

Middle School
Curriculum Handbook
2019-2020

#BeKind



Millard Public Schools

Millard Board of Education

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Millard Public Schools Mission

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



NOTICE OF NON-DISCRIMINATION

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

It is the intent of District and Middle School administrators to offer all courses and programs as noted within the 2019-2020 Middle School Curriculum Handbook. However, courses and/or program offerings may be canceled due to budget constraints and/or low enrollment numbers.

**ANDERSEN
WOLVERINES**



Beadle



Bulldogs



**RUSSELL
Middle School**

Dear Parents, Guardians and Students:

Welcome to middle school! This is an exciting time for both students and parents! As principals of the middle schools within Millard Public Schools, we take great pride in our middle level program. Our middle schools not only provide high academic expectations, but also support the social, emotional, and physical needs of the 11-14 year old student. Middle school students in Millard will have many opportunities to expand upon the academic foundations built during the elementary years. Our schools are safe and caring places where students can learn academic and college and career readiness skills, practice Millard Public Schools character traits and participate in a variety of activities.

The Middle School Curriculum Handbook contains a summary of the Millard Public Schools Middle Level Philosophy, course offerings and descriptions, specialized programs, and additional resource information for our students and parents. We hope this information will help families feel more informed and comfortable so that together we can help our students succeed. The effort and dedication students apply to their studies during middle school will affect their educational performance at high school and beyond.

Parent and guardian support and interest are critical factors for successful student learning. We value and encourage parent involvement and participation. Our schools are committed to keeping parents and guardians informed through various forms of communication such as school websites, newsletters, social media, Parent Portal/Infinite Campus access, phone calls, emails, and more. Please feel free to contact our school staff if you have questions.

Thank you for allowing us the opportunity to serve your family during this exciting time in the life of your adolescent. As a nationally recognized school district, we are committed to doing whatever it takes to ensure student success and promote a strong sense of community.

We wish you the best and great success as we work together during the 2019-2020 school year!

Eric Grandgenett, Principal
Andersen Middle School

John Southworth, Principal
Beadle Middle School

Beth Fink, Ed.D., Principal 2018-19
Michelle Klug, Principal 2019-20
Central Middle School

Marshall Smith, Principal
Kiewit Middle School

Scott Ingwersen, Ed.D., Principal
North Middle School

Nancy Brosamle, Interim Principal 2018-19
Beth Fink, Ed.D., Principal 2019-20
Russell Middle School

Considerations for Course Enrollment

Millard Public Schools Middle School Philosophy: The purpose of the Millard Middle Schools is to meet the intellectual, social, ethical, emotional, and physical needs of 11-14 year old students through programs and instructional practices that are academically and developmentally appropriate and include essential elements of instruction, management, and curriculum.

- The essential elements of middle level instruction, management, and curriculum are:
 - High academic expectations
 - Interdisciplinary teams
 - Exploratory offerings
 - Inclusionary practices
 - Student advisement
 - Developmentally appropriate instructional practices
 - Climate conducive to learning
- Operational parameters for the middle schools include:
 - Common team planning
 - Schedule conducive to multiple options for students
 - Developmentally appropriate co-curricular program
 - Team leadership and team structure
 - Effective transition in, through, and out of middle grades
 - Partnership of students, home, staff, and community

The Middle School Schedule: Students attend seven classes daily from 7:45 a.m. to 3:00 p.m. Tuesday through Friday. Classes begin at 8:30 a.m. on Mondays to allow for teacher collaboration. The transportation schedule will be the same Monday through Friday for students riding the bus. The school year is divided into six week periods of time referred to as hexters.

Team Structure: Students' four core subjects (English, Mathematics, Science, and Social Studies) are taught by a team of teachers who coordinate instruction and routines to address student needs. Teams are by grade level.

Required Courses: What do I enroll in?

- **Four Core Subjects:** Every student takes a "core" curriculum of four year-long classes in English, Mathematics, Science, and Social Studies. Mathematics placement is determined by a placement exam administered in 5th grade as well as the previous year's Mathematics progress.
- **Physical Education:** Students take a year-long Physical Education course which meets every other day. On opposite days, a student may choose either a Spanish or Reading course.
- **Academic Seminar:** Eighth grade students take this hexter-long course to develop plans for high school, college, and career readiness.
- **Health:** In 6th and 7th grades, students will take one hexter of Health each year and will select five elective hexter courses each year. In 8th grade, students will take a hexter of Health 8, a hexter of Academic Seminar 8, and will select four elective hexter courses.
- **Guided Study Period (GSP):** Students will have a year-long GSP supported by their team teachers. (Band, Chorus or Orchestra will be scheduled during GSP or elective periods depending on building schedules.)

