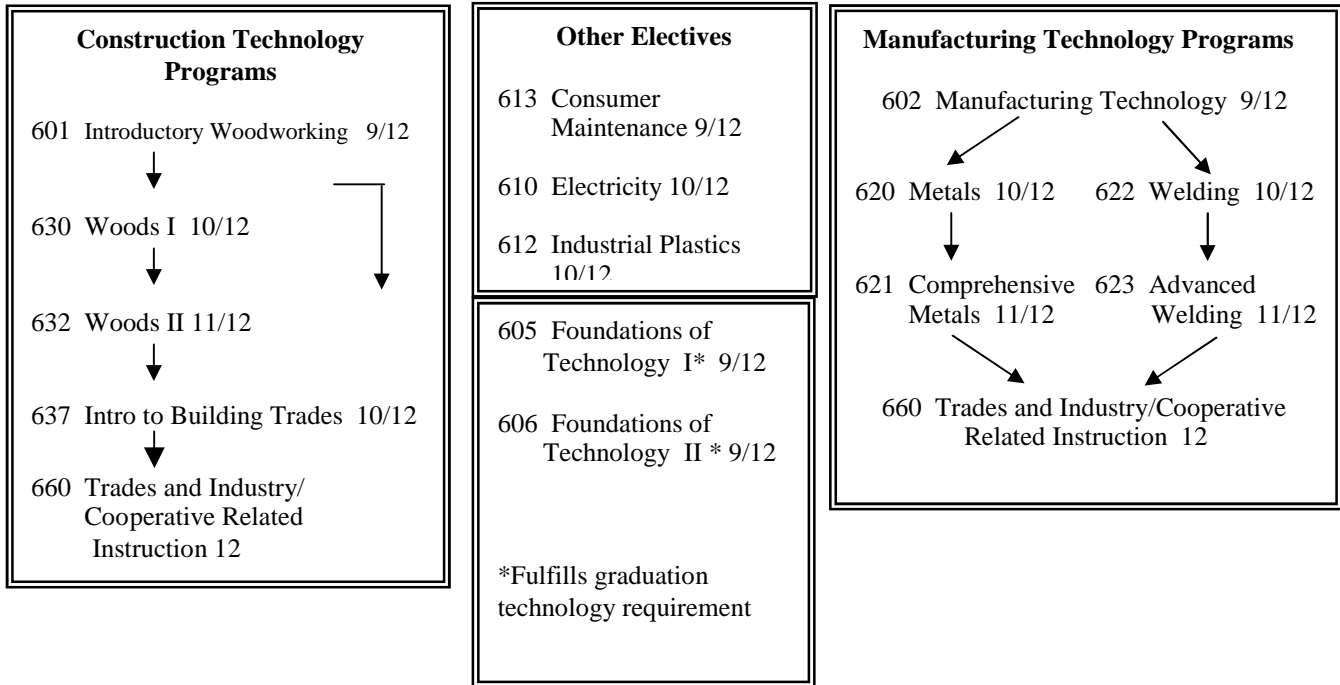
**169 JAPANESE IV - 12**

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 INTRODUCTORY WOODWORKING (formerly Construction Technology) - 9/12** S 5 Credits

**Description:** Introductory Woodworking 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

### **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:** Introductory Woodworking (formerly called 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**

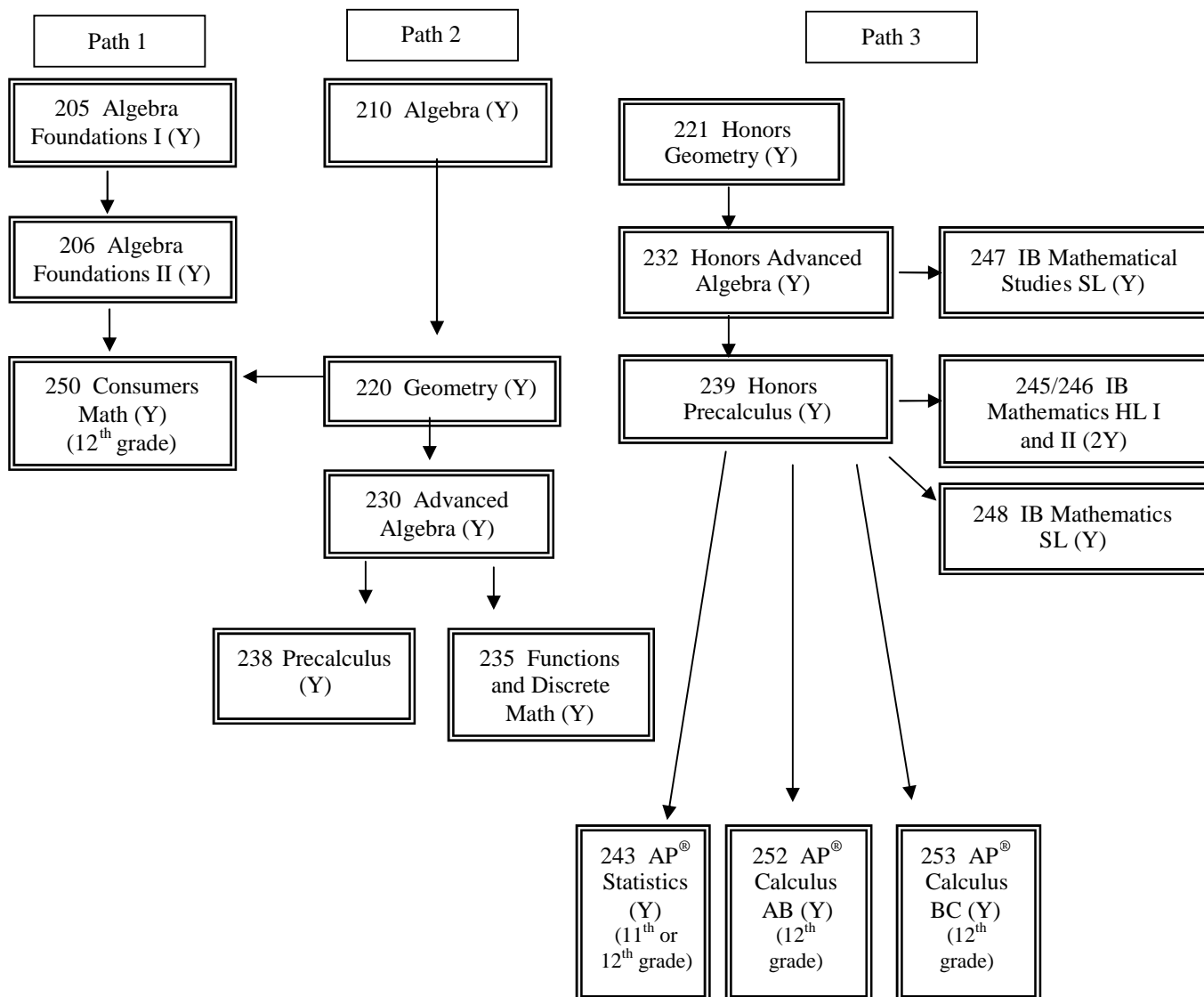
S 5 Credits

**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<sup>®</sup> 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<sup>®</sup> STATISTICS - 11/12**

Y 10 Credits

**Description:** Advanced Placement<sup>®</sup> Statistics is designed to prepare students for the Advanced Placement<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> Placement Statistics before registering for the course. Completion of this course will prepare students to take the national College Board Advanced Placement<sup>®</sup> exam in Statistics.

**Prerequisites:** Honors Precalculus

**245 IB MATHEMATICS HIGHER LEVEL I - 11**

Y 10 Credits

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

**Prerequisites:** Honors Advanced Algebra and Honors Precalculus

**246 IB MATHEMATICS HIGHER LEVEL II - 12**

Y 10 Credits

**Description:** HL Math II is a course intended for seniors who have successfully completed Math HL I. It is the second course in a two-year sequence culminating with the IB HL Math test in the spring of their senior year. The course will provide 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 Honors Advanced Algebra

**248 IB MATHEMATICS SL - 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:** Algebra, Honors Geometry, Honors Advanced Algebra, 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<sup>®</sup> CALCULUS AB - 12**

Y 10 Credits

**Description:** Advanced Placement<sup>®</sup> 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<sup>®</sup> Placement Calculus AB before registering for the course. Completion of this course will prepare students to take the national College Board Advanced Placement<sup>®</sup> exam in Calculus AB.

**Prerequisites:** Honors Precalculus

**253 ADVANCED PLACEMENT<sup>®</sup> CALCULUS BC - 12**

Y 10 Credits

**Description:** Advanced Placement<sup>®</sup> Calculus BC is a course in single variable calculus that includes all the topics of Advanced Placement<sup>®</sup> 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<sup>®</sup> Placement Calculus BC before registering for the course. Completion of this course will prepare students to take the national College Board Advanced Placement<sup>®</sup> exam in Calculus BC.

**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

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

### THEORY

#### **Music Theory**

11th - 12th Grade

(Currently enrolled in music class  
or approval of instructor)

#### **AP<sup>®</sup> Music Theory**

11th - 12th Grade

(successful completion of Music Theory  
and/or approval of instructor)

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

#### **797 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

#### **767 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 music theory assessment..

#### **750 SYMPHONIC/MARCHING BAND - 9/12**

Sem 1 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. 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.

**754 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, 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.

**769 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 music theory assessment..

**763 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.

**762 JUNIOR VARSITY & VARSITY CHOIR/FORENSICS - 9/12**

Y 10 Credits

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

**Prerequisites:** Recommendation by current choral music instructor.

**761 JUNIOR VARSITY CHOIR - 9/10**

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.

**760 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

**768 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 music theory assessment.

**798 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.

**799 ADVANCED PLACEMENT<sup>®</sup> 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<sup>®</sup> exam in Music Theory and/or college music theory entrance exams.

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

**770 IB/AP<sup>®</sup> 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<sup>®</sup> 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.

### 9<sup>th</sup> 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

### 10<sup>th</sup> 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

### 11<sup>th</sup> & 12<sup>th</sup> 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, sweatpants or shorts, t-shirt or sweatshirt, 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 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 may qualify to receive the Red Cross Certification in Lifeguard Training. Optional lifeguard certification may include an additional charge. Students will be required to purchase CPR mouth guard (available for purchase at school).

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

Activities:

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

**810 FITNESS SWIMMING - 9/12**

S 5 Credits

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

<p>Courses designed students reading below grade level:</p> <p>052 Reading 9 053 Reading 10 054 Reading 11 055 Reading 12</p>	<p>Courses designed to support Basic English:</p> <p>056 Content Area Reading 9 057 Content Area Reading 10</p>	<p>Course designed for students reading on or above grade level:</p> <p>050 Study Skills – 9/12</p>
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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 9<sup>th</sup> grade level, reading will support Basic English 9, IPS or Basic IPS, and American History from 1914.

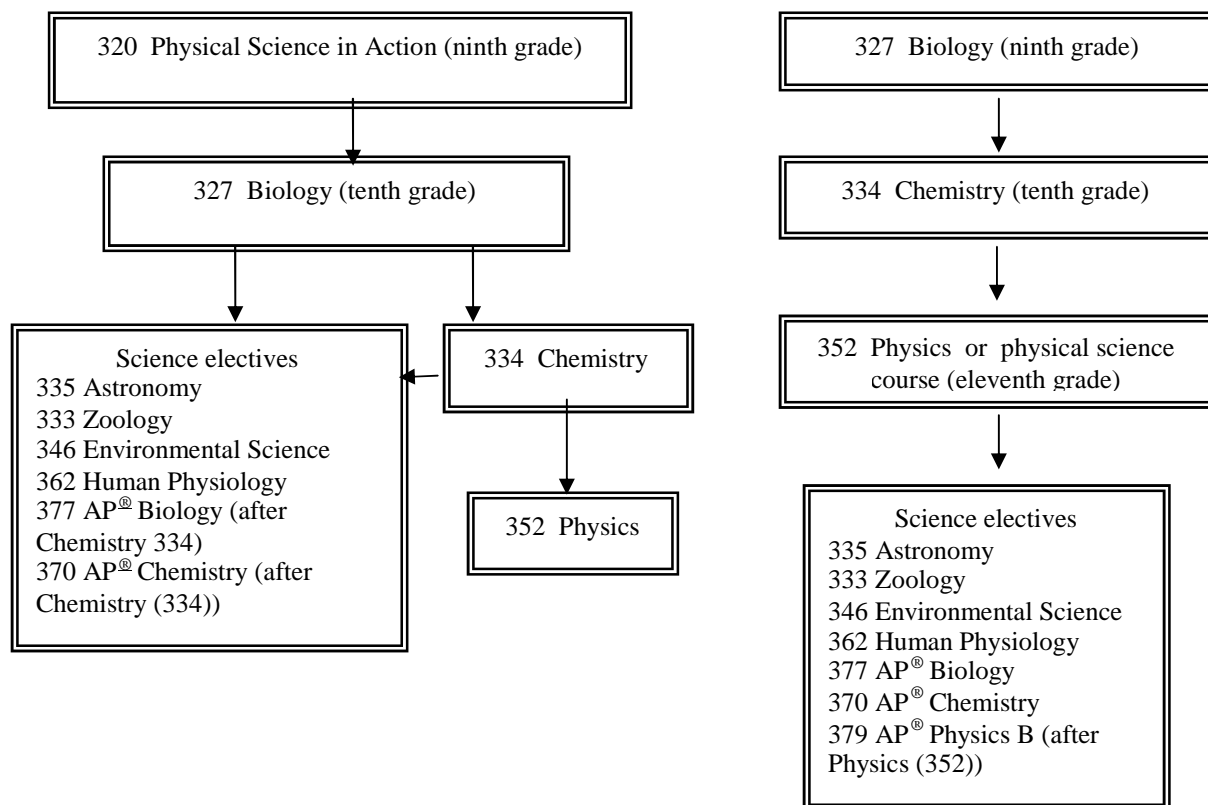
**Prerequisites:** None

### 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 10<sup>th</sup> 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.

### 320 PHYSICAL SCIENCE IN ACTION

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 IB CHEMISTRY AND IB PHYSICS - 10

Y 10 Credits

**Description:** Introduction to IB Chemistry and IB Physics will offer the Diploma Programme 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 Diploma Programme.

**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.

**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 IB Chemistry and IB Physics.

**370 ADVANCED PLACEMENT<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> exam in Chemistry.

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

**371 IB/AP<sup>®</sup> CHEMISTRY HL I - 11/12**

Y 10 Credits

**Description:** IB/AP<sup>®</sup> Chemistry HL I is the first year, grade 11, of a two-year sequence for IB students testing Higher Level. For AP<sup>®</sup> 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<sup>®</sup> Chemistry HL I 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 IB Chemistry and IB Physics in 10<sup>th</sup> grade. AP<sup>®</sup> student needs Chemistry.

**372 IB CHEMISTRY HL II - 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 II is designed to be similar to introductory first semester Organic Chemistry courses offered at colleges and universities, therefore student expectations and outcomes will be similar. In addition to the traditional classroom format, students participate in an intensive laboratory experience and become familiar with current scientific literature.

**Prerequisites:** IB/AP<sup>®</sup> Chemistry HL I

**375 IB/AP<sup>®</sup> 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<sup>®</sup> 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 I - 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<sup>®</sup> BIOLOGY - 11/12**

Y 10 Credits

**Description:** AP<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> 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 I - 11, Chemistry

**379 ADVANCED PLACEMENT<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> 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 IB Chemistry and IB Physics and Completion of or concurrent enrollment in Precalculus.



## SOCIAL STUDIES

### Required for Graduation

<b>9<sup>th</sup> Grade</b>	<b>410 American History Since 1914</b>
<b>10<sup>th</sup> Grade</b>	<b>412 World Geography</b>
<b>12<sup>th</sup> Grade</b>	<b>414 U.S. Government &amp; Economics</b>

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<sup>®</sup> 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<sup>®</sup> U.S. History 11/12  
 452 AP<sup>®</sup> Macro Economics 11/12

### World Perspectives

421 World Affairs 11/12  
 422 World Religions 11/12  
 420 World History 11/12  
 451 AP<sup>®</sup> 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 20<sup>TH</sup> 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® U.S. HISTORY (formerly called AP® 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 mastery in the areas of scientific methods, learning, memory, personality, abnormal and social psychology. Students must have completed Psychology. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in Psychology.

**Prerequisites:** Psychology.

**455 IB HISTORY OF THE AMERICAS HL - 12 (Millard North only)** Y 10 Credits

**Description:** The History of the Americas course at Millard North High School uses the Americas as its regional option. It is a one-year curriculum where students will study common experiences in the Americas through a comparative analysis of the histories of the United States, Latin America, and Canada. The course will center on the following themes: history, politics, culture, society, economics, technology diplomacy, and international affairs. This course is offered with 20<sup>th</sup> 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 20<sup>th</sup> 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.
- 906 ESSENTIALS OF SPEECH - 11/12** S 5 Credits  
**Description:** This course is designed to help students understand and improve skills in intrapersonal, interpersonal, public speaking, and group communication processes. Individual speech presentations are a course requirement.  
**Prerequisites:** Junior or senior class standing.
- 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. Teacher recommendation.
- 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.

**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.

**933 ESSENTIALS OF HUMAN PHYSIOLOGY - 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 HUMAN PHYSIOLOGY II – 9/12**

S 5 Credits

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

**935 ESSENTIALS OF ENVIRONMENTAL SCIENCE – 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.  
**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).

## SPECIAL PROGRAMS

### 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 standing.
- Complete the Advanced Standing Application and enroll at MCC within two years of high school graduation.
- Metropolitan Community College maintains dual credit agreements for courses 835-853.

### METROPOLITAN COMMUNITY COLLEGE ARTICULATED COURSES

Millard Courses	Metropolitan Community College
504 Computer Keyboarding	INFO 1005 Keyboarding
505 Computer Word Processing	INFO 1013 Keyboarding Skillbuilding
506 Computer Technology Applications	INFO 1001 Microcomputer Fundamentals
983 A+ Hardware, Software Troubleshooting	ELEC 1100 PC Troubleshooting
502 Accounting I	ACCT 1050 Bookkeeping
503 Accounting II	ACCT 1050 Bookkeeping <b>and/or</b> ACCT 1100 Accounting I
512 Marketing I/513 Marketing II	BSAD 1100 Principles of Marketing
527 Child Development	ECED 1150 Introduction to Early Childhood Education
981 CISCO Networking Academy I – Semester 1	ELEC 1200 CISCO Networking Fundamentals
981 CISCO Networking Academy I – Semester 2	ELEC 1210 CISCO Routing Fundamentals
982 CISCO Networking Academy II – Semester 1	ELEC 2220 CISCO Switching and LAN Design
982 CISCO Networking Academy II – Semester 2	ELEC 2230 CISCO Wide Area Networking
525 Culinary Skills	CHRM 1000 CHRM Orientation CHRM 1110 Vegetables & Starch Basics
601 Construction Technology	CNST 1050 Introduction to Carpentry
622 Welding/623 Advanced Welding	WELD 1300 Oxyacetylene Welding (OAW)
640 Engineering Drafting & Design	ARCH 1100 Beginning AutoCAD
641 Residential Architectural Drafting & Design	ARCH 1110 Intermediate AutoCAD or ARCH 1200 Woodframe Architecture
651 Foundations of Computer Graphics	GCAD 1010 Creativity: Concept Development
655 Foundations of Visual Graphics/ 656 Advanced Visual Graphics	PHOT 1110 Basic Photography
835 Theater Technology Apprenticeship Program I	RDLS 1400 Employability Skills THEA 1110 Theater Technology I THEA 2010 Script Analysis THEA 1120 Theater Technology II THEA 1130 Theater Technology III THEA 2982 Coop Study I THEA 2982 Coop Study II
835 Theater Technology Apprenticeship Program II	RDLS 1400 Employability Skills THEA 2110 Theater History I THEA 2120 Theater History II THEA 2160 Principles of Stage Lighting THEA 2150 Stage Rigging THEA 2983 Cooperative Study III THEA 2984 Cooperative Study IV THEA 2985 Cooperative Study V
836 HVAC Program I	RDLS 1400 Employability Skills HVAC 1000 Refrigeration Electrical Theory & Application HVAC 1010 Refrigeration Service Principles & Basic Automatic Controls HVAC 1020 Refrigeration Shop Practices HVAC 1210 Gas Heat RDLS Entrepreneurship
837 Auto Collision Technology – Year 1	RDLS 1400 Employability Skills AUTB 1000 Automotive Welding AUTB 1200 Non-Structural Repair I AUTB 1010 Automotive Welding II AUTB 0981 Technical Academy Internship RDLS Entrepreneurship



838 Automotive Technology – Year 1	RDLS 1400 Employability Skills AUTT 1000 AUTT 1010 Intro to Auto Service & Minor Repair AUTT 1510 Brakes System RDLS Entrepreneurship
838 Automotive Technology – Year 2	AUTT 0981 Internship AUTT 2310 Suspension Systems AUTT 1210 Automotive Electricity and Electronics
841 Career Based Horticulture and Landscaping -	RDLS 1400 Employability Skills HORT 1100 Introduction to Horticulture HORT 1211 Evergreen & Groundcovers: Culture & Identification HORT 1215 Interiorscaping & Houseplants HORT 1112 Annuals: Culture & Identification HORT 1113 Turf Grass Management RDLS Entrepreneurship
842 Criminal Justice	RDLS 1400 Employability Skills CRIM 1010 Introduction to Criminal Justice CRIM 2000 Criminal Law CRIM 2030 Police and Society RDLS Entrepreneurship
843 Electrical Technology	RDLS 1400 Employability Skills ELTR 1200 Basic Electricity ELTR 1210 Residential Wiring I ELTR 2220 Residential Wiring II ELTR 1230 Low Voltage Wiring ELTR 1220 Commercial Wiring RDLS Entrepreneurship
844 Legal Assistant	RDLS 1400 Employability Skills LAWS 1100 Legal Assistant LAWS 1101 Introduction to Law POLS 2060 The Constitution RDLS Entrepreneurship
845 Diesel Service Technology	DESL 0100 Introduction to Diesel Mechanics RDLS 1400 Employability Skills DESL 1100 Diesel Engine Fundamentals DESL 1000 Introduction to Service DESL 2100 Fundamentals of Diesel Transmissions & Torque Converters RDLS Entrepreneurship
846 Microcomputer Information Technology	RDLS 1400 Employability Skills INFO 1002 Intro to Information Technology INFO 1311 HTML/XHTML INFO 1321 Preparing Web Graphics and Multi-media INFO 1316 Dreamweaver I RDLS Entrepreneurship
847 Small Engines/Machining - Year I	RDLS 1400 Employability INCT 1400 Intro to Precision Machine Technology INCT 1304 Small Engine Repair INCT 1410 Precision Lay-Out and Finishing INCT 1420 Basic Engine Lathe INCT 1421 Basic Milling Machine RDLS Entrepreneurship
848 Small Engines/Machining - Year II	RDLS 1400 Employability INCT 1422 Basic Grinding and Machine Setup INCT 2420 Intermediate Lathing INCT 2422 Intermediate Grinding Machines INCT 2421 Intermediate Milling Machines INCT 2410 C.N.C. Milling INCT 2440 Advanced Machining Process RDLS Entrepreneurship
849 Graphic Communication Arts	RDLS 1400 Employability Skills ARTS 1010 Drawing and 2-D Design GCAD 1010 Creativity: Concept Development GCAD 1020 Intro to Computer Methods RDLS Entrepreneurship

852 Welding Technology – Year I	RDLS 1400 Employability Skills WELD 1010 Print Reading & Layout for Welders I WELD 1200 GMAW (MIG) Steel I WELD 2200 GMAW (MIG) Steel II DRAF 110a AutoCAD Fundamentals I WELD 2240 Flux-cored Arc Welding RDLS Entrepreneurship-
853 Welding Technology-Year II	WELD 2241 Flux-cored Arc Welding II WELD 1020 Print Reading & Layout for Welders II WELD 2220 GMAW (MIG) Stainless WELD 2230 GMAW (MIG) Aluminum DRAF 110b AutoCAD Fundamentals II WELD 1700 Introductory Fabrication

**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 AIR CONDITIONING, REFRIGERATION & HEATING TECHNOLOGY – 11/12** Y 10 Credits  
(formerly HVAC Youth Apprenticeship Program)

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Elkhorn and South Omaha Campuses of Metropolitan Community College. The student will complete Refrigeration Electrical Theory & Application (HVAC 1000), Refrigeration Service Principles & Basic Automatic Controls (HVAC 1010), Refrigeration Shop Practices (HVAC 1020), Gas Heat, (HVAC 1210) and Employability Skills and Entrepreneurship.

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

**837 AUTO COLLISION TECHNOLOGY – Year 1 – 11/12** (formerly Auto Body Technology) Y 10 Credits

**Description:** This 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. The student will complete Automotive Welding (AUTB 1000), Non-Structural Repair I (AUTB 1200), Automotive Welding II (AUTB 1010), Technical Academy Internships (AUTB 0981) and Employability Skills and Entrepreneurship. 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 Automotive Fundamentals (AUTT 1000), Introduction to Auto Service & Minor Repair (AUTT 1010), Auto Electricity and Electronics (AUTT 1210), Brake Systems (AUTT 1510), Technical Academy Internships (AUTT 2981, 2982, 2983) and Employability Skills and Entrepreneurship. 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 CAREER BASED HORTICULTURE AND LANDSCAPING – 11/12** Y 10 Credits  
(formerly Horticulture)

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha campus of Metropolitan Community College. The student will complete Introduction to Horticulture (HORT 1100), Evergreen and Groundcovers: Culture and Identification (HORT 1211), Interior Landscaping & Houseplants (HORT 1215), Annual: Culture and Identification (HORT 1112), Turfgrass Management (HORT 1113), and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**842 CRIMINAL JUSTICE – 11-12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Center Campus. Students will complete Introduction to Criminal Justice (CRM 1010), Police and Society (CRIM 2030), and Criminal Law (CRIM2000). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**843 ELECTRICAL TECHNOLOGY – 11/12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Basic Electricity (ELTR 1200), Residential Wiring I (ELTR 1210), Residential Wiring II (ELTR 2220), Low Voltage (ELTR 1230), and Commercial Wiring (ELTR 1220). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**844 LEGAL ASSISTANT – 11/12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Constitutional Law (POLS 2060), Family Law (LAWS 2322), Clinical Credit (LAWS 2900), Introduction to Law (LAWS 1101), and Criminal Law and Procedure (LAWS 2324). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**845 DIESEL SERVICE TECHNOLOGY – Year 1 – 11/12**

Y 10 Credits

**Description:** This 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. The student will complete Introduction to Diesel Mechanics (DESL 0100), Diesel Engine Fundamentals (DESL 11100), Introduction to Service (DESL 1000), Fundamentals of Diesel Transmissions & Torque Converters (DESL 2100), Technical Academy Internships (AUTB 0981) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**846 MICROCOMPUTER INFORMATION TECHNOLOGY**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Center Campus. Students will complete Introduction to Information Technology (INFO 1002), HTML/HTML (INFO 1311), Preparing Web Graphics and Multi-media (INFO 1321); Dreamweaver I (INFO 1316) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**847 SMALL ENGINES/MACHINING YEAR I – 11/12**

Y 15 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Introduction to Precision Machine Technology (INCT 1400), Small Engine Repair (INCT 1304), Precision Lay-out and Finishing (INCT 1410), Basic Engine Lathe (INCT 1420), Basic Milling Machine (INCT 1421) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**848 SMALL ENGINES/MACHINING – YEAR II – 11/12**

Y 15 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Basic Grinding and Machine Setup (INCT 1422), Intermediate Lathing (INCT2420), Intermediate Grinding Machines (INCT 2422), Intermediate Milling Machines (INCT 2421), CNC Milling (INCT 2410), Advanced Machining Process (INCT 2440). and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**849 GRAPHIC COMMUNICATION ARTS – 11/12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete Drawing and 2-D Design (ARTS 1010), Creativity: Concept Development (GCAD 1010), Introduction to Computer Methods (GCAD 1020), and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**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 judgments. The course is taught as a two-year sequence beginning in the junior year and may be combined with Computer Applications in the junior year and United States Government and Economics (formerly called Civics and Consumerism) in the senior year. TOK will satisfy the 5 credit Human Resources requirement in 11<sup>th</sup> grade

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

S 5 credits

**Description:** This course is the second year of a required component of the International Baccalaureate Program. It is a continuation and expansion of the TOK curriculum taught in the 11<sup>th</sup> grade. The course includes an oral project as the internal IB assessment and culminates with the TOK Essay as the external assessment. It will meet throughout the year and may be scheduled with United States Government and Economics (formerly called Civics and Consumerism). TOK is five credits of electives in 12<sup>th</sup> grade.

**Prerequisites:** IB Theory of Knowledge 11.

**852 WELDING I – YEAR I – 11/12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will Print Reading & Layout for Welders I (WELD 1010), GMAW (MIG) Steel I (WELD 1200), GMAW (MIG) Steel II (WELD 2200), AutoCAD Fundamentals I (DRAF 110a), Flux-cored Arc Welding (WELD 2240), and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**853 WELDING TECHNOLOGY – YEAR II – 11/12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will Flux-cored Arc Welding II (WELD 2241), Print Reading & Layout for Welders II (WELD 1020), GMAW (MIG) Stainless (WELD 2220), GMAW (MIG) Aluminum (WELD 2230), AutoCAD Fundamentals II (DRAF 110b), Introductory Fabrication (WELD 1700) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

**Prerequisites:** Approved application and interview. Contact your counselor for 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**

**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.

### **ACCELERATED PROGRAMS**

Accelerated programs for qualified students in Grades 9 through 12 are available in math, English and foreign language.

1. Advanced Placement<sup>®</sup> courses are available in English Language and Composition and English Literature, U.S. 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<sup>®</sup> tests are administered for these courses and are also available for able students in other advanced programs.
2. Early-entry college courses are available through local institutions such as the University of Nebraska Omaha (UNO), Creighton and Metropolitan Community College. Selected AP<sup>®</sup> courses are available for early entry enrollment through Peru State College and UNO.
3. Dual Enrollment with Metro Community College Articulated Agreement for high school credit and the University of Nebraska Omaha (UNO).

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**

**Curriculum Handbook**

**&**

**Student Registration Guide**

**2006 – 2007**

# **Millard Public Schools**

## **Millard Board of Education**

**Mr. Brad Burwell**  
**Dr. Julie A. Johnson**  
**Mr. Mike Kennedy**  
**Mr. Mike Pate**  
**Mrs. Linda Poole**  
**Mrs. 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. 147<sup>th</sup> 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 2006-2007 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 2006-2007 school year.

Sincerely,

Jon T. Lopez  
Principal

A world-class school district facilitates student goal-setting. Therefore, beginning with the Class of 2008, high school students in the Millard Public Schools will choose a diploma path to pursue during their high school years. In addition to the Regular Diploma, there are two categories of diplomas that students may choose from. One diploma path, the Liberal Arts path, specifically addresses the needs of students who plan to attend a four-year college after graduation. The second diploma path, the Specialty path, focuses on the needs of students who plan to specialize in a particular field after graduation. Both paths include incentive categories by which students can achieve a more rigorous diploma by taking more classes and achieving a higher GPA. These incentive categories are labeled "Commended" and "Distinguished." The minimum requirements for the diploma paths and categories are outlined below:

Criteria	Regular	Liberal Arts Commended	Liberal Arts Distinguished	Specialty Commended	Specialty Distinguished
English	40	45	45	40	40
Math	25	40	40	25	25
Social St.	30	30	30	30	30
Science	25	30	30	25	25
For. Lang.	0	20	20	0	0
Additional Core Credits			40		
PE	15	15	15	15	15
Ev. Living	5	5	5	5	5
Tech.	5	5	5	5	5
Arts	5	5	5	5	5
Hum. Res.	5	5	5	5	5
Electives	70	35	0	50	35
Spec. Area				30	50
AP/IB Cred.		20	40		
Total Credits	225	235	240	235	240
GPA		3.0 Overall	3.5 Overall	3.0 in Spec. Area; 2.0 Overall	3.5 in Spec. Area; 2.5 Overall

Specialty Areas for 06-07 include Industrial Technology, Family and Consumer Science, Fine and Performing Arts, Business, Technology, Health Occupations. Students may choose to change diploma paths and/or incentive categories during their high school years. These diploma paths function as one tool to help students set goals challenging themselves to reach their full potential. It supports the philosophy that the path to graduation begins much earlier than senior year.

**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	10	4 years (all courses must include intensive reading and writing experiences)
		English 10	10	
		English 11	10	
		Choice of an English Selected Elective	5	
		Choice of an Oral Communications Course	5	
Social Studies	30	American History	10	3 years (including American or world history and American government or geography)
		World Geography	10	
		Choice of a World Perspective or an American Studies Course	5	
		United States Government & Economics	5	
Mathematics	25	Algebra or Algebra Foundations	10	4 years** (including algebra, geometry and one year that builds on algebra or geometry)
		A course numbered 220 or higher	10	
		One additional math course	5	
		(Computer Science courses may not be applied toward math credit.)		
Science	25	Physical Science in Action – 9 <sup>th</sup> Grade	10	3 years of natural science (includes one with laboratory instruction)
		Biology – 10 <sup>th</sup> Grade	10	
		Choice of Science Electives numbered 333 or higher	5	
		<b>OR</b>		
		Biology – 9 <sup>th</sup> Grade	10	
		Chemistry or Physics – 10 <sup>th</sup> Grade	10	
Choice of Science Electives numbered 333 or higher	5			
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:**

**Total Credits**

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
<b>Totals</b>	<b>225</b>

\*\*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.

## **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 14 include the following courses:

### **ENGLISH SELECTED ELECTIVES**

British Literature	Research Methods
World Literature	Creative Writing
Career English	Composition and Literature
Shakespeare	Analysis of Mass Media
AP <sup>®</sup> English Literature	
AP <sup>®</sup> English Language & Composition	

### **ORAL COMMUNICATIONS COURSES**

Speech  
Forensics  
Debate I

### **AMERICAN STUDIES**

Ethnic Studies  
Law Studies  
AP<sup>®</sup> Macro Economics  
AP<sup>®</sup> U.S. History

### **WORLD PERSPECTIVES COURSES**

World History  
World Affairs  
World Religions  
AP<sup>®</sup> European History

### **HUMAN RESOURCES COURSES**

Introduction to Behavioral Sciences  
Sociology  
Psychology  
AP<sup>®</sup> 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) Diploma Programme 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/DP)</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 (IB Diploma Programme) purposes wherein students are required to meet IB requirements for standard level or higher level assessment. MYP and Pre-Diploma 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 semester (in Millard West block, 10 credits per quarter) 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.

## 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. 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:

1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
2. 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 successful completion of the required number of credits, the student shall be eligible for a graduation diploma from the Millard Public Schools.
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 IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and, where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.
  - c. If the lowered cutscore requirement is approved, 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 register with the Associate Superintendent for Educational Services to participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies.

#### 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.

## COLLEGE PLANNING

Each year many colleges and universities must provide college students with remedial non-credit courses in order to bring their ability up to the college level. This lack of preparation is directly related to the level to which students challenge themselves during their high school career. Because each student's college and career plans vary, the following are MINIMAL guidelines:

1. Take the most challenging classes. Nothing speaks louder to college admissions officers than a strong and demanding high school record.
2. Take a variety of courses from different subject areas. High school is the time to develop interests and to try something new.
3. Take as many core classes that will fit into your schedule. This is the best preparation for the ACT/SAT test and will also enhance your success in college classes.

Not every student is ready for a four-year college right after high school. Local community colleges and technical institutions may prepare you for employment following studies of two years (or less). Regardless of the path you choose, be academically prepared! Taking easy classes will not help you to be successful in college.

### ACT SCORES AND CORE CURRICULUM

ACT scores are one of the best predictors of being prepared for and successful in college. Since 1987, ACT has provided schools with test scores of students who completed ACT's defined core curriculum, compared to students who do not complete a core curriculum. The ACT core curriculum consists of:

- English – 4 years or more
- Math – 3 years or more (including Algebra, Geometry and Advanced Algebra)
- Social Studies – 3 years or more
- Natural Sciences – 3 years or more (including Physical Science, Biology and Chemistry)

Millard courses that are recognized by ACT as core curriculum are indicated by an asterisk (\*) on the High School Offerings list, beginning on page 14. Students who reported that they completed or planned the core curriculum have higher ACT scores: In 2003/2004, students who reported that they completed or planned to take core curriculum scored an average of 23.3 on the ACT. Those who completed less than the recommended core curriculum scored an average of 19.9.

**Based on this information, it is imperative that college-bound students take the recommended core curriculum. Hence, you will not be allowed to drop core classes unless the student is improperly placed, as determined by the teacher and counselor.**

### 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](http://www.ncaa.org) or [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

NAIA: [www.naia.org](http://www.naia.org) NJCAA: [www.njcaa.org](http://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](http://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) – 3years.

“For students entering college on or after August 1, 2005, computer science courses may be used as core courses only if your high school grants graduation credit in math or natural or physical science for them, and if the courses appear on your high school’s core course list as a math or science course.”

The move to 16 core courses applies to Division I only in August 2008.

\*\*\* 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 languages, nondoctrinal 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.

## POST-SECONDARY OPPORTUNITIES

### a. EARLY ENTRY COLLEGE OPPORTUNITIES

Selected AP<sup>®</sup> 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 2005-2006 are from \$58.00-\$116.00 per credit hour including extended campus fee at Peru State and \$200.00 per course at UNO (2006-2007 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<sup>®</sup> exam.

### b. ADVANCED PLACEMENT<sup>®</sup>

The Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>) is a cooperative educational endeavor between secondary schools and colleges and universities. Advanced Placement<sup>®</sup> courses provide motivated students with the opportunity to take college-level courses in a high school setting. Based on student performance on rigorous AP<sup>®</sup> 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<sup>®</sup> 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.

In the spirit of this result, we recommend that all students who consider themselves college bound be encouraged to take at least one AP<sup>®</sup> course during their high school career. Research supports the fact that even students who take an AP<sup>®</sup> course and test but earn only a 1 or 2 on that test do better in college than students who have not taken an AP<sup>®</sup> course.

### c. METROPOLITAN COMMUNITY COLLEGE

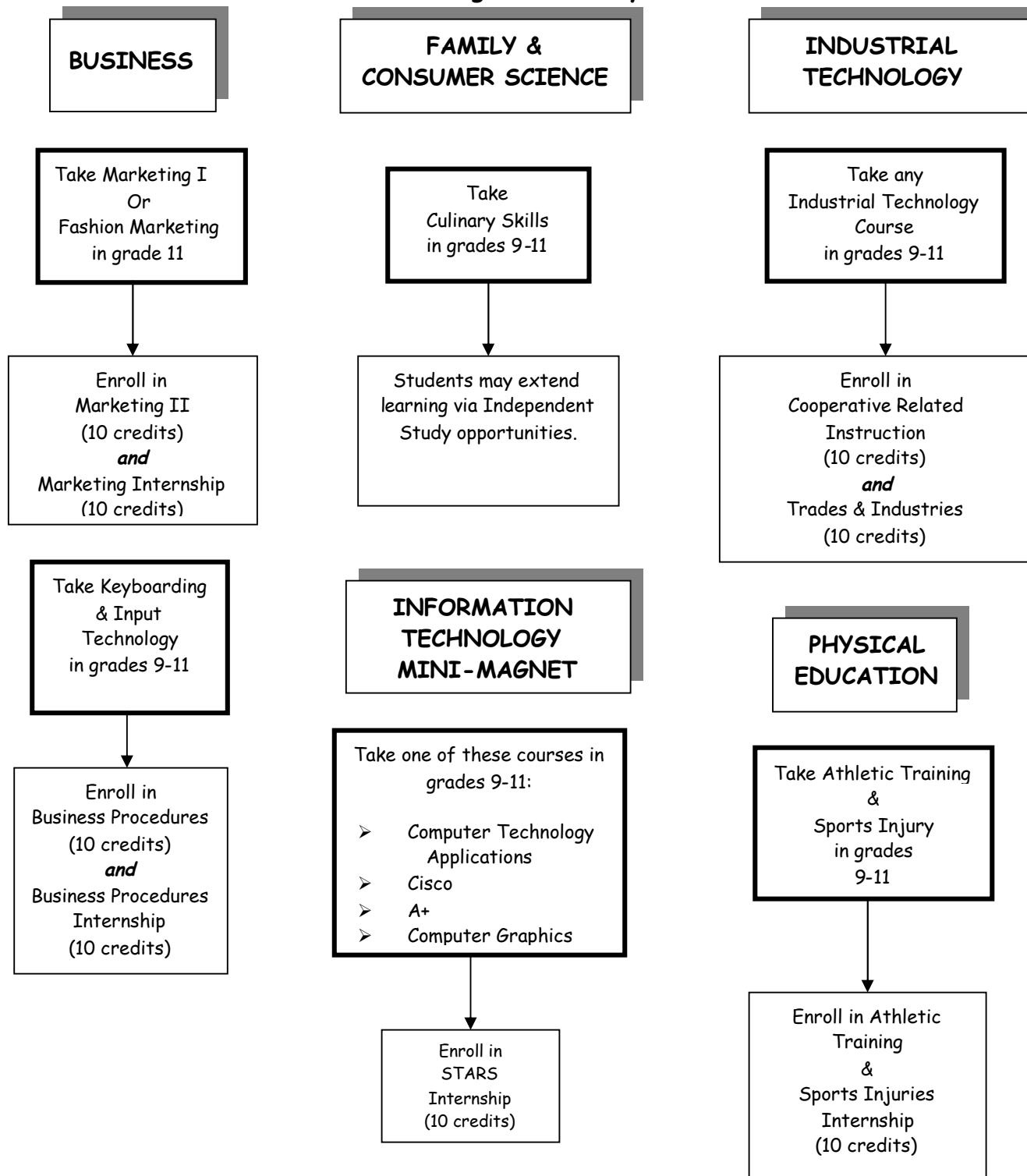
Millard Public Schools and Metropolitan Community College (MCC) maintain an articulation agreement for the **COURSES LISTED ON PAGE 65**. Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

- Obtain a grade of "B" or better in the course(s) to be considered for advanced standing.
- Complete the Advanced Standing Application and enroll at MCC within two years of high school graduation.
- Metropolitan Community College maintains dual credit agreements for courses 835-853. **See page 65 for these courses.**

# Juniors & Seniors

## Gain work experience & earn credit !

Enroll in the following Work Study Courses



**See your counselor or advisor to enroll**

All courses listed may not be offered each semester due to insufficient student enrollment or staff availability.  
ACT Core Curriculum (See p. 10)

**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 Keyboarding and Input Technology - 9/12 S  
(formerly Computer Keyboarding)  
506 Computer Technology Applications - 9/12 S  
507 Business Communications - 11/12 S  
508 Business Procedures and Technology - 10/12 Y  
509 Business Procedures and Tech 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  
519 Adv Computer Tech Applications - 9/12 S

**Computer Science**

- 255 Introduction to Computer Science - 9/12 S  
256 Computer Topics - 9/12 S  
258 Java Programming - 9/12 S  
260 Advanced Placement® Computer Science 10/12 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 - 11/12 S  
987 STARS Internship

**English Language Learners (ELL)**

- 989 ELL Basic Beginner  
990 ELL Beginner  
991 ELL Low Intermediate  
992 ELL High Intermediate  
993 ELL Advanced

**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

**English (continued)**

- 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  
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  
047\* Advanced Placement® English Language & Composition - 12 Y  
048\* Advanced Placement® English Literature - 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 Languages**

- 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  
148 Honors Spanish I - 9/12 Y  
152 Spanish I - 9/12 Y  
153 Spanish II - 9/12 Y

**Foreign Languages (continued)**

- 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 Introductory Woodworking - 9/12 S  
 (formerly Construction Technology)  
 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  
 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**

- 797 The Music Consumer – 9/12 S  
 734 Symphonic Band – 9/12 S  
 732 Marching Band - 9/12 S  
 733 Concert Band – 9/12 S  
 738 Orchestra – 9/12 Y  
 735 Wind Ensemble – 9/12 S

**Music (continued)**

- 743 Freshman Choir – 9 Y  
 744 Junior Varsity Choir – 10 Y  
 745 Varsity Choir – 11/12 Y  
 741 Chorus – 9/12 S (1st Semester)  
 742 Chorus – 9/12 Y  
 798 Music Theory – 9/12 S  
 799 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  
 320\* Physical Science in Action – 9Y  
 326 Basic Biology – 10Y  
 327\* Biology – 9/10Y  
 333 Zoology – 10/12S  
 334\* Chemistry – 10/12Y  
 335 Astronomy – 10/12 S  
 346 Environmental Science – 10/12S  
 352\* Physics – 10/12Y  
 362 Human Physiology – 10/12Y  
 370\* Advanced Placement® Chemistry – 11/12Y  
 377\* Advanced Placement® Biology – 11/12Y  
 379\* Advanced Placement® Physics 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

**Social Studies (continued)**

- 450\* Advanced Placement® U.S. History – 11/12Y
- 451\* Advanced Placement® European History – 11/12Y
- 452\* Advanced Placement® Macro Economics – 11/12S
- 453\* Advanced Placement® Psychology – 11/12S

**Special Education**

- 900 Fundamental English - 9/12 Y
- 901 Essentials of English - 9 Y
- 902 Essentials of English -10 Y
- 903 Essentials of English -11 Y
- 904 Essentials of English -12 S
- 908 Fundamental Reading - 9/12 Y
- 909 Essentials of Reading - 9/12 Y
- 920 Fundamental Math - 9/12 Y
- 921 Essentials of Introduction to Algebra - 9 Y
- 922 Essentials of Algebra 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
- 932 Essentials of Biology -10 Y
- 935 Essentials of Environmental Science - 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
- 963 Adaptive Music – 9/12 S
- 970 Fundamental Technology - 9/12 Y
- 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 - 9/10 S
- 976 Occupational Skills II - 11/12 S
- 977 Supervised Occupations - 9/12 Y

**Special Programs**

- 835 Theatre Technology Apprenticeship Program
- 836 Air Conditioning, Refrigeration & Heating Technology (formerly HVAC Youth Apprenticeship Program)
- 837 Auto Collision Technology – Year 1 – 11/12 Y (formerly Auto Body Technology)
- 838 Automotive Technology – Year 1 – 11/12 Y
- 838 Automotive Technology – Year 2 – 11/12 Y
- 841 Career Based Horticulture and Landscaping– 11/12Y (formerly Horticulture)
- 842 Criminal Justice – 11/12 Y
- 843 Electrical Technology – 11/12 Y
- 844 Legal Assistant – 11/12 Y
- 845 Diesel Service Technology – 11/12 Y
- 846 Microcomputer Information Technology – 11/12 Y
- 847 Small Engines/Machining Year I – 11/12 Y

**Special Programs (continued)**

- 848 Small Engines/Machining Year II – 11/12 Y
- 849 Graphic Communication Arts – 11/12 Y
- 852 Welding I – Year I – 11/12 Y
- 853 Welding Technology - Year II – 11/12 Y
- 980 Community Internship - 12
- 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 2005). **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 and Software Operations
- 985 STARS -11/12 S
- 987 STARS Internship – 11/12
- 255 Introduction to Computer Science - 9/12 S
- 256 Computer Topics - 9/12 S
- 258 Java Programming -9/12 S
- 260 Advanced Placement® Computer Science – 9/12 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 Middle Years Programme (IB-MYP)\***

The Millard Public School District offers students the opportunity to participate in an internationally recognized program at Millard North High School. The Middle Years Programme (MYP) provides a framework of academic challenge and life skills for students aged 11-16 years. The program offers an educational approach that embraces yet transcends traditional school subjects. The program is devised to help students develop the knowledge, attitude and skill to participate actively and responsibly in a changing and increasingly interrelated world. It includes problem solving and analysis which leads to critical thinking. The MYP is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside.

The program aims to enable students to:

- build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
- acquire knowledge and understanding and prepare for further learning
- recognize the extent to which knowledge is interrelated
- learn to communicate effectively in a variety of ways
- develop a sense of personal and cultural identity and a respect for themselves and for others
- acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship.

This program requires enrollment at Millard North High School. This is a two-year program at the high school in which students must enter at the 9<sup>th</sup> grade level and continue through the 10<sup>th</sup> grade. It is not necessary for a student to have participated at the middle school level. The MYP is not a prerequisite to the Diploma Programme. This program is one of several paths to the IB Diploma Programme but neither guarantees entrance nor success in the Diploma Programme. Students must sign up for the Middle Years Programme during registration.

\*Millard North is currently considered a candidate MYP school by IBO.

The Middle Years Programme is taught through the regular Millard North curriculum. Students will take courses in eight subject areas during the 9<sup>th</sup> & 10<sup>th</sup> grade years.

**Middle Years Programme Classes**

<b>9<sup>th</sup> Grade (beginning in 2006-07)</b>	<b>10<sup>th</sup> Grade (beginning in 2007-08)</b>
<b>Language A</b> English 9 <i>Or</i> Honors English 9	<b>Language A</b> English 10 <i>Or</i> Honors English 10
<b>Humanities</b> American History	<b>Humanities</b> World Geography
<b>Science</b> Physical Science in Action <i>Or</i> Biology	<b>Science</b> Biology <i>Or</i> Chemistry
<b>Mathematics</b> Algebra <i>Or</i> Geometry <i>Or</i> Honors Geometry <i>Or</i> Advanced Algebra <i>Or</i> Honors Advanced Algebra	<b>Mathematics</b> Geometry <i>Or</i> Honors Geometry <i>Or</i> Advanced Algebra <i>Or</i> Honors Advanced Algebra <i>Or</i> Honors Precalculus
<b>Language B</b> Spanish I <i>Or</i> Honors Spanish II French I <i>Or</i> Honors French II German I <i>Or</i> Honors German II	<b>Language B</b> Spanish II <i>Or</i> Honors Spanish III French II <i>Or</i> Honors French III German II <i>Or</i> Honors German III
<b>Technology*</b> Computer Technology Applications	<b>Physical and Health Education*</b> Everyday Living <i>Or</i> Sports Skills
<b>Arts*</b> Visual – Art Foundations <i>Or</i> Instrumental – Band <i>Or</i> Orchestra	

### **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 Diploma Programme is a rigorous two-year program of study in the 11<sup>th</sup> and 12<sup>th</sup> 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 8<sup>th</sup> grade year in order to take the necessary Diploma Programme prerequisites. Students must be in Honors English, Honors Foreign Language, and preferably Honors Math in 9<sup>th</sup> and 10<sup>th</sup> 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 I – 11	<i>HL = Higher Level</i> <i>SL = Standard Level</i>
017	IB English HL II – 12	
070	IB Theatre Arts SL – 11/12	
071	IB Theatre Arts HL I – 11	
072	IB Theatre Arts HL II	
120	IB/AP <sup>®</sup> 120 German SL	
140	IB/AP <sup>®</sup> French SL	
160	IB Spanish SL	
161	IB/AP <sup>®</sup> 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 IB Computer Science I – 9/11 S (North only)	
264	PreIB Introduction to IB Computer Science II – 9/11 S (North only)	
265	IB Computer Science SL – 11/12 Y	
266	IB/AP Computer Science HL I – 11/12 Y	
267	IB Computer Science HL II – 12 Y 321	
321	Introduction to IB Chemistry & IB Physics	
363	IB Chemistry SL	
371	IB/AP <sup>®</sup> Chemistry HL I – 11	
372	IB Chemistry HL II – 12	
375	IB Biology SL	
376	IB Biology HL I – 11	
378	IB Biology HL II – 12	
380	IB Physics SL – 11/12	
418	IB 20 <sup>th</sup> Century World History Topics	
433	IB Psychology SL	
455	IB History of the Americas HL	
706	Intro to IB Visual Arts – 10	
732	IB Visual Arts SL	
733	IB Visual Arts HL I – 11	
734	IB Visual Arts HL II – 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	

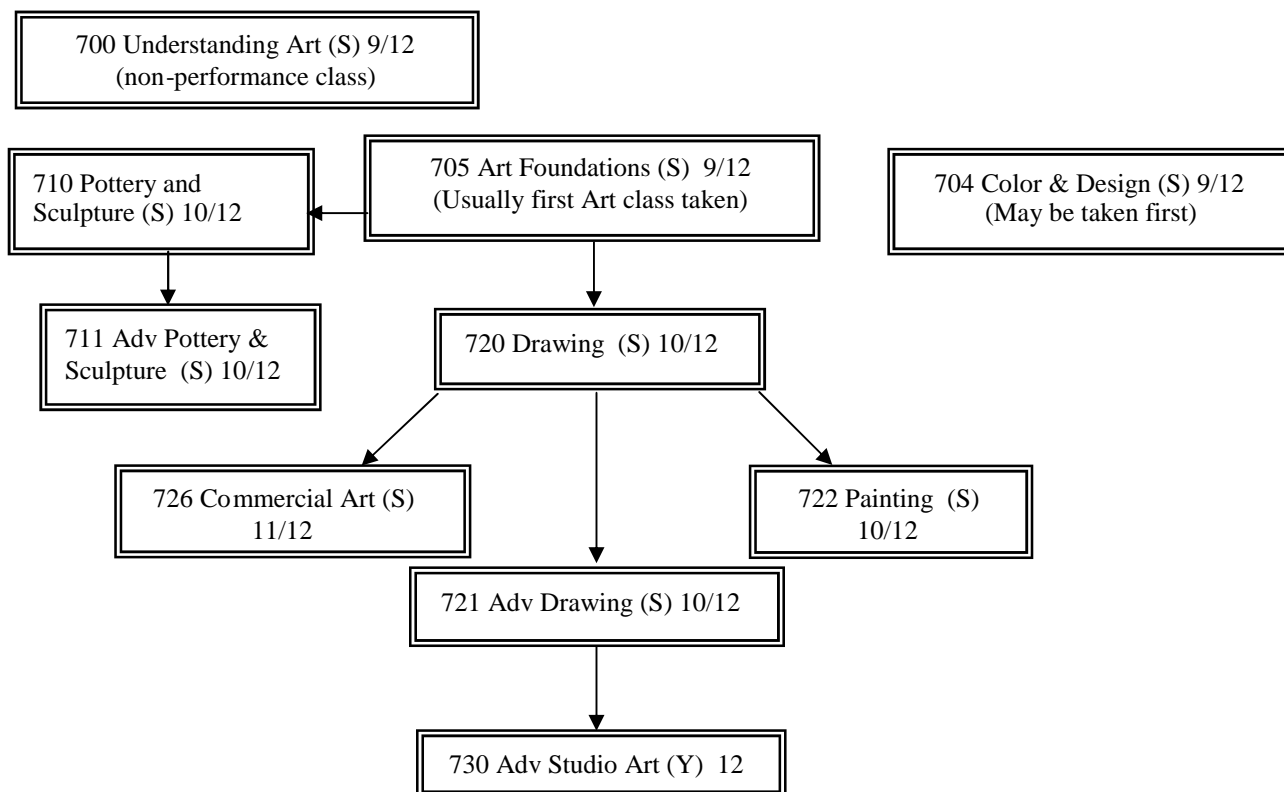
\* Diploma Programme Monograph, August 2002;  
Reprinted by permission from the IBO, 2002.



# **COURSE DESCRIPTIONS**

**2006 - 2007**

## 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.

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:** 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:** 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 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Accounting</b>	500 Personal Finance 504 Keyboarding & Input Technology	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
<b>Business Law</b>	500 Personal Finance	501 International Business	510 Business Law	510 Business Law
<b>Communications</b>	504 Keyboarding & Input Technology 506 Computer Technology Applications	519 Adv. CTA	507 Business Communications	507 Business Communications
<b>Economics &amp; Personal Finance</b>	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
<b>Information Systems</b>	504 Keyboarding & Input Technology 506 CTA	519 Advanced CTA	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
<b>Marketing</b>	500 Personal Finance 504 Keyboarding & Input Technology	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. Keyboarding and Input Technology is recommended for this class.

## BUSINESS

**500 PERSONAL FINANCE - 9/12** S 5 Credits

**Description:** Learn how to make good money decisions and become financially independent. Learn to save, invest and budget to maintain a good standard of living. Students will gain knowledge of good economic decision-making through the study of economics, consumerism, banking, saving and investments, credit, taxes and risk management (insurance).

**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 meet the challenges of culture, political and business differences. International economies, financing, social/cultural differences and career opportunities will be explored.

**Prerequisites:** None

**502 ACCOUNTING I – 10/12** Y 10 Credits

**Description:** Accounting is the universal language of business. Give yourself the tools to be successful in business by learning accounting as well as how to make a profit. This course teaches recording of financial transactions through manual and computerized problems. Spreadsheet applications and industry software are included. All college business majors are required to take college accounting. This course prepares you for college level accounting.

**Prerequisite:** None

**503 ACCOUNTING II - 11/12** Y 10 Credits

**Description:** Take your understanding of accounting to the next level. This course expands your ability to analyze and interpret financial data. You will broaden your understanding of assets, liabilities and stockholders' equity accounts. Accounting II is strongly recommended for students planning college study in business fields.

**Prerequisites:** Accounting I

**504 KEYBOARDING and INPUT TECHNOLOGY - 9/12** S 5 Credits

(formerly Computer Keyboarding)

**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

**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. Students will scan and import graphics, use the Internet, develop web pages, use e-mail systems, understand computer ethics, explore input technologies and learn desktop publishing fundamentals. Keyboarding skills are recommended.

**Prerequisite:** None

**507 BUSINESS COMMUNICATIONS - 11/12** S 5 Credits

**Description:** Learn effective written and oral business communication skills. Units of study include, but are not limited to the following: e-mail etiquette; international communication; listening skills; business letter writing, grammar and punctuation; business presentation; career development; teamwork; communication; and web page development.

**Prerequisites:** None

**508 BUSINESS PROCEDURES AND TECHNOLOGY - 10/12** Y 10 Credits

**Description:** Business Procedures and Technology will help students develop skills, concepts, and applications used in business today and to prepare for employment opportunities in today's rapidly changing business environment. Students will use computers and other technology to complete assignments.

**Prerequisites:** Keyboarding and Input Technology (formerly 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 AND TECHNOLOGY INTERNSHIP - 11/12** Y 10 Credits

**Description:** Prepare for employment through classroom instruction and supervised related on-the-job training in a local business. The school coordinates both experiences. Students who perform satisfactorily receive school credit and are paid 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 business skills students need to use on the job can include customer service, cashiering, counter-related skills, accounting, record keeping, filing, photocopying, or other related business skills.

**Prerequisites:** The student must be enrolled in Business Procedures and Technology class. If students have taken this course previously, they may enroll in any business course with permission of the Business Procedures Internship instructor.

**510 BUSINESS LAW - 11/12** S 5 Credits

**Description:** Explore principles and legal concepts used to make business decisions through the use of case studies, current events, guest speakers and classroom activities. This course will include a study of the legal system, law for minors, personal injury/torts, 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:** Eighty percent of all jobs require marketing related skills. Learn how a product/service moves from the initial stages of an idea to you as a consumer. Students will explore the basic functions of marketing: economics, pricing, promotion, product planning and place. 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 participate in DECA, a 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 will develop a market research analysis of local business and 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 in communications with Marketing II class. Through a 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.

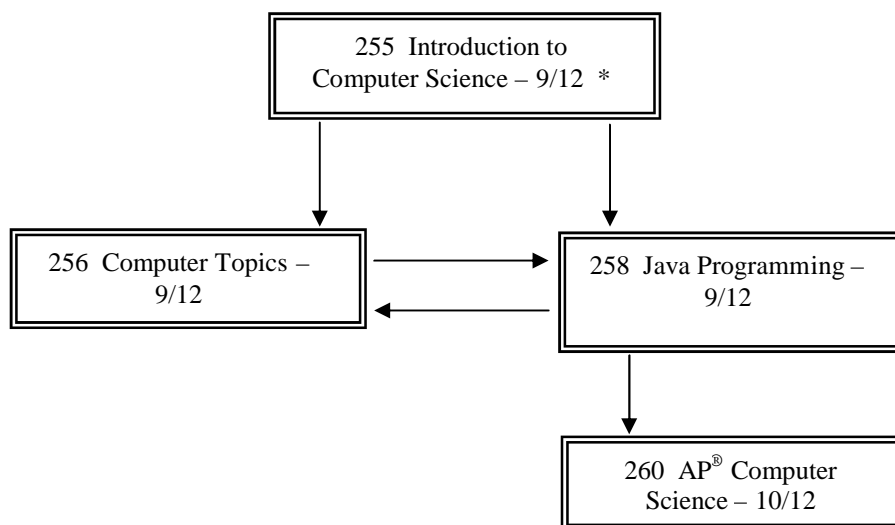
**Prerequisite:** Students must enroll in both Marketing II and Marketing Internship.

**519 ADVANCED COMPUTER TECHNOLOGY APPLICATIONS – 9/12** S 5 Credits

**Description:** Would you like to use your computer skills to get a job? This course gives students experience in integrating computer projects using word processing, spreadsheet, database, presentation, and publisher software, which might be encountered in a high tech company. Students will also get experience in multi-media projects using movie software. They will also gain web development experience using web software with graphics and animation capabilities. The emphasis is advanced integrated use of software leading to employment. Students will build a portfolio while developing electronic projects for class. School or community computer projects may also be provided to the Advanced Computer Technology Applications students. This course does not require a computer language/programming background.

**Prerequisites:** Computer Technology Applications

## COMPUTER SCIENCE



\* Students must complete Geometry before taking Introduction to Computer Science.

### 255 INTRODUCTION TO COMPUTER SCIENCE - 9/12

S 5 Credits

**Description:** Introduction to Computer Science, the first of four computer science courses offered in Millard, provides an exposure to computer technology. Students will design and write object-oriented computer programs, use databases and create web pages. Visual Basic.net is the primary language used in this course. In addition, students will use Alice and Dreamweaver. Completion of this course is a prerequisite for other computer science courses and satisfies Millard's technology education graduation requirement. **Does not count for mathematics credit.**

**Prerequisites:** Geometry

### 256 COMPUTER TOPICS - 9/12

S 5 Credits

**Descriptions:** In Computer Topics, students explore a variety of concepts: computer numbering systems, computer logic, structure of the central processing unit and microprocessor, multi-media, animation, fractal geometry, robotics and programming languages. Students will study areas of interest in depth.

**Does not count for mathematics credit.**

**Prerequisites:** Introduction to Computer Science.

### 258 JAVA PROGRAMMING 9/12

S 5 Credits

**Description:** This course is a prerequisite to Advanced Placement® Computer Science and is designed for college-bound students who will take one or more semesters of computer programming in college. Students will solve problems using the Java programming language. **Does not count for mathematics credit.**

**Prerequisites:** Introduction to Computer Science.

### 260 ADVANCED PLACEMENT® COMPUTER SCIENCE - 10/12

Y 10 Credits

**Description:** Advanced Placement® Computer Science, a continuation of Java programming, is designed for college-bound students. Students will solve problems using Java and a variety of object-oriented programming techniques. After completion of the course, students will be prepared to take the College Board Advanced Placement® examination. **Does not count for mathematics credit.**

**Prerequisite:** Java Programming

## ENGLISH LANGUAGE LEARNER (ELL)

### 989 ELL BASIC BEGINNER S 5 Credits

**Description:** This course is designed for students who are beginning to learn English as an additional language. Students enroll in three periods of this course every day at Millard North High School and two blocks every day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. The curriculum focuses on “survival English” and emphasizes development of vocabulary. Students begin to write words, sentences and paragraphs in English. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department.

### 980 ELL BEGINNER S 5 Credits

**Description:** This course is designed for students who have begun to learn English as an additional language, but still require a lot of language support. Students enroll in three periods of this course every day at Millard North High School and two blocks every day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Basic Beginner course.

### 991 ELL LOW INTERMEDIATE S 5 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in two periods of this course every day at Millard North High School and one block every day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Beginner course.

### 992 ELL HIGH INTERMEDIATE S 5 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in two periods of this course every day at Millard North High School and one block every other day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Low Intermediate course.

### 993 ELL ADVANCED S 5 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in one period every day at Millard North High School and one block every other day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL High Intermediate course.



## 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<sup>®</sup> English Literature and AP<sup>®</sup> English Language & Composition OR IB English HL I 11 and IB English HL II 12 (IB offered at MNHS only)
- One semester of an Oral Communications Course

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
- 047 AP English Language & Composition – 11/12
- 048 AP<sup>®</sup> English Literature – 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 55 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 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**

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

**047 ADVANCED PLACEMENT® ENGLISH LANGUAGE & COMPOSITION–11/12** Y 10 Credits

**Description:** AP® English Language & Composition is a course for juniors or seniors who are interested in pursuing rigorous, advanced studies in rhetoric. The course will concentrate on the analysis of college-level readings, sophisticated composition, and advanced research. Students will become skilled readers of complex texts from a variety of periods, disciplines, and rhetorical contexts. They will also demonstrate mastery of expository, analytical, and argumentative writing. Students will develop stylistic maturity using grammar, diction, and tone. Completion of this course will prepare students to take the national College Board Advanced Placement® Exam in English Language & Composition

**Prerequisites:** Student should be a junior or senior in standing and must have completed four semesters in English.

**048 ADVANCED PLACEMENT® ENGLISH LITERATURE - 12**

Y 10 Credits

**Description:** Advanced Placement® English Literature 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 10<sup>th</sup> or 11<sup>th</sup> 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 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Textiles</b>	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
<b>Foods &amp; Nutrition</b>	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
<b>Human Development &amp; Family</b>		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 10<sup>th</sup> or 11<sup>th</sup> 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:** 10<sup>th</sup> 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**

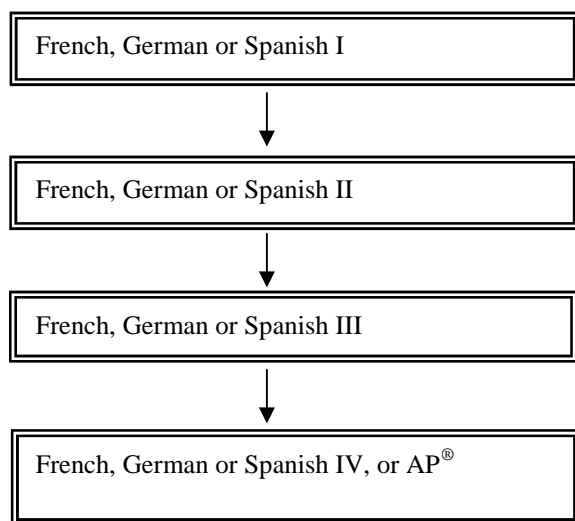
S 5 credits

**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.

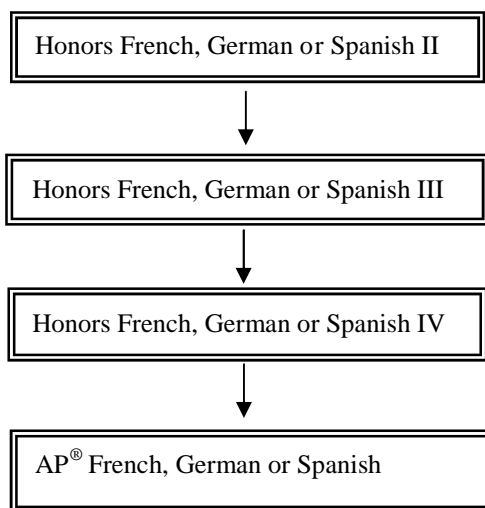
**Prerequisites:** None

## FOREIGN LANGUAGE

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



For students who have completed the equivalent of one year of a foreign language before 9<sup>th</sup> 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.

### 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<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> FRENCH - 12**

Y 10 Credits

**Description:** Advanced Placement<sup>®</sup> 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<sup>®</sup> 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.

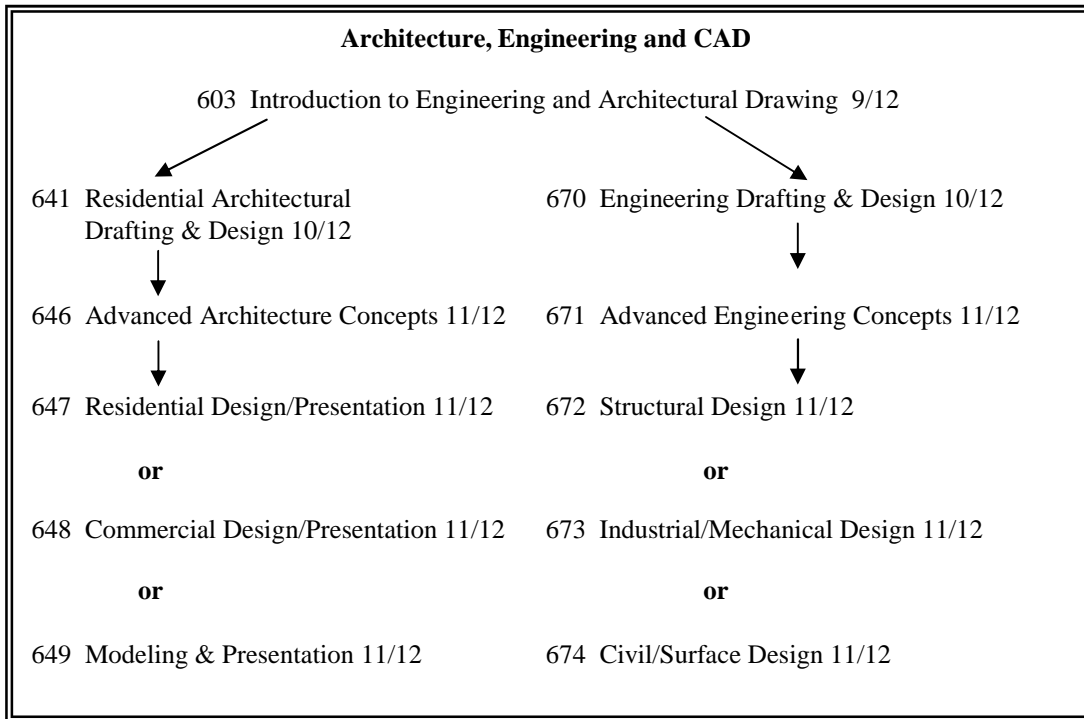
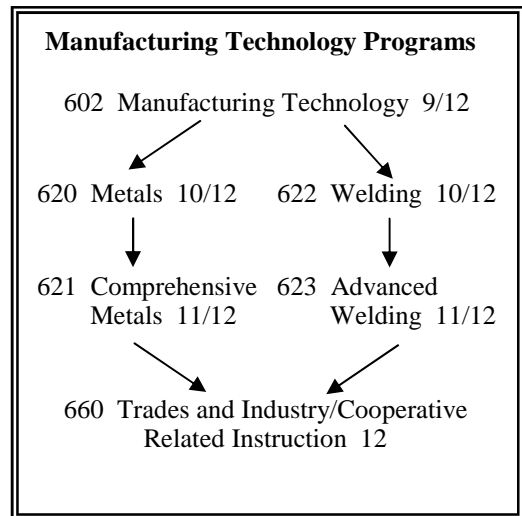
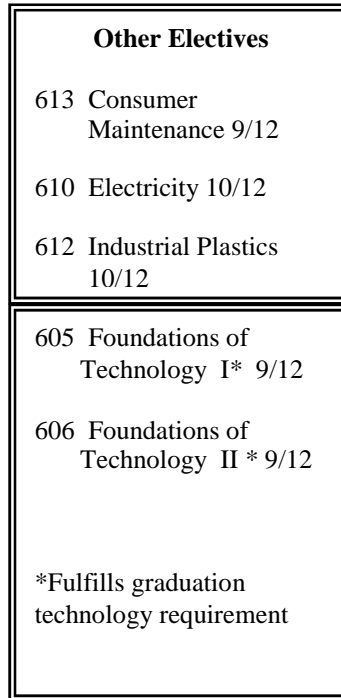
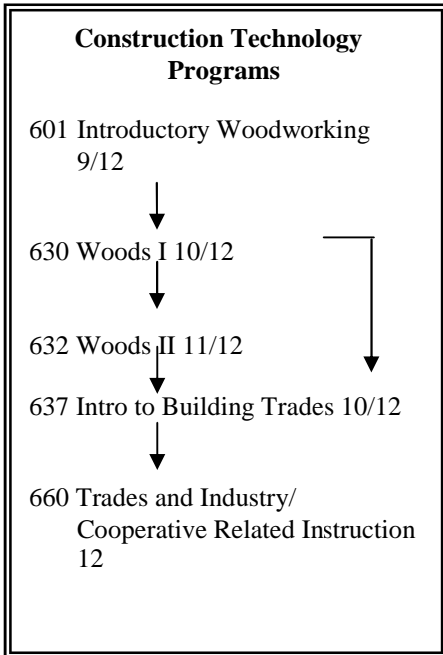
**Prerequisites:** Honors Spanish III or the equivalent.

**159 ADVANCED PLACEMENT<sup>®</sup> SPANISH - 12**

Y 10 Credits

**Description:** Advanced Placement<sup>®</sup> 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<sup>®</sup> exam in Spanish.

**Prerequisites:** Spanish IV or the equivalent.



## 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 INTRODUCTORY WOODWORKING (formerly Construction Technology) - 9/12      S      5 Credits**

**Description:** Introductory Woodworking 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

### **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:** Introductory Woodworking (formerly called 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**

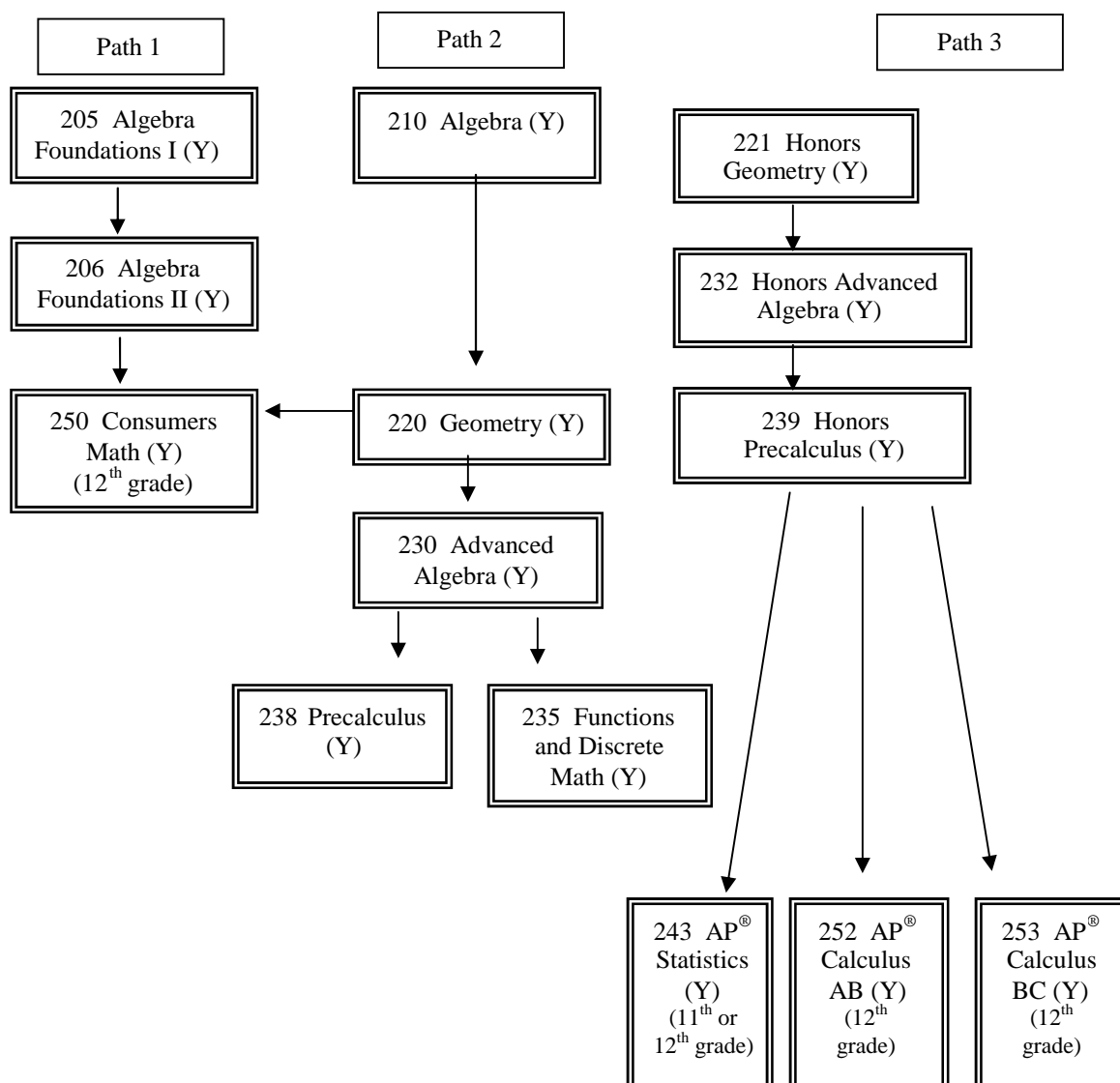
S 5 Credits

**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

### 797 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

### 734/732 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 1<sup>st</sup> semester and should be paired with 760 Symphonic Band for the 2<sup>nd</sup> semester class.

**Prerequisites:** Students should have passed their previous year of Band and completed an audition with the band director.

### 733/732 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 1<sup>st</sup> semester and should be paired with 762 Concert Band for the 2<sup>nd</sup> semester class.

**Prerequisites:** Students should have passed their previous year of Band and completed an audition with the band director.

### 735/732 WIND ENSEMBLE/ MARCHING BAND – 9/12

Y 10 Credits

**Description:** The course is for all 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> 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 1<sup>st</sup> semester and should be paired with 764 Wind Ensemble for the 2<sup>nd</sup> semester class.

**Prerequisites:** Students should have passed their previous year of Band and completed an audition with the band director.

### 738 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.

### 743 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.

**744 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.

**745 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.

**741 CHORUS - 9/12 (1<sup>st</sup> 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

**742 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

**798 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.

**799 ADVANCED PLACEMENT<sup>®</sup> 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.

### 9<sup>th</sup> 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

### 10<sup>th</sup> 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

### 11<sup>th</sup> & 12<sup>th</sup> 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, sweatpants or shorts, t-shirt or sweatshirt, 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 may qualify to receive the Red Cross Certification in Lifeguard Training. Optional lifeguard certification may include an additional charge. 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 older 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 elective 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.

<p>Courses designed students reading below grade level:</p> <p>052 Reading 9 053 Reading 10 054 Reading 11 055 Reading 12</p>	<p>Courses designed to support Basic English:</p> <p>056 Content Area Reading 9 057 Content Area Reading 10</p>	<p>Course designed for students reading on or above grade level:</p> <p>050 Study Skills – 9/12</p>
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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 9<sup>th</sup> grade level, reading will support Basic English 9, IPS or Basic IPS, and American History from 1914.

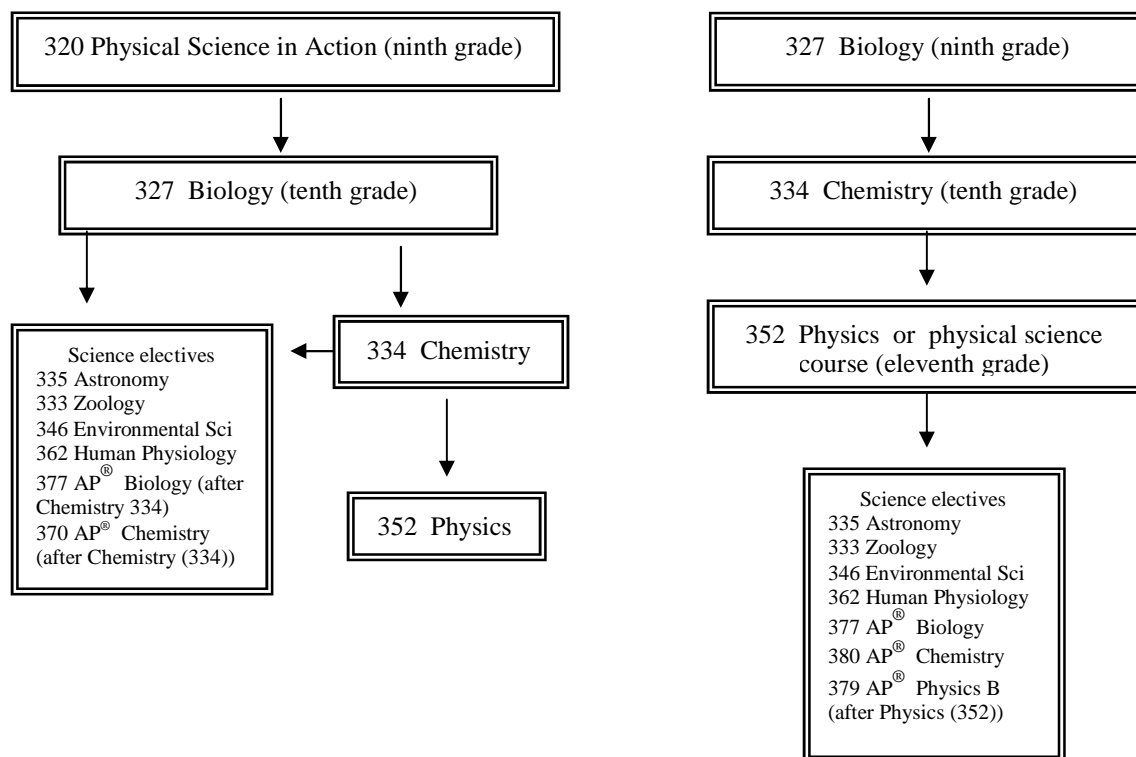
**Prerequisites:** None

**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 10<sup>th</sup> 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<sup>®</sup> 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

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

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<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> exam in Chemistry.

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

**377 ADVANCED PLACEMENT<sup>®</sup> BIOLOGY - 11/12**

Y 10 Credits

**Description:** AP<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> exam in Biology.

**Prerequisites:** Biology and Chemistry

**379 ADVANCED PLACEMENT<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> exam in Physics.

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



## SOCIAL STUDIES

### Required for Graduation

<b>9<sup>th</sup> Grade</b>	<b>410 American History Since 1914</b>
<b>10<sup>th</sup> Grade</b>	<b>412 World Geography</b>
<b>12<sup>th</sup> Grade</b>	<b>414 U.S. Government &amp; Economics</b>

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<sup>®</sup> 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<sup>®</sup> U.S. History 11/12  
 452 AP<sup>®</sup> Macro Economics 11/12

### World Perspectives

421 World Affairs 11/12  
 422 World Religions 11/12  
 420 World History 11/12  
 451 AP<sup>®</sup> 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® U.S. HISTORY - 11/12**

Y 10 Credits

(formerly called AP® American History)

**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 mastery 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

**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

**963 ADAPTIVE MUSIC – 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 expressive and receptive language, music concepts, and group socialization.

**Prerequisites:** Permission of Music instructor after consultation with Special Education case manager.

**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

### 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 standing.
- Complete the Advanced Standing Application and enroll at MCC within two years of high school graduation.
- Metropolitan Community College maintains dual credit agreements for courses 835-853.

### METROPOLITAN COMMUNITY COLLEGE ARTICULATED COURSES

<b>Millard Courses</b>	<b>Metropolitan Community College</b>
504 Computer Keyboarding	INFO 1005 Keyboarding
505 Computer Word Processing	INFO 1013 Keyboarding Skillbuilding
506 Computer Technology Applications	INFO 1001 Microcomputer Fundamentals
983 A+ Hardware, Software Troubleshooting	ELEC 1100 PC Troubleshooting
502 Accounting I	ACCT 1050 Bookkeeping
503 Accounting II	ACCT 1050 Bookkeeping <b>and/or</b> ACCT 1100 Accounting I
512 Marketing I/513 Marketing II	BSAD 1100 Principles of Marketing
527 Child Development	ECED 1150 Introduction to Early Childhood Education
981 CISCO Networking Academy I – Semester 1	ELEC 1200 CISCO Networking Fundamentals
981 CISCO Networking Academy I – Semester 2	ELEC 1210 CISCO Routing Fundamentals
982 CISCO Networking Academy II – Semester 1	ELEC 2220 CISCO Switching and LAN Design
982 CISCO Networking Academy II – Semester 2	ELEC 2230 CISCO Wide Area Networking
525 Culinary Skills	CHRM 1000 CHRM Orientation CHRM 1110 Vegetables & Starch Basics
601 Construction Technology	CNST 1050 Introduction to Carpentry
622 Welding/623 Advanced Welding	WELD 1300 Oxyacetylene Welding (OAW)
640 Engineering Drafting & Design	ARCH 1100 Beginning AutoCAD
641 Residential Architectural Drafting & Design	ARCH 1110 Intermediate AutoCAD or ARCH 1200 Woodframe Architecture
651 Foundations of Computer Graphics	GCAD 1010 Creativity: Concept Development
655 Foundations of Visual Graphics/ 656 Advanced Visual Graphics	PHOT 1110 Basic Photography
835 Theater Technology Apprenticeship Program I	RDLS 1400 Employability Skills THEA 1110 Theater Technology I THEA 2010 Script Analysis THEA 1120 Theater Technology II THEA 1130 Theater Technology III THEA 2982 Coop Study I THEA 2982 Coop Study II
835 Theater Technology Apprenticeship Program II	RDLS 1400 Employability Skills THEA 2110 Theater History I THEA 2120 Theater History II THEA 2160 Principles of Stage Lighting THEA 2150 Stage Rigging THEA 2983 Cooperative Study III THEA 2984 Cooperative Study IV THEA 2985 Cooperative Study V
836 HVAC Program I	RDLS 1400 Employability Skills HVAC 1000 Refrigeration Electrical Theory & Application HVAC 1010 Refrigeration Service Principles & Basic Automatic Controls HVAC 1020 Refrigeration Shop Practices HVAC 1210 Gas Heat RDLS Entrepreneurship

837 Auto Collision Technology – Year 1	RDLS 1400 Employability Skills AUTB 1000 Automotive Welding AUTB 1200 Non-Structural Repair I AUTB 1010 Automotive Welding II AUTB 0981 Technical Academy Internship RDLS Entrepreneurship
838 Automotive Technology – Year 1	RDLS 1400 Employability Skills AUTT 1000 AUTT 1010 Intro to Auto Service & Minor Repair AUTT 1510 Brakes System RDLS Entrepreneurship
838 Automotive Technology – Year 2	AUTT 0981 Internship AUTT 2310 Suspension Systems AUTT 1210 Automotive Electricity and Electronics
841 Career Based Horticulture and Landscaping -	RDLS 1400 Employability Skills HORT 1100 Introduction to Horticulture HORT 1211 Evergreen & Groundcovers: Culture & Identification HORT 1215 Interiorscaping & Houseplants HORT 1112 Annuals: Culture & Identification HORT 1113 Turf Grass Management RDLS Entrepreneurship
842 Criminal Justice	RDLS 1400 Employability Skills CRIM 1010 Introduction to Criminal Justice CRIM 2000 Criminal Law CRIM 2030 Police and Society RDLS Entrepreneurship
843 Electrical Technology	RDLS 1400 Employability Skills ELTR 1200 Basic Electricity ELTR 1210 Residential Wiring I ELTR 2220 Residential Wiring II ELTR 1230 Low Voltage Wiring ELTR 1220 Commercial Wiring RDLS Entrepreneurship
844 Legal Assistant	RDLS 1400 Employability Skills LAWS 1100 Legal Assistant LAWS 1101 Introduction to Law POLS 2060 The Constitution RDLS Entrepreneurship
845 Diesel Service Technology	DESL 0100 Introduction to Diesel Mechanics RDLS 1400 Employability Skills DESL 1100 Diesel Engine Fundamentals DESL 1000 Introduction to Service DESL 2100 Fundamentals of Diesel Transmissions & Torque Converters RDLS Entrepreneurship
846 Microcomputer Information Technology	RDLS 1400 Employability Skills INFO 1002 Intro to Information Technology INFO 1311 HTML/XHTML INFO 1321 Preparing Web Graphics and Multi-media INFO 1316 Dreamweaver I RDLS Entrepreneurship
847 Small Engines/Machining - Year I	RDLS 1400 Employability INCT 1400 Intro to Precision Machine Technology INCT 1304 Small Engine Repair INCT 1410 Precision Lay-Out and Finishing INCT 1420 Basic Engine Lathe INCT 1421 Basic Milling Machine RDLS Entrepreneurship



848 Small Engines/Machining - Year II	RDLs 1400 Employability INCT 1422 Basic Grinding and Machine Setup INCT 2420 Intermediate Lathing INCT 2422 Intermediate Grinding Machines INCT 2421 Intermediate Milling Machines INCT 2410 C.N.C. Milling INCT 2440 Advanced Machining Process RDLs Entrepreneurship
849 Graphic Communication Arts	RDLs 1400 Employability Skills ARTS 1010 Drawing and 2-D Design GCAD 1010 Creativity: Concept Development GCAD 1020 Intro to Computer Methods RDLs Entrepreneurship
852 Welding Technology – Year I	RDLs 1400 Employability Skills WELD 1010 Print Reading & Layout for Welders I WELD 1200 GMAW (MIG) Steel I WELD 2200 GMAW (MIG) Steel II DRAF 110a AutoCAD Fundamentals I WELD 2240 Flux-cored Arc Welding RDLs Entrepreneurship-
853 Welding Technology-Year II	WELD 2241 Flux-cored Arc Welding II WELD 1020 Print Reading & Layout for Welders II WELD 2220 GMAW (MIG) Stainless WELD 2230 GMAW (MIG) Aluminum DRAF 110b AutoCAD Fundamentals II WELD 1700 Introductory Fabrication

**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 AIR CONDITIONING, REFRIGERATION & HEATING TECHNOLOGY – 11/12**

Y 10 Credits

(formerly HVAC Youth Apprenticeship Program)

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Elkhorn and South Omaha Campuses of Metropolitan Community College. The student will complete Refrigeration Electrical Theory & Application (HVAC 1000), Refrigeration Service Principles & Basic Automatic Controls (HVAC 1010), Refrigeration Shop Practices (HVAC 1020), Gas Heat, (HVAC 1210) and Employability Skills and Entrepreneurship.

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

**837 AUTO COLLISION TECHNOLOGY – Year 1 - 11/12**

Y 10 Credits

(formerly Auto Body Technology)

**Description:**

This 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. The student will complete Automotive Welding (AUTB 1000), Non-Structural Repair I (AUTB 1200), Automotive Welding II (AUTB 1010), Technical Academy Internships (AUTB 0981) and Employability Skills and Entrepreneurship. 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 Automotive Fundamentals (AUTT 1000), Introduction to Auto Service & Minor Repair (AUTT 1010), Auto Electricity and Electronics (AUTT 1210), Brake Systems (AUTT 1510), Technical Academy Internships (AUTT 2981, 2982, 2983) and Employability Skills and Entrepreneurship. 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 CAREER BASED HORTICULTURE AND LANDSCAPING – 11/12** Y 10 Credits

(formerly Horticulture)

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha campus of Metropolitan Community College. The student will complete Introduction to Horticulture (HORT 1100), Evergreen and Groundcovers: Culture and Identification (HORT 1211), Interior Landscaping & Houseplants (HORT 1215), Annual: Culture and Identification (HORT 1112), Turfgrass Management (HORT 1113), and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**842 CRIMINAL JUSTICE – 11-12** Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Center Campus. Students will complete Introduction to Criminal Justice (CRM 1010), Police and Society (CRIM 2030), and Criminal Law (CRIM2000). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**843 ELECTRICAL TECHNOLOGY – 11/12** Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Basic Electricity (ELTR 1200), Residential Wiring I (ELTR 1210), Residential Wiring II (ELTR 2220), Low Voltage (ELTR 1230), and Commercial Wiring (ELTR 1220). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**844 LEGAL ASSISTANT – 11/12** Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Constitutional Law (POLS 2060), Family Law (LAWS 2322), Clinical Credit (LAWS 2900), Introduction to Law (LAWS 1101), and Criminal Law and Procedure (LAWS 2324). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**842 DIESEL SERVICE TECHNOLOGY – Year 1 – 11/12** Y 10 Credits

**Description:** This 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. The student will complete Introduction to Diesel Mechanics (DESL 0100), Diesel Engine Fundamentals (DESL 11100), Introduction to Service (DESL 1000), Fundamentals of Diesel Transmissions & Torque Converters (DESL 2100), Technical Academy Internships (AUTB 0981) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**846 MICROCOMPUTER INFORMATION TECHNOLOGY** Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Center Campus. Students will complete Introduction to Information Technology (INFO 1002), HTML/HTML (INFO 1311), Preparing Web Graphics and Multi-media (INFO 1321); Dreamweaver I (INFO 1316) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**847 SMALL ENGINES/MACHINING YEAR I – 11/12**

Y 15 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Introduction to Precision Machine Technology (INCT 1400), Small Engine Repair (INCT 1304), Precision Lay-out and Finishing (INCT 1410), Basic Engine Lathe (INCT 1420), Basic Milling Machine (INCT 1421) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**848 SMALL ENGINES/MACHINING – YEAR II – 11/12**

Y 15 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Basic Grinding and Machine Setup (INCT 1422), Intermediate Lathing (INCT2420), Intermediate Grinding Machines (INCT 2422), Intermediate Milling Machines (INCT 2421), CNC Milling (INCT 2410), Advanced Machining Process (INCT 2440). and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**849 GRAPHIC COMMUNICATION ARTS – 11/12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete Drawing and 2-D Design (ARTS 1010), Creativity: Concept Development (GCAD 1010), Introduction to Computer Methods (GCAD 1020), and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**852 WELDING I – YEAR I – 11/12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will Print Reading & Layout for Welders I (WELD 1010), GMAW (MIG) Steel I (WELD 1200), GMAW (MIG) Steel II (WELD 2200), AutoCAD Fundamentals I (DRAF 110a), Flux-cored Arc Welding (WELD 2240), and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**853 WELDING TECHNOLOGY – YEAR II – 11/12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will Flux-cored Arc Welding II (WELD 2241), Print Reading & Layout for Welders II (WELD 1020), GMAW (MIG) Stainless (WELD 2220), GMAW (MIG) Aluminum (WELD 2230), AutoCAD Fundamentals II (DRAF 110b), Introductory Fabrication (WELD 1700) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

**Prerequisites:** Approved application and interview. Contact your counselor for 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.

**NF NEW FRONTIER - 9/10**

Y 50 Credits

**Description:** This two-year program for 9<sup>th</sup> and 10<sup>th</sup> 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.

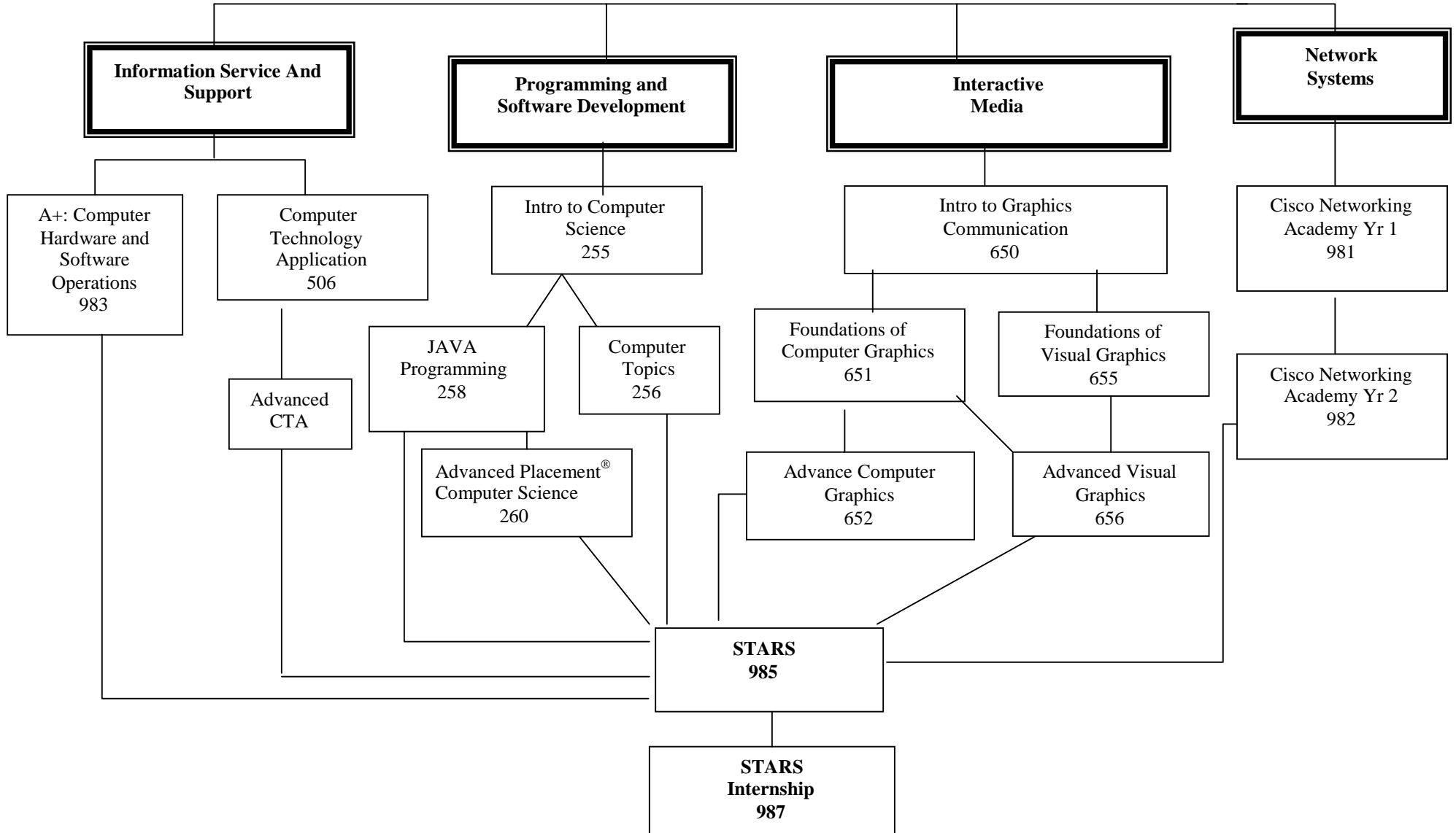
**ACCELERATED PROGRAMS**

Accelerated programs for qualified students in Grades 9 through 12 are available in math, English and foreign language.