Considerations for Course Enrollment

- **Academic Support Classes:** Teachers, parents, and students may decide that students would benefit from academic support or enrichment beyond the required courses.
 - Students with Special Education Individual Education Programs (IEP) may participate in a resource class as specified in the student's IEP.
 - Other students who need additional academic or organizational support may be directed to take a Success Strategies course.
 - Students learning English may take English Language Learner (ELL) classes.

Elective Courses: After required courses are scheduled, students will select elective courses as well as elective course alternates to be used if first-choice courses conflict or are unavailable.

High Ability Learners (HAL): The HAL Program is designed to both challenge and provide opportunities for identified middle level students. It is a collaborative program involving all middle level teachers including a middle level HAL facilitator. Opportunities may include differentiated classroom instruction, seminars, and workshops. In addition, HAL identified students may enroll in a HAL elective course. Please refer to the Millard Public Schools website <https://sites.google.com/a/mpsomaha.org/mps/curriculum/hal2> to find more information.

English Language Learner (ELL) Program: The purpose of the English Language Learner Program is to provide English language instruction to limited and non-English speaking students who enter our community and require these services. The goal of the program is to assist students in becoming full participants in the general education program. **ELL students attend Andersen Middle School or Central Middle School.**

Mini-Magnets: Millard Public Schools supports the philosophy of alternative programs and parent choice. These programs may use a specific curriculum, classroom management and structure system, and instructional practices that are significantly different from the PK-12 Education Program. Parent choice programs embrace the District and Nebraska standards and assessments.

- **International Baccalaureate®** – Middle Years Program (IB-MYP) at North Middle School
- **Montessori Program** at Russell Middle School



“Passion is why teachers teach and why parents devote their lives to raising their children. It is the fire in our hearts and the determination in our minds to make a difference.”

Ron Clark
Educator and Author



Considerations for Course Enrollment

Millard Public Schools Secondary Mathematics Articulation Placement is based on testing, classroom performance, and teacher recommendation.						
6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Integrated Math I	Integrated Math II	Integrated Math III	Algebra I	Geometry OR Honors Geometry	Algebra II OR Honors Algebra II	Precalculus OR Honors Precalculus OR College Algebra OR AP Statistics
Integrated Math II	Integrated Math III	Algebra I	Geometry OR Honors Geometry	Algebra II OR Honors Algebra II	Precalculus OR Honors Precalculus OR College Algebra OR AP Statistics	AP Calculus AB OR AP Calculus BC OR AP Statistics OR Precalculus OR Honors Precalculus OR College Algebra
Integrated Math III	Algebra I	Honors Geometry	Algebra II OR Honors Algebra II	AP Statistics OR Precalculus OR Honors Precalculus	Precalculus OR Honors Precalculus OR AP Calculus AB OR AP Calculus BC OR AP Statistics	AP Statistics OR AP Calculus BC OR AP Calculus AB OR Calculus II & Advanced Topics OR Calculus III/ Differential Equations

Middle School Course Offerings

Grade 6

Required Courses

0600 English Language Arts 6
Math: 2600 Integrated Math I,
27006 Integrated Math II,
or 28006 Integrated Math III
3600 Science 6
4600 Ancient Civilizations 6
8600 Physical Education 6
8610 Health 6

Electives

7650 Art 6
7600 Band 6
5610 Child Care, Food & Nutrition
7630 Chorus 6
2660 Computer Applications 6
2656 Creative Writing 6
7610 General Music 6
9061 HAL Challenge 6
6600 Industrial Technology (STS) 6
5622 Integrated Learning Lab
4602 Law and Public Service 6
7620 Orchestra 6
1618 Spanish A
1620 Spanish I-A
3621 STEM 6
2652 Young Adult Literature 6