1. Advanced Placement<sup>®</sup> courses are available in English Language and Composition, English Literature, U.S. 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<sup>®</sup> tests are administered for these courses and are also available for able students in other advanced programs.
2. Early-entry college courses are available through local institutions such as the University of Nebraska Omaha (UNO), Creighton and Metropolitan Community College. Selected AP<sup>®</sup> courses are available for early entry enrollment through Peru State College and UNO.
3. Dual Enrollment with Metro Community College Articulated Agreement for high school credit and the University of Nebraska Omaha (UNO).

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.

**Information Technology Cluster Pathways**



## INFORMATION TECHNOLOGY MINI-MAGNET

### **650 INTRODUCTION TO GRAPHICS COMMUNICATIONS – 9/12** S 5 Credits

**Description:** An exploratory level class designed to introduce the student to the tools and techniques used in Graphic Communications. Activities provide the basis necessary for visual graphic classes, including computer graphics, desktop publishing, and visual arts (basic black and white photography and videography) exercises. Students may be asked to donate money, materials, or equipment to defray costs of consumable materials or to provide personal equipment. Meets technology requirement for graduation.

**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 may be asked to donate a roll of film, photography paper, and mat board (available for purchase at school). 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 introduces the student to the basic networking field. Students will learn to configure routers, routing protocols, control access lists, and Cisco IOS software. Instruction is delivered via online instruction and lab activities.

**Prerequisites:** Algebra 210 and 3.0 GPA or counselor recommendation. Keyboarding, CTA, and A+ are highly recommended.

**982 CISCO NETWORKING ACADEMY II - 12**

Y 10 Credits

**Description:** The second year of the academy focuses on intermediate routing skills and basic switching theories. Students will also be introduced to WAN technologies. Instruction is delivered via online instruction and lab activities.

**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 10<sup>th</sup> grade with a 2.5 grade point or counselor recommendation.

**985 STARS – 11/12**

Y 10 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, technology, and work related skills. Students will use state of the art technology equipment and applications and complete a technology project. In addition, all students will be issued a Pocket PC to develop organizational skills. Students will also participate in job shadowing opportunities during classroom time and will be able to enroll in STARS Internship concurrently.

**Prerequisites:** Completion of the Technology Mini-Magnet strands, permission from Mini Magnet Staff and completed application.

**987 STARS INTERNSHIP – 11/12**

Y 10 Credits

**Description:** This cooperative work program provides an opportunity for students to prepare for employment through on-the-job training in cooperating local businesses. STARS Internship is designed to provide students with computer related work experience in conjunction with STARS class. Through the part-time position, a student can enhance his/her skills in technology. Students performing satisfactorily receive school credit and are paid an hourly wage by the business. Students may obtain a part-time job through the teacher or they may seek one on their own subject to approval.

**Prerequisite:** The student must be enrolled in the STARS class concurrently.







**2006-2007**  
**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 2006 - 2007 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

## Diploma Paths Announced for Classes of 2008 and Beyond

A world-class school district facilitates student goal-setting. Therefore, beginning with the Class of 2008, high school students in the Millard Public Schools will choose a diploma path to pursue during their high school years. In addition to the Regular Diploma, there are two categories of diplomas that students may choose from. One diploma path, the Liberal Arts path, specifically addresses the needs of students who plan to attend a four-year college after graduation. The second diploma path, the Specialty path, focuses on the needs of students who plan to specialize in a particular field after graduation. Both paths include incentive categories by which students can achieve a more rigorous diploma by taking more classes and achieving a higher GPA. These incentive categories are labeled "Commended" and "Distinguished." The minimum requirements for the diploma paths and categories are outlined below:

<b>Criteria</b>	<b>Regular</b>	<b>Liberal Arts Commended</b>	<b>Liberal Arts Distinguished</b>	<b>Specialty Commended</b>	<b>Specialty Distinguished</b>
English	40	45	45	40	40
Math	25	40	40	25	25
Social Studies	30	30	30	30	30
Science	25	30	30	25	25
Foreign Language	0	20	20	0	0
Additional Core Credits			40		
Physical Education	15	15	15	15	15
Everyday Living	5	5	5	5	5
Technology	5	5	5	5	5
Arts	5	5	5	5	5
Human Resource	5	5	5	5	5
Electives	70	35	0	50	35
Specialty Area				30	50
AP/IB Credits		20	40		
Total Credits	225	235	240	235	240
GPA		3.0 Overall	3.5 Overall	3.0 in Spec. Area; 2.0 Overall	3.5 in Spec. Area; 2.5 Overall

Specialty Areas for 06-07 include Industrial Technology, Family and Consumer Science, Fine and Performing Arts, Business, Technology, Health Occupations. Students may choose to change diploma paths and/or incentive categories during their high school years. These diploma paths function as one tool to help students set goals challenging themselves to reach their full potential. It supports the philosophy that the path to graduation begins much earlier than senior year.

**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 <sup>th</sup> Grade  Biology – 10 <sup>th</sup> Grade Choice of Science Electives numbered 333 or higher <b>OR</b> Biology – 9 <sup>th</sup> Grade Chemistry or Physics – 10 <sup>th</sup> 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
<b>CREDIT SUMMARY:</b>				**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.
		<b>Total Credits</b>		
English (5 credits must be from Oral Communications)	40			
Social Studies	30			
Mathematics	25			
Science	25			
Physical Education	15			
Health Education	5			
Technology Education	5			
Fine & Performing Arts	5			
Human Resources	5			
Electives	<u>70</u>			
<b>Totals</b>	<b>225</b>			
Assessment Requirements: Students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, math, science, and social studies.				

## **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 15 include the following courses:

### **ENGLISH SELECTED ELECTIVES**

British Literature

World Literature

Career English

Shakespeare

AP<sup>®</sup> English Language and Composition

AP<sup>®</sup> English Literature

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<sup>®</sup> Macro Economics

AP<sup>®</sup> U.S. History

### **WORLD PERSPECTIVES COURSES**

World History

World Affairs

World Religions

AP<sup>®</sup> European History

### **HUMAN RESOURCES COURSES**

Introduction to Behavioral Sciences

Sociology

Psychology

AP<sup>®</sup> Psychology

Adult Living

Child Development

### **TECHNOLOGY EDUCATION**

Computer Technology Applications

Introduction to Computer Science

Foundations of Technology

### **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<sup>®</sup> (AP<sup>®</sup>) 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<sup>®</sup>) (IB/DP)</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 (in Millard West block, 10 credits per quarter) 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.



## 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. 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.

1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
2. 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 successful completion of the required number of credits, the student shall be eligible for a graduation diploma from the Millard Public Schools.
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, 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 Outcomes assessment(s) without achieving the cutscore, students may register with the Associate Superintendent for Educational Services to participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies.

#### 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.

## COLLEGE PLANNING

Each year many colleges and universities must provide college students with remedial non-credit courses in order to bring their ability up to the college level. This lack of preparation is directly related to the level to which students challenge themselves during their high school career. Because each student's college and career plans vary, the following are MINIMAL guidelines:

1. Take the most challenging classes. Nothing speaks louder to college admissions officers than a strong and demanding high school record.
2. Take a variety of courses from different subject areas. High school is the time to develop interests and to try something new.
3. Take as many core classes that will fit into your schedule. This is the best preparation for the ACT/SAT test and will also enhance your success in college classes.

Not every student is ready for a four-year college right after high school. Local community colleges and technical institutions may prepare you for employment following studies of two years (or less). Regardless of the path you choose, be academically prepared! Taking easy classes will not help you to be successful in college.

### ACT SCORES AND CORE CURRICULUM

ACT scores are one of the best predictors of being prepared for and successful in college. Since 1987, ACT has provided schools with test scores of students who completed ACT's defined core curriculum, compared to students who do not complete a core curriculum. The ACT core curriculum consists of:

- English – 4 years or more
- Math – 3 years or more (including Algebra, Geometry and Advanced Algebra)
- Social Studies – 3 years or more
- Natural Sciences – 3 years or more (including Physical Science, Biology and Chemistry)

Millard courses that are recognized by ACT as core curriculum are indicated by an asterisk (\*) on the High School Offerings list, beginning on page 16. Students who reported that they completed or planned the core curriculum have higher ACT scores. In 2003/2004, students who reported that they completed or planned to take core curriculum scored an average of 23.3 on the ACT. Those who completed less than the recommended core curriculum scored an average of 19.9.

**Based on this information, it is imperative that college-bound students take the recommended core curriculum. Hence, you will not be allowed to drop core classes unless the student is improperly placed, as determined by the teacher and counselor.**

### 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](http://www.ncaa.org) or [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

NAIA: [www.naia.org](http://www.naia.org) NJCAA: [www.njcaa.org](http://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](http://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.

“For students entering college on or after August 1, 2005, computer science courses may be used as core courses only if your high school grants graduation credit in math or natural or physical science for them, and if the courses appear on your high school’s core course list as a math or science course.”

The move to 16 core courses applies to Division I only in August 2008.

\*\*\* 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 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.

#### POST-SECONDARY OPPORTUNITIES

##### a. EARLY ENTRY COLLEGE OPPORTUNITIES

Selected AP<sup>®</sup> 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 2005-2006 are from \$58.00-\$116.00 per credit hour including extended campus fee at Peru State and \$200.00 per course at UNO (2006-2007 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<sup>®</sup> exam.

##### b. ADVANCED PLACEMENT<sup>®</sup>

The Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>) is a cooperative educational endeavor between secondary schools and colleges and universities. Advanced Placement<sup>®</sup> courses provide motivated students with the opportunity to take college-level courses in a high school setting. Based on student performance on rigorous AP<sup>®</sup> 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<sup>®</sup> 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.

In the spirit of this result, we recommend that all students who consider themselves college bound be encouraged to take at least one AP<sup>®</sup> course during their high school career. Research supports the fact that even students who take an AP<sup>®</sup> course and test but earn only a 1 or 2 on that test do better in college than students who have not taken an AP<sup>®</sup> course.

##### c. METROPOLITAN COMMUNITY COLLEGE

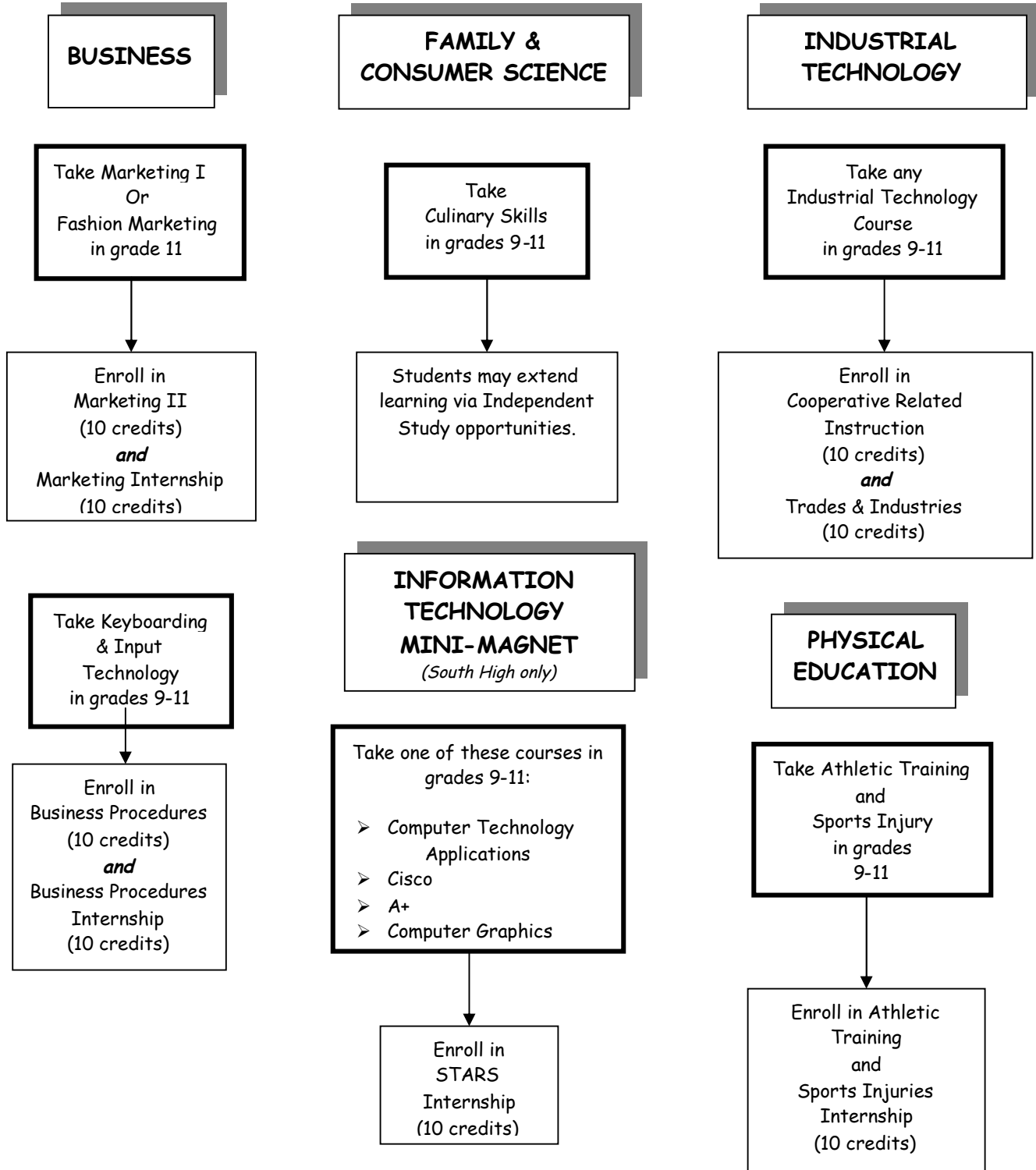
Millard Public Schools and Metropolitan Community College (MCC) maintain an articulation agreement for the **COURSES LISTED ON PAGE 71**. Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

- Obtain a grade of "B" or better in the course(s) to be considered for advanced standing.
- Complete the Advanced Standing Application and enroll at MCC within two years of high school graduation.
- Metropolitan Community College maintains dual credit agreements for courses 835-853. **See page 71 for these courses.**

# Juniors & Seniors

## Gain work experience & earn credit !

Enroll in the following Work Study Courses



**See your counselor or advisor to enroll**

**TENTATIVE HIGH SCHOOL PROGRAM  
Planning Sheets**

**NINTH GRADE**

1.	English 9 (two semesters)	10
2.	American History (two semesters)	10
3.	Integrated Physical Science (two semesters) or Biology	10
4.	Math: _____ (two semesters)	10
5.	Physical Education	Oral Communications** or Elective: _____
6.	Elective: _____	Elective: _____
7.	Elective: _____ or ** Fine Arts	Elective: _____
8.	Elective: _____	Elective: _____
		<b>TOTAL: _____</b>

**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: _____ <b>or **Technology</b>	Elective: _____
7.	Elective: _____	Elective: _____ or Everyday Living ***
8.	Elective: _____	Elective: _____
		<b>TOTAL _____</b>

\*\* 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.

<b>* ELEVENTH GRADE</b>	<b>CREDITS</b>
<b>1. English (two semesters)</b>	<b>10</b>
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
	<b>TOTAL: _____</b>

<b>* TWELFTH GRADE</b>	
<b>1. United States Government &amp; Economic (Civics)</b>	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
	<b>TOTAL: _____</b>

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

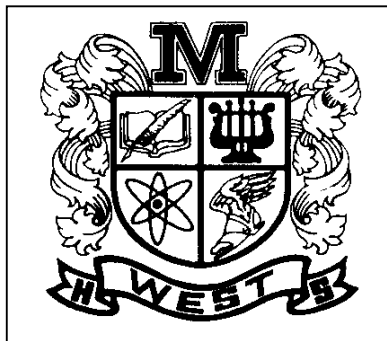
At Millard West, we are on a four period day, four semesters a year schedule.

- 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 2006-2007

225

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

\*ACT Core Curriculum (see p. 8)

### **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 Keyboarding and Input Technology – 9/12 S  
(formerly called Computer Keyboarding)
- 505 Computer Word Processing – 9/12 S
- 506 Computer Technology Applications – 9/12 S
- 507 Business Communications – 11/12 S
- 508 Business Procedures and Technology – 11/12 2S
- 509 Business Procedures and Technology  
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 – 9/12 S
- 258 JAVA Programming – 9/12 S
- 260 Advanced Placement<sup>®</sup> Computer Science – 10/12 2S

### **English Language Learners (ELL)** (North & South Only)

- 989 ELL Basic Beginner
- 990 ELL Beginner
- 991 ELL Low Intermediate
- 992 ELL High Intermediate
- 993 ELL Advanced

### **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

### **English** (continued)

- 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
- 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
- 047\* Advanced Placement<sup>®</sup> English Language  
and Composition – 11/ 12 2S
- 048\* Advanced Placement<sup>®</sup> English  
Literature – 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<sup>®</sup> 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<sup>®</sup> 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 Introductory Woodworking– 9/12 S  
 ( Formerly Construction Technology)  
 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 Pres – 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**

- 797 The Music Consumer – 9/12 S  
 778 Symphonic Band/Marching Band – 10/12 Y  
 783 Orchestra – 9/12 Y  
 786 Concert Band/Marching Band – 9 Y  
 788 Varsity Choir – 10/12 Y  
 791 Junior Varsity Choir – 10/12 Y

- 792 Freshman Choir – 9 Y 226  
 793 Freshman Choir – 9 2S (1st & 2nd Semester)  
 794 Freshman Choir – 9 2S (3rd & 4th Semester)  
 798 Music Theory – 9/12 S  
 799 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  
 056 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  
 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® U.S. 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

- 844 Legal Assistant – 11/12 Y 227  
 845 Diesel Service Technology – 11/12 Y  
 846 Microcomputer Information Technology – 11/12 Y

### **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  
 932 Essentials of Biology - 10 2S  
 933 Essentials of Human Physiology I - 9/12 S  
 (formerly Essentials of Physiology and Health)  
 934 Essentials of Human Physiology II - 9/12 S  
 935 Essentials of Environmental Science – 11/12 S  
 940 Fundamental Social Studies - 9/12 2S  
 941 Essentials of American History (since 1914) -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  
 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

### **Special Programs**

- 835 Theatre Technology Apprenticeship Program  
 836 Air Conditioning, Refrigeration & Heating  
 Technology  
 (formerly HVAC Youth Apprenticeship Program)  
 837 Auto Collision Technology – Year 1 – 11/12 Y  
 (formerly Auto Body Technology)  
 838 Automotive Technology – Year 1 – 11/12 Y  
 838 Automotive Technology – Year 2 – 11/12 Y  
 841 Career Based Horticulture and Landscaping 11/12  
 Y (formerly Horticulture)  
 842 Criminal Justice – 11/12 Y  
 843 Electrical Technology – 11/12 Y

### **Special Programs (continued)**

- 847 Small Engines/Machining Year I – 11/12 Y  
 848 Small Engines/Machining – Year II – 11/12 Y  
 849 Graphic Communication Arts – 11/12 Y  
 852 Welding I – Year I – 11/12 Y  
 853 Welding Technology – Year II – 11/12 Y  
 980 Community Internship - 12  
 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 2005). **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 - 11/12  
 987 STARS Internship – 11/12  
 255 Introduction to Computer Science – 9/12  
 256 Computer Topics – 9/12  
 258 Java Programming – 9/12  
 260 Advanced Placement® Computer Science – 9/12  
 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 Middle Years Programme (IB-MYP)\***

The Millard Public School District offers students the opportunity to participate in an internationally recognized program at Millard North High School. The Middle Years Programme (MYP) provides a framework of academic challenge and life skills for students aged 11-16 years. The program offers an educational approach that embraces yet transcends traditional school subjects. The program is devised to help students develop the knowledge, attitude and skill to participate actively and responsibly in a changing and increasingly interrelated world. It includes problem solving and analysis which leads to critical thinking. The MYP is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside.

The program aims to enable students to:

- build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
- acquire knowledge and understanding and prepare for further learning
- recognize the extent to which knowledge is interrelated
- learn to communicate effectively in a variety of ways
- develop a sense of personal and cultural identity and a respect for themselves and for others
- acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship.

**This program requires enrollment at Millard North High School.** This is a two-year program at the high school in which students must enter at the 9<sup>th</sup> grade level and continue through the 10<sup>th</sup> grade. It is not necessary for a student to have participated at the middle school level. The MYP is not a prerequisite to the Diploma Programme. This program is one of several paths to the IB Diploma Programme but neither guarantees entrance nor success in the Diploma Programme. Students must sign up for the Middle Years Programme during registration.

\*Millard North is currently considered a candidate MYP school by IBO.

The Middle Years Programme is taught through the regular Millard North curriculum. Students will take courses in eight subject areas during the 9<sup>th</sup> & 10<sup>th</sup> grade years.

**Middle Years Programme Classes**

<b>9<sup>th</sup> Grade (beginning in 2006-07)</b>	<b>10<sup>th</sup> Grade (beginning in 2007-08)</b>
<b>Language A</b> English 9 <i>Or</i> Honors English 9	<b>Language A</b> English 10 <i>Or</i> Honors English 10
<b>Humanities</b> American History	<b>Humanities</b> World Geography
<b>Science</b> Physical Science in Action <i>Or</i> Biology	<b>Science</b> Biology <i>Or</i> Chemistry
<b>Mathematics</b> Algebra <i>Or</i> Geometry <i>Or</i> Honors Geometry <i>Or</i> Advanced Algebra <i>Or</i> Honors Advanced Algebra	<b>Mathematics</b> Geometry <i>Or</i> Honors Geometry <i>Or</i> Advanced Algebra <i>Or</i> Honors Advanced Algebra <i>Or</i> Honors Precalculus
<b>Language B</b> Spanish I <i>Or</i> Honors Spanish II French I <i>Or</i> Honors French II German I <i>Or</i> Honors German II	<b>Language B</b> Spanish II <i>Or</i> Honors Spanish III French II <i>Or</i> Honors French III German II <i>Or</i> Honors German III
<b>Technology*</b> Computer Technology Applications	<b>Physical and Health Education*</b> Everyday Living <i>Or</i> Sports Skills
<b>Arts*</b> Visual – Art Foundations <i>Or</i> Instrumental – Band <i>Or</i> Orchestra	

### **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 Diploma Programme is a rigorous two-year program of study in the 11<sup>th</sup> and 12<sup>th</sup> 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 8<sup>th</sup> grade year in order to take the necessary Diploma Programme prerequisites. Students must be in Honors English, Honors Foreign Language, and preferably Honors Math in 9<sup>th</sup> and 10<sup>th</sup> 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:

<p>016 IB English HL I – 11          017 IB English HL II – 12          070 IB Theatre Arts SL – 11/12          071 IB Theatre Arts HL I – 11          072 IB Theatre Arts HL II – 12          120 IB/AP<sup>®</sup> German SL          140 IB/AP<sup>®</sup> French SL          160 IB Spanish SL          161 IB/AP<sup>®</sup> Latin SL          245 IB Mathematics HL I – 11          246 IB Mathematics HL II – 12          247 IB Mathematical Studies SL          248 IB Mathematics SL          263 Introduction to IB Computer Science I – 9/11 S          (North only)          264 IB Introduction to IB Computer Science II – 9/11 S          (North only)          265 Computer Science SL – 11/12 Y          266 IB/AP Computer Science HL I – 11/12 Y          267 IB Computer Science HL II – 12 Y          321 Introduction to IB Chemistry and IB Physics          363 IB Chemistry SL          371 IB/AP<sup>®</sup> Chemistry HL I – 11          372 IB Chemistry HL II – 12          375 IB Biology SL          376 IB Biology HL I – 11          378 IB Biology HL II – 12          380 IB Physics SL – 11/12          418 IB 20<sup>th</sup> Century World History Topics          433 IB Psychology SL          455 IB History of the Americas HL          706 Intro to IB Visual Arts – 10          732 IB Visual Arts SL          733 IB Visual Arts HL I – 11          734 IB Visual Arts HL II – 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</p>	<p><i>HL = Higher Level</i>  <i>SL = Standard Level</i></p>
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\* Diploma Programme Monograph, August 2002;  
 Reprinted by permission from the IBO, 2002.

# COURSE DESCRIPTIONS

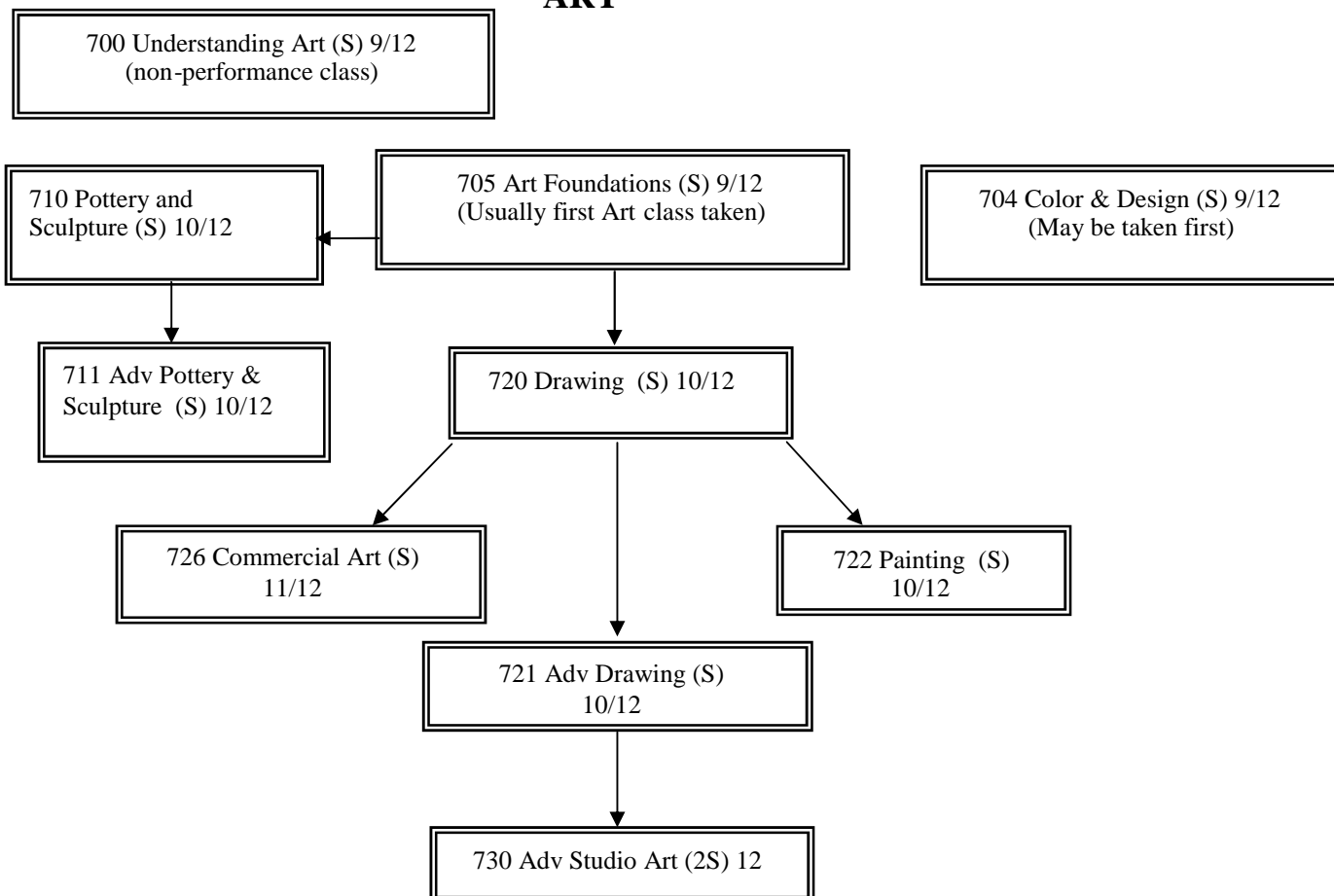
## 2006 - 2007

Courses are listed in specific department sections:

- Art
- Business
- Computer Science
- English
- Family and Consumer Science
- Foreign Language
- Industrial Technology
- Math
- Music
- Physical Education
- Reading
- Science
- Social Studies
- Special Education
- Special Programs

Each section begins with a visual map to help students and parents see the different course paths available in that department. Students and parents are encouraged to carefully read the descriptions and notice prerequisites before registering for a specific course. The Special Program section is worth special note because of the career exploration and training potential of the internships and other programs offered.

## 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.



<b>ART</b>
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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 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Accounting</b>	500 Personal Finance 504 Keyboarding and Input Technology	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
<b>Business Law</b>	500 Personal Finance	501 International Business	510 Business Law	510 Business Law
<b>Communications</b>	504 Keyboarding and Input Technology 506 Computer Technology Applications	519 Adv. CTA	507 Business Communications	507 Business Communications
<b>Economics &amp; Personal Finance</b>	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
<b>Information Systems</b>	504 Keyboarding and Input Technology 506 CTA	519 Advanced CTA	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
<b>Marketing</b>	500 Personal Finance 504 Keyboarding and Input Technology	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. Keyboarding and Input Technology is recommended for this class.

<b>BUSINESS</b>
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**500 PERSONAL FINANCE - 9/12**

S 5 Credits

**Description:** Learn how to make good money decisions and become financially independent. Learn to save, invest and budget to maintain a good standard of living. Students will gain knowledge of good economic decision-making through the study of economics, consumerism, banking, saving and investments, credit, taxes and risk management (insurance).

**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 meet the challenges of culture, political and business differences. International economies, financing, social/cultural differences and career opportunities will be explored.

**Prerequisites:** None

**502 ACCOUNTING I - 10-12**

2S 10 Credits

**Description:** Accounting is the universal language of business. Give yourself the tools to be successful in business by learning accounting as well as how to make a profit. This course teaches recording of financial transactions through manual and computerized problems. Spreadsheet applications and industry software are included. All college business majors are required to take college accounting. This course prepares you for college level accounting.

**Prerequisites:** None

**503 ACCOUNTING II - 11/12**

2S 10 Credits

**Description:** Take your understanding of accounting to the next level. This course expands your ability to analyze and interpret financial data. You will broaden your understanding of assets, liabilities and stockholders' equity accounts. Accounting II is strongly recommended for students planning college study in business fields.

**Prerequisites:** Accounting I

**504 KEYBOARDING and INPUT TECHNOLOGY (formerly 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

**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. Students will scan and import graphics, use the Internet, develop web pages, use e-mail systems, understand computer ethics, explore input technologies and learn desktop publishing fundamentals. Keyboarding skills are recommended.

**Prerequisites:** None

**507 BUSINESS COMMUNICATIONS - 11/12**

S 5 Credits

**Description:** Learn effective written and oral business communication skills. Units of study include, but are not limited to the following: e-mail etiquette; international communication; listening skills; business letter writing, grammar and punctuation; business presentation; career development; teamwork; communication; and web page development.

**Prerequisites:** None

**508 BUSINESS PROCEDURES AND TECHNOLOGY-10/12**

2S 10 Credits

**Description:** Business Procedures and Technology will help students develop skills, concepts, and applications used in business today and to prepare for employment opportunities in today's rapidly changing business environment. Students will use computers and other technology to complete assignments.

**Prerequisites:** Keyboarding and Input Technology (formerly 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 AND TECHNOLOGY INTERNSHIP - 11/12** 2S 10 Credits

**Description:** Prepare for employment through classroom instruction and supervised related on-the-job training in a local business. The school coordinates both experiences. Students who perform satisfactorily receive school credit and are paid 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 business skills students need to use on the job can include customer service, cashiering, counter-related skills, accounting, record keeping, filing, photocopying, or other related business skills.

**Prerequisites:** The student must be enrolled in Business Procedures and Technology class. If students have taken this course previously, they may enroll in any business course with permission of the Business Procedures Internship instructor.

**510 BUSINESS LAW - 11/12** S 5 Credits

**Description:** Explore principles and legal concepts used to make business decisions through the use of case studies, current events, guest speakers and classroom activities. This course will include a study of the legal system, law for minors, personal injury/torts, 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:** Eighty percent of all jobs require marketing related skills. Learn how a product/service moves from the initial stages of an idea to you as a consumer. Students will explore the basic functions of marketing: economics, pricing, promotion, product planning and place. 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 participate in DECA, a marketing club, which 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 will develop a market research analysis of local business and 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** 2S 10 Credits

**Description:** Marketing Internship is designed to provide students with marketing related work in communications with the Marketing II class. Through a 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.

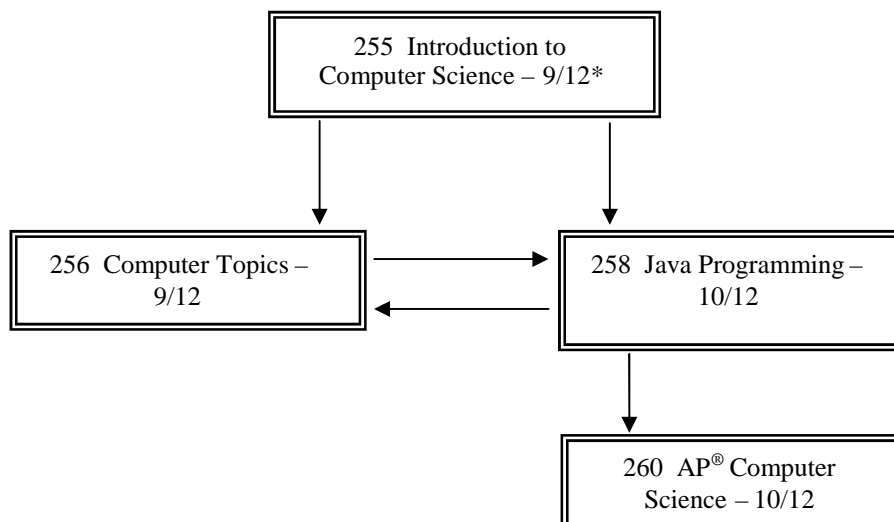
**Prerequisites:** Students must enroll in both Marketing II and Marketing Internship.

**519 ADVANCED COMPUTER TECHNOLOGY APPLICATIONS – 9/12** S Credits

**Description:** Would you like to use your computer skills to get a job? This course gives students experience in integrating computer projects using word processing, spreadsheet, database, presentation, and publisher software, which might be encountered in a high tech company. Students will also get experience in multi-media projects using movie software. They will also gain web development experience using web software with graphics and animation capabilities. The emphasis is advanced integrated use of software leading to employment. Students will build a portfolio while developing electronic projects for class. School or community computer projects may also be provided to the Advanced Computer Technology Applications students. This course does not require a computer language/programming background.

**Prerequisites:** Computer Technology Applications

## COMPUTER SCIENCE



\*Students must complete Geometry before taking Introduction to Computer Science.

### 255 INTRODUCTION TO COMPUTER SCIENCE - 9/12

S 5 Credits

**Description:** Introduction to Computer Science, the first of four computer science courses offered in Millard, provides an exposure to computer technology. Students will design and write object-oriented computer programs, use databases and create web pages. Visual Basic.net is the primary language used in this course. In addition, students will use Alice and Dreamweaver. Completion of this course is a prerequisite for other computer science courses and satisfies Millard's technology education graduation requirement. **Does not count for mathematics credit.**

**Prerequisites:** Geometry

### 256 COMPUTER TOPICS - 9/12

S 5 Credits

**Descriptions:** In Computer Topics, students explore a variety of concepts: computer numbering systems, computer logic, structure of the central processing unit and microprocessor, multi-media, animation, fractal geometry, robotics and programming languages. Students will study areas of interest in depth. **Does not count for mathematics credit.**

**Prerequisites:** Introduction to Computer Science.

### 258 JAVA PROGRAMMING 9/12

S 5 Credits

**Description:** This course is a prerequisite to Advanced Placement® Computer Science and is designed for college-bound students who will take one or more semesters of computer programming in college. Students will solve problems using the Java programming language. **Does not count for mathematics credit.**

**Prerequisites:** Introduction to Computer Science.

### 260 ADVANCED PLACEMENT® COMPUTER SCIENCE - 10/12

Y 10 Credits

**Description:** Advanced Placement® Computer Science, a continuation of Java programming, is designed for college-bound students. Students will solve problems using Java and a variety of object-oriented programming techniques. After completion of the course, students will be prepared to take the College Board Advanced Placement® examination. **Does not count for mathematics credit.**

**Prerequisite:** Java Programming

## ENGLISH LANGUAGE LEARNER (ELL)

(North and South only)

### 989 ELL BASIC BEGINNER S      5 Credits

**Description:** This course is designed for students who are beginning to learn English as an additional language. Students enroll in three periods of this course every day at Millard North High School and two blocks every day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. The curriculum focuses on “survival English” and emphasizes development of vocabulary. Students begin to write words, sentences and paragraphs in English. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department.

### 980 ELL BEGINNER S      5 Credits

**Description:** This course is designed for students who have begun to learn English as an additional language, but still require a lot of language support. Students enroll in three periods of this course every day at Millard North High School and two blocks every day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Basic Beginner course.

### 991 ELL LOW INTERMEDIATE S      5 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in two periods of this course every day at Millard North High School and one block every day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Beginner course.

### 992 ELL HIGH INTERMEDIATE S      5 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in two periods of this course every day at Millard North High School and one block every other day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Low Intermediate course.

### 993 ELL ADVANCED S      5 Credits

**Description:** This course is designed for students who are learning English as an additional language. Students enroll in one period every day at Millard North High School and one block every other day at Millard South High School. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

**Prerequisites:** Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL High Intermediate course.

## 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<sup>®</sup> English Language and Composition or AP<sup>®</sup> English Literature

One semester of an Oral Communications Course

*\* Students who plan to take AP<sup>®</sup> 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

047 AP<sup>®</sup> English Language and  
Composition – 11/12

048 AP<sup>®</sup> English Literature – 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 60 for Reading courses.**



<b>ENGLISH</b>
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**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

**047 ADVANCED PLACEMENT® ENGLISH LANGUAGE & COMPOSITION – 11/12 2S 10 Credits**

**Description:** AP® English Language & Composition is a course for juniors or seniors who are interested in pursuing rigorous, advanced studies in rhetoric. The course will concentrate on the analysis of college-level readings, sophisticated composition, and advanced research. Students will become skilled readers of complex texts from a variety of periods, disciplines, and rhetorical contexts. They will also demonstrate mastery of expository, analytical, and argumentative writing. Students will develop stylistic maturity using grammar, diction, and tone. Completion of this course will prepare students to take the national College Board Advanced Placement® Exam in English Language & Composition

**Prerequisites:** Student should be a junior or senior in standing and must have completed four semesters in English.

**048 ADVANCED PLACEMENT® ENGLISH LITERATURE - 12 2S 10 Credits**

**Description:** Advanced Placement® English Literature 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 10<sup>th</sup> or 11<sup>th</sup> 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)

<b>Interest</b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>Textiles</b>	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
<b>Foods &amp; Nutrition</b>	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
<b>Human Development &amp; Family</b>		526 Everyday Living	526 Everyday Living 527 Child Development	527 Child Development 528 Adult Living

<b>FAMILY AND CONSUMER SCIENCE</b>
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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

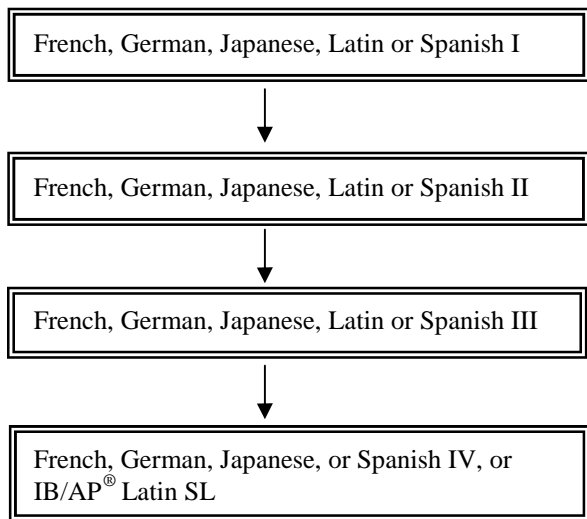
**Description:** You're becoming an adult. Are you ready? This course will provide practical information to help you deal with real life situations. Students will explore a wide area of related topics, including: living independently; personal money matters (budgeting, insurance, consumer economics);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

**Prerequisites:** None

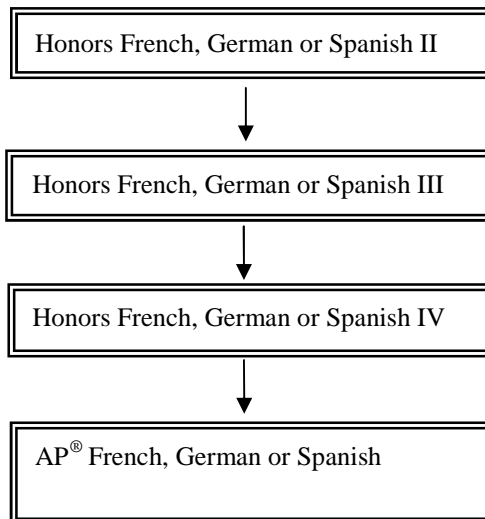


## FOREIGN LANGUAGE

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



For students who have completed the equivalent of one year of a foreign language before 9<sup>th</sup> 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.

<b>FOREIGN LANGUAGE</b>
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**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<sup>®</sup> 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<sup>®</sup> 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

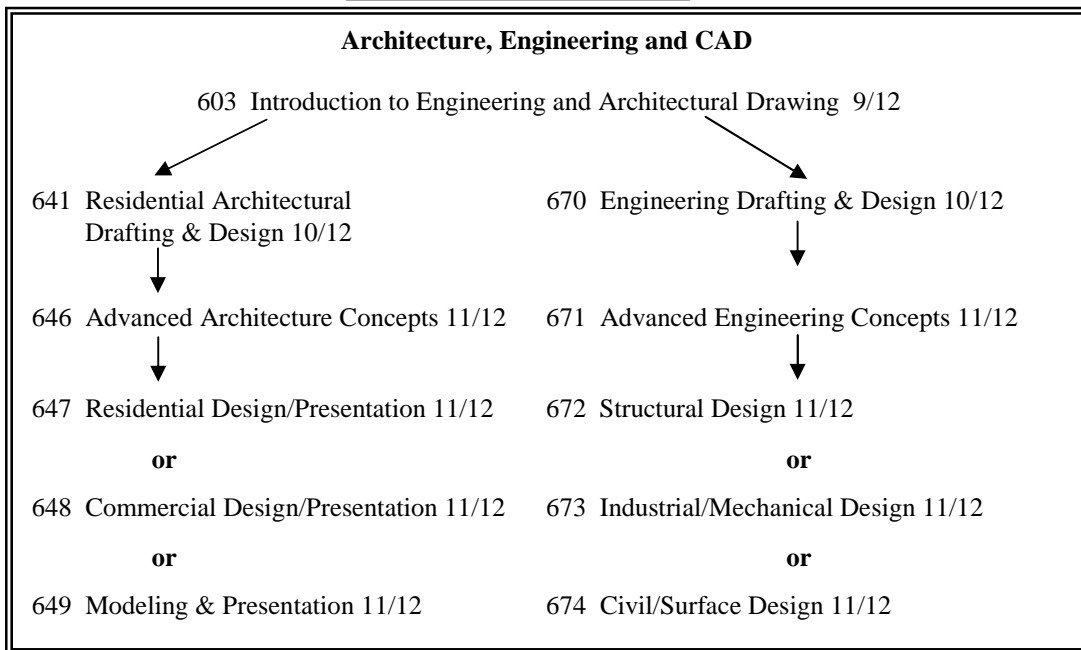
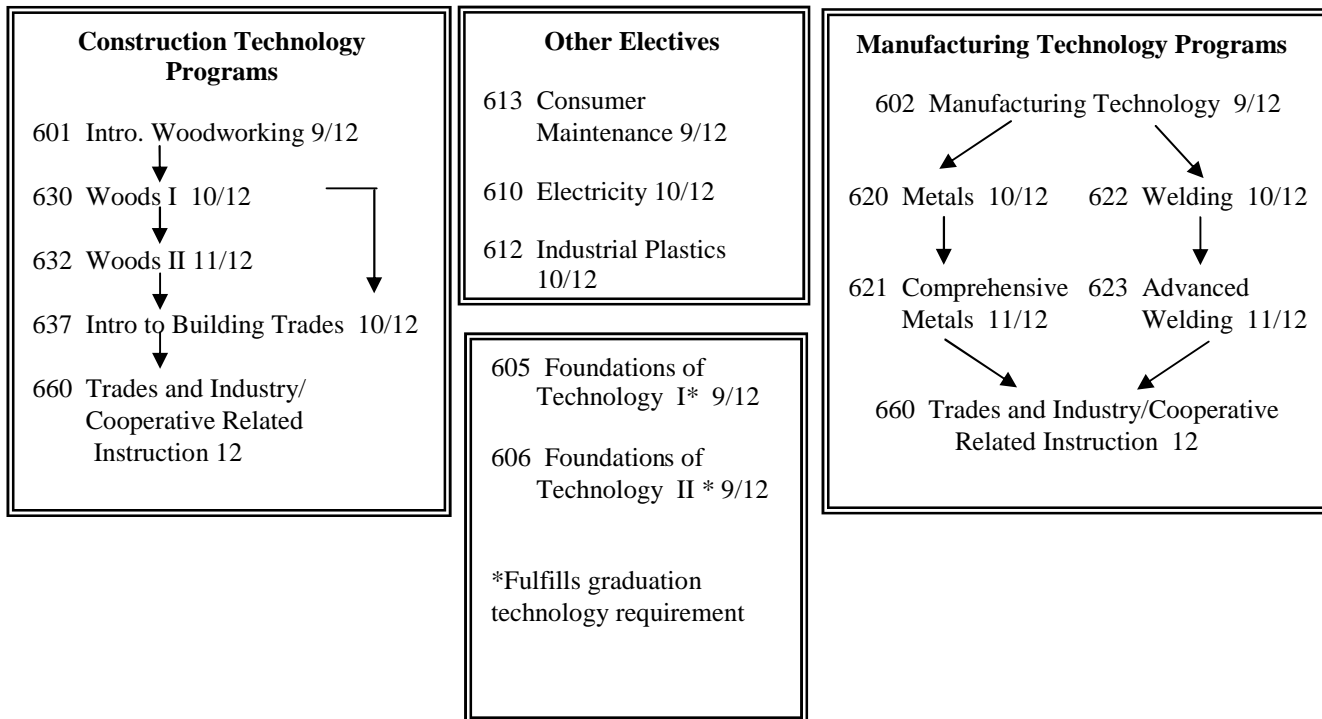
**163 LATIN II - 10/12**

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 INTRODUCTORY WOODWORKING - 9/12** S 5 Credits (formerly Construction Technology)

**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.

### **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:** Introductory Woodworking (formerly 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**

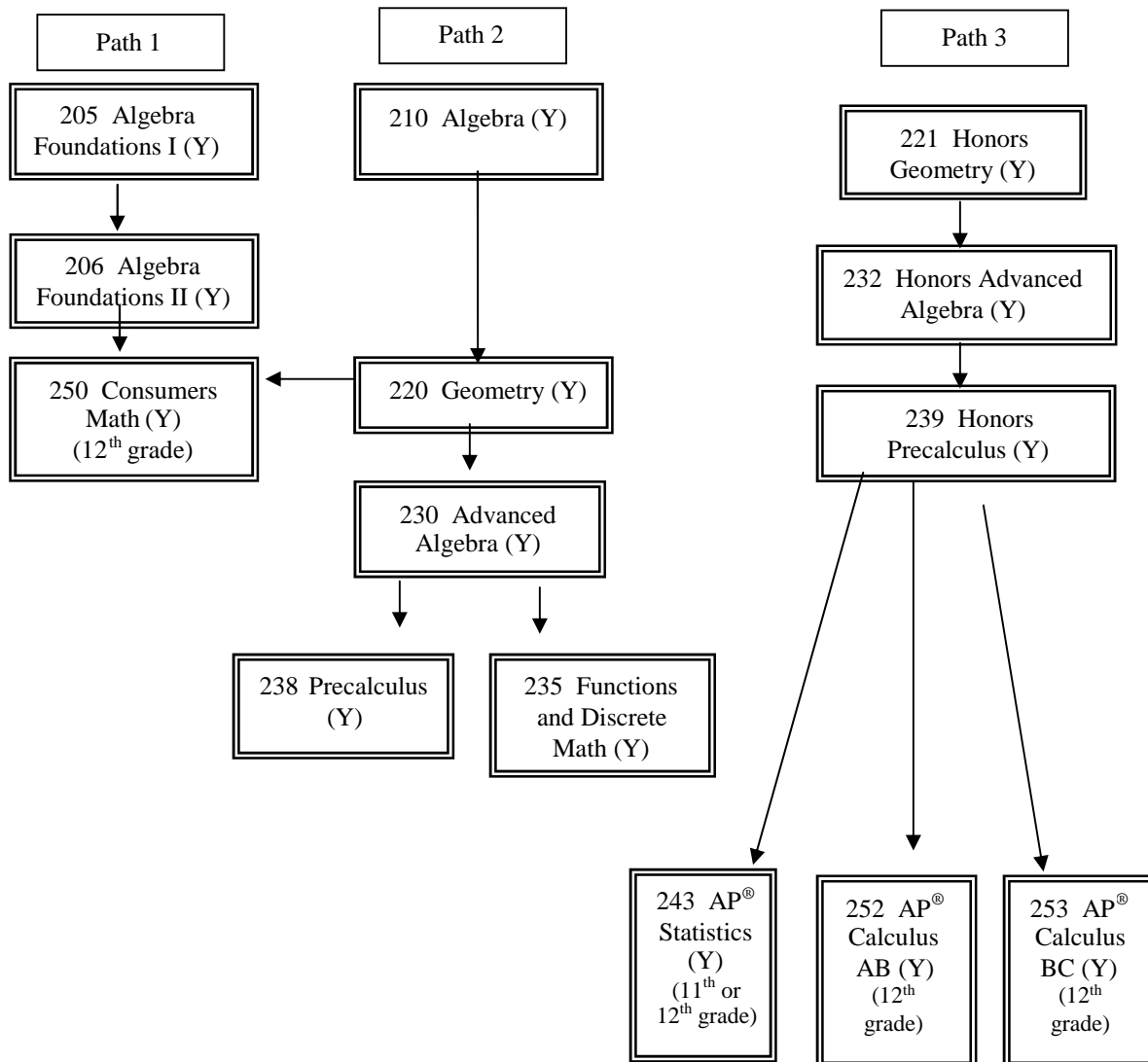
S 5 Credits

**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<sup>®</sup> STATISTICS - 11/12**

2S 10 Credits

**Description:** Advanced Placement<sup>®</sup> Statistics is designed to prepare students for the Advanced Placement<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> CALCULUS AB - 12**

2S 10 Credits

**Description:** Advanced Placement<sup>®</sup> 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<sup>®</sup> Calculus AB before registering for the course. Completion of this course will prepare students to take the national College Board Advanced Placement<sup>®</sup> exam in Calculus AB.

**Prerequisites:** Honors Precalculus

**253 ADVANCED PLACEMENT<sup>®</sup> CALCULUS BC - 12**

2S 10 Credits

**Description:** Advanced Placement<sup>®</sup> 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<sup>®</sup> Calculus BC before registering for the course. Completion of this course will prepare students to take the national College Board Advanced Placement<sup>®</sup> 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 797 - The Music Consumer  
 Music 798 - Introduction to Music Theory  
 Music 799 – Advanced Placement® Music Theory

**797 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

**798 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.

**799 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.

### 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. 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

Band Only	Register for 778 (20 credits)
Band and Choir	Register for 780 (8 credits) and 789 (12 credits)
Band and Orchestra	Register for 779 (12 credits) and 784 (8 credits)
Band, Choir, and Orchestra	Register for 762 (8 credits), 774 (8 credits), 767 (4 credits)
Band and Wind Ensemble	Register for 781 (10 credits) and 782 (10 credits)

#### CHOIR

Choir Only	Register for 788 (20 credits)
Choir and Orchestra	Register for 789 (12 credits) and 784 (8 credits)
Choir and Band	Register for 789 (12 credits) and 780 (8 credits)
Choir, Orchestra, and Band	Register for 790 (8 credits), 780 (8 credits), and 785 (4 credits)

#### ORCHESTRA

Orchestra Only	Register for 783 (20 credits)
Orchestra and Choir	Register for 784 (8 credits) and 789 (12 credits)
Orchestra and Band	Register for 784 (8 credits) and 779 (12 credits)
Orchestra, Choir, and Band	Register for 785 (4 credits), 790 (8 credits), and 780 (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.

<b>778 SYMPHONIC BAND /MARCHING BAND - 10/12</b>	Y	20 Credits
779 SYMPHONIC BAND /MARCHING BAND - 10/12	Y	12 Credits
780 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.

**782 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.

**783 ORCHESTRA - 9/12** Y 20 Credits

784 ORCHESTRA - 9/12 Y 8 Credits

785 ORCHESTRA - 9/12 Y 4 Credits

**Description:** This course is designed for 9-12 (9<sup>th</sup> 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.

**788 VARSITY CHOIR (Concert Choir) - 10/12** Y 20 Credits

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

790 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****791 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 786 (20 credits)
Band and Choir	Register for 787 (8 credits) and 793 (12 credits)

### CHOIR

Choir Only (All Year)	Register for 792 (20 credits)
Choir and Band (All Year)	Register for 793 (12 credits) and 787 (8 credits)
Choir Only (Sem. 1-2)	Register for 794 (10 credits)
Choir Only (Sem. 3-4)	Register for 795 (10 credits)

### ORCHESTRA

Orchestra Only	Register for 783 (20 credits)
Orchestra and Choir	Register for 784 (8 credits) and 789 (12 credits)
Orchestra and Band	Register for 784 (8 credits) and 779 (12 credits)
Orchestra, Choir, and Band	Register for 785 (4 credits), 790 (8 credits), and 780 (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.

<b>786 CONCERT BAND/MARCHING BAND - 9</b>	Y	20 Credits
<b>787 CONCERT BAND/MARCHING BAND - 9</b>	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

<b>792 FRESHMAN CHOIR (WILDCAT CHORUS) - 9</b>	Y	20 Credits
<b>793 FRESHMAN CHOIR (WILDCAT CHORUS) - 9</b>	Y	12 Credits
<b>794 FRESHMAN CHOIR (WILDCAT CHORUS) - 9</b> (Semesters I & II)	2S	10 Credits
<b>795 FRESHMAN CHOIR (WILDCAT CHORUS) - 9</b> (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.

<u>9<sup>th</sup> Grade Offerings</u>	<u>10<sup>th</sup> Grade Offerings</u>	<u>11<sup>th</sup> &amp; 12<sup>th</sup> Grade Offerings</u>
800 Sport Skills & Fitness	800 Sport Skills & Fitness	801 Cross Training I
801 Cross Training I	801 Cross Training I	802 Cross Training II (prerequisite Cross Training I)
808 Intro to Aquatics	802 Cross Training II (prerequisite Cross Training I)	803 Lifetime Fitness
810 Fitness Swimming	805 Weight Training I	805 Weight Training I
814 Athletic Training and Sport Injury* * elective credit only	808 Intro to Aquatics	806 Weight Training II (prerequisite Weight Training I)
	809 Lifeguard Training	808 Intro to Aquatics
	810 Fitness Swimming	809 Lifeguard Training
	814 Athletic Training and Sport Injury* * elective credit only	810 Fitness Swimming
	817 Sport Officiating	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, sweatpants or shorts, t-shirt or sweatshirt, 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 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 may qualify to receive the Red Cross Certification in Lifeguard Training. Optional lifeguard certification may include an additional charge. 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 CP |

**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 elective 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.

<p>Courses designed students reading below grade level:</p> <p>052 Reading 9 053 Reading 10 054 Reading 11 055 Reading 12</p>	<p>Courses designed to support Basic English:</p> <p>056 Content Area Reading 9 057 Content Area Reading 10</p>	<p>Course designed for students reading on or above grade level:</p> <p>050 Study Skills – 9/12</p>
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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 (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 9<sup>th</sup> 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

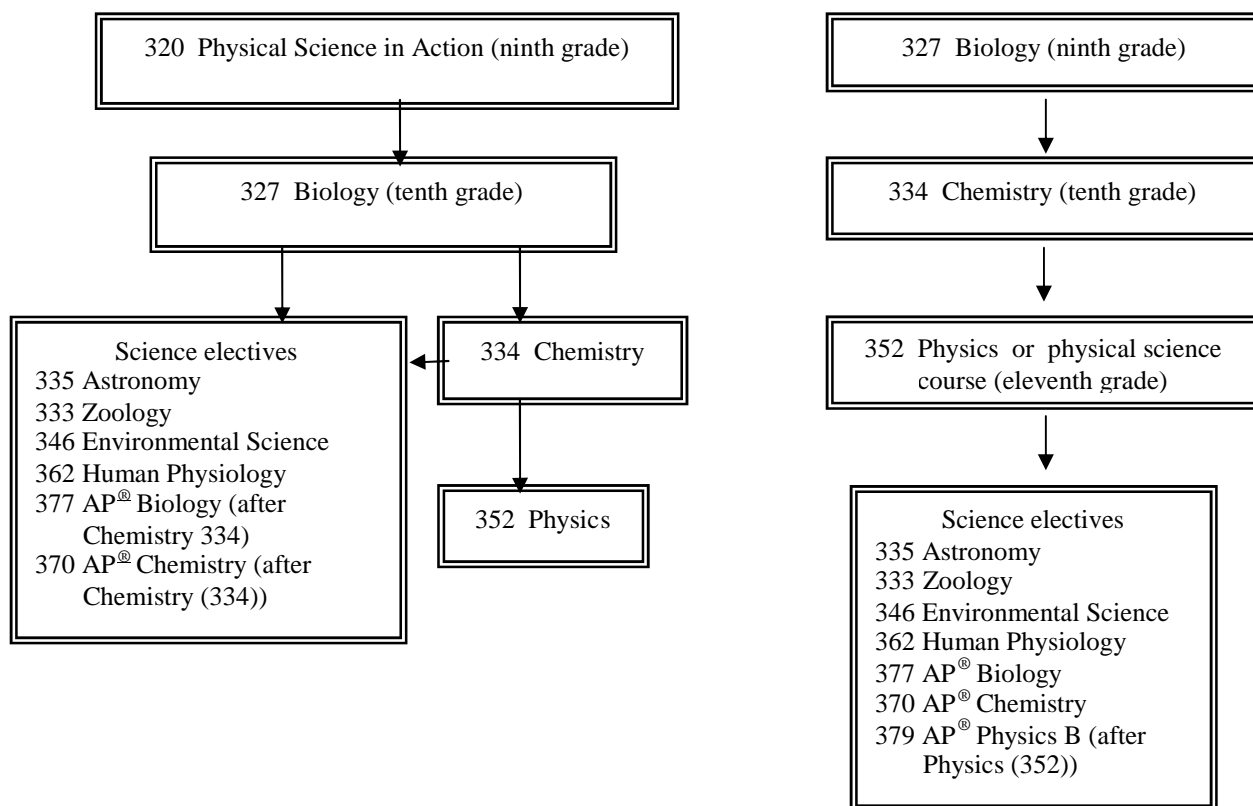
### 057 CONTENT AREA READING 10

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 10<sup>th</sup> 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.



<b>SCIENCE</b>
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**320 PHYSICAL SCIENCE IN ACTION - 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<sup>®</sup> 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). AP<sup>®</sup> 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<sup>®</sup> exam in Chemistry.

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

**377 ADVANCED PLACEMENT<sup>®</sup> BIOLOGY - 11/12**

2S 10 Credits

**Description:** AP<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> exam in Biology.

**Prerequisites:** Biology and Chemistry.

**379 ADVANCED PLACEMENT<sup>®</sup> 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<sup>®</sup> 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<sup>®</sup> exam in Physics.

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

## SOCIAL STUDIES

### Required for Graduation

<b>9<sup>th</sup> Grade</b>	<b>410 American History Since 1914</b>
<b>10<sup>th</sup> Grade</b>	<b>412 World Geography</b>
<b>12<sup>th</sup> Grade</b>	<b>414 U.S. Government &amp; Economics</b>

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<sup>®</sup> 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<sup>®</sup> U.S. History 11/12  
 452 AP<sup>®</sup> 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<sup>®</sup> European History 11/12

<b>SOCIAL STUDIES</b>
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**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® U.S. HISTORY - 11/12**

2S 10 Credits

(formerly AP® American History)

**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**

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 mastery 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.  
**Prerequisite:** 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
- 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

**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 HUMAN PHYSIOLOGY I – 9/12**

S 5 Credits

(formerly Essentials of Physiology and Health)

**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

**934 ESSENTIALS OF HUMAN PHYSIOLOGY II – 9/12**

S 5 Credits

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

- 935 ESSENTIALS OF ENVIRONMENTAL SCIENCE - 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
- 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).

## SPECIAL PROGRAMS

### 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 standing.
- Complete the Advanced Standing Application and enroll at MCC within two years of high school graduation.
- Metropolitan Community College maintains dual credit agreements for courses 835-853.

### METROPOLITAN COMMUNITY COLLEGE ARTICULATED COURSES

Millard Courses	Metropolitan Community College
504 Computer Keyboarding	INFO 1005 Keyboarding
505 Computer Word Processing	INFO 1013 Keyboarding Skillbuilding
506 Computer Technology Applications	INFO 1001 Microcomputer Fundamentals
983 A+ Hardware, Software Troubleshooting	ELEC 1100 PC Troubleshooting
502 Accounting I	ACCT 1050 Bookkeeping
503 Accounting II	ACCT 1050 Bookkeeping <b>and/or</b> ACCT 1100 Accounting I
512 Marketing I/513 Marketing II	BSAD 1100 Principles of Marketing
527 Child Development	ECED 1150 Introduction to Early Childhood Education
981 CISCO Networking Academy I – Semester 1	ELEC 1200 CISCO Networking Fundamentals
981 CISCO Networking Academy I – Semester 2	ELEC 1210 CISCO Routing Fundamentals
982 CISCO Networking Academy II – Semester 1	ELEC 2220 CISCO Switching and LAN Design
982 CISCO Networking Academy II – Semester 2	ELEC 2230 CISCO Wide Area Networking
525 Culinary Skills	CHRM 1000 CHRM Orientation CHRM 1110 Vegetables & Starch Basics
601 Construction Technology	CNST 1050 Introduction to Carpentry
622 Welding/623 Advanced Welding	WELD 1300 Oxyacetylene Welding (OAW)
640 Engineering Drafting & Design	ARCH 1100 Beginning AutoCAD
641 Residential Architectural Drafting & Design	ARCH 1110 Intermediate AutoCAD or ARCH 1200 Woodframe Architecture
651 Foundations of Computer Graphics	GCAD 1010 Creativity: Concept Development
655 Foundations of Visual Graphics/ 656 Advanced Visual Graphics	PHOT 1110 Basic Photography
835 Theater Technology Apprenticeship Program I	RDLS 1400 Employability Skills THEA 1110 Theater Technology I THEA 2010 Script Analysis THEA 1120 Theater Technology II THEA 1130 Theater Technology III THEA 2982 Coop Study I THEA 2982 Coop Study II
835 Theater Technology Apprenticeship Program II	RDLS 1400 Employability Skills THEA 2110 Theater History I THEA 2120 Theater History II THEA 2160 Principles of Stage Lighting THEA 2150 Stage Rigging THEA 2983 Cooperative Study III THEA 2984 Cooperative Study IV THEA 2985 Cooperative Study V
836 HVAC Program I	RDLS 1400 Employability Skills HVAC 1000 Refrigeration Electrical Theory & Application HVAC 1010 Refrigeration Service Principles & Basic Automatic Controls HVAC 1020 Refrigeration Shop Practices HVAC 1210 Gas Heat RDLS Entrepreneurship

837 Auto Collision Technology – Year 1	RDL5 1400 Employability Skills AUTB 1000 Automotive Welding AUTB 1200 Non-Structural Repair I AUTB 1010 Automotive Welding II AUTB 0981 Technical Academy Internship RDL5 Entrepreneurship
838 Automotive Technology – Year 1	RDL5 1400 Employability Skills AUTT 1000 AUTT 1010 Intro to Auto Service & Minor Repair AUTT 1510 Brakes System RDL5 Entrepreneurship
838 Automotive Technology – Year 2	AUTT 0981 Internship AUTT 2310 Suspension Systems AUTT 1210 Automotive Electricity and Electronics
841 Career Based Horticulture and Landscaping -	RDL5 1400 Employability Skills HORT 1100 Introduction to Horticulture HORT 1211 Evergreen & Groundcovers: Culture & Identification HORT 1215 Interiorscaping & Houseplants HORT 1112 Annuals: Culture & Identification HORT 1113 Turf Grass Management RDL5 Entrepreneurship
842 Criminal Justice	RDL5 1400 Employability Skills CRIM 1010 Introduction to Criminal Justice CRIM 2000 Criminal Law CRIM 2030 Police and Society RDL5 Entrepreneurship
843 Electrical Technology	RDL5 1400 Employability Skills ELTR 1200 Basic Electricity ELTR 1210 Residential Wiring I ELTR 2220 Residential Wiring II ELTR 1230 Low Voltage Wiring ELTR 1220 Commercial Wiring RDL5 Entrepreneurship
844 Legal Assistant	RDL5 1400 Employability Skills LAWS 1100 Legal Assistant LAWS 1101 Introduction to Law POLS 2060 The Constitution RDL5 Entrepreneurship
845 Diesel Service Technology	DESL 0100 Introduction to Diesel Mechanics RDL5 1400 Employability Skills DESL 1100 Diesel Engine Fundamentals DESL 1000 Introduction to Service DESL 2100 Fundamentals of Diesel Transmissions & Torque Converters RDL5 Entrepreneurship
846 Microcomputer Information Technology	RDL5 1400 Employability Skills INFO 1002 Intro to Information Technology INFO 1311 HTML/XHTML INFO 1321 Preparing Web Graphics and Multi-media INFO 1316 Dreamweaver I RDL5 Entrepreneurship
847 Small Engines/Machining - Year I	RDL5 1400 Employability INCT 1400 Intro to Precision Machine Technology INCT 1304 Small Engine Repair INCT 1410 Precision Lay-Out and Finishing INCT 1420 Basic Engine Lathe INCT 1421 Basic Milling Machine RDL5 Entrepreneurship

848 Small Engines/Machining - Year II	RDLs 1400 Employability INCT 1422 Basic Grinding and Machine Setup INCT 2420 Intermediate Lathing INCT 2422 Intermediate Grinding Machines INCT 2421 Intermediate Milling Machines INCT 2410 C.N.C. Milling INCT 2440 Advanced Machining Process RDLs Entrepreneurship
849 Graphic Communication Arts	RDLs 1400 Employability Skills ARTS 1010 Drawing and 2-D Design GCAD 1010 Creativity: Concept Development GCAD 1020 Intro to Computer Methods RDLs Entrepreneurship
852 Welding Technology – Year I	RDLs 1400 Employability Skills WELD 1010 Print Reading & Layout for Welders I WELD 1200 GMAW (MIG) Steel I WELD 2200 GMAW (MIG) Steel II DRAF 110a AutoCAD Fundamentals I WELD 2240 Flux-cored Arc Welding RDLs Entrepreneurship-
853 Welding Technology-Year II	WELD 2241 Flux-cored Arc Welding II WELD 1020 Print Reading & Layout for Welders II WELD 2220 GMAW (MIG) Stainless WELD 2230 GMAW (MIG) Aluminum DRAF 110b AutoCAD Fundamentals II WELD 1700 Introductory Fabrication

**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 AIR CONDITIONING, REFRIGERATION & HEATING TECHNOLOGY – 11/12**

Y 10 Credits

(formerly HVAC Apprenticeship Program)

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Elkhorn and South Omaha Campuses of Metropolitan Community College. The student will complete Refrigeration Electrical Theory & Application (HVAC 1000), Refrigeration Service Principles & Basic Automatic Controls (HVAC 1010), Refrigeration Shop Practices (HVAC 1020), Gas Heat, (HVAC 1210) and Employability Skills and Entrepreneurship.

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

**837 AUTO COLLISION TECHNOLOGY – Year 1 – 11/12**

Y 10 Credits

(formerly Auto Body Technology)

**Description:** This 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. The student will complete Automotive Welding (AUTB 1000), Non-Structural Repair I (AUTB 1200), Automotive Welding II (AUTB 1010), Technical Academy Internships (AUTB 0981) and Employability Skills and Entrepreneurship. 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 Automotive Fundamentals (AUTT 1000), Introduction to Auto Service & Minor Repair (AUTT 1010), Auto Electricity and Electronics (AUTT 1210), Brake Systems (AUTT 1510), Technical Academy Internships (AUTT 2981, 2982, 2983) and Employability Skills and Entrepreneurship. 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 CAREER BASED HORTICULTURE AND LANDSCAPING– 11/12** Y 10 Credits  
(formerly Horticulture)
- Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha campus of Metropolitan Community College. The student will complete Introduction to Horticulture (HORT 1100), Evergreen and Groundcovers: Culture and Identification (HORT 1211), Interior Landscaping & Houseplants (HORT 1215), Annual: Culture and Identification (HORT 1112), Turfgrass Management (HORT 1113), and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for more information.
- 842 CRIMINAL JUSTICE – 11-12** Y 10 Credits
- Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Center Campus. Students will complete Introduction to Criminal Justice (CRM 1010), Police and Society (CRIM 2030), and Criminal Law (CRIM2000). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for information.
- 843 ELECTRICAL TECHNOLOGY – 11/12** Y 10 Credits
- Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Basic Electricity (ELTR 1200), Residential Wiring I (ELTR 1210), Residential Wiring II (ELTR 2220), Low Voltage (ELTR 1230), and Commercial Wiring (ELTR 1220). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for information.
- 844 LEGAL ASSISTANT – 11/12** Y 10 Credits
- Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Constitutional Law (POLS 2060), Family Law (LAWS 2322), Clinical Credit (LAWS 2900), Introduction to Law (LAWS 1101), and Criminal Law and Procedure (LAWS 2324). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for information.
- 845 DIESEL SERVICE TECHNOLOGY – Year 1 – 11/12** Y 10 Credits
- Description:** This 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. The student will complete Introduction to Diesel Mechanics (DESL 0100), Diesel Engine Fundamentals (DESL 11100), Introduction to Service (DESL 1000), Fundamentals of Diesel Transmissions & Torque Converters (DESL 2100), Technical Academy Internships (AUTB 0981) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for more information.
- 846 MICROCOMPUTER INFORMATION TECHNOLOGY** Y 10 Credits
- Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Center Campus. Students will complete Introduction to Information Technology (INFO 1002), HTML/HTML (INFO 1311), Preparing Web Graphics and Multi-media (INFO 1321); Dreamweaver I (INFO 1316) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for information.

**847 SMALL ENGINES/MACHINING YEAR I – 11/12**

Y 15 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Introduction to Precision Machine Technology (INCT 1400), Small Engine Repair (INCT 1304), Precision Lay-out and Finishing (INCT 1410), Basic Engine Lathe (INCT 1420), Basic Milling Machine (INCT 1421) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**848 SMALL ENGINES/MACHINING – YEAR II – 11/12**

Y 15 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Basic Grinding and Machine Setup (INCT 1422), Intermediate Lathing (INCT2420), Intermediate Grinding Machines (INCT 2422), Intermediate Milling Machines (INCT 2421), CNC Milling (INCT 2410), Advanced Machining Process (INCT 2440). and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**849 GRAPHIC COMMUNICATION ARTS – 11/12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete Drawing and 2-D Design (ARTS 1010), Creativity: Concept Development (GCAD 1010), Introduction to Computer Methods (GCAD 1020), and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**852 WELDING I – YEAR I – 11/12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will Print Reading & Layout for Welders I (WELD 1010), GMAW (MIG) Steel I (WELD 1200), GMAW (MIG) Steel II (WELD 2200), AutoCAD Fundamentals I (DRAF 110a), Flux-cored Arc Welding (WELD 2240), and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

**853 WELDING TECHNOLOGY – YEAR II – 11/12**

Y 10 Credits

**Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will Flux-cored Arc Welding II (WELD 2241), Print Reading & Layout for Welders II (WELD 1020), GMAW (MIG) Stainless (WELD 2220), GMAW (MIG) Aluminum (WELD 2230), AutoCAD Fundamentals II (DRAF 110b), Introductory Fabrication (WELD 1700) and Employability Skills and Entrepreneurship. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

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

## SPECIAL PROGRAMS

**Students must work through the Counseling Office to enroll in any of these special courses:**

### **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**

**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.

### **ACCELERATED PROGRAMS**

Accelerated programs for qualified students in Grades 9 through 12 are available in math, English and foreign languages.

1. Advanced Placement<sup>®</sup> courses are available in English Language and Composition and English Literature, U.S. 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<sup>®</sup> tests are administered for these courses and are also available for able students in other advanced programs.
2. Early-entry college courses are available through local institutions such as the University of Nebraska Omaha (UNO), Creighton and Metropolitan Community College. Selected AP<sup>®</sup> courses are available for early entry enrollment through Peru State College and UNO.
3. Dual Enrollment with Metro Community College Articulated Agreement for high school credit and the University of Nebraska Omaha (UNO).

An International Baccalaureate Diploma Program is available at Millard North High School to students who meet the entrance criteria. A full diploma program is available in six subject groups: Language A1, Language B, Individuals and Societies, Experimental Sciences, Mathematics, and Electives.

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Change of the Middle School Schedule

**MEETING DATE:** December 5, 2005

**DEPARTMENT:** Education Services

**TITLE AND BRIEF DESCRIPTION:** Change of Middle School Schedule

**ACTION DESIRED:** APPROVAL X DISCUSSION \_\_\_ INFORMATION ONLY \_\_\_

**BACKGROUND:** This proposal allows the District to implement recommendations of Action Plan 5-12 #5 "Develop a proposal for a PreK-12 foreign languages program", and to prepare for proposed changes to Rule 10. It has been about 20 years since the framework of middle school scheduling was conceptualized and put into place in Millard. The framework of the schedule has dictated the length of courses and the exclusion or modification of other offerings that could be implemented at the middle school.

As foreign language, Family Consumer Science, and Computer Application teachers entered the curriculum phase process to consider updated curriculum and delivery for the future, a discussion and proposal evolved about change to the middle school schedule. These changes address at least the beginning of moving language exposure to earlier grades. The foreign language offering would also expand opportunity for all students to take Level I of a foreign language.

The schedule change proposals also allow for Health to be offered as a stand-alone class in grade 6 where this course is currently integrated into several subject areas.

Research tells us that using technology in the learning setting is the most effective way to assure application of technology in learning. The proposed schedule allows for the integration of computer applications to core classes as well as in a stand-alone setting.

Changes in staffing needs would occur. Additional foreign language teachers would be needed and a reduction of some exploratory/elective teachers may be required. In order to hire adequate quality staff, adoption of the proposed scheduling framework is recommended before December college graduation dates.

Middle school principals recommend that the new schedule be adopted for implementation in 2006-2007. Recommendations are in line with the district middle school philosophies and practices.

**OPTIONS AND ALTERNATIVES:** To phase the change of schedule in two or more buildings at a time.

**TIMELINE:** To take effect in the 2006-2007 school year.

**RESPONSIBLE PERSON(S):** Dr. Judy Porter, Dr. Gary Barta, Phil Koch, Dr. Jim Sutfin,  
 Jeff Alfrey, Brian Begley, Nancy Johnston

**ASSOCIATE SUPERINTENDENT APPROVAL:** \_\_\_\_\_  
 (Signature)

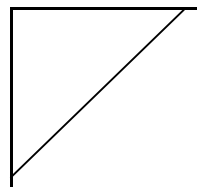
**SUPERINTENDENT APPROVAL:** \_\_\_\_\_  
 (Signature)



	1	2	3	4	5	6 MYP	6 Regular	7 MYP	7 Regular	8
<b>6th Grade</b>										
Computer App Integrated in all	English	Reading	Math	Science	Social Studies	PE French, Spanish, or German Survey (30 days each)	PE French, Spanish, or German Survey (30 days each)	Music (9)	Art (6)	Guided Study
								Comp App (9)	Music (6)	Band
								Health (6)	FCS (6)	Vocal
								Art (6)	Health (6)	Orchestra
						IT (6)	Comp App (6)			

	1	2	3	4	5	6	7 MYP	7 Regular	8
<b>7th Grade</b>									
Computer App Integrated in all	English	Reading	Math	Science	Social Studies	PE World Lang. Sem I or ELO or Literacy	Art (9)	Art (6)	Guided Study
							IT or Comp App (9)	Music (6)	Band
							Health (6)	FCS (6)	Vocal
							FCS (6)	Health (6)	Orchestra
						Music (6)	Comp App (6)		

	1	2	3	4	5	6	7	8
<b>8th Grade</b>								
Computer App Integrated in all	English	Social Studies	Math	Science	World Lang 2006-2007 Level I 2007-2008 & beyond - Sem. II or Literacy	Band and/or Orchestra or Guided Study	Elective (6)	Elective (6)
							Elective (6)	Elective (6)
							Elective (6)	Know Your Self (6)
							Elective (6)	PE
					Elective (6)			



= every other day

Sem
(6)
(6)
(6)

= time frame noted in weeks

**Enclosure H.4.**  
**December 5, 2005**

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Ackerman Elementary Renovation Project

**MEETING DATE:** December 5, 2005

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Ackerman Elementary Renovation Project – The approval of the design parameters for the renovation project at Ackerman Elementary School.

**ACTION DESIRED:** Approval  Discussion  Information Only  
.

**BACKGROUND:** Ackerman Elementary School was one of the sites scheduled for renovation in the 2005 bond issue projects.

A discussion was had at the November 14<sup>th</sup> board committee meeting with regard to the design options for Ackerman. Subsequent to that meeting, the bond construction committee met and developed its recommendations with regard to the project. Since there some design issues that the board may desire “input” on, the matter is being submitted to the board for its review.

Specific information is included in the attached memo (and other attached materials).

**OPTIONS AND ALTERNATIVES:** See attached memo.

**RECOMMENDATION:** It is recommended that approval be given to the basic design parameters for the Ackerman Elementary School remodeling project as submitted.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** See attached memo.

**TIMELINE:** Immediate.

**RESPONSIBLE PERSON:** Ken Fossen, Associate Superintendent (General Administration), Don Mohlman (Construction Manager), and Bill Cramer (Architect)

**SUPERINTENDENT’S APPROVAL:** \_\_\_\_\_

## MEMORANDUM

To: Everyone  
Re: Ackerman Issues  
From: K. Fossen  
Date: November 29, 2005

### I. INTRODUCTION

The following reflects the current status of the planning for the construction project at Ackerman Elementary School.

Subsequent to the November 14<sup>th</sup> board committee meeting, we (i.e., architects, construction managers, MPS personnel) met to debrief and discuss the direction to take with the Ackerman renovation project in light of the comments made and questions asked at the board meeting. It was our conclusion that the board is committed to the following:

1. To keep the project within the established budget.
2. To keep the project within the scope outlined in the bond issue materials.

### II. THE BASIC PLAN

In light of the above, the bond construction committee plans to focus the project design work on the following basic plan (unless it receives direction from the board to do otherwise):

#### 1. HVAC Issue

We will renovate, not replace, the Ackerman HVAC system. This renders moot the issue of installing a ground source loop to feed the new HVAC system. Although we have installed ground source heat pump systems at all of our new buildings for energy savings reasons (i.e., the payback period is about 15-20 years), we have not installed this type system in any renovation projects.

#### 2. Storm Shelters

We will not incorporate a reinforced storm shelter into the remodeling project. We have not constructed any storm shelters in any previous renovation projects. There are no reinforced storm shelters in any schools that were built prior to Willowdale Elementary.

It appears to us that Ackerman is excluded from the new storm shelter code requirements because it was built prior to the March 4, 1987 change in the code. (See, Omaha Municipal Code §55-864(a) included in the attached information).

As a side-note, City Planning has reviewed the plans for MSHS and has asked for more information regarding the storm shelter issue. [Note: The MSHS project has an addition being constructed, unlike Ackerman.] So far, the City has not required the building of a storm shelter at MSHS. An official in the planning office has stated that they do not want to hold up our progress on the project. However, they would like more information. Since this statement is neither a “yes” or a “no,” we are scheduling a meeting with the officials in the planning office to discuss the topic. We hope that the results of that meeting will clarify the planning department’s position (and the school district’s position) with regard to our projects – more specifically, the projects which involve building additions to pre-March, 4, 1987 buildings.

### 3. Principal’s Office/Entrance

We will not move the principal’s office to a location where, after classes begin, all visitors are forced to enter the office (i.e., all other doors are locked) before gaining access to the building. This is a design feature that was incorporated into the Reeder Elementary design (and will be continued in Elementary Schools #24 and #25). The principals who have seen the Reeder design have commented favorably about it. The design, however, has not been incorporated into any previous remodeling projects at any other schools. Rather than move the principal’s office, we will give it a “medium renovation” as noted in the bond issue materials.

### 4. Relocation of Students

In light of the above (i.e., no HVAC replacement, no office moving, and no storm shelter), the issue of relocation of students will likely become a moot issue. We believe the project can be completed in two summers.

## III. THE OPTIONS

There have been a number of options discussed with regard to the Ackerman remodeling project. As noted above, these options are not being incorporated into the design, but, are being noted here for informational purposes.

### 1. HVAC Options

Under the Basic Plan, the HVAC system will be renovated and supplemented as needed. It will not be replaced. If the system were to be replaced, the cost would be an additional \$150,000. A new system would, of course, have a longer useful life than an older renovated system.

Also, if the system is to be replaced, consideration should be given to the possibility of using a ground source heat pump system similar to the energy efficient designs used in the new schools. The addition of a ground source heat pump system would add another \$300,000 to the project. The extra time needed for this project would likely require the

use of “premium time” for the contractors to get the work done during the summer. The cost of the “premium time” has been estimated at about \$250,000.

## 2. Storm Shelter

The building currently has “civil defense areas” where students go in the event of threatening weather. These areas, however, are not reinforced like the storm shelters are in the new buildings.

As noted earlier, it appears that the construction of a new reinforced storm shelter is not required by code. However, if the District should decide to construct such a shelter, there are three options to discuss:

(1) Remove the roof and reinforce existing walls and roof: This option would cost an additional \$200,000 and would trigger additional “premium time” because it could not be accomplished in one summer (i.e., 8-10 weeks) with normal work hours. The “premium time” has been estimated at about \$250,000. (Note: This “premium time” would be included in the new HVAC numbers noted above, if that option became part of the project.)

(2) Build an adjoining open-space shelter attached to the existing building: This option would cost an additional \$300,000. Since the storm shelter would be outside the existing building, it could be constructed while students were in attendance. Therefore, this option would not trigger the “premium time” cost.

(3) Build classroom shelters attached to the existing building: This option would be similar to the preceding one but it would take the open-shell shelter and convert it into additional classrooms. The cost of this option would be about \$400,000. There would be no “premium time” incurred.

## 3. Principal’s Office/Entrance

As noted above, the basic plan would not move the principal’s office to front entrance and incorporate the school-hours security entrance. The security entrance would require all visitors to enter the building via the principal’s office once school started. In order to accomplish this option, some of the “medium renovation” space in the plan would need to be upgraded to “heavy renovation.” The cost would be about \$150,000. Additionally, this option could trigger the “premium time” costs noted above.

## 4. Relocation of Students

As noted above, if any of the options make it difficult to accomplish the project in the 8-10 weeks of “summer,” we will likely trigger “premium time” in our construction

contracts. If such is the case, consideration could also be given to relocating students and allowing the contractor additional time to complete the project (without “premium time”). The cost of transporting students has been estimated at about \$200,000 per semester (compared to \$250,000 for “premium time”).

If students are to be relocated, there are two alternatives:

- (1) Bus student to existing space: This would mean that the Ackerman students would be dispersed throughout the District wherever classrooms were available. If classrooms were not available, some students could be added to existing classes in other buildings.
- (2) Build Elementary #25 early and bus students there: This would mean that the construction of Elementary #25 would be accelerated by one year and the remodeling project at Ackerman would be delayed by one year. When Elementary #25 was completed, the Ackerman students would be moved there until the Ackerman project was completed. Under this alternative, all of the Ackerman students would remain together.

#### IV. SUMMARY

In summary, the Basic Plan is the direction the bond construction committee is headed. However, there are options that are still available to include in the design if the board should so choose. Each of the options has an associate cost that is not in the Basic Plan (and was not in the original project scope and budget).

Finally, attached is information prepared by Don Mohlman (Construction Manager) and Bill Cramer (Architect) related to the Ackerman project. This information has been reviewed and discussed at length with the bond construction committee. It is presented here for your information.

of this section may be appealed to the zoning board of appeals, as set forth in section 55-888.<sup>294</sup>

(Code 1980, § 55-786)

**Cross references:** Private use of public property, § 34-141 et seq.; building regulations pertaining to fences, § 43-171 et seq.

### Sec. 55-787. Storm shelters.

Storm shelters shall be provided for all multiple-family residential uses, mobile home residential uses, day care services (limited), day care services (general), primary educational facilities and secondary educational facilities in conformance with the following requirements:

(a) Shelters shall be located no more than 600 feet from any dwelling unit and/or occupied area served and on the same property.

(b) Shelters shall provide 5.5 square feet of floor area per occupant and accommodate 100 percent occupancy of the facility. For residential use types, this shall be computed for each unit as follows:

TABLE INSET:

Efficiency and one-bedroom	5.5 sq. ft.
Two-bedroom	11.0 sq. ft.
Three-bedroom	16.5 sq. ft.
Four-bedroom and over	22.0 sq. ft.

(c) Shelters shall be designed to withstand a wind speed of 200 miles per hour and in accordance with the technical guidelines recommended by the U.S. Federal Emergency Management Agency.

(Code 1980, § 55-787)

### Sec. 55-788. Additional setback requirements for structures adjacent to creeks and drainageways.

(a) In addition to the provisions of sections 55-651 through and including 55-660 of this Code, no person shall be granted a permit for the construction of any structure, exclusive [of] bank stabilization structures, poles, sign structures, adjacent to any creek or stream, unless such structure is located so that no portion thereof is any closer to the stream than will allow a maximum three-to-one slope plus 20 feet between the water's edge of the stream shall be that point constituting the edge of the water during normal flow conditions.

(b) A property shall be exempt from the provisions of subsection (a) hereof upon a showing by a registered professional engineer that adequate bank stabilization structures or slope protection will be installed in the construction of said structure, having an estimated useful life equal to that of the structure, which will provide adequate erosion control conditions coupled with adequate lateral support so that no portion of said structure adjacent to the stream will be endangered by erosion or lack of lateral support. In the event that the structure is adjacent to any stream which has been channelized or otherwise improved by any agency of government, then such certification providing an exception to subsection (a) above may take the form of a

certification as to the adequacy and protection of the improvements installed by such governmental agency.

295

(Code 1980, § 55-788; Ord. No. 34346, § 1, 10-21-97)

Secs. 55-789--55-800. Reserved.



## ARTICLE XIX. NONCONFORMING DEVELOPMENT

### Sec. 55-861. Purpose of article.

This article shall be known as the nonconforming development regulations. The purposes of these regulations are:

- (a) To allow for reasonable use of legally created lots of record which do not meet current minimum requirements for their respective zoning districts.
- (b) To provide for reasonable use of legally constructed structures which do not meet current site development regulations for their respective zoning districts.
- (c) To allow for the reasonable continuation of legally established uses which do not meet current use regulations for their respective zoning districts.
- (d) To limit the continuation of and provide for the gradual replacement of nonconforming uses.

(Code 1980, § 55-861)

### Sec. 55-862. Regulations cumulative; conflicting provisions.

Regulations for nonconforming uses are in addition to regulations for nonconforming structures. In the event of a conflict, the most restrictive regulation shall apply.

(Code 1980, § 55-862)

### Sec. 55-863. Nonconforming lots.

(a) *Preexisting lots of record.* Nonconforming lots of record existing at the time of the adoption of this chapter [January 27, 1987] shall be exempt, unless otherwise provided, from the minimum lot area and lot width requirements of each zoning district. Such lots may be developed with any use allowed by the regulations for the district and must comply with all other site development regulations set forth by this chapter.

(b) *Reductions due to public acquisition.* If a portion of a legally existing lot in any district is acquired for public use, the remainder of this lot shall be considered a conforming lot.

(Code 1980, § 55-863)

### Sec. 55-864. Nonconforming structures.

These regulations apply to buildings and structures which were constructed legally under regulations in effect before the effective date of this chapter [March 4, 1987].

(a) *Continuation.* A lawful nonconforming structure existing on the effective date of this chapter may be continued, repaired, maintained or altered, subject to the provisions of this section.

(b) *Additions or enlargements.*

- (1) A lawful nonconforming structure may be added to or enlarged if the addition



satisfies one or more of the following conditions:

- a. The enlargement or addition, when considered independently of the existing building, complies with any applicable setback, height, off-street parking and landscaping requirements.
- b. The nonconforming building and impervious surface coverages on the site are not increased and the building, after the addition, conforms to height, floor area ratio, and off-street parking regulations applicable to its zoning district.
- c. The addition projects no further into a required side yard setback than the existing building; the length of the side wall of the addition is the smaller of 25 feet or 50 percent of the length of the existing nonconforming side wall; and the enlarged building complies with building and impervious coverage, floor area ratio, front and rear yard setbacks, and height regulations applicable to its zoning district.

(2) No permitted addition to a nonconforming structure may place a wall within six feet of a window of an adjacent preexisting residential structure.

(3) Nonconforming buildings shall be limited to one addition or enlargement pursuant to these regulations.

(c) *Moving.* A lawful nonconforming building or structure shall not be moved in whole or in part to another location on its lot unless every part of the structure conforms to all site development regulations applicable to its zoning district.

(d) *Repair.* A lawful nonconforming building damaged by fire, explosion, storm or other calamity, except floor damages, may be repaired and reconstructed provided there is no increase in the degree of nonconformity. Repair and reconstruction within the designated floodplain shall be in conformance with floodplain development regulations.

(e) *Change of conforming building.* A conforming building shall not be changed in any way that will result in a nonconforming development.

(f) *Applicability of landscaping and screening regulations.* A preexisting structure, building or development shall be exempt from article XIII, "Landscaping and Screening." However, any expansion of such structure, building, or development or any adjacent new development onto property that is or becomes vacant on or after the effective date of this chapter [March 4, 1987] shall be subject to article XIII.

(Code 1980, § 55-864)

### Sec. 55-865. Nonconforming uses.

(a) *Continuation.* Any nonconforming use lawfully existing on the effective date of this chapter [March 4, 1987] may continue, subject to the limitations of this section.

(b) *Enlargement.* A building or structure housing a lawful nonconforming use may not be added to or enlarged.

(c) *Abandonment.* If any structure or property used as a lawful nonconforming use becomes vacant or unused for a continuous period of six months, any subsequent use must conform to all use regulations applicable to the zoning district.

(d) *Change of use.*

(1) A lawful nonconforming use may be changed only to a use type with the same or a lower intensity rating.

(2) If a lawful nonconforming use is changed to a less intensive use, or to a conforming use, such use shall not be changed to a more intensive use.

(e) *Repair of structure.* Repairs and maintenance of a structure occupied by a nonconforming use may be made, provided that no structural alterations are made other than those required by law.

(f) *Damage or destruction of structure.* Should a structure occupied by a lawful nonconforming use be damaged to the extent that the cost of restoration exceeds 50 percent of the replacement cost of the structure, the nonconforming use shall no longer be permitted.

(g) *Nonconforming uses and conditional and special use permits.* A lawful preexisting use which would require a conditional or special use permit in its zoning district shall be presumed to have the appropriate permit and shall be considered a conforming use. The use shall be subject to the regulations governing lapse or revocation of permits set forth in sections 55-883 and 55-884.

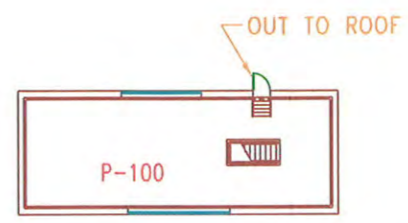
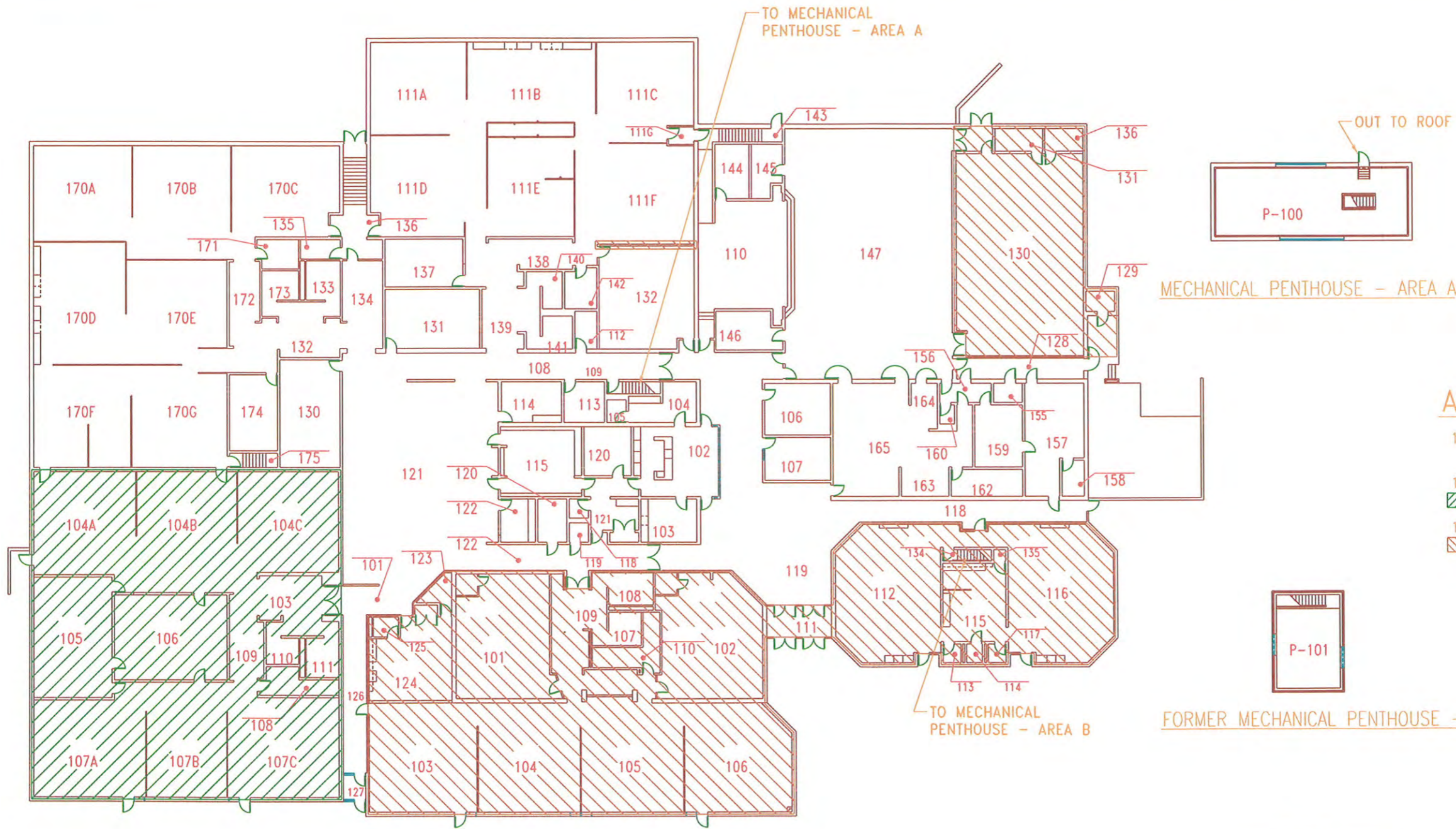
(Code 1980, § 55-865)

Secs. 55-866--55-880. Reserved.