Grade 7

Required Courses

0700 English Language Arts 7
Math: 2700 Integrated Math II,
28007 Integrated Math III,
or 02117 Algebra I
3700 Science 7
4700 World Geography 7
8700 Physical Education 7
8710 Health 7

Electives

7750 Art 7
7700 Band 7
5710 Child Care, Food & Nutrition
7730 Chorus 7
2760 Computer Applications 7
2756 Creative Writing 7
7710 General Music 7
9071 HAL Challenge 7
6700 Industrial Technology (STS) 7
5722 Integrated Learning Lab
4702 Law and Public Service 7
7720 Orchestra 7
1718 Spanish B
1722 Spanish II-A
3721 STEM 7
2752 Young Adult Literature 7

Grade 8

Required Courses

English: 0811 English Language Arts 8
or 0813 Honors English 8
Math: 2800 Integrated Math III,
02118 Algebra I,
or 0221 Honors Geometry
3800 Science 8
4800 American History 8
5820 Academic Seminar 8
5880 Health 8
8800 Physical Education 8

Electives

7800 Band 8
7810 Chorus 8
2856 Creative Writing 8
7850 Drawing 8
5810 Food, Nutrition & Family Connections
1814 Explore French
1833 Explore German
2863 Graphic Design 8
9081 HAL Challenge 8
6800 Industrial Technology (STS) 8
5822 Integrated Learning Lab 8
4802 Law and Public Service 8
5850 Money Management 8
7820 Orchestra 8
7860 Painting 8
7870 Pottery/Sculpture 8
7880 Printmaking/Fibers 8
1818 Spanish C
1826 Spanish II-B
3821 STEM 8
2864 Virtual Robotics 8
2861 Web Design 8
2852 Young Adult Literature 8

Electives are offered based on student request and building staffing.
Not all electives may be offered in every building.

6th Grade Course Descriptions - Required

LANGUAGE ARTS		
0600	English Language Arts 6	1 Year
Students will learn and apply comprehension strategies while reading, writing, and responding to a variety of media and genres. Students will refine their writing skills in all modes of writing through the Six Traits and the writing process to plan, draft, revise, edit, and publish with diverse purposes and audiences in mind. Learners will develop speaking and listening skills to effectively communicate in both formal and informal settings. Successful completion of this course will prepare students for English Language Arts 7.		
MATHEMATICS		
2600	Integrated Math I	1 Year
Students will continue the study of multiplication and division of whole numbers and addition, subtraction, multiplication, and division of decimals and fractions through the study of algebraic equations and expressions. They will also study measurement; coordinate-plane graphing; mean, median, mode, and range; data representations; geometric measurement in two- and three-dimensional figures; percents; ratios; proportions; integers; one-step equations and inequalities.		
27006	Integrated Math II	1 Year
Students will study operations of fractions, decimals and integers through the study of algebraic equations and expressions. In addition, students will study two-step equations and inequalities and theoretical/experimental probability. Application of percents, ratios, proportions, and two- and three-dimensional geometry will also be studied while comparing measurements, applying mathematical formulas, and analyzing data. <i>Prerequisite: Qualifying test scores on math placement exams or Integrated Math I</i>		
28006	Integrated Math III	1 Year
Students will learn to solve multi-step and linear equations and inequalities using rational number operations. They will also study number theory, exponents, square roots, geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be learned. <i>Prerequisite: Qualifying test scores on math placement exams or Integrated Math II</i>		
SCIENCE		
3600	Science 6	1 Year
Students will use scientific inquiry to investigate the natural world and understand the connections among life, physical, and Earth sciences. Students will also explore the role of science in society. Concepts included in Science 6 are sound and light, Earth's structure and surface, and relationships of organisms within ecosystems.		
SOCIAL STUDIES		
4600	Ancient Civilizations 6	1 Year
Students will study cultures of the Eastern Hemisphere from Pre-History through the Middle Ages while incorporating geography, history, government, culture, and economics. Students will participate in engaging activities and build critical thinking skills using primary and secondary sources. Current events will be included throughout the year.		
PHYSICAL EDUCATION		
8600	Physical Education 6	1 Year
The sixth grade physical education program is co-educational and provides students opportunities to demonstrate the knowledge and skills necessary to maintain lifelong participation in exercise. Sixth grade physical education emphasizes continued development of skills and lead-up games in a variety of lifetime activities with a concentration on team activities, individual activities and physical fitness. (Alternate days)		
HEALTH		
8610	Health 6	1 Hexter
Students will be introduced to the promotion of good health and well-being. Activities emphasize the positive choice one makes related to chemical substances, fitness, friendships, human growth and development, and nutrition.		