Ackerman Elementary			Existing Facility		Bond Design Scope		Design Options	
			Ref:	Description	Ref:	Description	Ref:	Description
<b>I General Background</b>								
A	Construction history	2	Original Construction 1982; 1st Addition 1985; 2nd Addition 1990	NA		NA		NA
B	Bond Renovations		NA	3, 4	Scope definition pre-bond			
1	Replace HVAC with heat pumps		NA		NA	5, 6	See Construction Budget	
2	Replace HVAC with heat pumps and geo-thermal loop (if possible)		NA		NA	5, 6	See Construction Budget	
<b>II Floor Plan</b>								
A	Standard Facility Guideline (SFG) for Average Classroom = 850 SF	7	Average Classroom = 752 SF	8	Average Classroom = 792 SF	9	Average Classroom = 792 SF	
B	Classroom type	7	Open (minimal wall separation)	8	Semi-closed (4 walls without doors)	9	Semi-closed (4 walls without doors)	
C	Corridor system	7	Very limited	8	Maximize within existing structural walls	9	Maximize within existing structural walls	
D	Storm shelter (storm resistant construction - FEMA standards)		Civil Defense plan only	10	None anticipated per Municipal Code 55-864			
1	Remove existing roof and incorporate structural upgrades to foundations, walls, and new roof		NA		NA	11, 12	Extensive work and exposure to weather	
2	Construct new storm shelter addition (shell only)		NA		NA	13	Limited disruption to students and staff	
3	Construct new storm shelter addition (finished classroom space)		NA		NA	14	Useable space resulting for minimal cost beyond "shell only" construction	
E	Secure building entrance (current standard for NEW facility design)		NA	8, 4	Medium Renovation (leaves Admin offices at current location)	9, 4	Heavy Renovation (relocates Admin offices to existing Kindergarden)	
F	Other Considerations							
1	Day light in classrooms	7	Very limited	8	Add alternate for skylights in classroom pod areas	9	Add alternate for skylights in classroom pod areas	
2	Stage/Gym folding partitions	7	High maintenance	8	Add alternate to replace existing partition	9	Add alternate to replace existing partition	
3	Table chair storage	7	Open storage in multi-purpose area	8	Add alternate to add enclosed storage area	9	Add alternate to add enclosed storage area	
<b>III Building Systems</b>								
A	Heating Ventilation Air Conditioning (HVAC)		Original system plus other added systems		Upgraded		Replaced	
B	Fire Sprinklers		None		Included for code requirement		Included for code requirement	
C	Lighting		Minimal		Upgraded		Upgraded	
D	Technology (data ports)		4 data drops		6 data drops		6 data drops	
<b>IV Construction Schedule</b>								
A	Student / Staff disruption during construction		NA		August 2007 Completion (two summers)		NA	
B	Student / Staff disruption during construction							
1	Incorporate overtime requirement into bid documents		NA		NA	5, 6	August 2007 Completion (subject to options)	
2	Portables temporarily on-site to free space for construction in a single phase		NA		NA	15	Not feasible	
3	Relocate students / staff through-out School District for limited construction period		NA		NA	5, 6	January 2008 Completion (subject to options)	
4	Construct Elementary #25 now (versus 2008) and relocate students / staff for one semester		NA		NA	16	January 2008 Completion (subject to options)	
<b>V Construction Budget</b>								
A	Base Bid Budget		NA	4	Budgeted areas pre-bond (light, medium, heavy)			
B	Design Alternatives _ Decision Matrix		NA			5	Options available (storm shelter subject to final City code interpretation)	
C	Design Alternatives _ Cost Summary		NA			6	Options available (storm shelter subject to final City code interpretation)	





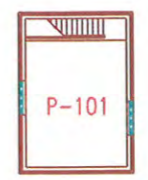
		CAD Drawing File:	EL-Ackerman.dwg	<p><b>Ackerman Elementary</b></p> <p>5110 South 156th Street Omaha, NE 68135</p>
		TSA Number:	451201	
Drawn By:	ZPB			
Issue Date:	October 22, 2004			
Architect:	Kirkham, Michael and Associates			
Open Date:	1982			
Gross Square Feet:	56,037 Sf			
Cleanable Square Feet:	44,959 Sf			



MECHANICAL PENTHOUSE - AREA A

**Addition/Renovation**

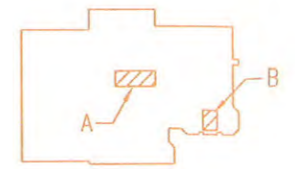
- 1982 Original Construction  
Kirkham, Michael and Associates
- 1985 Addition  
 Kirkham, Michael and Associates
- 1990 Addition  
 Kirkham, Michael and Associates



FORMER MECHANICAL PENTHOUSE - AREA B (obsolete)



**CONSTRUCTION PHASING PLAN**



KEY PLAN

Millard Public Schools  
2005 Bond Referendum Planning  
The Schemmer Associates Inc.  
December 8, 2004 Draft  
(For review and comment by MPS)

### Ackerman Elementary Renovation

Assumptions:

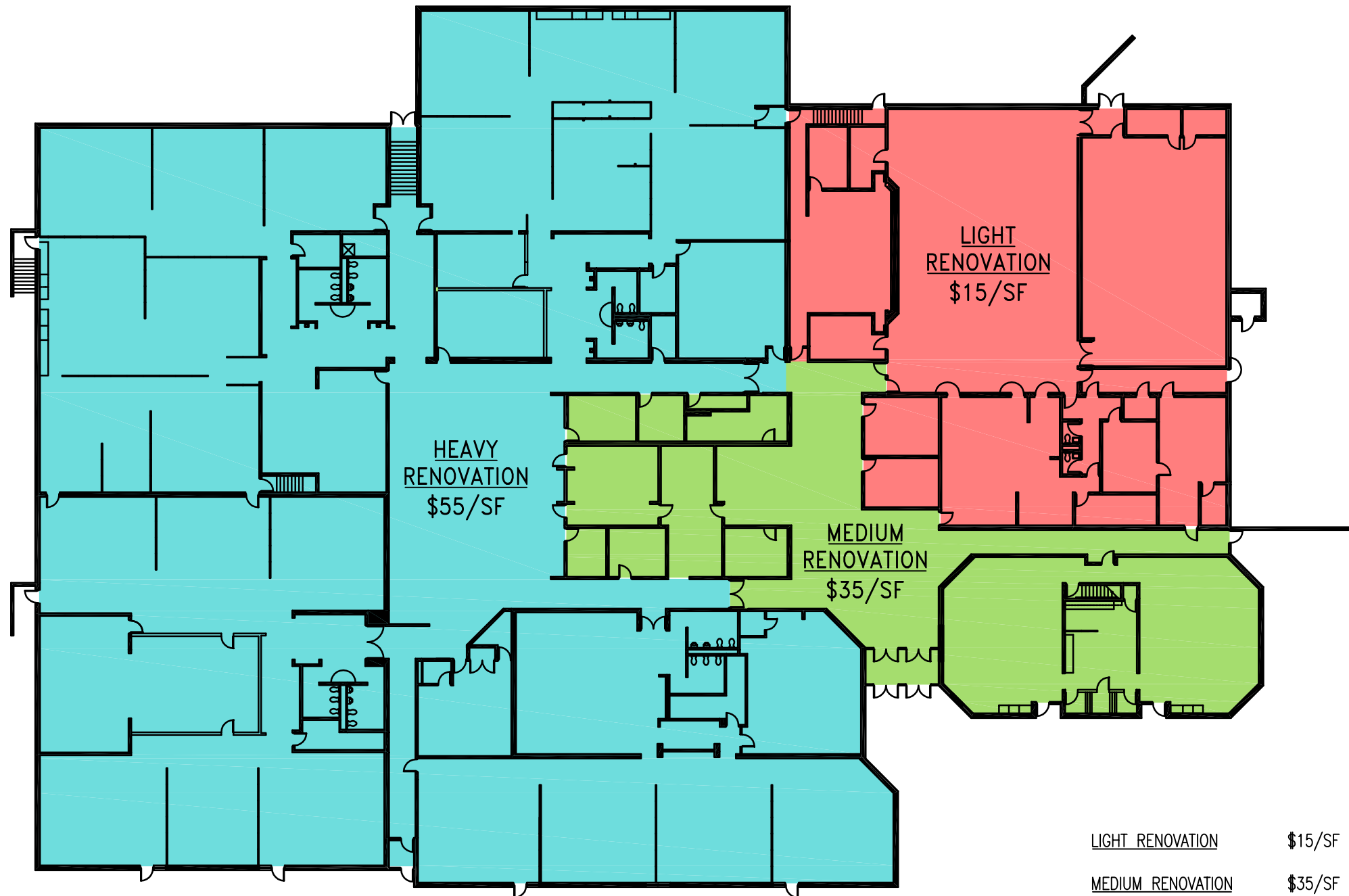
1. Basic goal is to modify the floor plan to create enclosed classrooms opening onto a corridor. Also included is heavy renovation of the HVAC system.
2. Not included are any significant exterior (building or site) modifications.
3. Due to the magnitude of anticipated work, the project may need to be phased over two consecutive summers. Assume summers of 2006 & 2007.
4. Have assumed three levels of renovation and associated costs.
  - a. Light renovation - \$15/SF: New architectural finishes; carpet, paint, countertops and minor ceiling work.
  - b. Medium renovation - \$35/SF: All included in "light renovation" plus technology upgrades (classroom power and computer cabling) moderate mechanical upgrades and new lighting.
  - c. Heavy renovation - \$55/SF: Extensive interior renovation (gut & rebuild), including partitions, finishes, mechanical and electrical upgrades.
5. Have assumed that Ackerman will need 10,526 SF of "light" renovation, 7853 SF of "Medium" renovation and 36,198 SF of "Heavy" renovation.

Anticipated cost estimate for Ackerman Elementary Renovation is **\$2,423,635**.

Anticipated A/E fees including "enhanced" contract administration are **\$218,127 (9%)**.

Anticipated printing postage and publishing costs are **\$15,000**.



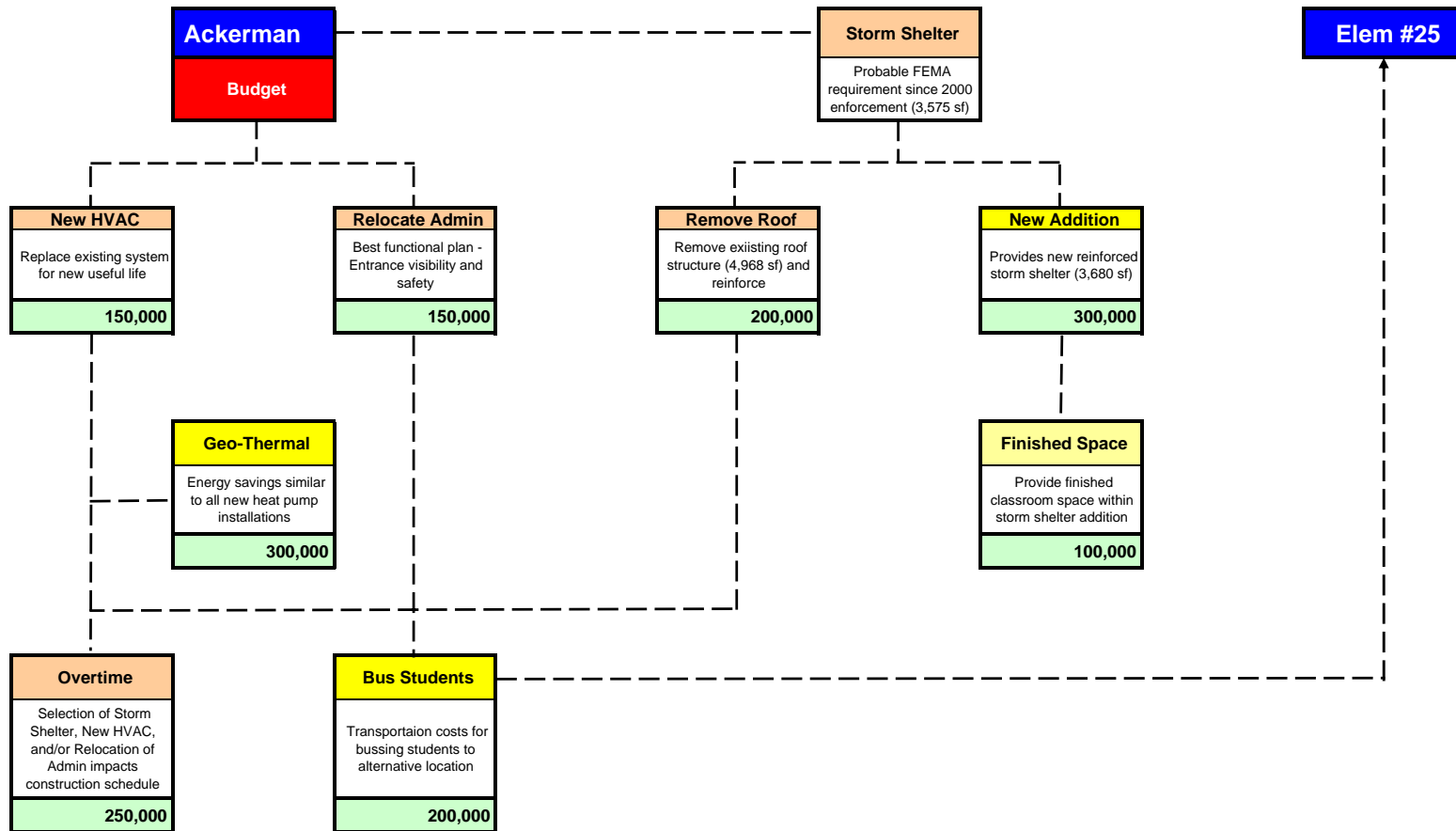


LIGHT RENOVATION	\$15/SF x 10,526 SF = \$ 157,890
MEDIUM RENOVATION	\$35/SF x 7,853 SF = \$ 274,855
HEAVY RENOVATION	\$55/SF x 36,198 SF = <u>\$1,990,890</u>
	<u>\$2,423,635</u>





### Ackerman Budget Options







**Millard Public Schools**  
**Ackerman Budget Options Summary**

**Budget Considerations**

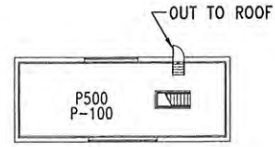
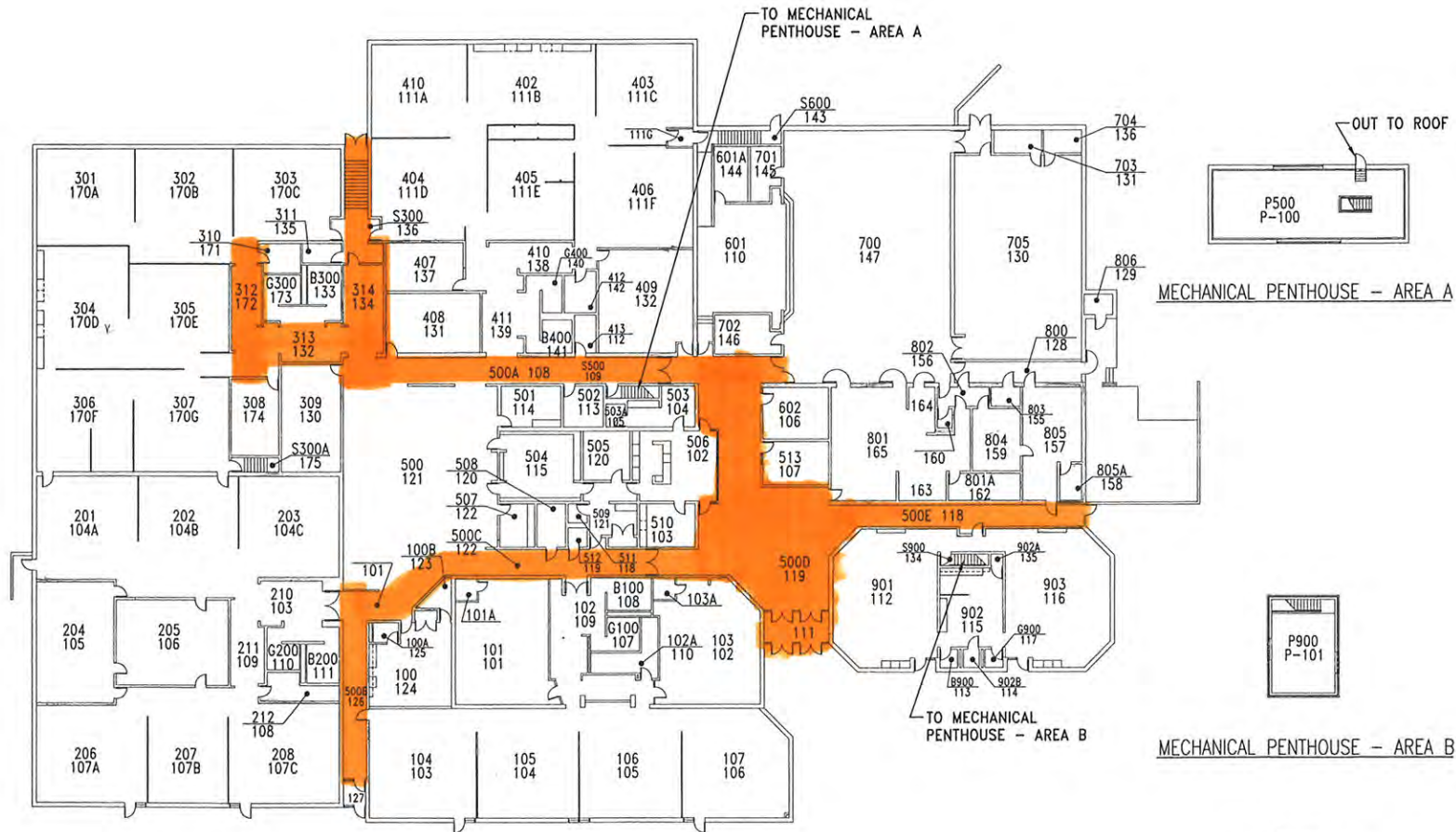
Bond Issue Construction Budget	2,423,635	2,423,635	2,423,635	2,423,635	2,423,635	2,423,635	2,423,635	2,423,635
Remove / replace 4,968 sf existing roof structure with additional structure (3,575 sf required)		200,000	200,000	200,000	200,000	-	-	-
Assume 40% labor with 25% overtime cost impact (vs. \$1m+- for portables to provide on-site construction sequencing)		250,000	-	-	-	-	-	-
Transportaion costs for bussing students to alternative location (200,000 busing less 250,000 overtime expense)			200,000	200,000	200,000	200,000	200,000	200,000
Replace existing system for new useful life				150,000	150,000	150,000	150,000	150,000
Relocation of Admin area provides best functional plan (entrance visibility and safety) (Add \$20/sf for heavy vs. medium remodel)					150,000	150,000	150,000	150,000
Provides new reinforced storm shelter (3,680 sf)						300,000	300,000	300,000
Provide finished classroom space within storm shelter addition Provides "usable" area for less than \$30/sf							100,000	100,000
Geo-thermal energy savings similar to all new heat pump installations								300,000
<b>Additional Budget Required</b>	<b>None</b>	<b>450,000</b>	<b>400,000</b>	<b>550,000</b>	<b>700,000</b>	<b>800,000</b>	<b>900,000</b>	<b>1,200,000</b>



CAD Drawing File:	EL-Ackerman.dwg
TSA Number:	451201
Drawn By:	ZPB
Issue Date:	October 22, 2004
Architect:	Kirkham, Michael and Associates
Open Date:	1982
Gross Square Feet:	56,037 Sf
Cleanable Square Feet:	44,959 Sf

Ackerman Elementary 305

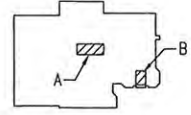
5110 South 156th Street  
Omaha, NE 68135



MECHANICAL PENTHOUSE - AREA A



MECHANICAL PENTHOUSE - AREA B



KEY PLAN



FLOOR PLAN

ACE 9.00

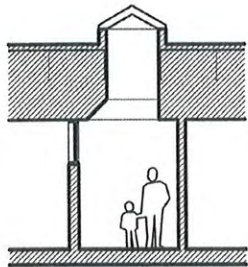
**CLASSROOM SIZE**

AVERAGE SQUARE FOOTAGE ON 8/31 PLAN = 744  
 LOW = 560 HIGH = 875

AVERAGE SQUARE FOOTAGE ON CURRENT PLAN = 792  
 LOW = 740 HIGH = 842

**CURRENT PLAN**

- 20 CLASSROOMS
- 2 ACTIVITY ROOMS
- 4 KINDERGARTENS
- 1 KINDERGARTEN ACTIVITY ROOM
- 2 RESOURCE ROOMS
- 1 RESOURCE / CONFERENCE ROOM
- 3 TEACHER STORAGE SPACES



1/8" = 1'-0"



**THE SCHEMMER ASSOCIATES**  
 Architects Engineers  
  
 1/32" = 1'-0"

Ackerman Elementary



October 19, 2005



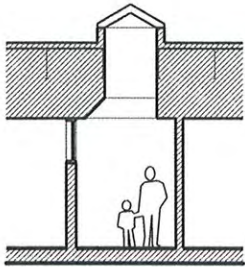
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- 2 TEACHER STORAGE SPACES



1/8"=1'-0"



1/32" = 1'-0"



## MILLARD PUBLIC SCHOOLS ACKERMAN ELEMENTARY SCHOOL STORM SHELTER REQUIREMENTS

Revised November 15, 2005

### Code Requirements

- City of Omaha Building Code prior to 2001 (UBC) made no mention of "Storm Shelters"
- City of Omaha Building Code since 2001 (IBC) only indicates that "if" a storm shelter is required, then it should be designed utilizing FEMA 361 criteria

### Zoning Requirements

- Since 1991, the City of Omaha zoning requirements have required that primary and secondary education facilities be built with a storm shelter that can withstand 200 MPH winds.
- No other criterion is specifically provided in the zoning ordinance.

### Design Criteria

- FEMA 361 was published in 2000. This document is not a code, but rather provides design criteria that can be utilized in the design of storm shelters.

### Notes

- Since the existing building was constructed before the zoning ordinance required storm shelters, the building would now be considered a "lawful nonconforming structure" per **Section 55-864** of the present zoning ordinance.
- **Section 55-864 (a) Continuation:** Indicates that a lawful nonconforming structure "may be continued, repaired, maintained or altered, subject to the provisions of this section".
- **Section 55-864 (b) Additions or Enlargements to Nonconforming Structures:** (1) Indicates that a lawful nonconforming structure may be added to or enlarged if the addition satisfies one or more of the following conditions. The conditions noted all have to do with setbacks, impervious cover, height restrictions, off-street parking, landscaping requirements etc. with no specific mention of storm shelters. (2) N/A to Ackerman situation. (3) "Nonconforming buildings shall be limited to one addition or enlargement pursuant to these regulations".



of this section may be appealed to the zoning board of appeals, as set forth in section 55-888.

(Code 1980, § 55-786)

**Cross references:** Private use of public property, § 34-141 et seq.; building regulations pertaining to fences, § 43-171 et seq.

### Sec. 55-787. Storm shelters.

Storm shelters shall be provided for all multiple-family residential uses, mobile home residential uses, day care services (limited), day care services (general), primary educational facilities and secondary educational facilities in conformance with the following requirements:

- (a) Shelters shall be located no more than 600 feet from any dwelling unit and/or occupied area served and on the same property.
- (b) Shelters shall provide 5.5 square feet of floor area per occupant and accommodate 100 percent occupancy of the facility. For residential use types, this shall be computed for each unit as follows:

TABLE INSET:

Efficiency and one-bedroom	5.5 sq. ft.
Two-bedroom	11.0 sq. ft.
Three-bedroom	16.5 sq. ft.
Four-bedroom and over	22.0 sq. ft.

- (c) Shelters shall be designed to withstand a wind speed of 200 miles per hour and in accordance with the technical guidelines recommended by the U.S. Federal Emergency Management Agency.

(Code 1980, § 55-787)

### Sec. 55-788. Additional setback requirements for structures adjacent to creeks and drainageways.

(a) In addition to the provisions of sections 55-651 through and including 55-660 of this Code, no person shall be granted a permit for the construction of any structure, exclusive [of] bank stabilization structures, poles, sign structures, adjacent to any creek or stream, unless such structure is located so that no portion thereof is any closer to the stream than will allow a maximum three-to-one slope plus 20 feet between the water's edge of the stream shall be that point constituting the edge of the water during normal flow conditions.

(b) A property shall be exempt from the provisions of subsection (a) hereof upon a showing by a registered professional engineer that adequate bank stabilization structures or slope protection will be installed in the construction of said structure, having an estimated useful life equal to that of the structure, which will provide adequate erosion control conditions coupled with adequate lateral support so that no portion of said structure adjacent to the stream will be endangered by erosion or lack of lateral support. In the event that the structure is adjacent to any stream which has been channelized or otherwise improved by any agency of government, then such certification providing an exception to subsection (a) above may take the form of a

certification as to the adequacy and protection of the improvements installed by such governmental agency.

(Code 1980, § 55-788; Ord. No. 34346, § 1, 10-21-97)

Secs. 55-789--55-800. Reserved.



**ARTICLE XIX. NONCONFORMING DEVELOPMENT****Sec. 55-861. Purpose of article.**

This article shall be known as the nonconforming development regulations. The purposes of these regulations are:

- (a) To allow for reasonable use of legally created lots of record which do not meet current minimum requirements for their respective zoning districts.
- (b) To provide for reasonable use of legally constructed structures which do not meet current site development regulations for their respective zoning districts.
- (c) To allow for the reasonable continuation of legally established uses which do not meet current use regulations for their respective zoning districts.
- (d) To limit the continuation of and provide for the gradual replacement of nonconforming uses.

(Code 1980, § 55-861)

**Sec. 55-862. Regulations cumulative; conflicting provisions.**

Regulations for nonconforming uses are in addition to regulations for nonconforming structures. In the event of a conflict, the most restrictive regulation shall apply.

(Code 1980, § 55-862)

**Sec. 55-863. Nonconforming lots.**

(a) *Preexisting lots of record.* Nonconforming lots of record existing at the time of the adoption of this chapter [January 27, 1987] shall be exempt, unless otherwise provided, from the minimum lot area and lot width requirements of each zoning district. Such lots may be developed with any use allowed by the regulations for the district and must comply with all other site development regulations set forth by this chapter.

(b) *Reductions due to public acquisition.* If a portion of a legally existing lot in any district is acquired for public use, the remainder of this lot shall be considered a conforming lot.

(Code 1980, § 55-863)

**Sec. 55-864. Nonconforming structures.**

These regulations apply to buildings and structures which were constructed legally under regulations in effect before the effective date of this chapter [March 4, 1987].

(a) *Continuation.* A lawful nonconforming structure existing on the effective date of this chapter may be continued, repaired, maintained or altered, subject to the provisions of this section.

(b) *Additions or enlargements.*

- (1) A lawful nonconforming structure may be added to or enlarged if the addition



satisfies one or more of the following conditions:

a. The enlargement or addition, when considered independently of the existing building, complies with any applicable setback, height, off-street parking and landscaping requirements.

b. The nonconforming building and impervious surface coverages on the site are not increased and the building, after the addition, conforms to height, floor area ratio, and off-street parking regulations applicable to its zoning district.

c. The addition projects no further into a required side yard setback than the existing building; the length of the side wall of the addition is the smaller of 25 feet or 50 percent of the length of the existing nonconforming side wall; and the enlarged building complies with building and impervious coverage, floor area ratio, front and rear yard setbacks, and height regulations applicable to its zoning district.

(2) No permitted addition to a nonconforming structure may place a wall within six feet of a window of an adjacent preexisting residential structure.

(3) Nonconforming buildings shall be limited to one addition or enlargement pursuant to these regulations.

(c) *Moving.* A lawful nonconforming building or structure shall not be moved in whole or in part to another location on its lot unless every part of the structure conforms to all site development regulations applicable to its zoning district.

(d) *Repair.* A lawful nonconforming building damaged by fire, explosion, storm or other calamity, except floor damages, may be repaired and reconstructed provided there is no increase in the degree of nonconformity. Repair and reconstruction within the designated floodplain shall be in conformance with floodplain development regulations.

(e) *Change of conforming building.* A conforming building shall not be changed in any way that will result in a nonconforming development.

(f) *Applicability of landscaping and screening regulations.* A preexisting structure, building or development shall be exempt from article XIII, "Landscaping and Screening." However, any expansion of such structure, building, or development or any adjacent new development onto property that is or becomes vacant on or after the effective date of this chapter [March 4, 1987] shall be subject to article XIII.

(Code 1980, § 55-864)

### **Sec. 55-865. Nonconforming uses.**

(a) *Continuation.* Any nonconforming use lawfully existing on the effective date of this chapter [March 4, 1987] may continue, subject to the limitations of this section.

(b) *Enlargement.* A building or structure housing a lawful nonconforming use may not be added to or enlarged.

(c) *Abandonment.* If any structure or property used as a lawful nonconforming use becomes vacant or unused for a continuous period of six months, any subsequent use must conform to all use regulations applicable to the zoning district.

(d) *Change of use.*

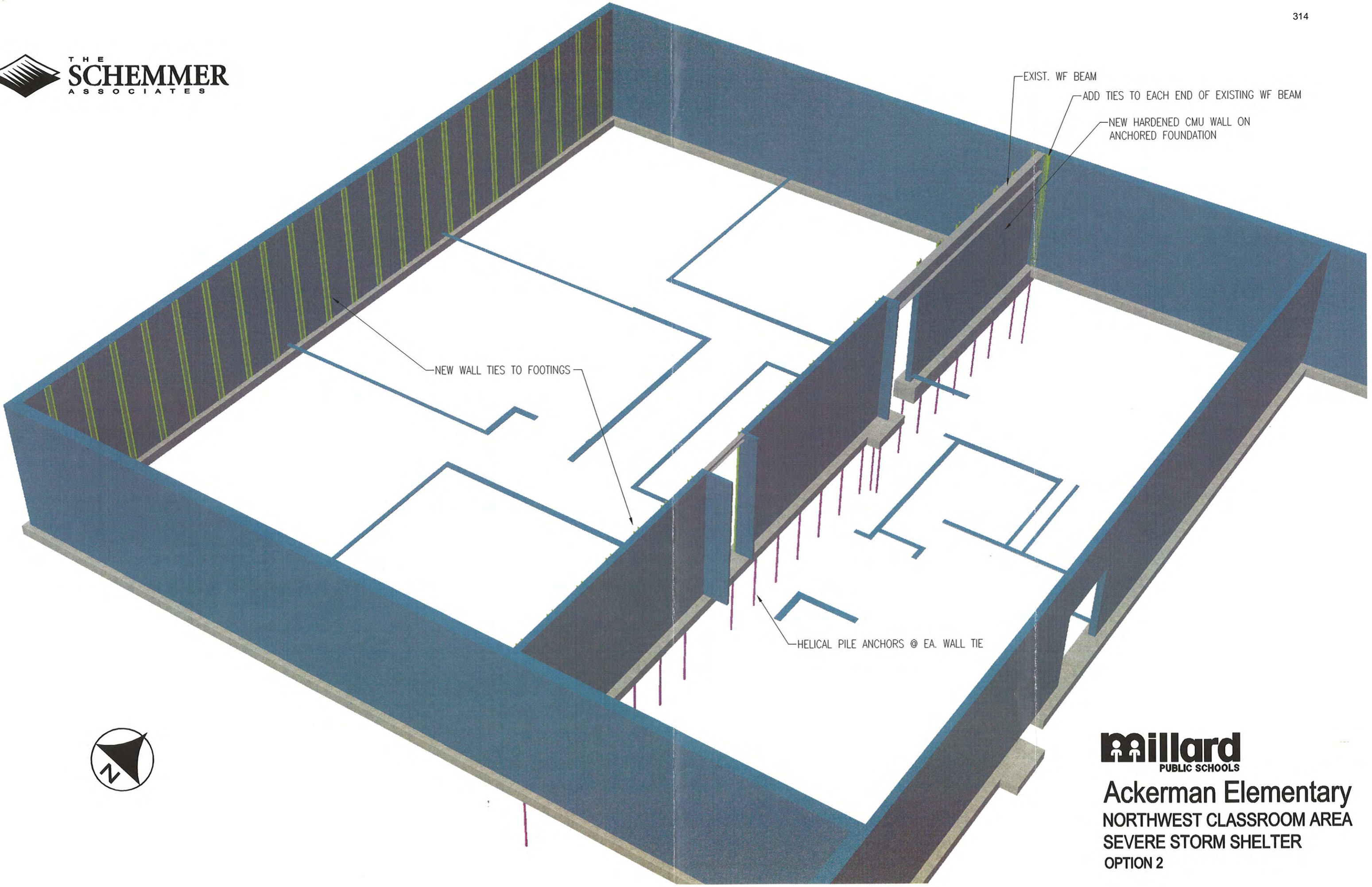
(1) A lawful nonconforming use may be changed only to a use type with the same or a lower intensity rating.

- (2) If a lawful nonconforming use is changed to a less intensive use, or to a conforming use, such use shall not be changed to a more intensive use.
- (e) *Repair of structure.* Repairs and maintenance of a structure occupied by a nonconforming use may be made, provided that no structural alterations are made other than those required by law.
- (f) *Damage or destruction of structure.* Should a structure occupied by a lawful nonconforming use be damaged to the extent that the cost of restoration exceeds 50 percent of the replacement cost of the structure, the nonconforming use shall no longer be permitted.
- (g) *Nonconforming uses and conditional and special use permits.* A lawful preexisting use which would require a conditional or special use permit in its zoning district shall be presumed to have the appropriate permit and shall be considered a conforming use. The use shall be subject to the regulations governing lapse or revocation of permits set forth in sections 55-883 and 55-884.

(Code 1980, § 55-865)

Secs. 55-866--55-880. Reserved.





EXIST. WF BEAM  
 ADD TIES TO EACH END OF EXISTING WF BEAM  
 NEW HARDENED CMU WALL ON ANCHORED FOUNDATION

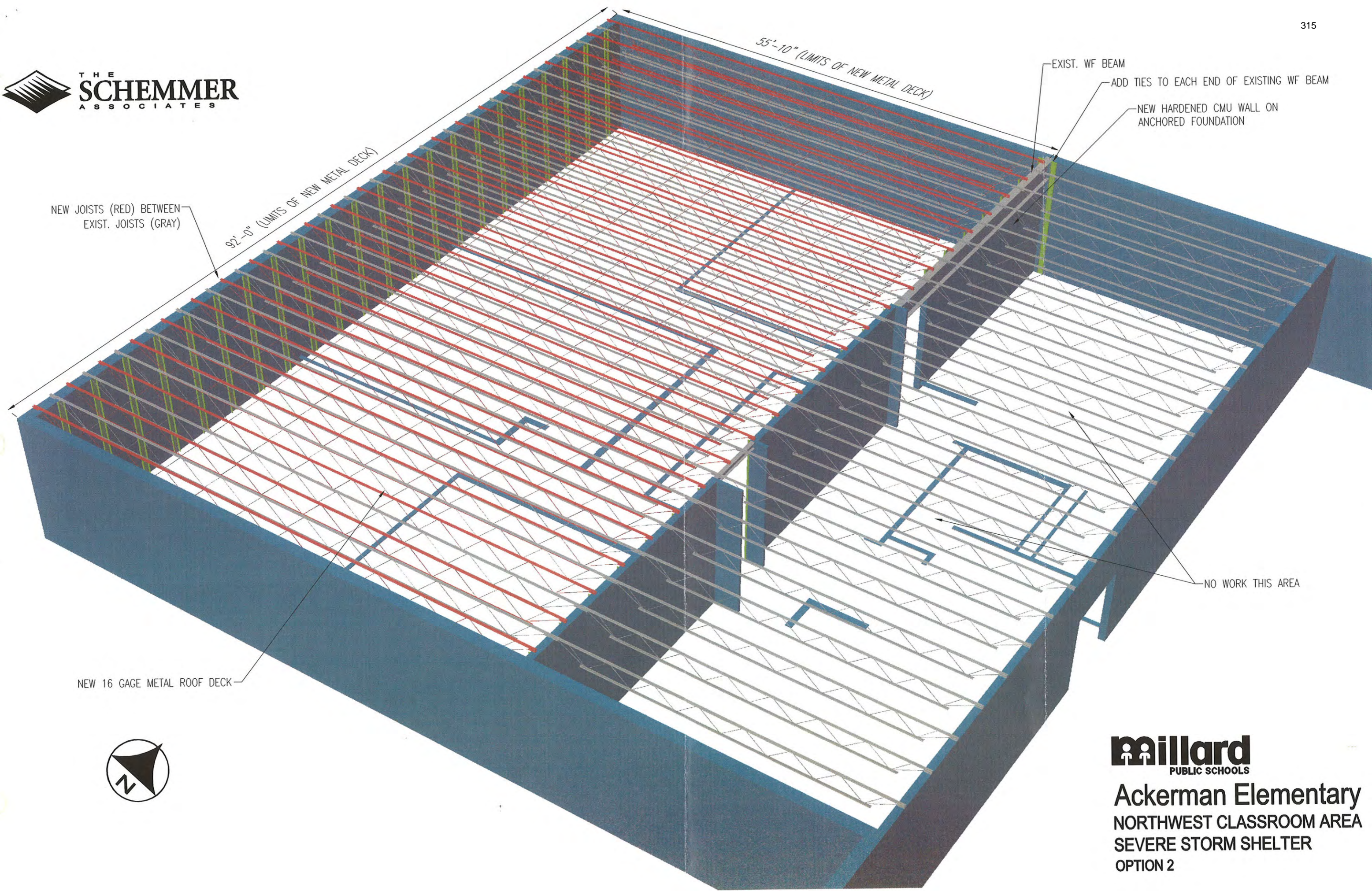
NEW WALL TIES TO FOOTINGS

HELICAL PILE ANCHORS @ EA. WALL TIE



**Ackerman Elementary**  
 NORTHWEST CLASSROOM AREA  
 SEVERE STORM SHELTER  
 OPTION 2





NEW JOISTS (RED) BETWEEN EXIST. JOISTS (GRAY)

92'-0" (LIMITS OF NEW METAL DECK)

55'-10" (LIMITS OF NEW METAL DECK)

EXIST. WF BEAM  
ADD TIES TO EACH END OF EXISTING WF BEAM  
NEW HARDENED CMU WALL ON ANCHORED FOUNDATION

NO WORK THIS AREA

NEW 16 GAGE METAL ROOF DECK



**Ackerman Elementary**  
NORTHWEST CLASSROOM AREA  
SEVERE STORM SHELTER  
OPTION 2



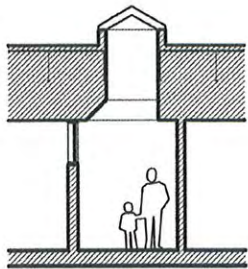
**CLASSROOM SIZE**

AVERAGE SQUARE FOOTAGE ON 8/31 PLAN = 744  
 LOW = 560 HIGH = 875

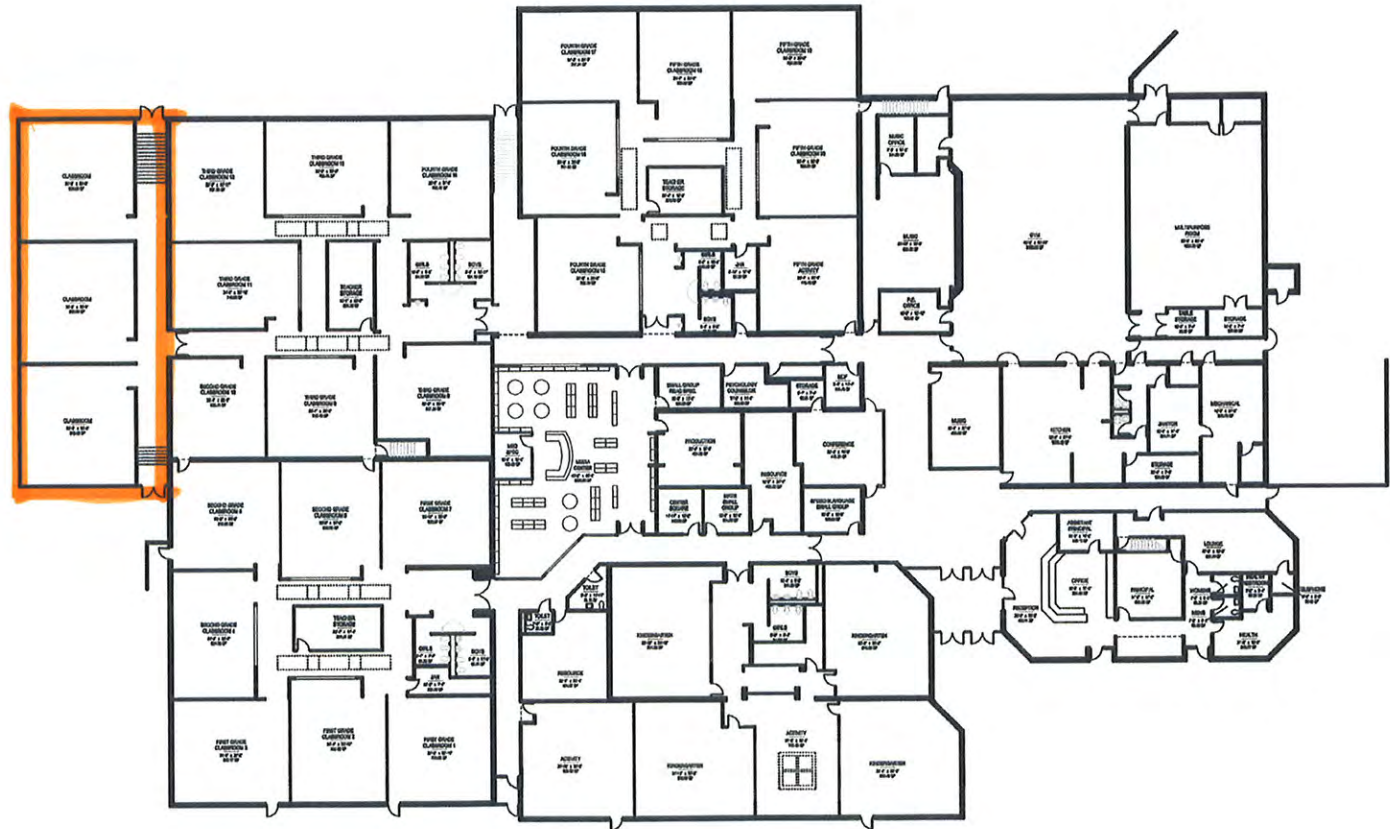
AVERAGE SQUARE FOOTAGE ON CURRENT PLAN = 792  
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**CURRENT PLAN**

- 20 CLASSROOMS
- 2 ACTIVITY ROOMS
- 4 KINDERGARTENS
- 1 KINDERGARTEN ACTIVITY ROOM
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- 3 TEACHER STORAGE SPACES



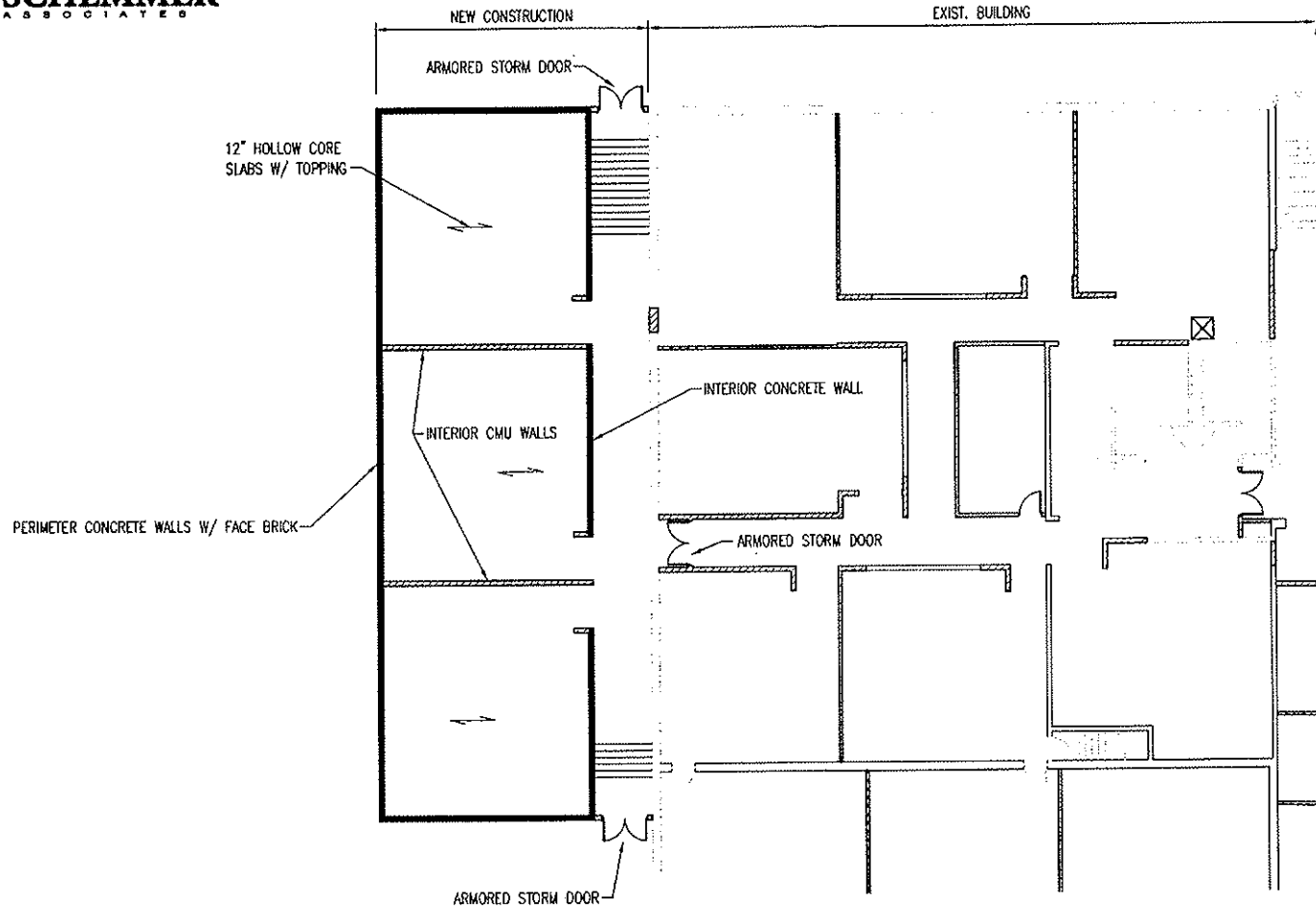
1/8" = 1'-0"



1/32" = 1'-0"



THE SCHEMMER ASSOCIATED



1/16" = 1'-0"



Ackerman Elementary  
NORTHWEST CLASSROOM AREA  
SEVERE STORM SHELTER  
OPTION 3

## Ackerman Elementary Renovation

### **Potential Use of Portable Classrooms to Provide Construction Swing Space**

*Revised 11-4-05*

#### **Phasing**

Providing construction swing space for 16 classrooms would accommodate two major phases of renovation in the building. During Phase I, the portables would provide space for the two suites at the west and for the two original kindergartens at the southeast. In Phase II, the portables would serve the remaining spaces.

#### **Capacity**

For this project, 8 double portable buildings will be required to provide 16 classrooms. For planning purposes, 25 students per classroom x 16 classrooms = space provided for a maximum of 400 (of 600) students.

#### **Scope**

Per our usual specifications and City regulations, the portables will be equipped with ADA-approved ramps, self-contained fire detection systems, plumbing for restrooms and electrical, data and intercom services.

#### **Location**

A location near the SW corner of the building is feasible, with ample, open site space and favorable grade conditions. This plan would probably require only minimal compromises with the use of adjacent athletic and play spaces.

#### **Availability of Existing Portables**

The portables currently located at MNHS must be removed from that site not later than summer of 2007, to accommodate expansion of parking facilities. Although these buildings could provide 6 of the 16 classrooms required, the condition of the two "doubles" is generally poor, due to their age, use and frequent relocation. The two "singles" are newer, but use site space inefficiently.

#### **Costs for 8 Double Portables (provides all 16 classrooms)**

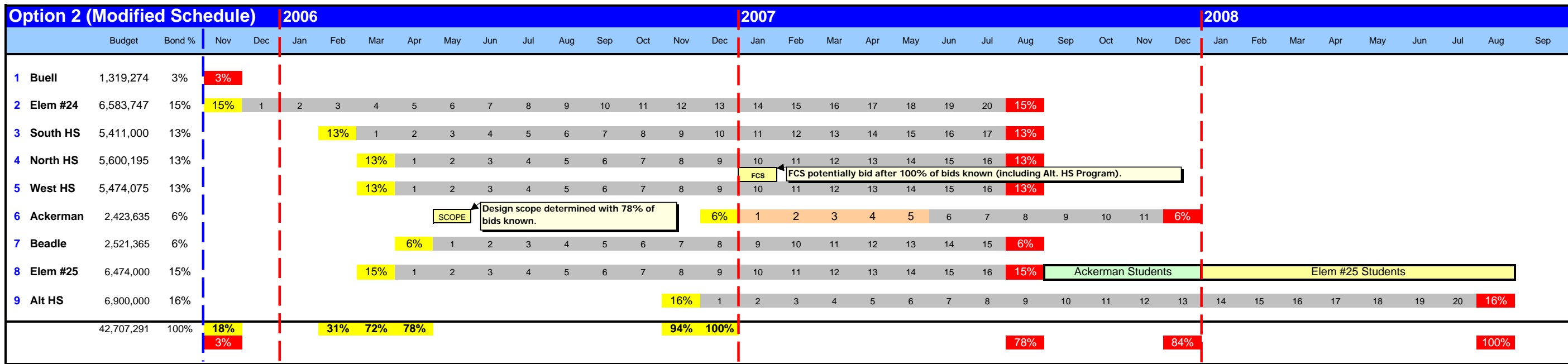
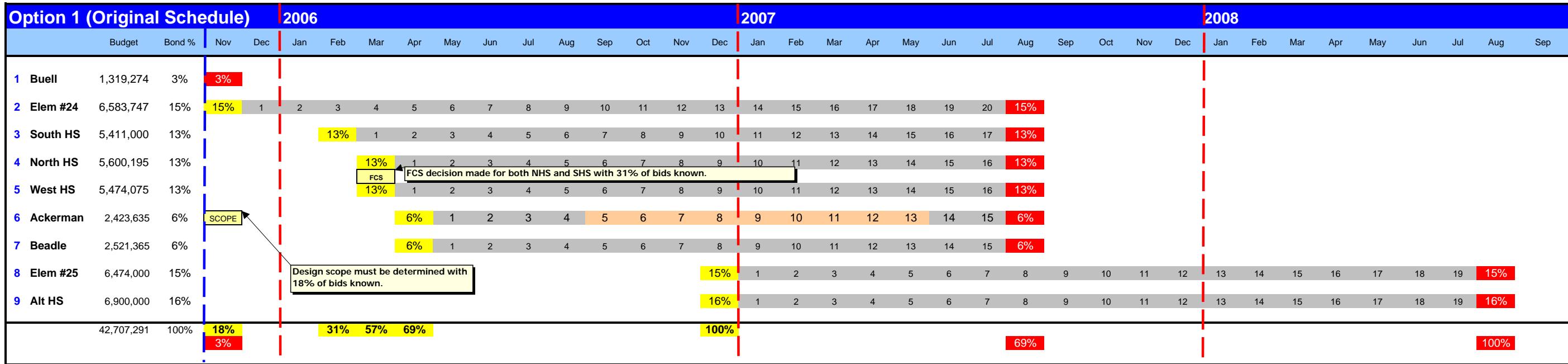
8 New portable buildings @ \$88,575, 24' x 60', including all utilities, fully equipped and installed .....**\$1,260,000**

#### **Costs if 5 Existing Buildings are Relocated from MNHS (provides 6 of 16 classrooms)**

Purchase and set-up 5 new portables, relocate and install 5 from NHS.....**\$1,034,775**



**Millard Public Schools**  
Bond Project Schedule Options





## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Ackerman "Q" Street Project

**MEETING DATE:** December 5, 2005

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Ackerman "Q" Street Project – Matters related to the widening of "Q" Street in the area of Ackerman Elementary School.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** The City of Omaha is extending the four-lane portion of "Q" Street from 156<sup>th</sup> Street to 170<sup>th</sup> Street in 2006.

In order to accomplish the project, the City needs to purchase a tree that will be removed and to acquire temporary and permanent easements for the project. The City has offered to pay \$1,000 for the tree and is asking that the easements be donated by the school.

**OPTIONS AND ALTERNATIVES:** Reject the offers.

**RECOMMENDATION:** It is recommended that the District accept the offer of \$1,000 for a tree and to enter into the following agreements related to Tract 89 of the City of Omaha's 156<sup>th</sup> to 170<sup>th</sup> Street Project: (1) Donation of Road Right-of-Way and (2) Temporary Construction Easement.

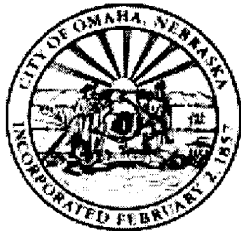
**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

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

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_



City of Omaha  
Mike Fahey, Mayor

October 18, 2005

**Public Works Department**

Omaha/Douglas Civic Center  
1819 Farnam Street, Suite 601  
Omaha, Nebraska 68183-0601  
(402) 444-5220  
Fax (402) 444-5248

**Henry Vieregger, P.E.**  
Public Works Director

Millard School District No. 17  
5606 South 147th Street  
Omaha, NE 68135

REC'D OCT 20 2005

**RE: OPW 50243, "Q" Street from 156th Street to 170th Street  
Tract No. 13 (a/k/a 16901 "P" Street, Omaha, Nebraska)  
Tract No. 89 (a/k/a 5110 South 156th Street, Omaha, Nebraska)**

Dear Dr.Fossen:

The City of Omaha is proposing the construction of "Q" Street from 156th Street to 170th Street. This project is tentatively scheduled to begin Spring of 2006 and be completed within two construction seasons.

It is necessary for the City of Omaha to obtain land acquisitions and temporary construction easements from property owners abutting the project area in order to construct the proposed improvement. The land acquisitions are for wheelchair ramps and pavement widening. The purpose of the temporary construction easement is to allow the City's contractor to work in a small area of your property. The temporary easement is valid only during the construction period. Your property will be restored upon the completion of the project.

The City is respectfully requesting the donation of the land acquisition and temporary construction easements from Millard Schools, as we believe the project is a benefit to the school district, with the acquisitions having no significant impact on the two locations. This cost saving measure allows the City to better utilize limited funds available for this project.

Enclosed are construction plans illustrating the area needed and certain right-of-way documents pertaining to your property. I will be contacting you in the near future so we can set an appointment to discuss these documents, this project, and its effect on your property. If you have any questions, or wish to schedule an appointment at your convenience, feel free to contact me at 444-5242, Monday through Friday, 8:00 A.M. to 4:30 P.M., or leave a message with my voice-mail service. Thank you for your cooperation in this matter.

Sincerely,

*Jim Cable*

Jim Cable  
Right-of-Way Agent

Enclosure

FOR OFFICE USE ONLY  
Project: "Q" Street from 156th Street to 170th Street  
City Proj. No.: OPW 50243  
Tract No.: 89  
Address: 5110 South 156th Street  
Omaha, Nebraska 68135

### STATEMENT OF OFFER

The City of Omaha, in compliance with the Uniform Relocation Assistance and Real Property Acquisition Policy Act of 1970, requires that the City's Right-of-Way Agent, *Jim Cable*, upon his first visit of negotiating, provide the owner of real property, **Millard School District No. 17**, with this written statement of offer made to acquire the property.

This offer will be made in the amount not less than the appraised fair market value of the property involved and will include a summary of the basis for the amount established as just compensation for:


**Other Considerations**, such as trees, landscaping, or miscellaneous items determined during negotiations, and/or the following items: \$ \$1,000.00

- 1 Large Scotch Pine = \$930.00 + 7.0% sales tax of \$65.10 = \$995.10, called \$1,000.00

**TOTAL AMOUNT OFFERED** = \$ 1,000.00

This written statement represents the City's offer made in an amount not less than the appraised valuation of the property.

This offer is being made on the 12 day of October, 20 05, and the total amount of this offer is \$ 1,000.00.

  
\_\_\_\_\_  
Jim Cable  
Right-of-Way Agent

# Donation for Road Right-of-Way

Project No.: OPW 50243 Tract No.: 89

Owner: Millard School District No. 17

Address of Owner: 5606 South 147<sup>th</sup> Street

Omaha, NE 68135

Date: 10-12-05

As owners of real estate needed for the above referenced project and tract, and acknowledging the fact that (I) (We) are entitled to just compensation based upon a reviewed estimate of the fair market value of (my) (our) property, (I) (We) have voluntarily waived these rights and wish to donate the right-of-way. (I) (We) will execute the necessary conveyance instruments to transfer said right-of-way.

The plans for this project, which were presented, are fully understood as to the portion of right-of-way that will be needed.

This donation to City of Omaha, Nebraska, is made without any coercive action of any nature.

---

*Owner*

---

*Owner*

**TEMPORARY CONSTRUCTION EASEMENT  
(DONATION)**

City of Omaha, Nebraska  
Public Works Department

Design Division  
R-O-W Section

FOR OFFICE USE ONLY	
Project:	"Q" Street from 156th Street to 170th Street
City Proj. No.:	OPW 50243
Tract No.:	89
Address:	5110 South 156th Street Omaha, Nebraska 68135

*KNOW ALL MEN BY THESE PRESENTS:*

THAT **Millard School District No. 17**, hereinafter referred to as GRANTOR, (whether one or more) for and in consideration of the sum of *One and 00/100 dollars (\$1.00)* and other good and valuable considerations, the receipt of which is hereby acknowledged, and for the sole consideration of the City of Omaha constructing the **"Q" Street from 156th Street to 170th Street**, does hereby donate, grant and convey unto the CITY OF OMAHA, NEBRASKA, a Municipal Corporation, hereinafter referred to as CITY, and to its successors and assigns, an easement for the right to enter upon and use for working space for the construction of said project, improvements and appurtenances thereto, on the parcel of land described as follows, to-wit:

**SEE ATTACHED EXHIBIT "A"  
TEMPORARY EASEMENT LEGAL DESCRIPTION**

It is further agreed as follows:

- 1) That this easement runs with the land and terminates thirty (30) days after the improvement is completed, with the total duration of actual use of this temporary construction easement not to exceed One (1) year(s) or 365 calendar days from the date the City makes entry on the Grantors property.
- 2) That said easement is granted upon the condition that the CITY will remove or cause to be removed all presently existing improvements thereon, including but not limited to crops, vines, gardens and lawns within the easement area as necessary for construction with the following exceptions: None.
- 3) That the CITY shall cause any trench made on said easement strip to be properly refilled and shall cause the area disturbed under this easement to be restored upon completion of construction. This temporary easement is also for the benefit of any contractor, agent, employee, public utility company and representative of the City of Omaha in any of said construction work.
- 4) That said GRANTOR for himself or themselves and his or their heirs, executors and administrators does or do confirm with the said CITY and its assigns, including public utility companies and their assigns, that he or they, the GRANTOR is or are well seized in fee of the above described property and that he or they has or have the right to grant and convey this easement in the manner and form aforesaid, and that he or they will, and his or their heirs, executors and administrators, shall warrant, and defend this temporary easement to said CITY and its assigns including public utility companies and their assigns against the lawful claims and demands of all persons.
- 5) That this instrument contains the entire agreement of the parties; that there are no other or different agreements or understandings, except a Permanent Easement or Acquisition if and as applicable, between the GRANTOR and the CITY or its agents; and that the GRANTOR in executing and delivering this instrument, has not relied upon promises, inducements, or representations of the CITY or its agents or employees, except as are set forth herein.
- 6) The consideration recited includes damages for change of grade, if any, and any and all claims for damage arising from change of grade or grading are hereby waived.
- 7) The undersigned wish to donate a temporary construction easement to the CITY OF OMAHA, NEBRASKA, a Municipal Corporation,, for public use.
- 8) The undersigned was informed of the right to have said land appraised and a written offer to purchase made for said temporary construction easement right, and have by their voluntary act and deed waived these rights.






# Exhibit "A"

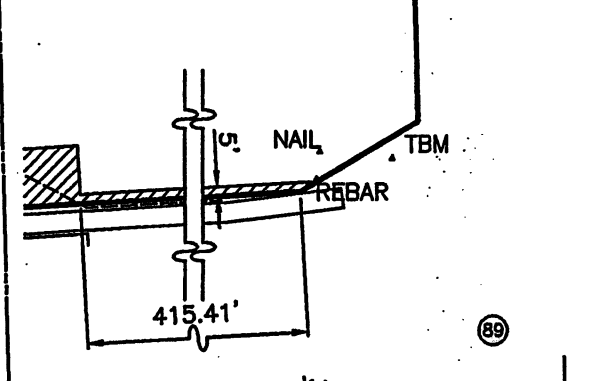
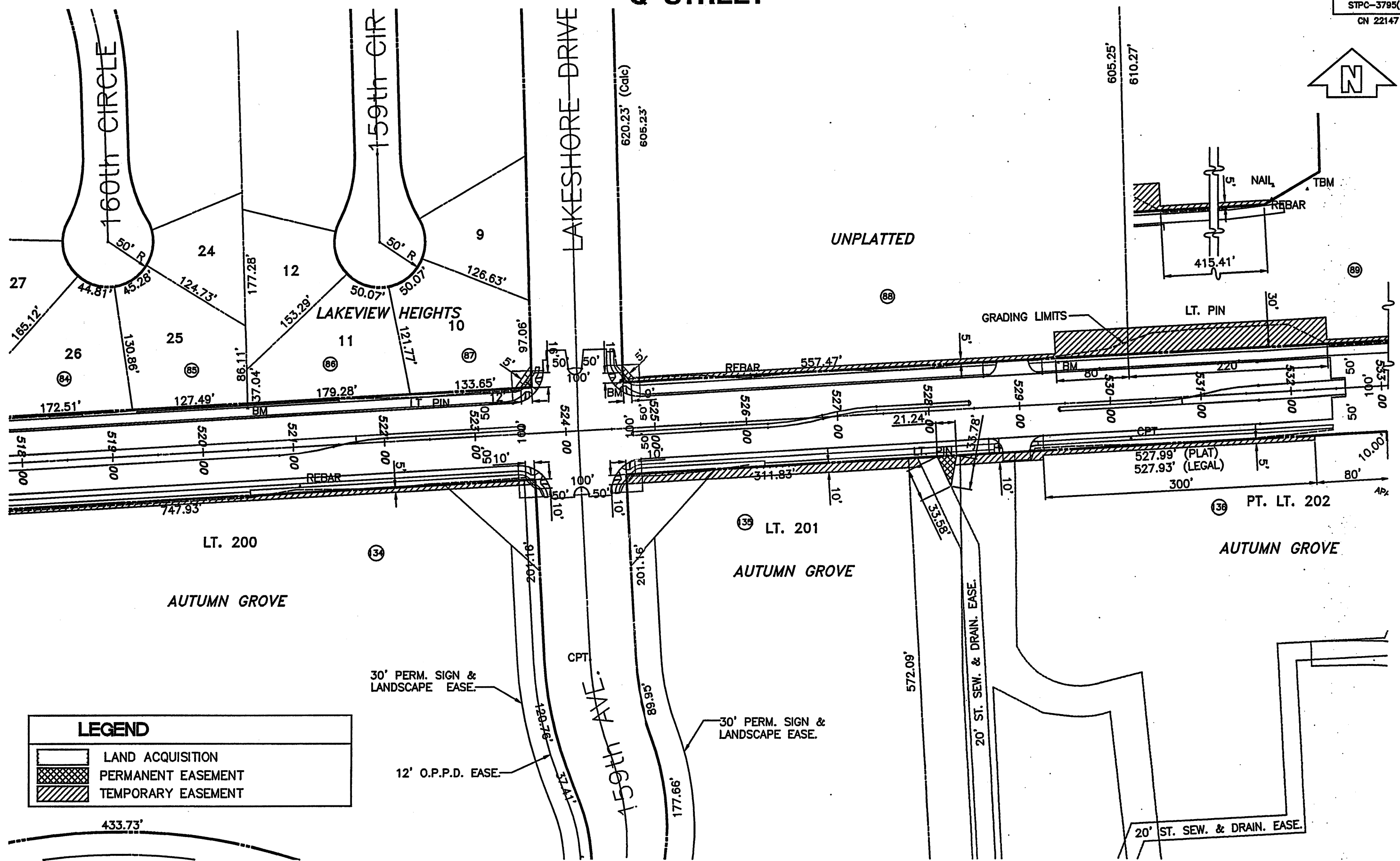
## TEMPORARY EASEMENT LEGAL DESCRIPTION

The West 220.00 of the East 752.56 feet of the North 30.00 feet of the South 80.00 feet and the West 415.41 feet of the East 532.56 feet of the North 5.00 feet of the South 55.00 feet of the Southeast  $\frac{1}{4}$  of Section 3, T14N, R11E, of the 6<sup>th</sup> P.M., Douglas County, Nebraska.

## CITY OF OMAHA Public Works Department

Owner(s): Millard School District No. 17 Address: 5110 South 156th Street Omaha, Nebraska 68135		 Land Acquisition = _____ S.F.  Permanent Easement = _____ S.F.  Temporary Easement = <u>8,688</u> S.F.
Project No. OPW 50243		Project Name: "Q" Street from 156th Street to 170th Street
Tract No. 89	Date Prepared: 4-26-05	Revision Date(s):
		Page 1 of 2

**"Q" STREET**



LEGEND	
	LAND ACQUISITION
	PERMANENT EASEMENT
	TEMPORARY EASEMENT

30' PERM. SIGN & LANDSCAPE EASE.  
 12' O.P.P.D. EASE.

30' PERM. SIGN & LANDSCAPE EASE.

20' ST. SEW. & DRAIN. EASE.

20' ST. SEW. & DRAIN. EASE.



# "Q" STREET

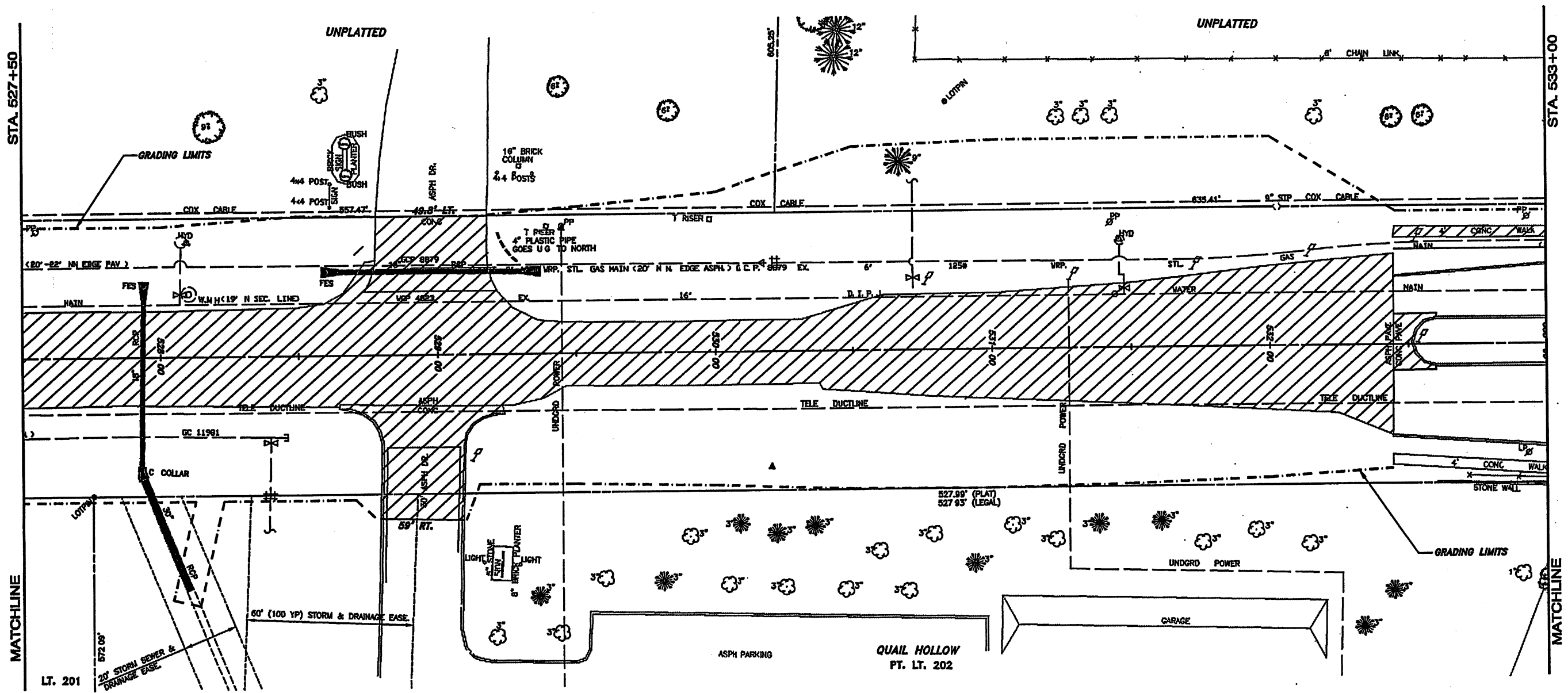


**REMOVAL QUANTITIES - THIS SHT.**  
 CLEARING & GRUBBING TREES OVER 9" TO 18" DIA. 1 EA.  
 REMOVE PAVEMENT..... 2007 S.Y.  
 REMOVE DRIVEWAY..... 339 S.Y.  
 REMOVE SIDEWALK..... 216 S.F.

REMOVE FLARED END SECTION	
LOCATION	SIZE
STA 527+84, 27' LT.	18"
STA 528+58, 30' LT.	18"
STA 529+37, 30' LT.	18"

REMOVE SEWER PIPE	
LOCATION	SIZE
STA 527+84, 21' LT. TO 527+93, 42' RT.	18" x 63"
STA 527+93, 42' RT. TO 528+10, 84' RT.	30" x 45"

REMOVE CULVERT PIPE	
LOCATION	SIZE
STA 528+64, 30' LT. TO 529+31, 30' LT.	18" x 67"



## REMOVALS (Q ST.)



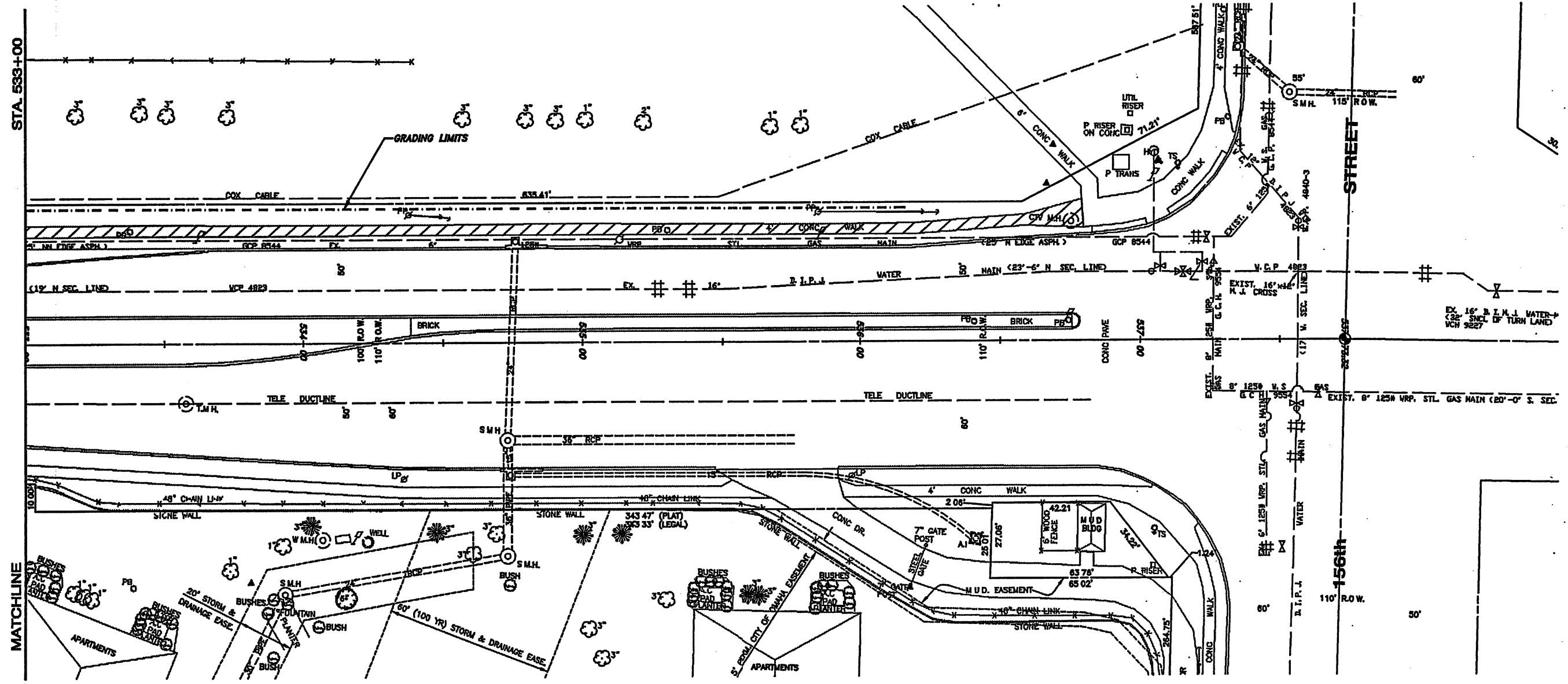
REMOVAL QUANTITIES - THIS SHT.

REMOVE SIDEWALK..... 1548 S.F.

"Q" STREET



Ackerman  
Elementary  
School



REMOVALS (Q ST.)



**CONSTRUCTION QUANTITIES - THIS SHT.**

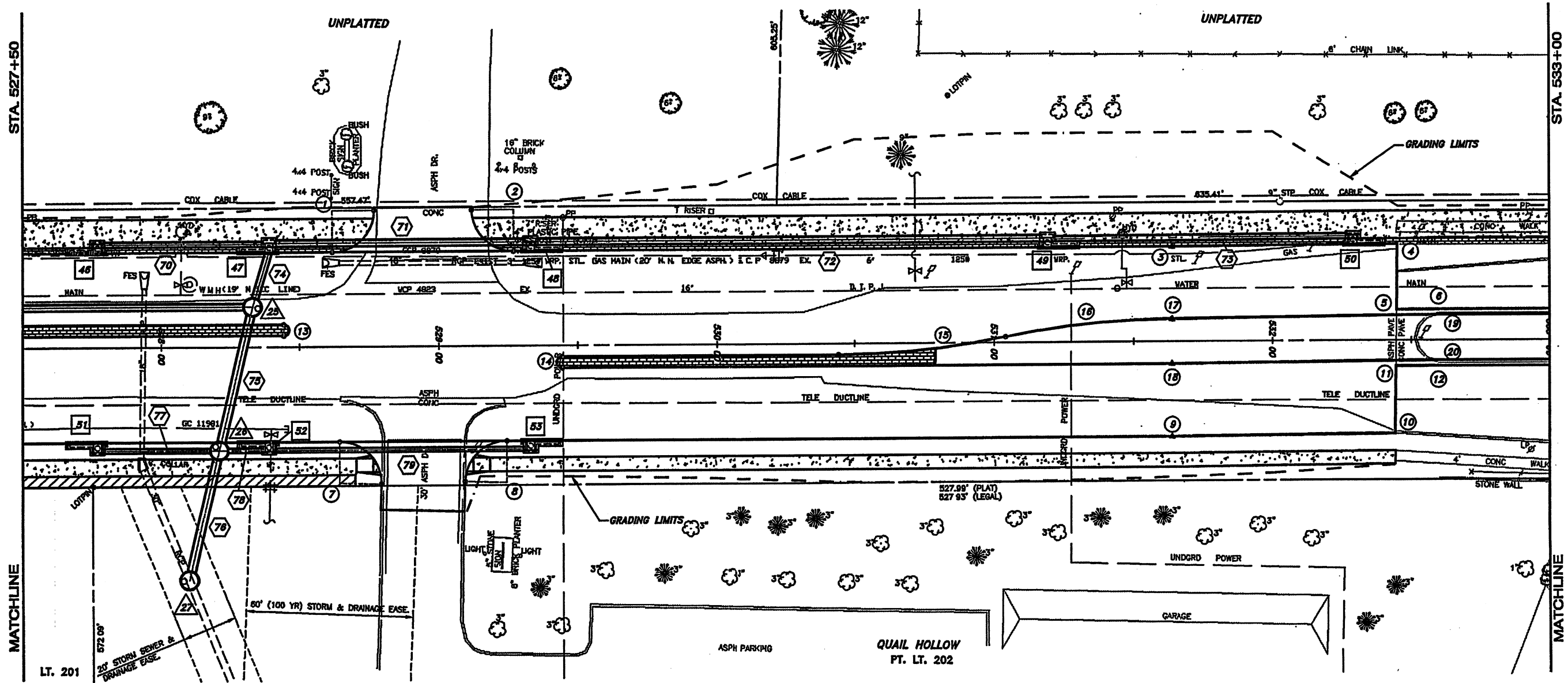
CONSTRUCT 9" CONC. PAVEMENT - TYPE 65	3377 S.Y.
CONSTRUCT 6" INTEGRAL CURB (TYPE "A")	1689 LF
CONSTRUCT 7" CONC. DRIVEWAY - TYPE L65	167 S.Y.
CONSTRUCT 4" CONC. SIDEWALK	2350 S.F.
CONSTRUCT 6" CONC. SIDEWALK	5100 S.F.
CONSTRUCT 6" COLORED IMPRINTED CONC. SIDEWALK	840 S.F.
CONSTRUCT CONC. CURB RAMP	92 S.F.
CONSTRUCT 6" COLORED IMPRINTED CONC. MEDIAN SURFACING	950 S.F.
SODDING	1630 S.Y.
ADJUST MANHOLE TO GRADE	1 EA
ADJUST GAS VALVE TO GRADE	1 EA
ADJUST WATER VALVE TO GRADE	3 EA

**"Q" STREET**

PROJECT NO.

STPC-3795(4)

CN 22147



**LEGEND**

9" ASPHALT SURFACE COURSE TYPE CMM, PG 70-28	
CONCRETE SIDEWALK & 4" CONCRETE MOW STRIP	
6" COLORED IMPRINTED CONC. SIDEWALK & 6" COLORED IMPRINTED CONC. MEDIAN SURFACING	
SMALL & LARGE BLOCK CONC. UNIT RETAINING WALL	

**CONSTRUCTION (Q ST.)**

CITY OF OMAHA

OPW 50243

SHEET 13



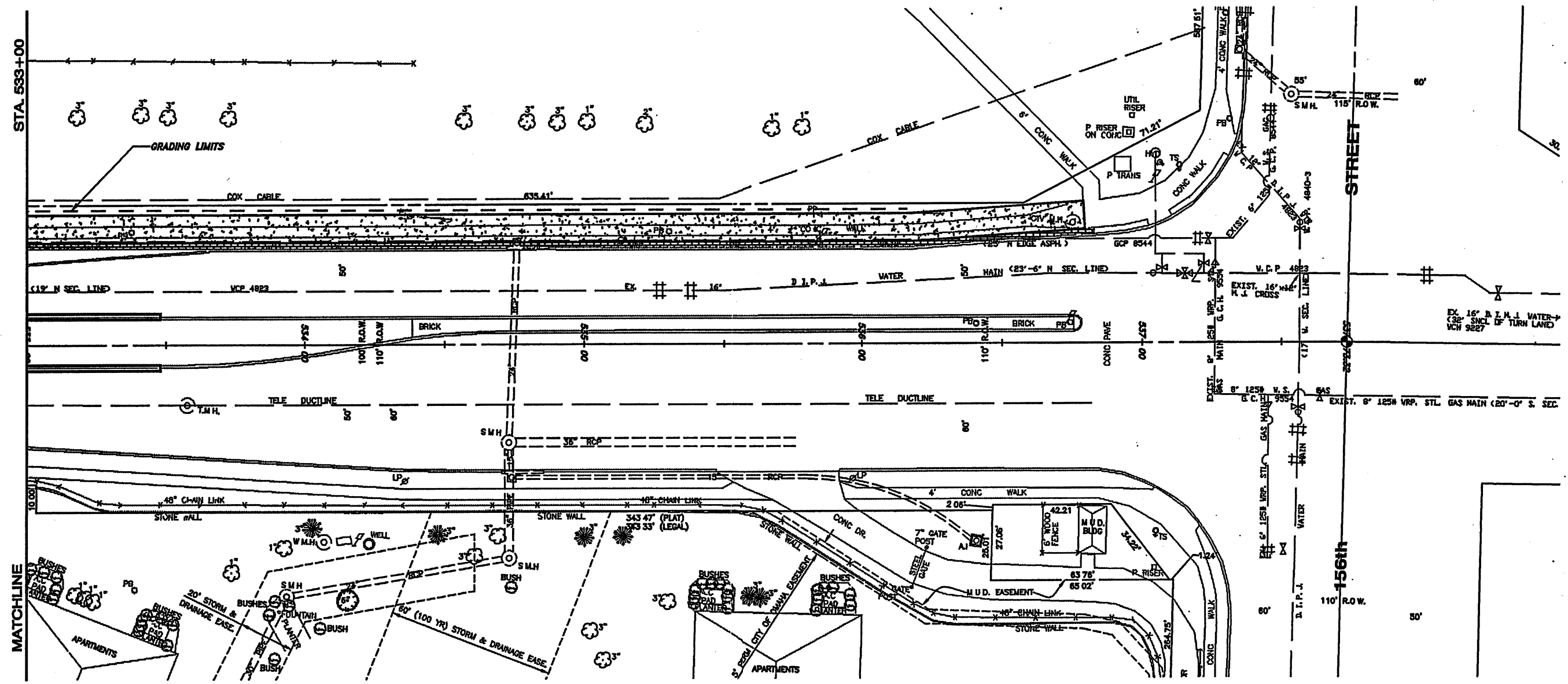
**CONSTRUCTION QUANTITIES - THIS SHT.**

CONSTRUCT 6" CONC. SIDEWALK .....	3794 S.F.
CONSTRUCT 6" COLORED IMPRINTED CONC. SIDEWALK .....	730 S.F.
SODDING .....	90 S.Y.

**"Q" STREET**



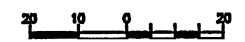
Ackerman  
 Elementary  
 School



**LEGEND**

9" ASPHALT SURFACE COURSE TYPE CMM, PG 70-28	
CONCRETE SIDEWALK & 4" CONCRETE MOW STRIP	
6" COLORED IMPRINTED CONC. SIDEWALK & 6" COLORED IMPRINTED CONC. MEDIAN SURFACING	
SMALL & LARGE BLOCK CONC. UNIT RETAINING WALL	

**CONSTRUCTION (Q ST.)**



## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Willowdale "Q" Street Project

**MEETING DATE:** December 5, 2005

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Willowdale "Q" Street Project

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** The City of Omaha is extending the four-lane portion of "Q" Street from 156<sup>th</sup> Street to 170<sup>th</sup> Street in 2006.

In order to accomplish the project, the City needs to acquire (and has asked for a donation) of a small strip of land adjacent to "Q" Street and 168<sup>th</sup> Street at Willowdale Elementary School. They also need to secure some temporary and permanent easements for the project.

**OPTIONS AND ALTERNATIVES:** Reject the offers.

**RECOMMENDATION:** It is recommended that the District enter into the following agreements related to Tract 13 of the City of Omaha's 156<sup>th</sup> to 170<sup>th</sup> Street Project: (1) Donation of Road Right-of-Way, (2) Individual Warranty Deed, (3) Real Estate Purchase Agreement, and (4) Temporary Construction Easement.

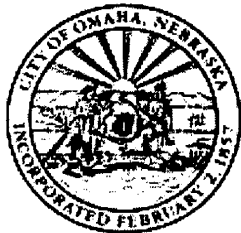
**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

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

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_



City of Omaha  
Mike Fahey, Mayor

October 18, 2005

**Public Works Department**

Omaha/Douglas Civic Center  
1819 Farnam Street, Suite 601  
Omaha, Nebraska 68183-0601  
(402) 444-5220  
Fax (402) 444-5248

**Henry Vieregger, P.E.**  
Public Works Director

Millard School District No. 17  
5606 South 147th Street  
Omaha, NE 68135

REC'D OCT 20 2005

**RE: OPW 50243, "Q" Street from 156th Street to 170th Street**  
**Tract No. 13 (a/k/a 16901 "P" Street, Omaha, Nebraska)**  
**Tract No. 89 (a/k/a 5110 South 156th Street, Omaha, Nebraska)**

Dear Dr.Fossen:

The City of Omaha is proposing the construction of "Q" Street from 156th Street to 170th Street. This project is tentatively scheduled to begin Spring of 2006 and be completed within two construction seasons.

It is necessary for the City of Omaha to obtain land acquisitions and temporary construction easements from property owners abutting the project area in order to construct the proposed improvement. The land acquisitions are for wheelchair ramps and pavement widening. The purpose of the temporary construction easement is to allow the City's contractor to work in a small area of your property. The temporary easement is valid only during the construction period. Your property will be restored upon the completion of the project.

The City is respectfully requesting the donation of the land acquisition and temporary construction easements from Millard Schools, as we believe the project is a benefit to the school district, with the acquisitions having no significant impact on the two locations. This cost saving measure allows the City to better utilize limited funds available for this project.

Enclosed are construction plans illustrating the area needed and certain right-of-way documents pertaining to your property. I will be contacting you in the near future so we can set an appointment to discuss these documents, this project, and its effect on your property. If you have any questions, or wish to schedule an appointment at your convenience, feel free to contact me at 444-5242, Monday through Friday, 8:00 A.M. to 4:30 P.M., or leave a message with my voice-mail service. Thank you for your cooperation in this matter.

Sincerely,

*Jim Cable*

Jim Cable  
Right-of-Way Agent

Enclosure

# Donation for Road Right-of-Way

Project No.: OPW 50243 Tract No.: 13

Owner: Millard School District No. 17

Address of Owner: 5606 South 147<sup>th</sup> Street

Omaha, NE 68135

Date: 10-12-05

As owners of real estate needed for the above referenced project and tract, and acknowledging the fact that (I) (We) are entitled to just compensation based upon a reviewed estimate of the fair market value of (my) (our) property, (I) (We) have voluntarily waived these rights and wish to donate the right-of-way. (I) (We) will execute the necessary conveyance instruments to transfer said right-of-way.

The plans for this project, which were presented, are fully understood as to the portion of right-of-way that will be needed.

This donation to City of Omaha, Nebraska, is made without any coercive action of any nature.

---

Owner

---

Owner





**REAL ESTATE PURCHASE AGREEMENT**  
(INDIVIDUAL and/or PARTNERSHIP)

City of Omaha, Nebraska  
Public Works Department

Design Division  
R-O-W Section  
(Jim Cable, R/W Agent)

FOR OFFICE USE ONLY	
Project:	"Q" Street from 156th Street to 170th Street
City Proj. No.:	OPW 50243
Tract No.:	13
Address:	16901 "P" Street Omaha, Nebraska 68135

**KNOW ALL MEN BY THESE PRESENTS:**

THAT **Millard School District No. 17**, hereinafter referred to as GRANTOR, whether one or more, of the County of Douglas, State of Nebraska, in consideration of the following promises, hereby agrees to donate and convey to the **City of Omaha, Nebraska**, hereinafter called CITY, and CITY agrees to purchase, for the sum of *One and 00/100 dollars (\$1.00)* and other good and valuable consideration, hereinafter referred to as CONSIDERATION, the following described real estate situated in the City of Omaha, Douglas County, Nebraska, to-wit:

**SEE ATTACHED EXHIBIT "A"**  
**LAND ACQUISITION LEGAL DESCRIPTION**

IT IS UNDERSTOOD THAT:

- 1) Said property shall be donated to CITY free and clear of any encumbrances or liens except easements and restrictions of record. A Warranty Deed in due and proper form shall be executed and delivered to CITY upon execution of this Purchase Agreement. Said Warranty Deed shall be prepared by the CITY.
- 2) Said CONSIDERATION herein recited represents the entire CONSIDERATION established as just compensation to be paid by CITY to GRANTOR for the above property, together with all appurtenances and facilities now thereon. Payment of such sum by CITY to GRANTOR shall relieve CITY of all further obligations or claims on this account, except relocation assistance, if any, as required by Federal and State Law.
- 3) GRANTOR further agrees to pay all taxes and assessments which are due and payable and which have become a lien or will become a lien on the above-described property prior to the execution of the aforesaid Warranty Deed, and upon GRANTOR'S failure to do so, CITY may deduct the amount of such unpaid taxes and assessments from the said CONSIDERATION.
- 4) One-Hundred percent (100%) of said CONSIDERATION shall be paid upon execution and delivery of the aforesaid Warranty Deed upon relinquishment of possession by GRANTOR to CITY, and upon the approval of the City Council of Omaha, Nebraska. CITY may deduct any sum due CITY because of unpaid rental and taxes, or because of damages and waste to the above described premises, from the said CONSIDERATION.
- 5) CITY shall be entitled to take possession of the premises upon payment of said consideration recited herein. Possession shall be deemed relinquished upon GRANTOR delivering the keys to the premises to CITY or by notifying CITY in writing that possession is relinquished.
- 6) GRANTOR agrees not to encumber the above-described property in any manner, nor create any other interests therein. (If any other party shall hold any encumbrance against the aforementioned property at the time of delivery of the Deed, such payments as are due under this contract shall be made to the Owner jointly with the party or parties holding such encumbrance, unless said party, or parties holding such encumbrance shall have in writing waived his right to receive such payment.
- 7) The CONSIDERATION stated herein for the acquisition of said real estate includes any damages to the remaining property, if any, of GRANTOR(S), and the GRANTOR(S) waive(s) the statutory procedure for arriving at damages by reason of any change of grade and waive(s) any damages for any change of grade in the construction of the improvement to which this pertains.
- 8) The above consideration shall cover all damages caused by the CITY'S construction of the above project by the CITY except for CROP DAMAGE, if any, which will be paid for one year crop damage in the amount based on the yield from the balance of the field less expenses of marketing and harvesting. CROP DAMAGE shall mean damage to such crops as are required to be planted and which were planted at the time of the signing of this contract and which are actually damaged due to the proximate cause of construction.
- 9) CITY agrees to pay expenses for abstracts of title, release of mortgages, recording fees, and revenue stamps, if required. Real estate taxes for the current year will be prorated as of the date of closing.



**TEMPORARY CONSTRUCTION EASEMENT  
(DONATION)**

City of Omaha, Nebraska  
Public Works Department

Design Division  
R-O-W Section

FOR OFFICE USE ONLY	
Project:	Q Street from 156th Street to 170th Street
City Proj. No.:	OPW 50243
Tract No.:	13
Address:	16901 "P" Street Omaha, Nebraska 68135

*KNOW ALL MEN BY THESE PRESENTS:*

THAT **Millard School District No. 17**, hereinafter referred to as GRANTOR, (whether one or more) for and in consideration of the sum of *One and 00/100 dollars (\$1.00)* and other good and valuable considerations, the receipt of which is hereby acknowledged, and for the sole consideration of the City of Omaha constructing the **"Q" Street from 156th Street to 170th Street**, does hereby donate, grant and convey unto the CITY OF OMAHA, NEBRASKA, a Municipal Corporation, hereinafter referred to as CITY, and to its successors and assigns, an easement for the right to enter upon and use for working space for the construction of said project, improvements and appurtenances thereto, on the parcel of land described as follows, to-wit:

**SEE ATTACHED EXHIBIT "A"  
TEMPORARY EASEMENT LEGAL DESCRIPTION**

It is further agreed as follows:

- 1) That this easement runs with the land and terminates thirty (30) days after the improvement is completed, with the total duration of actual use of this temporary construction easement not to exceed One (1) year(s) or 365 calendar days from the date the City makes entry on the Grantors property.
- 2) That said easement is granted upon the condition that the CITY will remove or cause to be removed all presently existing improvements thereon, including but not limited to crops, vines, gardens and lawns within the easement area as necessary for construction with the following exceptions: None.
- 3) That the CITY shall cause any trench made on said easement strip to be properly refilled and shall cause the area disturbed under this easement to be restored upon completion of construction. This temporary easement is also for the benefit of any contractor, agent, employee, public utility company and representative of the City of Omaha in any of said construction work.
- 4) That said GRANTOR for himself or themselves and his or their heirs, executors and administrators does or do confirm with the said CITY and its assigns, including public utility companies and their assigns, that he or they, the GRANTOR is or are well seized in fee of the above described property and that he or they has or have the right to grant and convey this easement in the manner and form aforesaid, and that he or they will, and his or their heirs, executors and administrators, shall warrant, and defend this temporary easement to said CITY and its assigns including public utility companies and their assigns against the lawful claims and demands of all persons.
- 5) That this instrument contains the entire agreement of the parties; that there are no other or different agreements or understandings, except a Permanent Easement or Acquisition if and as applicable, between the GRANTOR and the CITY or its agents; and that the GRANTOR in executing and delivering this instrument, has not relied upon promises, inducements, or representations of the CITY or its agents or employees, except as are set forth herein.
- 6) The consideration recited includes damages for change of grade, if any, and any and all claims for damage arising from change of grade or grading are hereby waived.
- 7) The undersigned wish to donate a temporary construction easement to the CITY OF OMAHA, NEBRASKA, a Municipal Corporation,, for public use.
- 8) The undersigned was informed of the right to have said land appraised and a written offer to purchase made for said temporary construction easement right, and have by their voluntary act and deed waived these rights.



# Exhibit "A"

## LAND ACQUISITION LEGAL DESCRIPTION

Part of Lot 1, Autumn Ridge, a subdivision, as surveyed, platted and recorded in Douglas County, Nebraska, described as follows: Beginning at the Southeast corner of said Lot 1; thence S87°51'06"W along the South line of said Lot 1 for a distance of 378.00 feet; thence N02°08'54"W for a distance of 4.00 feet; thence N87°51'06"E for a distance of 350.00 feet; thence N43°11'41"E for a distance of 37.02 feet; thence N01°30'38"W for a distance of 368.58 feet; thence N43°50'53"W for a distance of 19.30 feet to a point on the South line of "P" Street; thence Easterly along the South line of "P" Street on a curve with a radius of 425.00 feet for a distance of 15.00 feet; thence S01°30'38"E along the East line of said Lot 1 for a distance of 412.58 feet to the point of beginning.

## TEMPORARY EASEMENT LEGAL DESCRIPTION

Part of Lot 1, Autumn Ridge, a subdivision, as surveyed, platted and recorded in Douglas County, Nebraska, described as follows: Beginning at the Southwest corner of said Lot 1; thence N87°51'06"E along the South line of said Lot 1 for a distance of 293.74 feet; thence N02°08'54"W for a distance of 4.00 feet; thence N87°51'06"E for a distance of 350.00 feet; thence N43°11'41"E for a distance of 37.02 feet; thence N01°30'38"W for a distance of 368.58 feet; thence N43°50'53"W for a distance of 19.30 feet to a point on the South line of "P" Street; thence Westerly along the South line of "P" Street on a curve with a radius of 425.00 feet for a distance of 7.01 feet; thence S01°30'38"E for a distance of 69.57 feet; thence N88°29'22"E for a distance of 15.00 feet; thence S01°30'38"E for a distance of 297.31 feet; thence S43°11'41"W for a distance of 34.64 feet; thence S87°51'06"W for a distance of 356.88 feet; thence S02°08'54"E for a distance of 17.00 feet; thence S87°51'06"W for a distance of 283.68 feet; thence S01°30'38"E for a distance of 5.00 feet to the point of beginning.

## CITY OF OMAHA Public Works Department

**Owner(s):** Millard School District No. 17

**Address:** 16901 "P" Street

Omaha, Nebraska 68135



Land Acquisition = \_\_\_\_\_ 2,759 S.F.



Permanent Easement = \_\_\_\_\_ S.F.



Temporary Easement = \_\_\_\_\_ 11,269 S.F.