7th Grade Course Descriptions - Required

LANGUAGE ARTS		
0700	English Language Arts 7	1 Year
Students will learn and apply comprehension strategies while reading, writing, and responding to a variety of media and genres. Students will refine their writing skills in all modes of writing through the Six Traits and the writing process to plan, draft, revise, edit, and publish with diverse purposes and audiences in mind. Learners will develop speaking and listening skills to effectively communicate in both formal and informal settings. Successful completion of this course will prepare students for English Language Arts 8.		
MATHEMATICS		
2700	Integrated Math II	1 Year
Students will study operations of fractions, decimals and integers through the study of algebraic equations and expressions. In addition, students will study two-step equations and inequalities and theoretical/experimental probability. Application of percents, ratios, proportions, and two- and three-dimensional geometry will also be studied while comparing measurements, applying mathematical formulas, and analyzing data. <i>Prerequisite: Qualifying test scores on math placement exams or Integrated Math I</i>		
28007	Integrated Math III	1 Year
Students will learn to solve multi-step and linear equations and inequalities using rational number operations. They will also study number theory, exponents, square roots, geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be learned. <i>Prerequisite: Qualifying test scores on math placement exams or Integrated Math II</i>		
02117	Algebra I	1 Year
Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of Integrated Math II. Algebra I is designed for students who have a strong understanding of the basics of arithmetic, demonstrated algebraic readiness, and understand mathematics in a more abstract form. <i>Prerequisite: Integrated Math III</i>		
SCIENCE		
3700	Science 7	1 Year
Students will use scientific inquiry and technology to demonstrate an understanding of the unifying concepts and processes of life, physical, and Earth and space sciences. Concepts included in Science 7 are forces and motion, water and energy cycles, the atmosphere, weather and climate, and the structure and function of living systems with emphasis on cells and human body systems.		
SOCIAL STUDIES		
4700	World Geography 7	1 Year
Students will develop critical thinking and problem solving skills as they investigate the physical geography, climate, economy, culture, political systems and demographics of the Western World. Major local, national and world events will be emphasized throughout the year.		
PHYSICAL EDUCATION		
8700	Physical Education 7	1 Year
The seventh grade physical education program is co-educational and is designed to provide students with a variety of opportunities to continue demonstrating knowledge and skills, while participating in team and individual activities. The purpose of the seventh grade program is to provide students with continued opportunities to develop skills and individual fitness through exercise. (Alternate Days)		
HEALTH		
8710	Health 7	1 Hexter
Students will develop and maintain healthy lifestyles. Emphasis is placed on information and the positive choices students can make to promote good health, now and throughout their lives. Health 7 focuses on diseases, environmental health, personal health, relationship boundaries, and substance abuse.		