**Project No.** OPW 50243

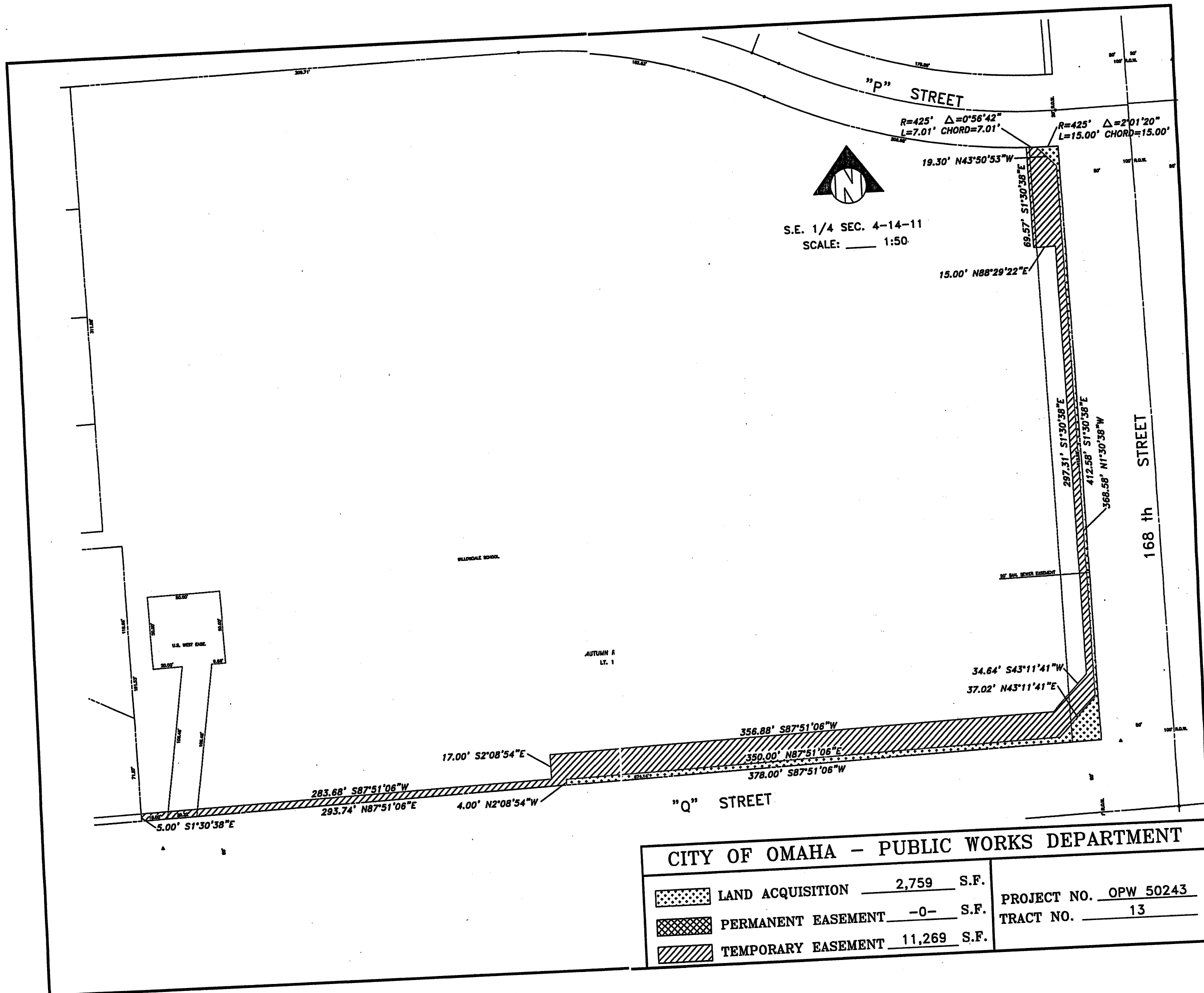
**Project Name:** "Q" Street from 156th Street to 170th Street




**Tract No.** 13

**Date Prepared:** 4-26-05

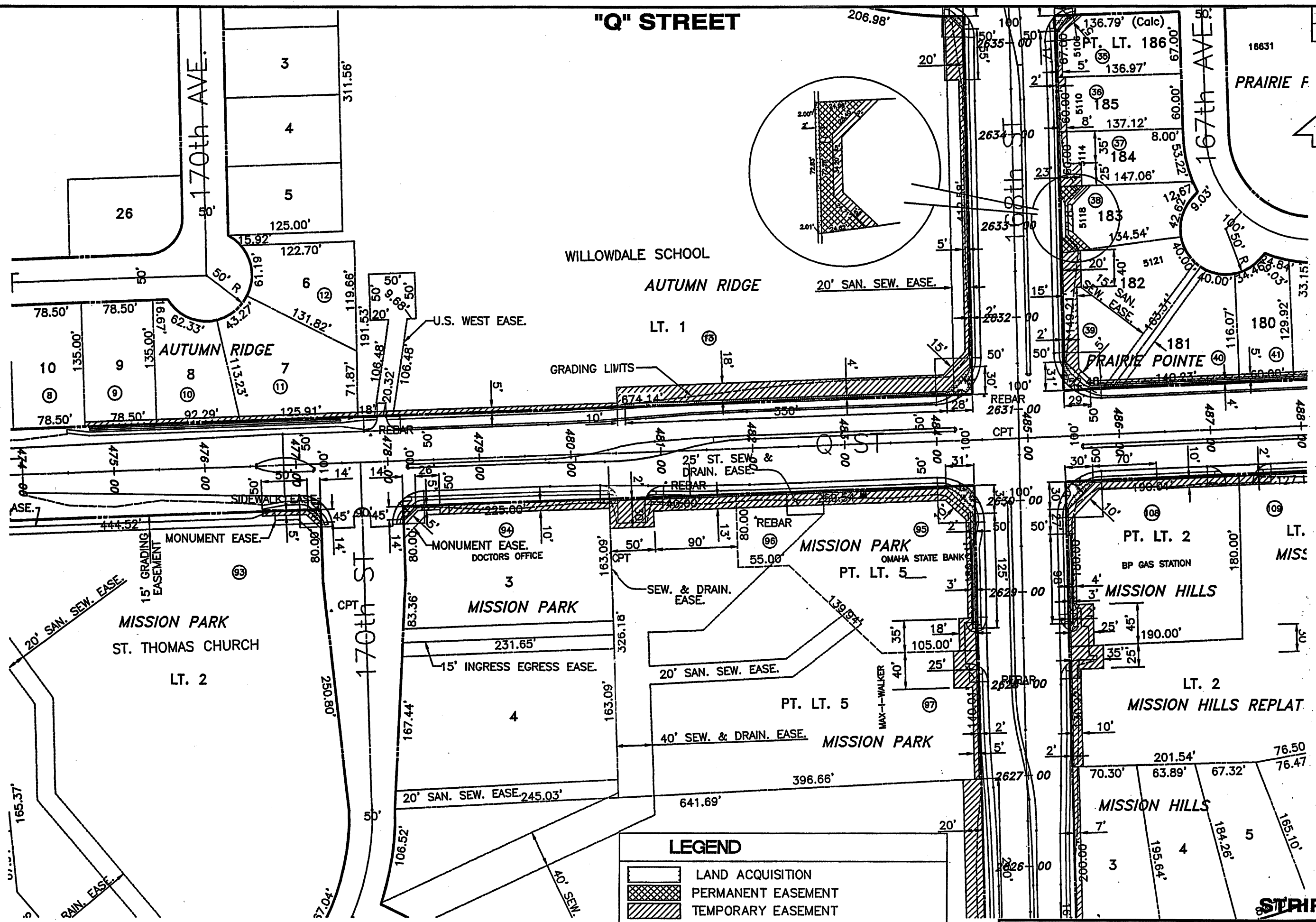
**Revision Date(s):**

Page 1 of 2



CITY OF OMAHA - PUBLIC WORKS DEPARTMENT		
	LAND ACQUISITION	2,759 S.F.
	PERMANENT EASEMENT	-0- S.F.
	TEMPORARY EASEMENT	11,269 S.F.
PROJECT NO.		OPW 50243
TRACT NO.		13

# "Q" STREET



**LEGEND**

	LAND ACQUISITION
	PERMANENT EASEMENT
	TEMPORARY EASEMENT

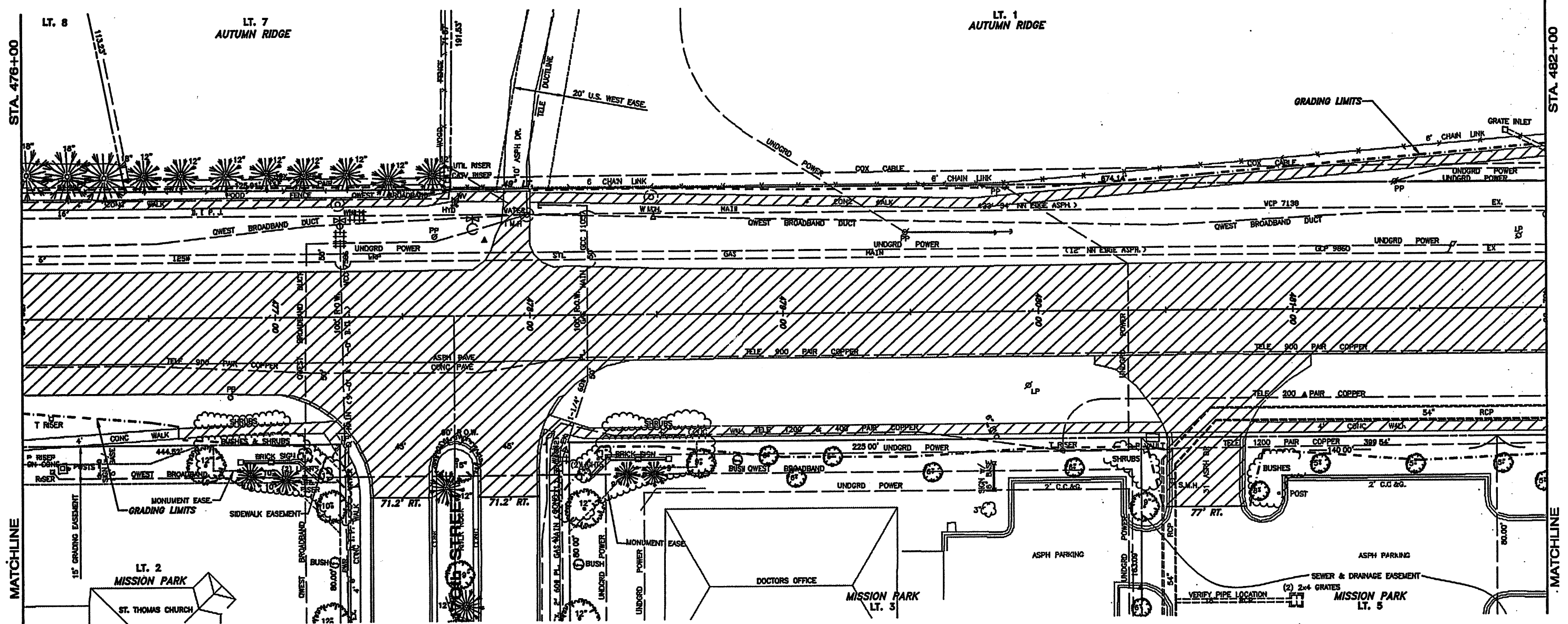
**STRIP MAP**

**REMOVAL QUANTITIES - THIS SHT.**

REMOVE PAVEMENT.....	3037 S.Y.
REMOVE DRIVEWAY.....	336 S.Y.
REMOVE SIDEWALK.....	4188 S.F.
REMOVE MEDIAN MOW STRIP.....	99 S.F.

# "Q" STREET

PROJECT NO.  
STPC-3795(4)  
CN 22147



**REMOVALS (Q ST.)**





**REMOVAL QUANTITIES - THIS SHT.**

CLEARING & GRUBBING TREES OVER 9" TO 18" DIA. 1 EA.  
 REMOVE PAVEMENT..... 3773 S.Y.  
 REMOVE DRIVEWAY..... 161 S.Y.  
 REMOVE SIDEWALK..... 6589 S.F.

REMOVE MANHOLE	
LOCATION	QUANTITY
STA. 483+80, 40' RT.	1 EA.
STA. 485+15, 23' RT.	1 EA.

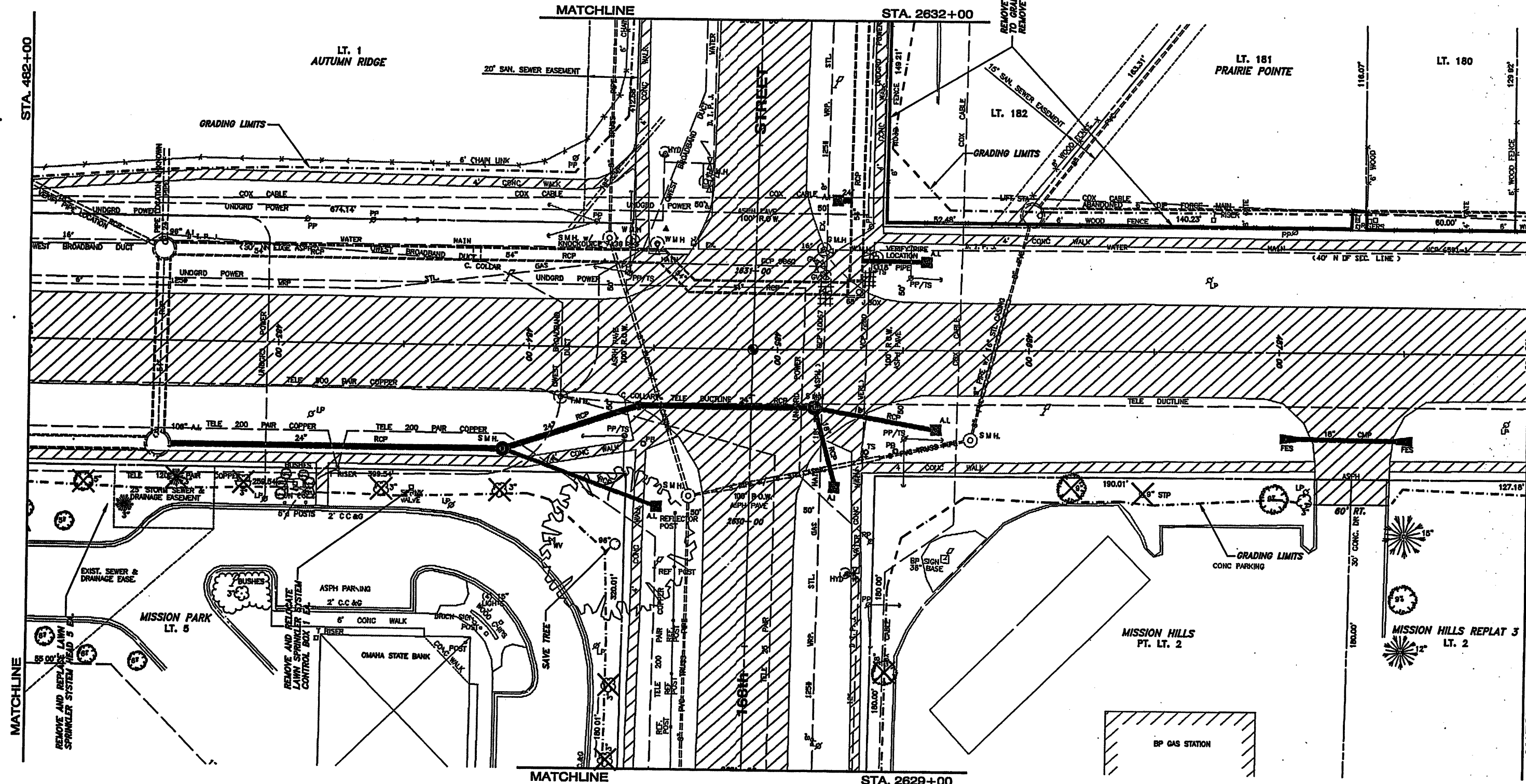
REMOVE INLET	
LOCATION	TYPE
STA 484+52, 63' RT.	AREA
STA 485+23, 60' LT.	AREA
STA 485+23, 54' RT.	AREA
STA 485+59, 36' LT.	AREA
STA 485+63, 32' RT.	AREA

**"Q" STREET**

REMOVE SEWER PIPE		
LOCATION	SIZE	REMARKS
STA. 482+57, 41' RT. TO 483+90, 40' RT.	24" x 133'	PLUG OPENING @ A.I.*
STA. 483+90, 40' RT. TO 484+44, 23' RT.	24" x 57'	---
STA. 483+90, 40' RT. TO 484+51, 62' RT.	15" x 84'	---
STA. 484+44, 23' RT. TO 485+15, 23' RT.	24" x 71'	---
STA. 485+15, 23' RT. TO 485+63, 32' RT.	18" x 48'	---
STA. 485+15, 23' RT. TO 485+23, 53' RT.	18" x 31'	---
STA. 485+25, 60' LT. TO 485+29, 60' LT.	24" x 4'	PLUG OPENING @ 54" RCP*
STA. 485+33, 36' LT. TO 485+57, 36' LT.	18" x 24'	PLUG OPENING @ 54" RCP*

\*(SUBSIDIARY)

PROJECT NO.  
 STPC-3795(4)  
 CN 22147



REMOVE CULVERT PIPE	
LOCATION	SIZE
STA 487+07, 34' RT. TO 487+47, 35' RT.	18" x 40'

REMOVE FLARED END SECTION	
LOCATION	SIZE
STA. 487+01, 34' RT.	18"

**REMOVALS (Q ST.)**

**REMOVAL QUANTITIES - THIS SHT.**

CLEARING & GRUBBING TREES OVER 9" TO 18" DIA. 2 EA.  
 REMOVE PAVEMENT..... 3118 S.Y.  
 REMOVE SIDEWALK..... 5642 S.F.  
 REMOVE MEDIAN MOW STRIP..... 115 S.F.

**REMOVE INLET**

LOCATION	TYPE
STA 2635+43, 69' LT.	CURB
STA 2636+14, 21' LT.	CURB
STA 2637+93, 34' LT	AREA

**REMOVE MANHOLE**

LOCATION	QUANTITY
STA. 2635+32, 29' LT.	1 EA.

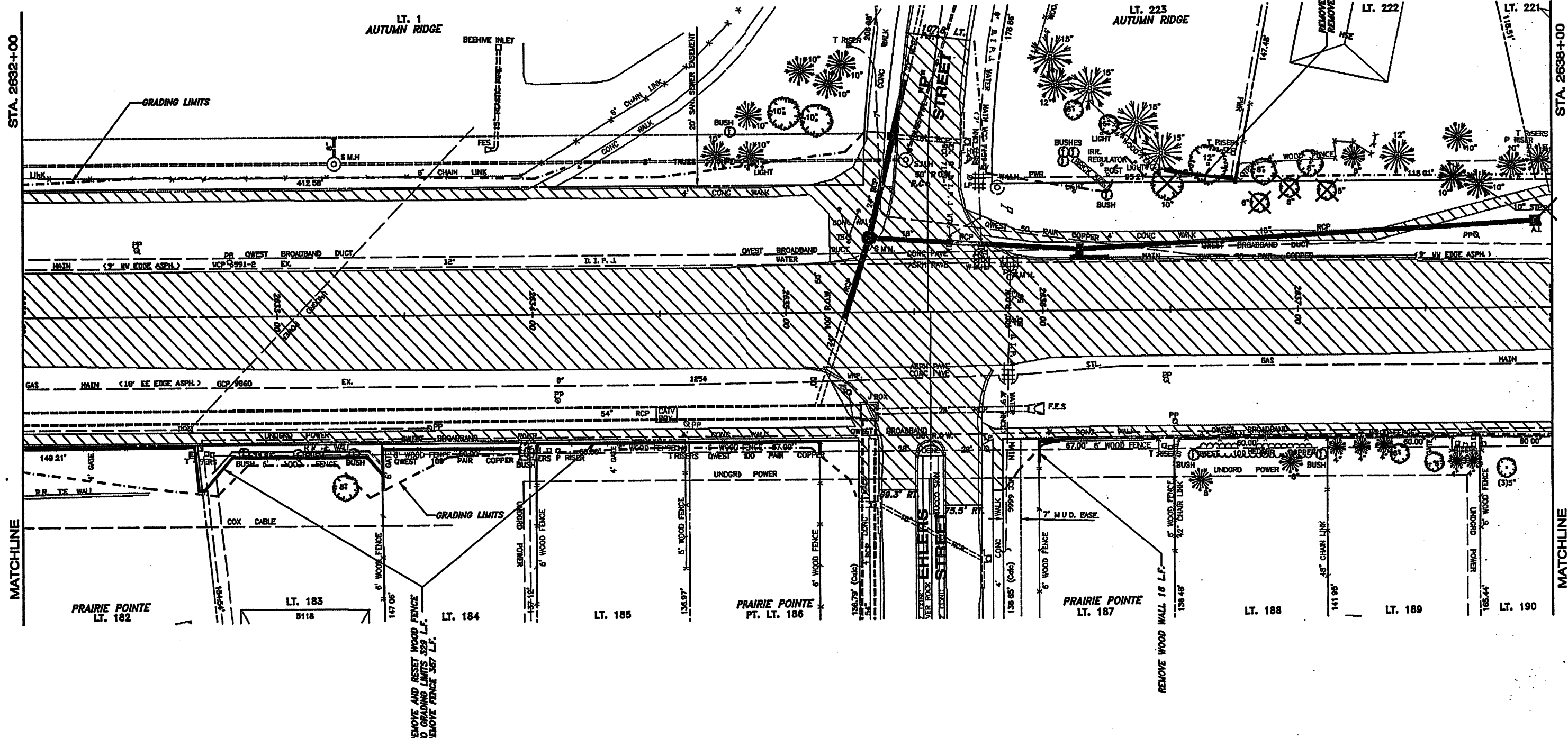
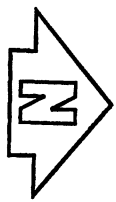
**REMOVE FLARED END SECTION**

LOCATION	SIZE
STA. 2636+00, 38' RT.	24"

**168th STREET**

**REMOVE SEWER PIPE**

LOCATION	SIZE
STA. 2635+23, 2' RT. TO 2635+32, 29' LT.	24" x 33"
STA. 2635+32, 29' LT. TO 2636+13, 24' LT.	18" x 81"
STA. 2635+32, 29' LT. TO 2635+42, 67' LT.	24" x 39"
STA. 2635+42, 70' LT. TO 2635+47, 91' LT.	21" x 21"
STA. 2636+16, 24' LT. TO 2637+92, 34' LT.	18" x 177"



**REMOVALS (168th)**

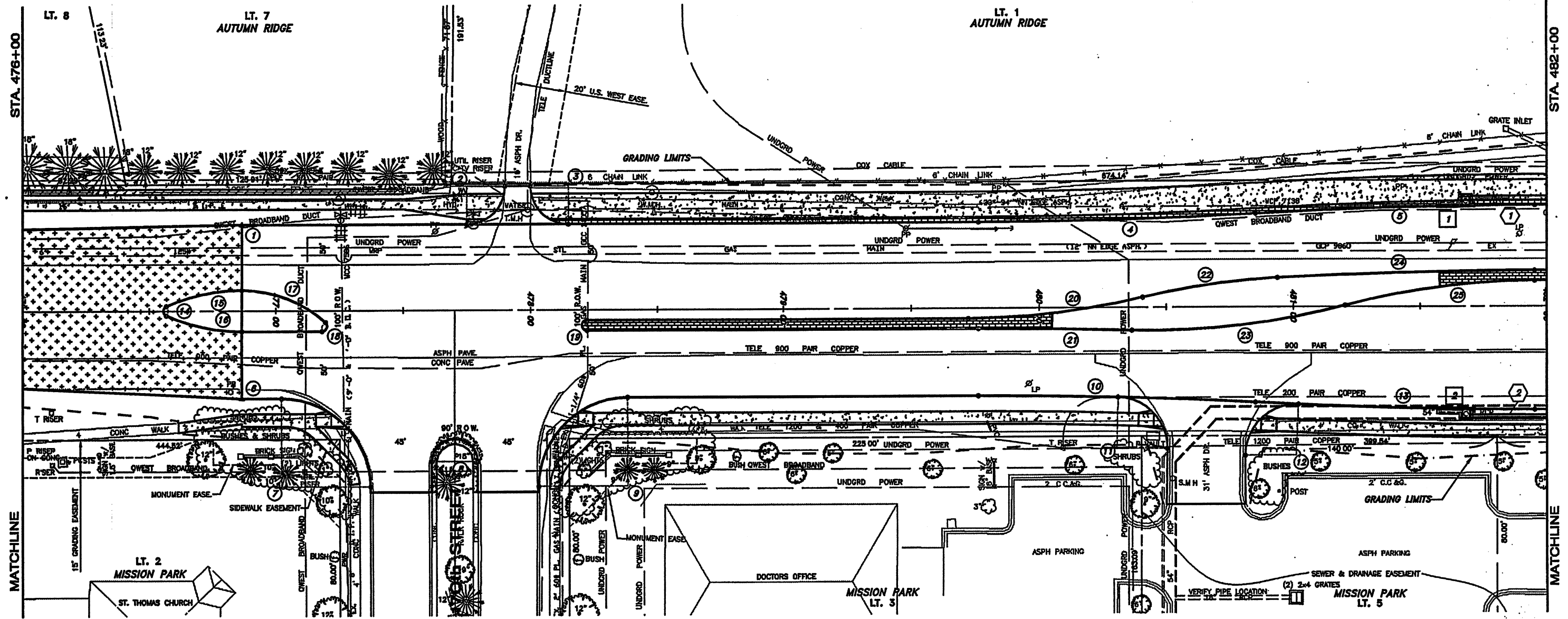


**CONSTRUCTION QUANTITIES - THIS SHT.**

CONSTRUCT 9" CONC. PAVEMENT - TYPE 65 .....	3671 S.Y.
CONSTRUCT 7" CONC. PAVEMENT - TYPE 65 .....	293 S.Y.
CONSTRUCT 9" ASPHALT SURFACE COURSE TYPE CMM, PG 70-28 ..	290 TON
CONSTRUCT 6" INTEGRAL CURB (TYPE "A") .....	1898 L.F.
CONSTRUCT 7" CONC. DRIVEWAY - TYPE L65 .....	188 S.Y.
CONSTRUCT 4" CONC. SIDEWALK .....	2882 S.F.
CONSTRUCT 6" CONC. SIDEWALK .....	4095 S.F.
CONSTRUCT 6" COLORED IMPRINTED CONC. SIDEWALK .....	788 S.F.
CONSTRUCT CONC. CURB RAMP .....	206 S.F.
CONSTRUCT 6" COLORED IMPRINTED CONC. MEDIAN SURFACING .....	954 S.F.
CONSTRUCT 4" CONC. MEDIAN MOW STRIP .....	99 S.F.
SODDING .....	1530 S.Y.
ADJUST MANHOLE TO GRADE .....	3 EA.
ADJUST WATER VALVE TO GRADE .....	2 EA.

**"Q" STREET**

PROJECT NO.  
STPC-3795(4)  
CN 22147



**LEGEND**

9" ASPHALT SURFACE COURSE TYPE CMM, PG 70-28	
CONCRETE SIDEWALK & 4" CONCRETE MOW STRIP	
6" COLORED IMPRINTED CONC. SIDEWALK & 6" COLORED IMPRINTED CONC. MEDIAN SURFACING	
SMALL & LARGE BLOCK CONC. UNIT RETAINING WALL	

**CONSTRUCTION (Q ST.)**

DRAWN BY LARRY KORS



**CONSTRUCTION QUANTITIES - THIS SHT.**

CONSTRUCT 9" CONC. PAVEMENT - TYPE 65 .....	7249 S.Y.
CONSTRUCT 6" INTEGRAL CURB (TYPE "A") .....	2587 L.F.
CONSTRUCT 7" CONC. DRIVEWAY - TYPE L65 .....	85 S.Y.
CONSTRUCT 4" CONC. SIDEWALK .....	3792 S.F.
CONSTRUCT 6" CONC. SIDEWALK .....	4520 S.F.
CONSTRUCT 6" COLORED IMPRINTED CONC. SIDEWALK .....	690 S.F.
CONSTRUCT CONC. CURB RAMP .....	1056 S.F.
CONSTRUCT 6" COLORED IMPRINTED CONC. MEDIAN SURFACING .....	2441 S.F.
SODDING .....	1750 S.Y.
ADJUST MANHOLE TO GRADE .....	9 EA.
ADJUST GAS VALVE TO GRADE .....	3 EA.
ADJUST WATER VALVE TO GRADE .....	2 EA.

**"Q" STREET**



**CONSTRUCT SMALL-BLOCK CONC. UNIT RETAINING WALL**

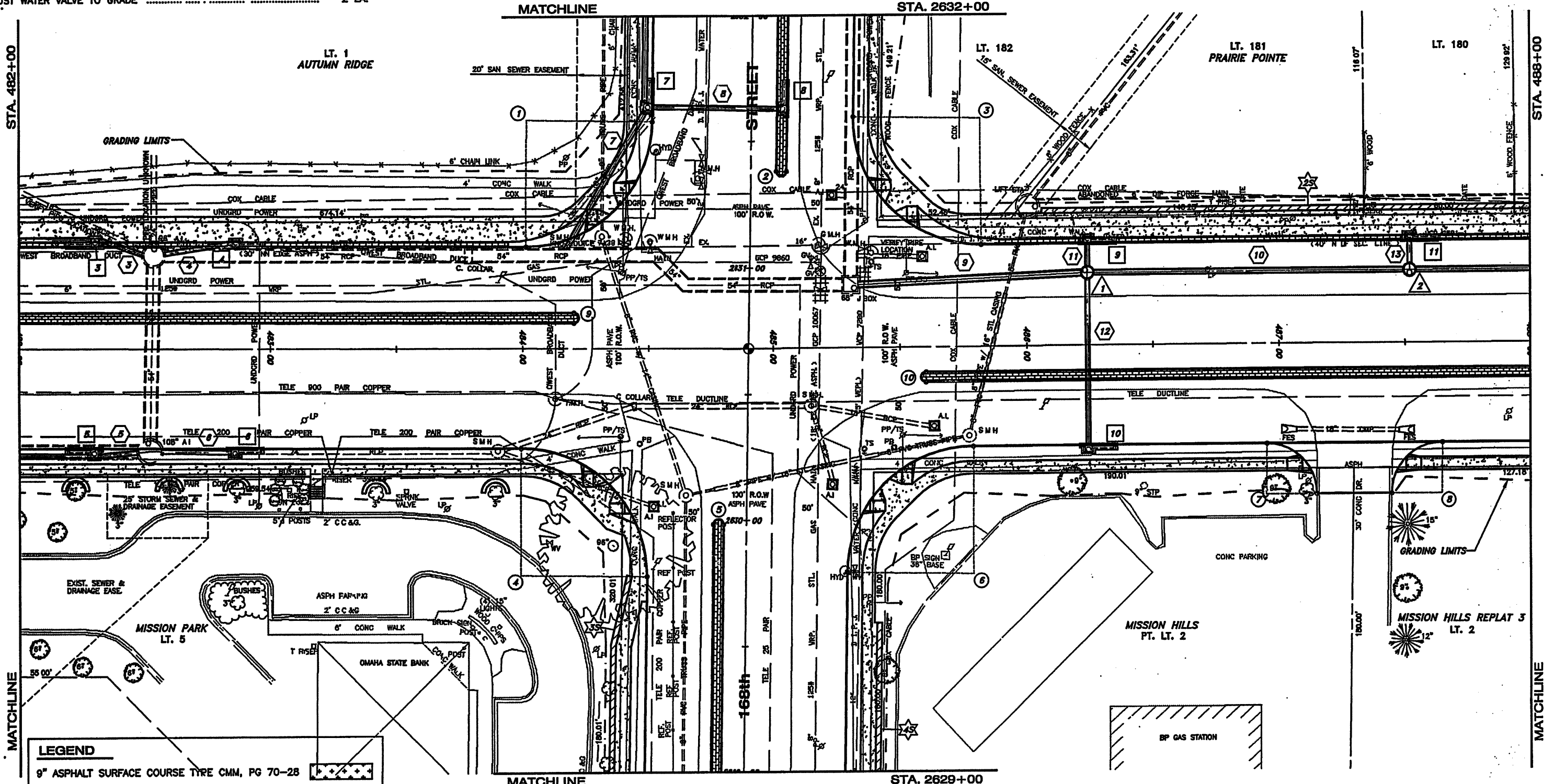
NO.	LOCATION*	S.F.	REMARKS
2S	STA 486+06, 52.00' LT. TO STA. 488+58, 52.00' LT. ("Q" ST.)	280	SEE DETAIL SHT. NO. ??
3S	STA 2628+65.72, 54.00' LT. TO STA. 2629+77.87, 47.95' LT. (168th)	257	SEE DETAIL SHT. NO. ??
4S	STA. 2628+66.40, 52.00' RT. TO STA. 2629+60, 52.00' RT. (168th)	147	SEE DETAIL SHT. NO. ??

\* STATION AND OFFSET ARE TO THE EXPOSED FACE OF ALL WALLS

PROJECT NO

STPC-3795(4)

CN 22147



**LEGEND**

9" ASPHALT SURFACE COURSE TYPE CMM, PG 70-28	
CONCRETE SIDEWALK & 4" CONCRETE MOW STRIP	
6" COLORED IMPRINTED CONC. SIDEWALK & 6" COLORED IMPRINTED CONC. MEDIAN SURFACING	
SMALL & LARGE BLOCK CONC. UNIT RETAINING WALL	

**CONSTRUCTION (Q ST.)**

CITY OF OMAHA

OPW 50243

SHEET 5





**CONSTRUCTION QUANTITIES - THIS SHT.**

CONSTRUCT 9" CONC. PAVEMENT - TYPE 65	3893 S.Y.
CONSTRUCT 7" CONC. PAVEMENT - TYPE 65	451 S.Y.
CONSTRUCT 9" ASPHALT SURFACE COURSE TYPE CMM, PG 70-28	243 TON
CONSTRUCT 6" INTEGRAL CURB (TYPE "A")	2151 L.F.
CONSTRUCT 4" CONC. SIDEWALK	6052 S.F.
CONSTRUCT CONC. CURB RAMP	280 S.F.
CONSTRUCT 6" COLORED IMPRINTED CONC. MEDIAN SURFACING	1126 S.F.
CONSTRUCT 4" CONC. MEDIAN MOW STRIP	87 S.F.
SODDING	2100 S.Y.
ADJUST MANHOLE TO GRADE	4 EA.
ADJUST WATER VALVE TO GRADE	2 EA.

**168th STREET**

**CONSTRUCT SMALL-BLOCK CONC. UNIT RETAINING WALL**

NO.	LOCATION*	S.F.	REMARKS
13S	STA. 2633+90.11, 61.69' RT. TO STA. 2638+03, 48.00' RT.	552	SEE DETAIL SHT. NO. ??

**CONSTRUCT LARGE-BLOCK CONC. UNIT RETAINING WALL**

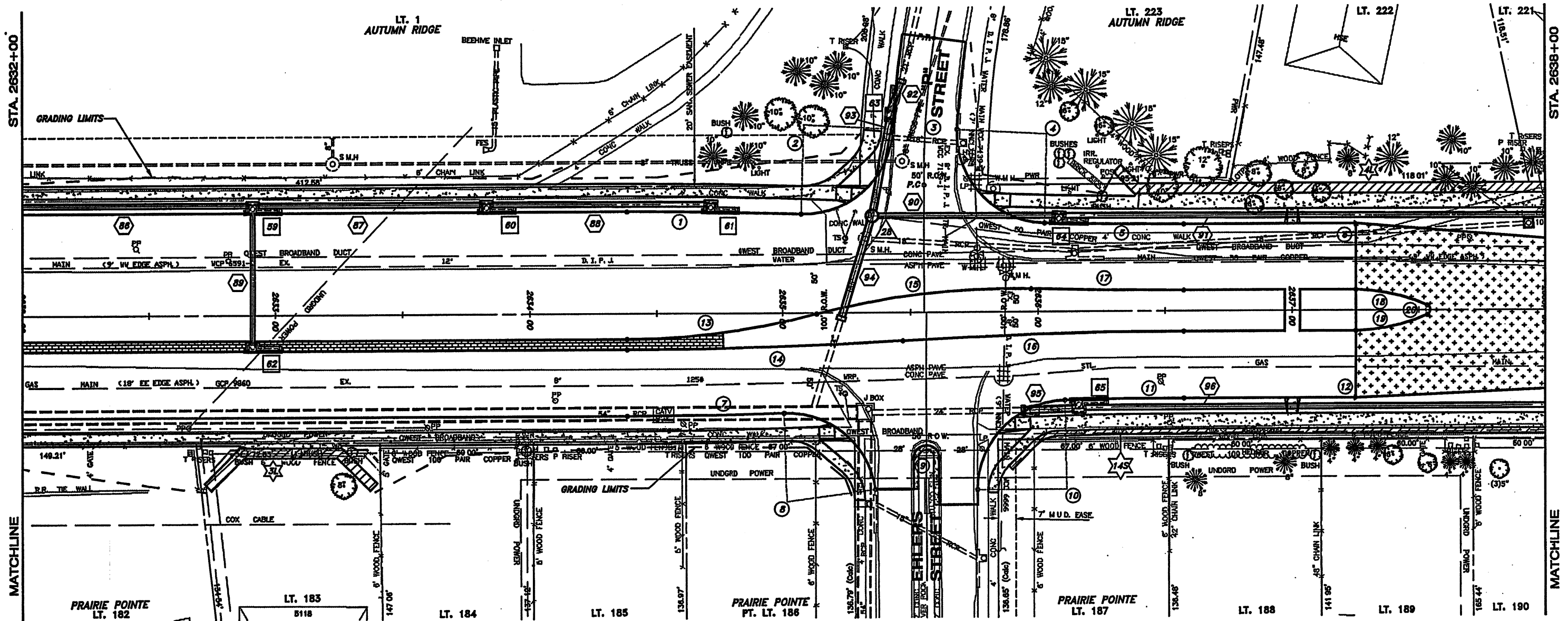
NO.	LOCATION*	S.F.	REMARKS
3L	STA. 2632+71.86, 66.14' RT. TO STA. 2633+40.14, 66.14' RT.	327	SEE DETAIL SHT. NO. ??
4L	STA. 2636+29.51, 54.49' LT. TO STA. 2639+10, 46.00' LT.	1417	SEE DETAIL SHT. NO. ??

\* STATION AND OFFSET ARE TO THE EXPOSED FACE OF ALL WALLS

PROJECT NO.

STPC-3795(4)

CN 22147



**LEGEND**

9" ASPHALT SURFACE COURSE TYPE CMM, PG 70-28	
CONCRETE SIDEWALK & 4" CONCRETE MOW STRIP	
6" COLORED IMPRINTED CONC. SIDEWALK & 6" COLORED IMPRINTED CONC. MEDIAN SURFACING	
SMALL & LARGE BLOCK CONC. UNIT RETAINING WALL	

**CONSTRUCTION (168th)**



CITY OF OMAHA

OPW 50243

SHEET 6

**Enclosure E.7.  
December 5, 2005**

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approval of Curriculum, Instruction, and Assessment Rule

**MEETING DATE:** December 5, 2005

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:**

**ACTION DESIRED:** APPROVAL  DISCUSSION  INFORMATION ONLY

**BACKGROUND:** This rule is being recommended for reaffirmation or approval after routine review. It was last reviewed in 1999. The specific rule is:

6010.1 Curriculum, Instruction, and Assessment: Comparability of Curriculum, Instruction and Assessment

**OPTIONS AND ALTERNATIVES CONSIDERED:** NA

**RECOMMENDATIONS:** Reaffirm or approve the rule.

**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:** Review, reaffirmation, and approval of the rule will meet the board guideline of regular review of policies and rules.

**TIMELINE:** N/A

**RESPONSIBLE PERSON(S):** Martha Bruckner, Judy Porter, Carol Newton

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_

**BOARD ACTION:**

## Curriculum, Instruction, and Assessment

### Comparability of Curriculum, Instruction and Assessment

**6010.1**

The superintendent or his/her designee, prior to the commencement of each school year, shall collect such information necessary to enable him/her to determine the comparability of resources provided to schools of the district. The following district identified areas must be considered and provided:

- A. Curriculum resources
- B. Instructional resources
- C. Assessment resources

All information collected shall be retained as evidence of implementation of the district's policy of comparability. Any adjustments deemed necessary based upon the data collected shall be made accordingly; provided, however, the district is not required to provide services outside the regular classroom or school program.

Related Policy: [6010P](#)

Rule Approved: January 10, 1983  
Revised: May 3, 1999

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

MEETING DATE: December 5, 2005

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) Amended Contract and (2) Resignations

OPTIONS & ALTERNATIVES: NA

RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION  
OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL: \_\_\_\_\_



December 5, 2005

### **RESIGNATIONS**

**Recommend: the following resignations be accepted:**

1. Brad Berendes – Fourth grade teacher at Bryan Elementary School. He is resigning for family reasons. Resignation is effective November 23, 2005.
2. Julie Hanus – Chapter 1 Preschool teacher at Morton Elementary School. She is resigning due to relocation. Resignation is effective December 23, 2005.

December 5, 2005

## **AMENDMENT TO CONTINUING CONTRACTS**

### **Recommend: amendment to the following contracts:**

1. Bridget Kowal – Elementary Counselor at Wheeler Elementary School. Amend contract from 55% to 50%.

# AGENDA SUMMARY SHEET

Enclosure I.1<sup>354</sup>  
December 5, 2005

**AGENDA ITEM:** November Enrollment Report

**Meeting Date:** 12/5/06

**Department:** Planning and Evaluation

**Title and Brief Description:** Once each quarter, we will put a summary sheet on the monthly enrollment report, indicating why the high school numbers are down. The information in the table below presents changes from August 15, 2005 to November 18, 2005.

**Action Desired:** Approval \_\_\_ Discussion \_\_\_ Information Only  x

**Background:**

Reason	North	South	West	MLC
Transfer to another Millard High School	33	19	12	1
Mid-term graduates	0	0	2	0
Transfer outside Nebraska	11	12	10	0
Transfer in Nebraska	8	18	10	0
Choice return to original district	0	0	0	0
*Dislike for school	11	10	1	0
Transfer to non-pubic in district	0	1	1	0
Transfer to non-public in metro	3	0	0	1
*Excessive absences	2	1	0	12
Expulsion	1	2	1	2
Other (pregnancy, emotional disturbance, transfer to institution, unknown)	2	3	0	2
<b>TOTAL</b>	<b>71</b>	<b>66</b>	<b>37</b>	<b>18</b>

\*"Dislike for school" and "excessive absences" primarily define dropouts.

**Options/Alternatives Considered:** N.A.

**Recommendations:** N.A.

**Strategic Plan Reference:** N.A.

**Implications of Adoption/Rejection:** N.A.

**Timeline:** N.A.

**Responsible Persons:** John Crawford

**Superintendent's Signature:** \_\_\_\_\_

**November 18, 2005  
Millard Public Schools  
Total Enrollment**

Elementary		K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05
												Enrollment
Abbott	(3 unit)	68	56	73	85	65	76		423	-1	-1	424
Ackerman	(4 unit)	91	101	90	111	93	104	13	603	-4	-4	607
Aldrich	(3 unit)	73	77	59	54	64	68		395	0	-1	396
Black Elk	(3 unit)	80	105	90	101	104	112		592	4	3	589
Bryan	(3 unit)	70	58	57	50	66	58		359	-1	-6	365
Cather	(3 unit)	66	64	74	67	74	70		415	2	3	412
Cody	(2 unit)	32	32	34	33	35	14	18	198	0	2	196
Cottonwood	(3 unit)	60	67	47	47	59	63		343	-1	-2	345
Disney	(3 unit)	31	48	43	48	37	44	14	265	-1	-4	269
Ezra Millard	(3 unit)	59	68	80	66	71	69	12	425	0	-1	426
Harvey Oaks	(2 unit)	39	40	45	44	43	50		261	-1	4	257
Hitchcock	(2 unit)	36	29	37	31	36	27		196	0	-1	197
Holling Heights	(3 unit)	83	71	68	64	56	60		402	5	6	396
Montclair	(4 unit)	106	87	104	79	96	84		556	1	2	554
Morton	(3 unit)	61	46	62	56	74	63	18	380	-2	-2	382
Neihardt	(4 unit)	121	74	92	84	99	95		565	-1	-4	569
Norris	(3 unit)	63	58	61	58	42	46	19	347	0	0	347
Reeder	(3 unit)	100	111	85	79	88	58		521	11	10	511
Rockwell	(3 unit)	58	58	50	50	49	50	26	341	-6	-6	347
Rohwer	(3 unit)	68	63	62	70	65	72	18	418	-1	0	418
Sandoz	(3 unit)	49	47	53	45	49	43		286	3	7	279
Wheeler	(3 unit)	99	78	95	85	92	75	19	543	2	2	541
Willowdale	(3 unit)	71	66	73	67	75	73		425	0	6	419
<b>Totals</b>		<b>1584</b>	<b>1504</b>	<b>1534</b>	<b>1474</b>	<b>1532</b>	<b>1474</b>	<b>157</b>	<b>9259</b>	<b>9</b>	<b>13</b>	<b>9246</b>

Secondary		6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/05
									Enrollment
Andersen MS		275	253	270	9	798	-1	-4	802
Beadle MS		213	231	221	23	665	6	6	659
Central MS		249	243	243	16	735	-3	3	732
Kiewit MS		308	300	319	10	927	0	-6	933
North MS		195	201	213	26	609	5	8	601
Russell MS		256	282	291	5	829	2	3	826
MS Alternative		0	6	18		24	-1	0	24
<b>Totals</b>		<b>1496</b>	<b>1516</b>	<b>1575</b>	<b>89</b>	<b>4587</b>	<b>8</b>	<b>10</b>	<b>4577</b>

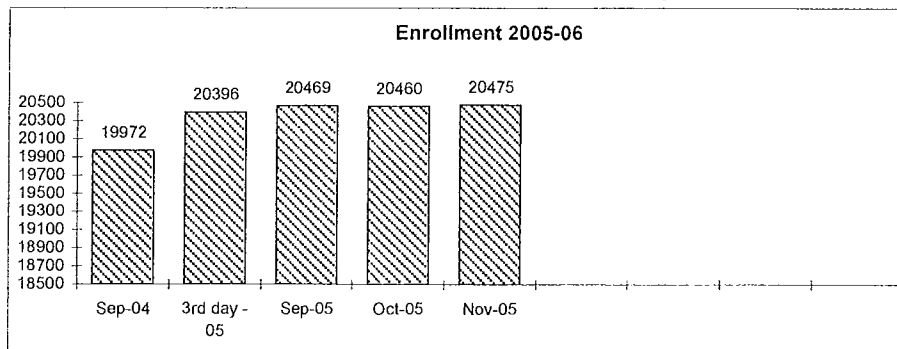
		9	10	11	12	Self Cont	Total	Current Change	YTD Change	Official 9/05
										Enrollment
North HS		641	635	574	581	23	2431	2	2	2429
South HS		521	568	500	475	11	2064	-6	-12	2076
West HS		499	528	477	461	20	1965	2	-3	1968
Millard Learning Center		0	0	22	65		87	-3	-4	91
<b>Totals</b>		<b>1661</b>	<b>1731</b>	<b>1573</b>	<b>1582</b>	<b>54</b>	<b>6547</b>	<b>-5</b>	<b>-17</b>	<b>6564</b>

Preschool	
Disney	18
Cody Early Start	16
Neihardt	33
Rockwell	34
Bryan	36
Holling Heights	35
Morton	35
Norris	17
Montessori - Montclair	81
Montessori - Norris	28
<b>Total</b>	<b>333</b>

Preschool SPED	
Cody	57
Sandoz	72
Montclair	28
Contracted	3
Infants	105
<b>Total</b>	<b>265</b>

Contracted SPED	41	3	0	41
Young Adult Program	41	0	0	41
<b>Total District K-12</b>	<b>20475</b>	<b>15</b>	<b>6</b>	<b>20469</b>
<b>Total District PreK-12</b>	<b>21073</b>	<b>41</b>	<b>27</b>	<b>21046</b>

West High enrollment reflects 2 mid-term graduates.



9/30/2005	
Elementary	9246
Middle Sch	4577
High Sch	6564
Contracted	41
Young Adult	41
<b>Total</b>	<b>20469</b>
11/18/2005	
Elementary	9259
Middle Sch	4587
High Sch	6547
Contracted	41
Young Adult	41
<b>Total</b>	<b>20475</b>
Current Chg	15
YTD Change	6

Elementary

Classroom Enrollment

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class
												Size W/out SPED
Abbott	23	19	25	21	22	25						356
	23	19	24	22	21	26						
	22	18	24	21	22	25						
				21								
Total Students	68	56	73	85	65	76		423	-1	-1	424	423
Total Teachers	3.0	3	3	4	3	3		19.0				19.0
Classroom Avg	22.7	18.7	24.3	21.3	21.7	25.3		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class
												Size W/out SPED
Ackerman	22	20	23	23	24	26	7					
	22	20	22	22	22	25	6					
	24	20	22	21	23	26						
	23	20	23	23	24	27						
		21		22								
Total Students	91	101	90	111	93	104	13	603	-4	-4	607	590
Total Teachers	4.0	5	4	5	4	4	2	28.0				26.0
Classroom Avg	22.8	20.2	22.5	22.2	23.3	26.0	6.5	22				23

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class	
											Size W/out SPED	
Aldrich	18	23	20	18	22	23						
	18	16	20	18	21	24						
	18	19	19	18	21	21						
	19	19										
Total Students	73	77	59	54	64	68		395	0	-1	396	395
Total Teachers	4	4	3	3.00	3	3		20.00				20
Classroom Avg	18.3	19.3	19.7	18.0	21.3	22.7		20				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class	
											Size W/out SPED	
Black Elk	21	22	20	26	26	24						
	19	22	23	25	26	19						
	20	20	23	25	26	25						
	20	21	24	25	26	25						
		20				19						
Total Students	80	105	90	101	104	112		592	4	3	589	592
Total Teachers	4.0	5	4	4	4	5		26				26
Classroom Avg	20.0	21.0	22.5	25.3	26.0	22.4		23				23

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class	
											Size W/out SPED	
Bryan	20	20	20	25	22	21						
	15	18	18	25	21	19						
	15	20	19	23	18							
	20											
Total Students	70	58	57	50	66	58		359	-1	-6	365	359
Total Teachers	4	3	3	2	3	3		18				18
Classroom Avg	17.5	19.3	19.0	25.0	22.0	19.3		20				20

	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class
																	Size W/out SPED
Cather	22	20	24	17	15	26	22	22	25	25	21	22					
					15		22	22	25	25	23	22					
Total Students	22	20	24	17	30	26	44	44	50	50	44	44	415	2	3	412	415
Total Teachers	1	1	1	1	2	1	2	2	2	2	2	2	19				19.0
Classroom Avg	22.0	20.0	24.0	17.0	15.0	26.0	22.0	22.0	25.0	25.0	22.0	22.0	22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class
												Size W/out SPED
Cody	15	16	18	17	17	14	6					
	17	16	16	16	18		7					
							5					
Total Students	32	32	34	33	35	14	18	198	0	2	196	180
Total Teachers	2	2	2	2	2	1	3	14				11
Classroom Avg	16.0	16.0	17.0	16.5	17.5	14.0	6.0	14				16

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class	
											Size W/out SPED	
Cottonwood	20	24	15	23	18	20						
	19	19	16	24	20	22						
	21	24	16		21	21						
Total Students	60	67	47	47	59	63		343	-1	-2	345	343
Total Teachers	3.00	3	3	2	3	3		17				17
Classroom Avg	20.0	22.3	15.7	23.5	19.7	21.0		20				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class
												Size W/out SPED
Disney	16	17	22	17	18	22	6					
	15	16	21	15	19	22	8					
		15		16								
Total Students	31	48	43	48	37	44	14	265	-1	-4	269	251
Total Teachers	2.0	3	2	3	2	2	2	16.0				14
Classroom Avg	15.5	16.0	21.5	16.0	18.5	22.0	7.0	17				18

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Harvey Oaks	20	20	23	21	22	25					
	19	20	22	23	21	25					
Total Students	39	40	45	44	43	50	261	-1	4	257	261
Total Teachers	2.0	2	2	2	2	2	12.0				12
Classroom Avg	19.5	20.0	22.5	22.0	21.5	25.0	22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Hitchcock	18	15	18	16	19	27					
	18	14	19	15	17						
Total Students	36	29	37	31	36	27	196	0	-1	197	196
Total Teachers	2.0	2	2	2	2	1	11.0				11
Classroom Avg	18.0	14.5	18.5	15.5	18.0	27.0	18				18

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Holling Heights	21	23	22	22	19	20					
	20	24	23	21	17	20					
	20	24	23	21	20	20					
	22										
Total Students	83	71	68	64	56	60	402	5	6	396	402
Total Teachers	4.0	3	3	3	3	3	19.0				19
Classroom Avg	20.8	23.7	22.7	21.3	18.7	20.0	21				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Ezra Millard	20	23	20	21	23	24	7					
	20	22	19	22	24	23	5					
	19	23	21	23	24	22						
		20										
Total Students	59	68	80	66	71	69	12	425	0	-1	426	413
Total Teachers	3.00	3	4	3	3	3	2	21				19
Classroom Avg	19.7	22.7	20.0	22.0	23.7	23.0	6	20				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Montclair	27	19	26	21	26	24	26	24	20						
	27	20	26	20	26	22	26	23	23						
								24	19						
								22	20						
								23							
								22							
Total Students	54	39	52	41	52	46	52	138	82		556	1	2	554	556
Total Teachers	2	2	2	2	2	2	2	6	4		24				24
Classroom Avg	27.0	19.5	26.0	20.5	26.0	23.0	26.0	23.0	20.5		23				23

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Morton	21	23	19	17	24	21	8					
	18	23	20	20	25	21	10					
	22		23	19	25	21						
Total Students	61	46	62	56	74	63	18	380	-2	-2	382	362
Total Teachers	3	2	3	3	3	3	2	19				17.0
Classroom Avg	20.3	23.0	20.7	18.7	24.7	21.0	9.0	20				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Neihardt	20	18	23	22	25	23					
	20	19	24	20	25	25					
	20	19	23	23	24	23					
	21	18	22	19	25	24					
	19										
	21										
Total Students	121	74	92	84	99	95	565	-1	-4	569	565
Total Teachers	6.0	4	4	4	4	4	26.0				26.0
Classroom Avg	20.2	18.5	23.0	21.0	24.8	23.8	22				22

	K	1	2	3	4	5	M-K	M1-3	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Norris	21	17	25	18	21	23	24	22	10					
	18	17	20	18	21	23		21	9					
								19						
Total Students	39	34	45	36	42	46	24	62	19	347	0	0	347	328
Total Teachers	2.0	2	2	2	2	2	1	3	2	18.0				16
Classroom Avg	19.5	17.0	22.5	18.0	21.0	23.0	24.0	20.7	9.5	19				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Reeder	20	22	21	20	23	21						
	21	23	21	19	22	22						
	20	22	21	20	22	15						
	20	22	22	20	21							
	19	22										
Total Students	100	111	85	79	88	58		521	11	10	511	521
Total Teachers	5.0	5	4	4	4	3		25.0				25
Classroom Avg	20.0	22.2	21.3	19.8	22.0	19.3		21				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Rockwell	20	19	16	17	25	26	10					
	19	20	17	16	24	24	7					
	19	19	17	17			9					
Total Students	58	58	50	50	49	50	26	341	-6	-6	347	315
Total Teachers	3.0	3	3	3	2	2	3	19.0				16.0
Classroom Avg	19.3	19.3	16.7	16.7	24.5	25.0	8.7	18				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Rohwer	17	22	22	26	22	25	9					
	15	21	19	24	20	24	9					
	18	20	21	20	23	23						
	18											
Total Students	68	63	62	70	65	72	18	418	-1	0	418	400
Total Teachers	4.0	3	3	3	3	3	2	21.0				19
Classroom Avg	17.0	21.0	20.7	23.3	21.7	24.0	9.0	20				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Sandoz	17	15	18	23	25	22						
	16	17	17	22	24	21						
	16	15	18									
Total Students	49	47	53	45	49	43		286	3	7	279	286
Total Teachers	3	3	3	2	2	2		15				15
Classroom Avg	16.3	15.7	17.7	22.5	24.5	21.5		19				19

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Wheeler	19	21	27	23	24	19	6					
	20	16	22	21	22	21	6					
	19	20	23	21	24	18	7					
	20	21	23	20	22	17						
	21											
Total Students	99	78	95	85	92	75	19	543	2	2	541	524
Total Teachers	5	4	4	4	4	4	3	28				25
Classroom Avg	19.8	19.5	23.8	21.3	23.0	18.8	6.3	19				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Willowdale	24	22	25	22	25	25						
	23	22	24	23	25	24						
	24	22	24	22	25	24						
Total Students	71	66	73	67	75	73		425	0	6	419	425
Total Teachers	3.0	3	3	3	3	3		18.0				18
Classroom Avg	23.7	22.0	24.3	22.3	25.0	24.3		24				24

Elementary Totals	Grade	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Students		1584	1504	1534	1474	1532	1474	157	9259	9	13	9246	9102
Teachers		79.0	75.0	72.0	71.0	69.0	66.0	21.0	453.0				432.0
Classroom Avg		20.1	20.1	21.3	20.8	22.2	22.3	7.5	20				21

	6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
Andersen MS	275	253	270	9	798	-1	-4	802	
Beadle MS	213	231	221	23	665	6	6	659	
Central MS	249	243	243	16	735	-3	3	732	
Kiewit MS	308	300	319	10	927	0	-6	933	
North MS	195	201	213	26	609	5	8	601	
Russell MS	256	282	291	5	829	2	3	826	
MS Alternative	0	6	18		24	-1	0	24	
Totals	1496	1516	1575	89	4587	8	10	4577	

	9	10	11	12	Self Cont	Total	Current Change	YTD Change	Official 9/05 Enrollment	Class Size W/out SPED
North HS		641	635	574	581	23	2431	2	2	2429
South HS		521	568	500	475	11	2064	-6	-12	2076
West HS		499	528	477	461	20	1965	2	-3	1968
Millard Learning Center		0	0	22	65		87	-3	-4	91
Totals		1661	1731	1573	1582	54	6547	-5	-17	6564

Contracted SPED	41	3	0	41
Young Adult Program	41	0	0	41
<b>Total District Enrollment</b>	<b>20475</b>	<b>15</b>	<b>6</b>	<b>20469</b>

**Enclosure I.2.  
December 5, 2005**

AGENDA SUMMARY SHEET

AGENDA ITEM: Post Graduate (2000) Assessment—Five-Year Study

MEETING DATE: December 5, 2005

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Class of 2000, Post-graduate study

ACTION DESIRED: Information X

BACKGROUND: Nebraska Department of Education, Rule 10 requires a follow-up study of district graduates every three years. The Carl T. Perkins Career and Technical Education Act also requires us to collect, analyze and report information relating to employability skills and the importance of vocational and technical education to graduates' postgraduate career and educational goals. The Millard Public School District now commissions a survey of a random sample of graduates every year. Some years we survey those who graduated one year before, but in 2000, 2003, and now in 2005 we sought the opinions of those who graduated five years before the survey.