8th Grade Course Descriptions - Required

LANGUAGE ARTS		
0811	English Language Arts 8	1 Year
Students will learn and apply comprehension strategies while reading, writing, and responding to a variety of media and genres. Students will refine their writing skills in all modes of writing through the Six Traits and the writing process to plan, draft, revise, edit, and publish with diverse purposes and audiences in mind. Learners will develop speaking and listening skills to effectively communicate in both formal and informal settings. Successful completion of this course will prepare students for English 9, Honors English 9, or English 9 Literacy Enrichment at the high school.		
0813	Honors English 8	1 Year
Honors English 8 provides an extension of curriculum from the English 8 course with an emphasis on advanced reading, writing, speaking, and listening skills. This course will encourage deeper application, frequent academic discourse, and independent critical thinking. Students who take this course are expected to be self-motivated learners with a strong foundation in oral and written communication who are eager to sharpen their skills.		
MATHEMATICS		
2800	Integrated Math III	1 Year
Students will learn to solve multi-step and linear equations and inequalities using rational number operations. They will also study number theory, exponents, square roots, geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be learned. <i>Prerequisite: Qualifying test scores on math placement exams or Integrated Math II</i>		
02118	Algebra I	1 Year
Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of Integrated Math II. Algebra I is designed for students who have a strong understanding of the basics of arithmetic, demonstrated algebraic readiness, and understand mathematics in a more abstract form. <i>Prerequisite: Integrated Math III</i>		
0221	Honors Geometry	1 Year
Students will study the properties and applications of geometric figures in two and three dimensions. This includes inductive and deductive thinking skills in problem solving situations as well as transformations, right triangle trigonometry, properties of circles, and perimeter, area, and volume applications. Writing proofs to prove properties of geometric figures is emphasized. This course will go into greater depth than Geometry. <i>Prerequisite: Algebra I</i>		
SCIENCE		
3800	Science 8	1 Year
In Science 8 students will learn about the connections among life, physical, Earth, and space sciences. Students will explore the solar system, properties of matter and chemical and physical changes, and diversity and adaptations of organisms within ecosystems. Students will demonstrate their understanding of these concepts through scientific inquiry and the use of technology.		
SOCIAL STUDIES		
4800	American History 8	1 Year
Students will study history through a chronological approach emphasizing the social and political impact of the development of the United States. The course begins with a review of early explorers, early colonization and events leading up to the American Revolution. A detailed study of the United States from 1776 to 1914 then follows.		
PHYSICAL EDUCATION		
8800	Physical Education 8	3 Hexters
The eighth grade physical education program is co-educational and is designed to expand students' exposure by demonstrating competency, while participating in team and individual activities with a concentration on individual fitness and exercise. This program emphasizes application of skills and sport knowledge through modified game participation.		
HEALTH		
5880	Health 8	1 Hexter
Students will demonstrate health enhancing behaviors by accepting responsibility for their physical, emotional, and social well-being. Units of study include: Healthy Relationships, Emotional Health (Stress, Loss, Depression, and Suicide), and Human Sexuality (Teen Parenting, Refusal Skills, Dating, and Sexually Transmitted Infections). Activities emphasize the positive choices one makes related to basic values: equality, honesty, respect, responsibility, promise-keeping, self-control, and social justice. The theme throughout the course is abstinence from risky behaviors.		

8th Grade Course Descriptions - Required

COLLEGE AND CAREER READINESS		
5820	Academic Seminar 8	1 Hexter

Students will explore their way to success! They will determine how to challenge themselves academically while they are in middle school and as they transition into high school. This course will assist in building intellectual and career capacity while reflecting and refining work habits, further developing strategies for perseverance, and exploring the Nebraska Career Education Model in order to create their four-year plan for high school and beyond.



*"You're never too old to set another goal or to dream
a new dream."*

C.S. Lewis



Special Education Courses

SPECIAL EDUCATION – FUNDAMENTALS

Fundamentals courses below are offered only at Andersen, Beadle, Central and North.

9910	Fundamentals of English (6th, 7th, 8th)	1 Year
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This course is designed for students who require an alternate curriculum in written and oral expression. The outcomes of these courses are aligned with the Nebraska Department of Education's Alternate Assessments Standards. This course's grading system is pass/fail.

9915	Fundamentals of Reading (6th, 7th, 8th)	1 Year
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This course is designed for students who require an alternate curriculum in reading. The outcomes of these courses are aligned with the Nebraska Department of Education's Alternate Assessments Standards. This course's grading system is pass/fail.

9920	Fundamentals of Math (6th, 7th, 8th)	1 Year
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This course is designed for students who require an alternate curriculum in mathematics. The outcomes of these courses are aligned with the Nebraska Department of Education's Alternate Assessments Standards. This course's grading system is pass/fail.

9930	Fundamentals of Science (6th, 7th, 8th)	1 Year
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This course is designed for students who require an alternate curriculum in science. The outcomes of these courses are aligned with the Nebraska Department of Education's Alternate Assessments Standards. This course's grading system is pass/fail.

9940	Fundamentals of Social Studies (6th, 7th, 8th)	1 Year
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This course is designed for students who require an alternate curriculum in social studies. The outcomes of these courses are aligned with the Nebraska Department of Education's Alternate Assessments Standards. This course's grading system is pass/fail.

Special Education classes and support
are offered at each grade level in
accordance with the student's
Individual Educational Program (IEP).