RECOMMENDATIONS: Receive the survey results and continue to survey our postgraduates.

RESPONSIBLE PERSONS: Dr. Martha Bruckner, Dr. Judy Porter, Deb Ady

SUPERINTENDENT'S APPROVAL: \_\_\_\_\_  
(Signature)

BOARD ACTION:



POSTGRADUATE (2000) ASSESSMENT—FIVE YEAR STUDY



## **I Background and objectives of the research**

This is the third five-year postgraduate study conducted by Weise Research Associates on our behalf. This study was conducted with the graduates of 2000 from all three Millard High Schools. The primary objective of each study was to evaluate graduates' perceptions of their experiences with the Millard high school they attended in terms of preparing them to complete post-high school graduate studies or to enter the workforce.

The specific objectives included

- Evaluate 2000 graduates' current status in terms of employment and post-high school education
- Explore perceptions regarding the impact of Millard's high school programs on graduates' current employment
- Assess the impact of Millard's high school programs in preparing graduates for post-secondary education
- Gain an understanding of graduates perceptions of the impact of the courses offered by the high school they attended on preparing them to achieve educational goals and/or to secure employment

## **II Sample characteristics**

The total sample in this wave is 300 completed interviews, compared to 303 interviews completed in 2000 with members of the class of 1995 and 300 interviews completed in 2003 with members of the class of 1998. Each sample was drawn to proportionately represent the actual graduate population distributions by high school. For each study administration, telephone interviews were conducted for approximately 8 minutes with each respondent. The questionnaires are essentially identical, with two questions regarding voting registration/experience and current residence added in 2003 and a series of questions related to IB and AP programs and exams added this year. Interviews for this survey were conducted between June 13 and June 28, 2005.

## **III Employment and education status upon high school graduation and at the time of the survey**

Among the graduates of the class of 2000, 88% reported that they went on to college upon high school graduation. About 10% of those graduates reported obtaining full-time employment rather than continuing their education. The incidence of having gone directly to college was found to be greater among those with higher grade point averages. All respondents who reported having a high school GPA of 4.0 or greater stated that they went on to college after graduation. By comparison, only 65% of those who reported a GPA under 3.0 did so. 86% of those who participated in high school activities attended college after graduation, while 61% of those who did not participate in activities went on to college. Females were also significantly more likely to have furthered their education

(90%) than males (76%). Those who reported that their courses were college preparatory in nature more often went on to college than those who saw their high school courses as more general in nature.

Although only 30 people reported that upon graduation they did not go to school but obtained full time work, the vast majority of those (87%) felt that the Millard high school they attended had adequately prepared them for entering that work. Only four respondents felt that they were not adequately prepared. While the results are not statistically significant due to a very limited sample size, the incidence of *not* feeling adequately prepared for full time work has increased slightly when the “unprepared” graduates of 2000 (13%) are compared to those of 1998 (5%) or 1995 (4%).

**At the time of the survey**, approximately one half (51%) of the respondents reported that they were not attending any school but were working full-time only. An additional 4% were working part-time only. One third (33%) of former students interviewed from the class of 2000 were both working and going to school at least part-time. 6% of the members of the class were full-time students only, and 5% were neither working nor pursuing an education. No significant differences in student or employment status appear based on which high school the students attended.

The majority (80%) of those graduates who obtained full-time employment upon high school graduation continue to work full-time only, but 20% of these who did not continue their education immediately after high school are now pursuing their education at least on a part-time basis.

#### **IV Occupations held and job satisfaction among those currently employed**

The majority (89%) of the graduates of the class of 2000 are currently working full or part-time. Of those who are working, 60% consider that employment to be permanent. One third of those working view their work to be temporary in nature, and 4% indicate that they are participating in a training program. These results are very similar to those found among the graduates of 1998, but the graduates of 1995 viewed their work as temporary slightly less often.

The differences among the graduates of the various high schools are not statistically significant, but a significant difference does appear when the results are examined in light of overall high school GPA: a greater proportion of those with a GPA of 4.0 or higher (78%) view their work as being permanent. Only about half (53%) of those with a GPA under 3.0 view their work as permanent.

A majority (87%) of the graduates of 2000 who reported that they are currently working at least part time also said that they enjoy their present position. This is a decrease in reported job satisfaction compared to the results from the class of 1995 when 95% of those polled reported that they enjoyed their work. One other difference was found based on gender: 93% of females report enjoying their current occupation compared to 82% of males.

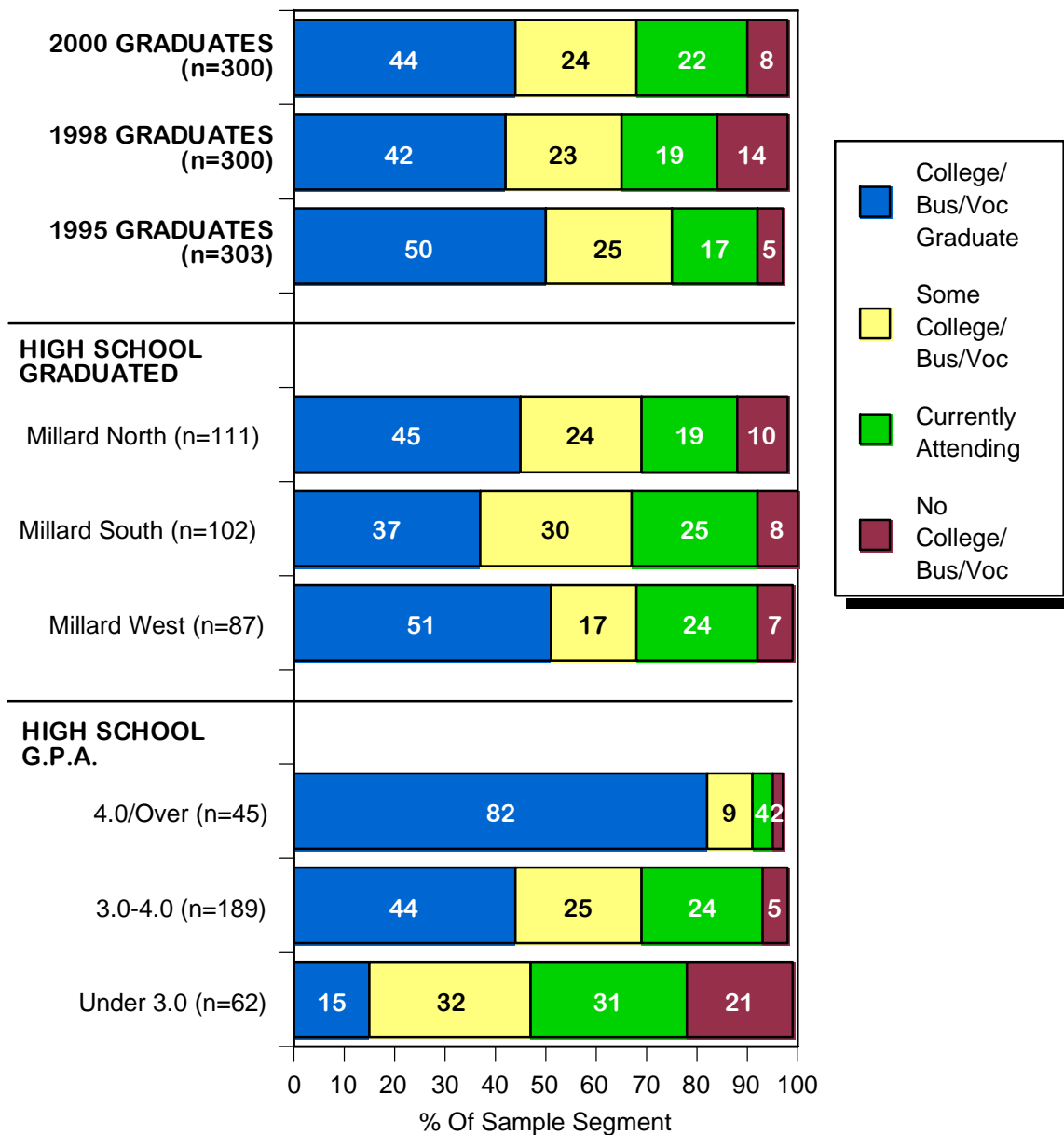
## **V Postsecondary education level achieved and major course of study**

The incidence of having graduated from an educational institution beyond high school has remained relatively constant since the benchmark study. Among the graduates of the class of 2000, 44% report that they have graduated from a college, business or vocational school. Among the graduates of 1995, 50% had graduated within five years. The 1998 graduates interviewed reported a graduation rate of 42%. Most Millard graduates report participating in some form of education beyond high school. The incidence of not having attended any educational institution beyond high school was 8% among the graduates of 2000 and is statistically similar to the previous waves.

A greater proportion of Millard West graduates (51%) are current college/business school/vocational school graduates than are those who graduated from Millard South (37%) or Millard North (45%). Much more significant differences are displayed in light of high school GPAs. A majority (82%) of those who report a grade point average of 4.0 or higher have graduated from a college, business or vocational school. This compares to 44% of graduates of the class of 2000 with a grade point average between 3.0 and 4.0 and only 15% of those with a high school GPA of less than 3.0 (See Figure 6, next page).

Among the members of the class of 2000 who pursued formal education beyond high school, 72% have attended or are attending a four-year college. 20% have attended or are attending a two-year college or a business or vocational school. Among the graduates of 2000, 79% plan to continue their education in the future. Among those who currently attend a post-secondary institution or who plan to continue their education in the future, 42% hope to earn a master's degree. Just over one fourth who are still in school hope to earn a bachelor's degree and 17% hope to achieve their doctorate.

**Figure 6**  
**POST SECONDARY EDUCATION STATUS**  
 • Study Wave Comparisons •  
 - And By Selected 2000 Sample Segments -



Distance from end of bars to 100% = "Not sure" replies.  
 (Reference: Q14, 16, 17, 20A)

## VI Performance of Millard High Schools in preparing students and perceptions of quality and adequacy of subject courses taken

From an overall perspective, 50% of all Millard graduates of the class of 2000 indicated that they perceived that the major emphasis of their high school courses was general education versus college preparatory (34%). In past study waves, graduates viewed the emphasis to be more evenly split. A comparison with a survey of this same class one year out reveals that their perceptions remain relatively unchanged.

300 respondents in each study	Class of 2000 in 2001	Class of 2000 in 2005
College Preparatory	33%	34%
General Education	48%	50%
Both	18%	14%

Significant differences in this perception are displayed according to high school attended and to GPA earned. Millard South graduates significantly more often viewed their curriculum as being general education rather than college preparatory (60% compared to 40% at the other two high schools). The higher the GPA achieved during high school, the more likely the respondents were to report that their curricula were college preparatory in nature. 76% of those who reported a GPA of 4.0 or higher, 33% of those with GPAs between 3.0 and 4.0, and 10% of those with a GPA under 3.0 viewed courses as college preparatory.

Perceptions of courses taken tie in with respondents' current level of education achieved; those who have not yet graduated from college tend to view their high school work more as general education than as college preparatory. However, among college graduates, 49% view their high school courses as being college preparatory, while 32% felt that the courses were more of a general education (see Figure 11, next page).

### **This wave of the survey included new questions to determine the incidence of having taken Advanced Placement® courses or tests.**

Slightly over half of the graduates of 2000 took at least one Advanced Placement® course. 20% of those who took an A.P.® course actually took an A.P.® exam. Graduates from Millard North were twice as likely as their Millard South and Millard West counterparts to have taken an A.P.® exam. Students who reported high school GPAs of 4.0 or higher were much more likely to have taken an A.P.® exam (56%) than were students with 3.0 to 4.0 (16%) or below 3.0 (6%).

A.P.® exams most frequently taken were in American history (37%) or English (30%). Other exams mentioned fairly often were European history (15%), calculus (13%), biology (12%), Spanish (10%), and chemistry (10%).

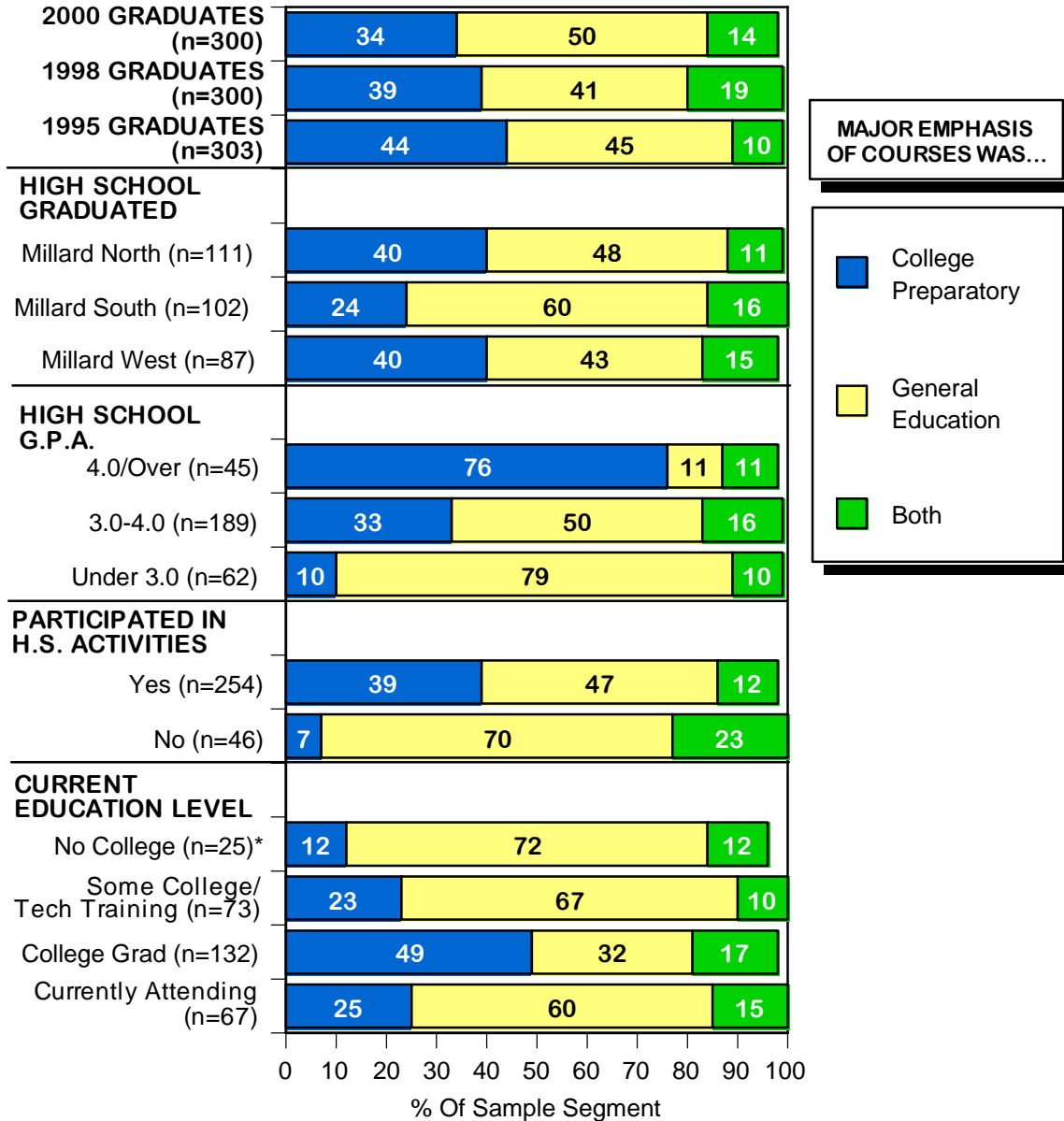
Among those who took an Advanced Placement® exam, 62% reported that they received college or university credit or had courses waived on the basis of their exam grade. This translates into 12% of the graduates of 2000 having courses waived or receiving college credit as a result of scoring well on an A.P.® exam in high school (see Figure 11D). The sample size of those who took exams is quite small (n=60), but analysis reveals that about 70% of those who attended Millard South or Millard North and took an Advanced

Placement<sup>®</sup> exam did receive college credit or have courses waived compared to 31% of Millard West graduates who did the same.

Figure 11

**PERCEPTIONS REGARDING THE MAJOR EMPHASIS OF HIGH SCHOOL COURSES TAKEN AT MILLARD**

• Study Wave Comparisons •  
- And By Selected 2000 Sample Segments -

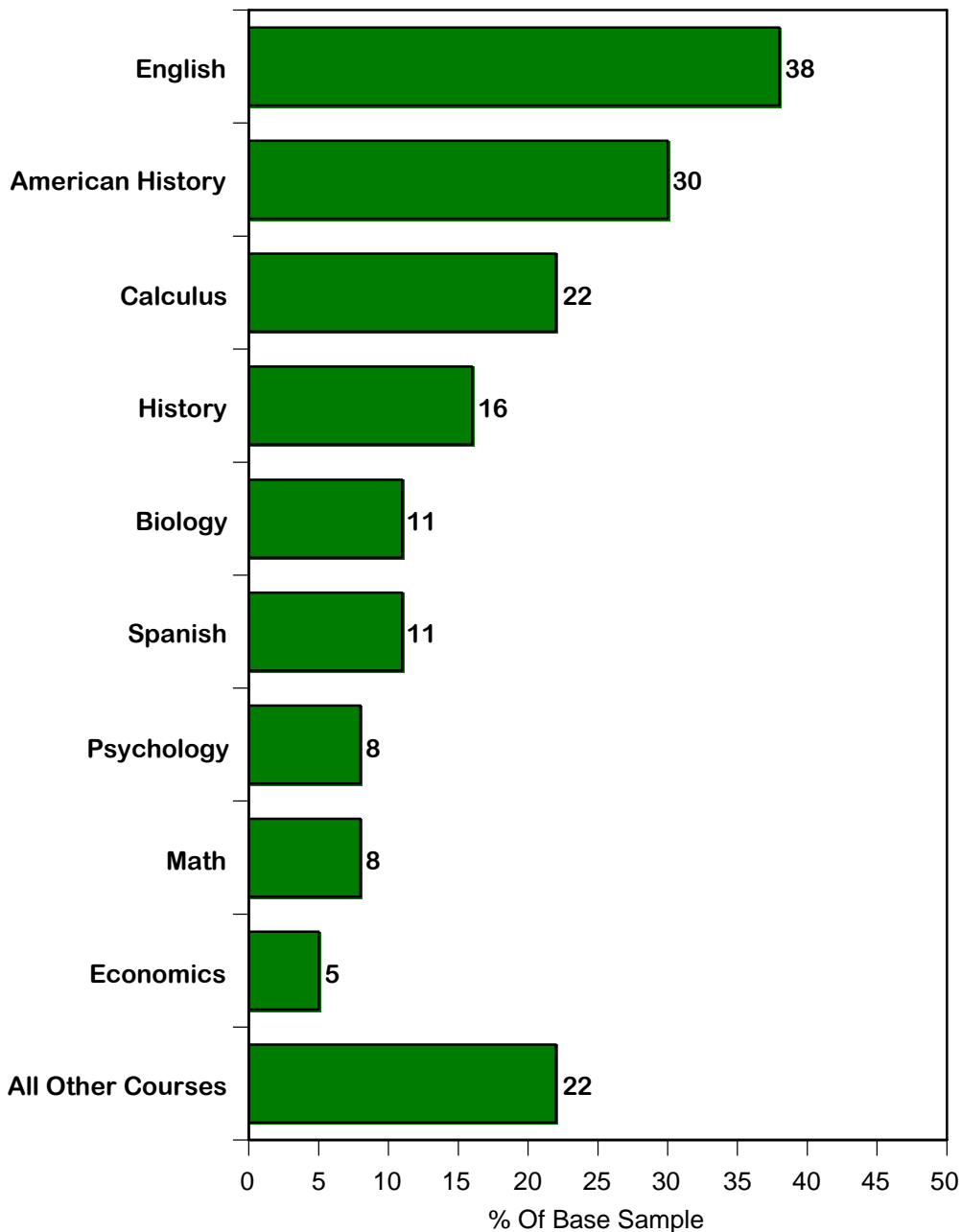


\*Caution: Small sample size.  
Distance from end of bars to 100% = "Not sure" replies.  
(Reference: Q4)

Figure 11D

**COLLEGE/UNIVERSITY COURSES WHICH WERE WAIVED  
OR FOR WHICH CREDIT WAS RECEIVED DUE TO  
TAKING AN ADVANCED PLACEMENT EXAM  
• 2000 Graduates •**

(Base: Those Receiving Credit Or Had Course Waived / n=37)



Up to five courses accepted.  
(Reference: Q20G)



### Letter grade ratings for four performance areas

All respondents were asked to give their high school a letter grade for each of the following four performance areas:

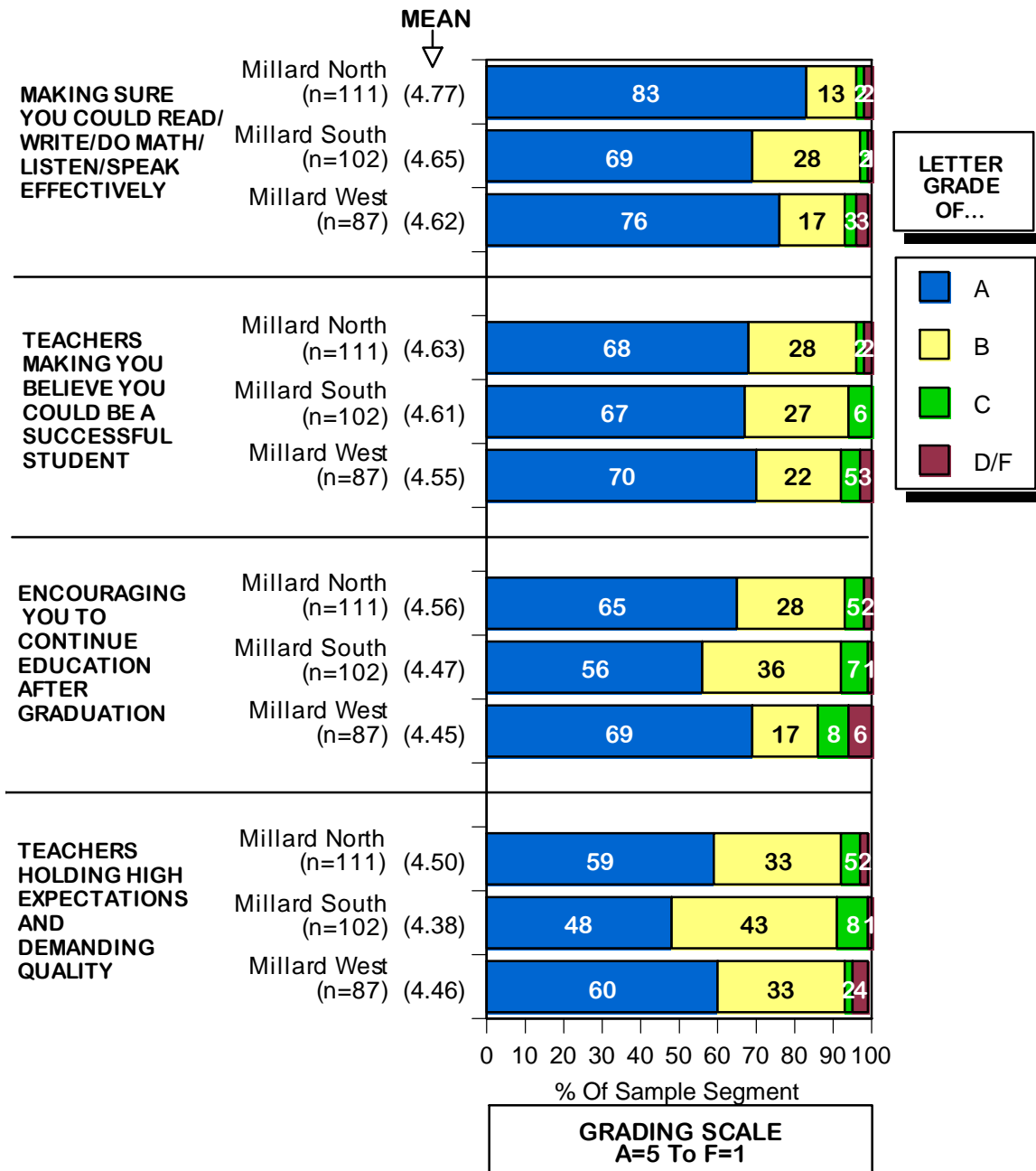
- *The high school making certain that you were able to read, write, do math, listen and speak effectively*
- *The high school teachers making you believe you could succeed as a student*
- *The high school encouraging you to want to continue with learning, or your education, after graduation*
- *The high school teachers holding high expectations and demanding quality work*

A majority of the graduates of 2000 graded each performance area with a letter A. Results related to *making sure you could read/write/do math/listen/speak effectively* as well as *encouraging you to continue your education after graduation* were different by high school from a statistical perspective. See Figure 12A, next page.

All respondents were also asked to assign a letter grade to courses taken in thirteen subject areas at the Millard high school they attended. For most of the subject areas, the graduates of 2000 gave a slightly higher grade than the graduates of 1998 and a notably higher grade than the graduates of 1995. English received the highest letter grade overall in this wave followed by physical education. Mathematics and science were the next highest rated subject areas, each given a letter grade of “A” by a majority of the graduates of 2000. The relatively lowest graded subjects in the current study were foreign language, guidance/counseling, business education, and oral communications (the lowest, at mean of 4.29 when A=5). (See Figure 13,) On an overall basis, graduates of each high school gave positive grade point averages to each of the 13 subject areas evaluated. In fact, the highest average grade given was 4.66 by Millard North graduates for English and the lowest average grade given was 4.20 (when B = 4) by Millard West graduates for foreign language.

Figure 12A

**LETTER GRADE RATINGS FOR MILLARD HIGH SCHOOL  
ATTENDED GIVEN 4 DIFFERENT PERFORMANCE AREAS  
• 2000 Graduates •  
- By High School Graduated -**

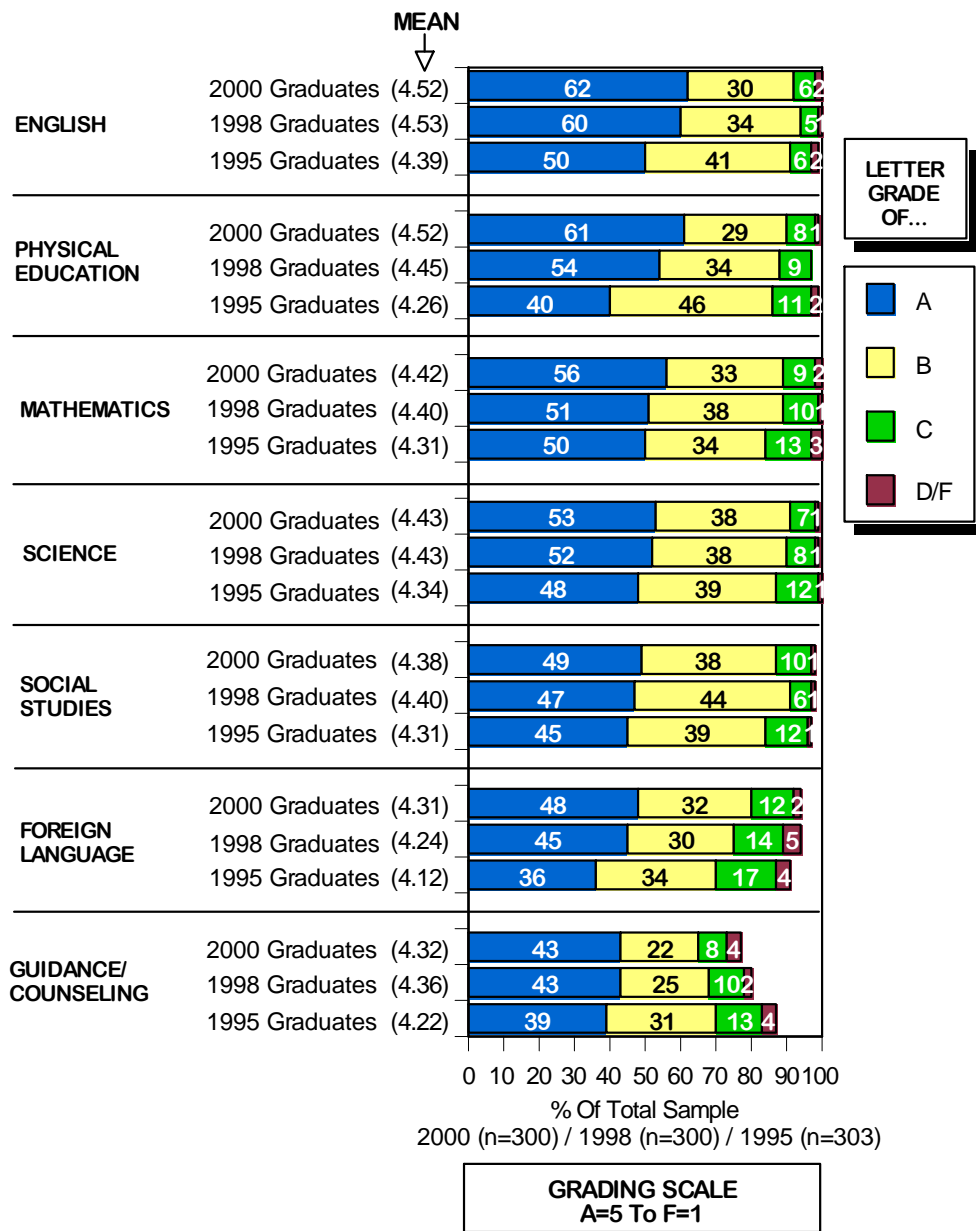


Distance from end of bars to 100% = "Not sure" replies.  
(Reference: Q22A-D)

Figure 13

**LETTER GRADE GIVEN TO MILLARD HIGH SCHOOLS  
OVERALL FOR 13 DIFFERENT SUBJECTS**

• Study Wave Comparisons •



(Continued)

### **Adequacy of coursework taken**

All respondents were asked whether or not they felt that they took enough courses while attending their high school given 11 subject areas. Eight to nine in every ten graduates in all three five-year surveys felt that the amount of coursework they took in the given subject areas of English, physical education, social studies, science and mathematics was adequate. A majority of graduates in each study also felt that the amount of coursework related to world language, family and consumer science, oral communications, and art was adequate as well. Among the 2000 graduates, 52% felt that the amount of coursework in industrial technology was adequate. This compares to 60% of the graduates of 1995 and 49% of the class of 1998.

In nearly all subject areas, no significant differences were seen in results among high schools regarding taking adequate coursework. However, Millard West graduates from 2000 more often felt that the coursework taken related to industrial technology (67%) and business education (55%) was adequate than did those from either Millard North (49% for IT, 40% for bus. ed.) or Millard South (44% for IT, 41% for bus. ed.). With the exception of those two areas at North and South, the majority of graduates of 2000 felt that they had taken adequate coursework in all subject areas.

## **HIGHLIGHTS AND RECOMMENDATIONS**

The majority of respondents from the class of 2000 reported feeling adequately prepared by the Millard High Schools to achieve their educational goals and/or to enter the workforce. They gave high grades to the courses they took. Nearly all were satisfied with the amount of coursework they took in the “required” subjects, but at Millard South and Millard North, they were not able to take all of the electives they would have liked, especially in business and industrial technology.

The vast majority of this class (88%) went on to college, but only about half of the class perceived their high school work as college preparatory. It would seem worth noting that the class of 2000 less often viewed the major emphasis of their coursework as college preparatory in nature than did the graduates of either 1998 or 1995. Those who had graduated from college were more likely to recall their high school work as college preparatory. 60% of the class of 1995, 56% of the class of 1998, and 55% of the class of 2000 had graduated after five years. We might add a survey six or seven years out in order to give more students time to graduate from college.

Slightly over half of the graduates of 2000 took at least one Advanced Placement<sup>®</sup> course. 20% of those who took an A.P.<sup>®</sup> course actually took an A.P.<sup>®</sup> exam. Among those who took an Advanced Placement<sup>®</sup> exam, 62% reported that they received college or university credit or had courses waived on the basis of their exam grade. This translates into 12% of the graduates of 2000 having courses waived or receiving college credit as a result of scoring well on an A.P.<sup>®</sup> exam in high school. The students in this survey were not able to earn dual enrollment credit from UNO for A.P.<sup>®</sup> classes, though they could have earned them from Peru State College.

**Enclosure I.3.**  
**December 5, 2005**

**AGENDA SUMMARY SHEET**

**Agenda Item:** Exiting Senior Survey Report – Class of 2005

**Meeting Date:** **December 5, 2005**

**Department:** Educational Services

**Title and Brief  
Description:**

Class of 2005, Exiting Senior Survey - Nebraska Dept. of Education, Rule 10 requires a follow-up study of district graduates every three years. The Carl T. Perkins Career and Technical Education Act also requires us to collect, analyze and report information relating to employability skills and the importance of vocational and technical education to graduates' postgraduate career and educational goals. As one response to these multiple needs, the district surveys exiting seniors annually

**Action Desired:** Receive the report

**Background:** Every graduating senior is asked to participate in this exit survey.

This is one of a trio of surveys of graduates that the district uses. The remaining two surveys are conducted by Wiese Research Associates using random samples of graduates.

**Recommendations:** Continue to survey graduating seniors annually.

**Responsible**

**Persons:** Dr. Martha Bruckner, Dr. Judy Porter, and Deb Ady

**Superintendent's Approval:** \_\_\_\_\_  
(Signature)

## Highlights from the Report

80.9% of all who completed the survey in 2005 said that they felt adequately prepared to achieve their educational goals. Only 5.6% of the respondents reported that they did not feel adequately prepared. The percent of students who felt adequately prepared to achieve their educational goals has increased every year, with the most substantial increase occurring between 2003 (72.2%) and 2004 (78.4%). The graduation requirements were increased for the graduates of 2004, and this sense of feeling adequately prepared to achieve educational goals could be in response to the corresponding increase in required course work.

Almost all of the graduating class expected to continue their education after high school. 96.3% of respondents with reported GPA's of 3.0 – 4.0+ predicted that they would be either full or part time students a year from taking the survey. Even among students with reported GPA's below 2.0, 76% said that they would be either full or part time students a year from taking the survey.

The proportion of students with relatively low grade point averages who plan to continue their formal education after high school has increased each year, moving from over half in 2003 to nearly three-fourths in 2005.

More than one third of the respondents of 2005 hope to attain a Master's degree or a doctorate.

76% of the students reported that they participated in extra curricular activities.

90% or more of the students in all areas but science (87%), social studies (88%) and reading (89%) reported that their high school education had been *very helpful* or *moderately helpful* in helping them attain skills to meet their current academic goals.

The perceptions of the required academic courses as being very helpful or moderately helpful in preparing for more schooling or work are quite positive—80% or better. However, about one-fourth of the students identified guidance and counseling and world languages as either not helpful or not applicable to preparing for more schooling or work. Of course, some students don't study a language other than English, but perhaps the languages we currently offer are not the ones that might be most helpful for work in the current global economy.

## Summary of 2005 Graduating Seniors Exit Survey

### From which Millard High School are you graduating?

School	Number of Responses	Percent of Graduates
NHS	561	97.86%
SHS	319	81.79%
WHS	372	93.23%
No Building Ident.	21	

### Are you scheduled to graduate with your class?

Reported GPA	Yes	No
3.0 – 4.0+	772	3
2.0 – 2.99	315	5
Below 2.0	35	4
I don't know	78	4

### Did you attend the Millard Learning Center (MLC) at any time while in high school in Millard?

Reported GPA	Yes	No
3.0 – 4.0+	10	763
2.0 – 2.99	16	302
Below 2.0	10	29
I don't know	6	78

### How many years did you attend a Millard High School?

Reported GPA	Attended 1 year	2 years	3 years	4 years
3.0 – 4.0+	17	22	28	705
2.0 – 2.99	9	11	17	282
Below 2.0	1	5	6	26
I don't know	7	4	6	67

### Overall, what has been the major emphasis of the high school courses you have taken in Millard?

Reported GPA	College Prep	General Ed.	Both	Not Sure
3.0 – 4.0+	263	160	305	45
2.0 – 2.99	45	137	89	48
Below 2.0	2	16	12	9
I don't know	7	38	17	20

Nearly three fourths (73.4%) of the students who reported a grade point average of over 3.0 perceived the major emphasis of the courses they took as either college preparatory or a combination of college preparatory and general education. By contrast, 42% of the students who reported their GPA as between 2.99 and 3.0 saw their courses as college prep or a combination of college prep and general education, and only 35% of those students who reported their GPA as below 2.0 held that view.

### Did you participate in any extra curricular activities such as sports, music, clubs, etc. while attending high school in Millard?

Yes	No
968	283

Among the valid responses, 76% of the students reported that they did participate in extra curricular activities.

**Have you held a job while you attended a high school in Millard?**

Yes	No
1114	137

The vast majority (89.4%) of respondents report holding a job while attending high school.

**If you answered yes to the question “Have you held a job while you attended a high school in Millard?” how many hours did you work per week while in high school?**

Reported GPA	1 to 10 hours	11 to 20 hours	Over 20 hours	I don't know
3.0 – 4.0+	144	314	212	34
2.0 – 2.99	34	127	130	7
Below 2.0	3	9	21	3
I don't know	13	20	35	6

Among students who reported holding a job while in high school, 42.2% worked 20 hours a week or less, while 35.8% worked more than 20 hours a week.

**Which of the following best describes where you see yourself a year from now?**

Reported GPA	Working full time (A)	Full time student (B)	Work full time/ Part time student (C)	Work part time/ Full time student (D)	Work part time/ Part time student (E)	Not Sure (F)
3.0 – 4.0+	11	293	29	403	20	17
2.0 – 2.99	19	66	50	158	19	6
Below 2.0	7	4	8	11	6	2
I don't know	13	9	8	34	7	13

96.3% of respondents with reported GPA's of 3.0 – 4.0+ predicted that they would be either full or part time students a year from taking the survey. Among students with reported GPA's below 2.0, 76% said that they would be either full or part time students a year from taking the survey.

**If your response to the question “Which of the following best describes where you see yourself a year from now?” was A, C, D, or E, (see responses in the above question) what kind of work do you think you will be doing?**

Reported GPA	Training/ Internship	Temporary	Permanent Job	Military	Not Sure
3.0 – 4.0+	70	272	36	18	122
2.0 – 2.99	41	112	42	17	60
Below 2.0	1	12	6	6	12
I don't know	8	19	7	8	30

**Do you feel you were adequately prepared by the Millard high school you have attended for entering the workforce, doing such things as being able to prepare résumés, complete job applications, interview for jobs, etc.?**

Yes	No	Unsure
1009	91	139

Among the valid responses, 79.3% graduates reported feeling adequately prepared to enter the workforce.

**If you are planning on attending school either full or part time, have you determined a major course of study?**

Reported GPA	Yes	No
3.0 – 4.0+	597	176
2.0 – 2.99	217	99



Below 2.0	20	18
I don't know	41	40

**If you are planning on attending school either full or part time, what is the name of the school you plan to attend?**

UNO	UNL	MCC	I don't know yet	Other
268	220	188	65	485

**If you plan on attending school full or part time, what is the highest level of education you hope to attain?**

Certificate	Assoc. Degree	BA/BS	MA/MS	Doctorate	Not Sure
29	95	424	263	193	195

More than a third of the respondents hope to attain a Master's degree or a doctorate.

**Do you feel you were adequately prepared to achieve your educational or training goals?**

Yes	No	Unsure
1030	71	109

80.9% of all who completed the survey said that they were adequately prepared to achieve their educational goals. Only 5.6% of the respondents reported that they did not feel adequately prepared.

**My grade point average in high school was:**

School	3.0 to 4.0+	2.0 to 2.99	Below 2.0	I don't know
NHS	349	138	18	36
SHS	180	91	13	30
WHS	246	89	8	18

More than two-thirds of the respondents from Millard West High (68.1%) reported a GPA of 3.0 or better. Among the respondents from Millard North High School, 64.5% reported earning a grade point average of 3.0 or better, and 57.3% of those from Millard South High reported earning that GPA.

**Indicate the impact your high school education has had in helping you attain or grow towards the following goals:**

	Very Helpful	Moderately Helpful	Not Helpful	I don't know
Self Discipline	513	493	59	37
Speaking	665	464	69	33
Writing	663	464	66	32
Science	559	490	116	46
Soc. Studies	592	486	99	42
Reading	602	487	89	41
Work Relationships	789	349	55	29
Adjust to Changes	700	440	46	38
Use of Computer	710	417	59	35
Manage Time/Money	611	489	82	42
Career Goals	737	378	58	41
Long Term Goals	693	423	59	39

90% or more of the students in all areas but science (87%), social studies (88%) and reading (89%) reported that their high school education had been very helpful or moderately helpful in helping them in helping them attain skills to meet their current academic goals.

**How useful have the following subject areas been in helping you prepare for more schooling and/or work?**

	Very Helpful	Moderately Helpful	Not Helpful	Not Applicable	I don't know
Art	334	357	255	212	63
Business Education	368	455	155	176	68
English/Language Arts	531	495	107	37	41
Family/Consumer Science	314	474	231	143	55
World Languages	408	482	205	73	44
Guidance	372	471	197	113	57
Industrial Technology	328	419	213	191	58
Math	555	466	109	41	38
Music	345	332	240	238	57
Oral Communications	467	515	126	58	48
Physical Education	376	487	245	60	42
Science	497	500	141	33	39
Social Studies	450	560	115	36	45

- The perceptions of the required academic courses as being very helpful or moderately helpful in preparing for more schooling or work are quite positive—80% or better.
- Some of the elective areas are not perceived as being quite so helpful for school or work, but may be more focused on life or leisure activities (art, family and consumer science, physical education, for example).
- Two areas that might be expected to prove very helpful in preparing for more schooling or work have relatively lower perceptions as helpful. Those areas are guidance and counseling and world languages. About one-fourth of the students identified both of these areas as either not helpful or not applicable to preparing for more schooling or work.
- Advisors assist students with preliminary academic and college planning. This may be part of what creates the perception that the guidance department is “not helpful” or “not applicable” to preparing for school or work. However, our ratio of students to counselors is approximately 350 to 1. This is within Nebraska Department of Education Rule 10 guidelines, but the American School Counselors’ Association recommends a ratio of 250 to 1.
- Some students don’t study a language other than English, which would explain why they would think that world languages would not have been helpful to them, but perhaps the languages we currently offer are not the ones that might be most helpful for work in the current global economy. We might want to consider adding another world language or two to the curriculum in order to meet the needs of the students as they enter the global workforce (Mandarin Chinese is the language currently spoken most often in the world; Hindi is the most common dialect of Hindustani which is the third most often spoken language after English; Arabic is the 6<sup>th</sup> most spoken language after Spanish and Russian).

Below are some differences among the 2003, 2004, and 2005 Exiting Senior Survey Results.

Total number of responses:

2005 Graduates	2004 Graduates	2003 Graduates
1273	1093	879

**Reported grade point averages of 2004 and 2003 respondents as percent of total responses:**

	3.0 – 4.0+	2.0 to 2.99	Below 2.0	I don't know
2005 Grads	63.7%	26.3%	3.2%	6.9%
2004 Grads	62.8%	26.7%	4.0%	6.5%
2003 Grads	59.4%	31.7%	5.0%	3.0%

**The percentage of students reporting a “Below 2.0” GPA indicating they would be part or full time students a year from taking the survey:**

2005 Graduates	2004 Graduates	2003 Graduates
74.4%	70%	59.6%

The proportion of students with relatively lower grade points who plan to continue their formal education after high school has increased each year, moving from over half in 2003 to nearly three-fourths in 2005.

**Do you feel you were adequately prepared to achieve your educational or training goals?**

	Yes	No	Unsure
2005 Graduates	80.9%	5.6%	9%
2004 Graduates	78.4%	9.1%	12.5%
2003 Graduates	72.2%	12.6%	15.2%

The graduation requirements were increased for the graduates of 2004, and this sense of feeling adequately prepared to achieve educational goals could be in response to the corresponding increase in course work.