Elective Courses

ART		
7650	Art 6	1 Hexter
Sixth grade art is an introductory course designed to give students an overview of the Elements of Art: shape, line, color, value, texture, space, and form. Included in this course are two-dimensional and three-dimensional experiences, some of which may be painting, drawing, and sculpture. Students will explore the influences of art from other times and cultures.		
7750	Art 7	1 Hexter
Seventh grade art is a course in which the Elements of Art are used to develop an understanding of the Principles of Design: balance, rhythm, movement, contrast, emphasis, pattern, and unity. Included in this course are two-dimensional and three-dimensional experiences, some of which may be painting, drawing, and sculpture. Students will continue to explore the influences of art from other times and cultures.		
7850	Drawing 8	1 Hexter
Drawing is an elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of drawing skills and techniques to further their cultural and historical visual arts awareness. Drawing materials may include, but are not limited to, pencils, pen & ink, oil pastels, chalk, and charcoal.		
7860	Painting 8	1 Hexter
Painting is an elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of painting skills and techniques to further their cultural and historical visual arts awareness. Painting materials may include, but are not limited to, oil pastels, watercolor, tempera, and acrylic paints.		
7870	Pottery/Sculpture 8	1 Hexter
Pottery/Sculpture is an elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of pottery/sculpture materials which may include, but are not limited to clay, plaster, wood, papier mache, cardboard, and wire.		
7880	Printmaking/Fibers 8	1 Hexter
Printmaking/Fibers is an elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of printmaking/fibers skills and techniques to further their cultural and historical visual arts awareness. Printmaking/fibers materials may include, but are not limited to yarn, jute, linoleum blocks, styrofoam, fabric, stamps, and found objects.		
COMPUTER APPLICATIONS		
2660	Computer Applications 6	1 Hexter
Students will design authentic projects using software to organize information, communicate and solve problems. The course includes collaboration with peers to complete individualized projects to organize, analyze, and represent information using the features of spreadsheets. Students will practice and self-monitor their keyboarding form, speed, and accuracy to enhance their ability to process and communicate information. Students will apply the ethical, legal and social responsibilities of computing.		
2760	Computer Applications 7	1 Hexter
Students will interact with software programs to integrate text, graphics, sound and video. Students will collect/use real-world data in a spreadsheet. Students will use formulas and charts to draw conclusions and analyze data. The course includes collaboration with peers to explore computer programming while creating stories, animations, games, music, and art. Students will apply the ethical, legal and social responsibilities of computing.		
2863	Graphic Design 8	1 Hexter
Students will use the elements and principles of design to create, critique, and evaluate digital projects for personal and professional use. Students will incorporate text, images, and animations to communicate a message. Students will apply the ethical, legal and social responsibilities of computing.		
2864	Virtual Robotics 8	1 Hexter
In this class students will write their own computer programs from an object-oriented perspective. Students will study and learn to write programs in a programming language, with an emphasis on problem solving techniques. Students will write language specific programs to control a robot. Students will apply the ethical, legal and social responsibilities of computing.		
2861	Web Design 8	1 Hexter
Students will use HTML & CSS editors, and apply web design principles to create, critique, and evaluate web pages. Graphic design elements may be included. Students will apply the ethical, legal and social responsibilities of computing.		

Elective Courses

FAMILY & CONSUMER SCIENCES			
5610/5710	Child Care, Food and Nutrition (6 th or 7 th)		1 Hexter
Students will use problem solving skills to identify and implement solutions for living in an ever-changing society. Problems will include: kitchen safety, healthy choices, food preparation for independence, consumer skills, and babysitting.			
5810	Food, Nutrition and Family Connections 8		1 Hexter
Students will use food preparation techniques and equipment to prepare a variety of foods. Students will learn about nutrition, food preparation methods, consumer skills, and ethnic dishes.			
5622/5722	Integrated Learning Lab (6 th or 7 th)		1 Hexter
Students will work within problem and project-based investigations focused on current topics or projects that are relevant in today's world. This course will assist students in finding innovative solutions through analysis and collaboration on open-ended, experiential projects. Integrated topics and problems may include health, science, mathematics, and technology concepts and solutions as students solve new problems and adapt to new situations.			
5822	Integrated Learning Lab 8		1 Hexter
Students will define an issue or interest and work within problem and project-based investigations focused on what is relevant in today's world. This course will assist students in finding innovative solutions through analysis and collaboration on open-ended, experiential projects. Integrated topics and problems may include health, science, mathematics, and technology concepts and solutions as students solve new problems and adapt to new situations.			
5850	Money Management 8		1 Hexter
Students will explore the relationship between earning, spending and saving money while recognizing the impact of needs, wants, and values. Students will interact with online tools related to spending, credit, and saving. Students will participate in simulations to practice smart consumer behavior.			
INDUSTRIAL TECHNOLOGY			
Skilled and Technical Sciences (STS)			
6600	Industrial Technology (STS) 6		1 Hexter
Students will be introduced to several areas of the skilled and technical sciences. Each area is called a Mission. Mission options are listed below. Paired students work for three days on a Mission. Each day students complete a “hands on” activity. Creative problem solving is taught through Discovery Day activities that occur between Modules.			
6 th Grade Missions			
Automation	Drafting	Magnetic Levitation	Simulation
Balloons	Electrifying	Manipulation	Solar Car
Car Builder	Engineering	Processing Plastics	Super Clip
CNC Machining	Hang Gliding	Robotics	Visual Communications 1
Computer Drafting	Hovercraft	Rockets	Wall Construction
6700	Industrial Technology (STS) 7		1 Hexter
Students will continue to explore the skilled and technical sciences through “hands on” activities. The Module options are listed below. Paired students work for seven days on a Module. In addition to the “hands on” Module activities, students complete a pre-test, 12 research challenges, and a post-test. Each student will be assessed three times during each Module, demonstrating to the instructor concepts learned and projects completed. Creative problem solving strategies are taught during Discovery Days, which occur between each Module rotation.			
7 th Grade Modules			
Alternative Energy	Eco-Architecture	Engines	Practical Skills
Applied Physics	Electricity	Flight Technology	Production
CADD	Electronics	Future Fuels	Research & Design
CNC Manufacturing	Energy, Power & Mechanics	Home Makeover	Robotics
CNC Milling	Engineering Bridges	Interior Design	Rocket Science
Construction Management	Engineering Towers	Metals	Rocketry & Space

Elective Courses

6800	Industrial Technology (STS) 8	1 Hexter
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Students will continue to explore the skilled and technical sciences through “hands on” activities. The Modules listed below are designed to expand students technical and design skills in 8th grade. Creative problem solving strategies are taught during Discovery Days, which occur between each Module rotation. **Note:** This course can be taken twice during a student's 8th grade year. If a student chooses this opportunity, experiences will not repeat as students will choose additional Modules from the list below to build upon prior skills.

8th Grade Modules

Alternative Energy	Eco-Architecture	Engines	Practical Skills
Applied Physics	Electricity	Flight Technology	Production
CADD	Electronics	Future Fuels	Research & Design
CNC Manufacturing	Energy, Power & Mechanics	Home Makeover	Robotics
CNC Milling	Engineering Bridges	Interior Design	Rocket Science
Construction Management	Engineering Towers	Metals	Rocketry & Space

MUSIC

7610	General Music 6	1 Hexter
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This is a non-performance music course. Areas to be explored include vocal technique, music theory, history and cultures, and listening techniques. These studies will prepare and assist in developing the student's musical abilities for future music ensembles and his or her role as a music consumer.

7710	General Music 7	1 Hexter
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This is a non-performance music course and is a continuation of General Music 6. Students will explore vocal technique, music theory, history and cultures, and listening techniques. These studies will prepare and assist in developing the student's musical abilities for future music ensembles and his or her role as a music consumer.

In addition to General Music, students may choose one or more of the following electives. Administrators and music teachers will assist with the most appropriate scheduling options for each student. The following courses are electives offered in conjunction with Guided Study.

7600	Band 6	1 Year
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Sixth grade band is a continuation of the instrumental music studies begun in fifth grade. In addition to improving individual playing skills, students will begin to learn group-playing techniques. Every band student will learn proper rehearsal behavior (attentiveness, respect, good posture, etc.), three major and three minor scales, the chromatic scale, fundamentals of music theory, tone production, breath control, and the importance of practicing for improvement. Percussionists will also learn 12 rudiments. Students are required to perform at all scheduled concerts.

7700	Band 7	1 Year
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Seventh grade band is open to students who have successfully completed the objectives of sixth grade band or the equivalent, possess a desire to play band literature, and improve their level of musical performance. Students will continue to develop basic music skills: music theory, notation, sight-reading, rehearsal procedures, and practicing for improvement. Students are required to learn a minimum of five major scales, five minor scales, and the chromatic scale. Percussionists are also required to learn a minimum of 15 rudiments. Students are required to perform at all scheduled concerts. Additional opportunities such as solo/ensemble clinics and honor bands exist for students at this level.

Prerequisite: Band 6

7800	Band 8	1 Year
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Eighth grade band is open to students who have successfully completed the objectives of seventh grade band or the equivalent, possess a desire to play advanced band literature, and improve their level of musical performance. Students will continue to develop basic music skills: music theory, notation, sight-reading, rehearsal procedures, and the importance of practicing for improvement. Students are required to learn a minimum of seven major scales, seven minor scales, and the chromatic scale. Percussionists are also required to learn a minimum of 18 rudiments. Students are required to perform at all scheduled concerts. Additional opportunities such as solo/ensemble clinics and honor bands exist for students at this level.

Prerequisite: Band 7

7620	Orchestra 6	1 Year
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Students will study music from various cultures and historical periods. Students will build on previously learned skills by learning techniques such as shifting, vibrato, and bowing styles. Students will also experience playing in an ensemble with other instruments. Students are required to perform in evening performances.

7720	Orchestra 7	1 Year
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Students will study intermediate level repertoire from the string orchestra literature. The students will also study intermediate music theory and music history concepts and build artistry and skills in individual and group settings. Students enrolled in this class will be required to participate in several public performances with the group, most of which take place in the evening.

Prerequisite: Orchestra 6

Elective Courses

7820	Orchestra 8	1 Year
Students will study intermediate level repertoire from the string orchestra literature. The students will also study intermediate music theory and music history concepts as well as building artistry and skill in individual and group settings. Students enrolled in this class will be required to participate in several public performances with the group, most of which take place in the evening. <i>Prerequisite: Orchestra 7</i>		
7630	Chorus 6	Trimester or Year
This is a performance-oriented course which includes required concert participation. This class develops the student's ability to sing two-part choral literature. Students will be introduced to vocal technique, theory, and sight-reading. Participation in Chorus 6 is a firm building block for successful participation in Chorus 7 and a lifelong involvement in music.		
7730	Chorus 7	Trimester or Year
This is a performance-oriented course, which includes required concert participation. This class develops the student's ability to sing two-part and/or three-part choral literature. Students will continue their studies of vocal technique, theory, and sight-reading. Participation in Chorus 7 is a firm building block for successful participation in Chorus 8 and a lifelong involvement in music.		
7810	Chorus 8	Semester or Year
Eighth grade Chorus is a performance-oriented course, which includes required concert participation. This course develops the student's ability to sing three-part and/or four-part choral literature. There will be a continued emphasis on vocal technique, theory, and sight-reading. Participation in Chorus 8 is a firm building block for successful participation in the various high school choral ensembles and a lifelong involvement in music.		
READING		
2652/2752/2852	Young Adult Literature (6th, 7th, 8th)	1 Year
This course is designed with the avid reader in mind! Students will read and familiarize themselves with a wide variety of genres from full novels to short stories, articles, poems, blogs, etc. Each semester will focus on a new and engaging theme. Similar to a book club, students will share responsibility for facilitating discussion of whole class texts and within smaller literature circles. Emphasis will be placed on independent, active reading and responding to both fiction and nonfiction text. The course meets on alternate days.		
WORLD LANGUAGE		
1618	Spanish A	1 Year
Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish A is the first year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.		
1718	Spanish B	1 Year
Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish B is the second year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.		
1818	Spanish C	1 Year
Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish C is the third year of a three year course sequence. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.		
1620	Spanish I-A (KMS/NMS for Aldrich students only)	1 Year
This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). This course begins in sixth grade, meets on alternate days, and will continue with Spanish II-A in seventh grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.		

Elective Courses

1722	Spanish II-A (KMS/NMS for Aldrich students only)	1 Year
This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days, and will continue with Spanish II-B in eighth grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.		
1826	Spanish II-B (KMS/NMS for Aldrich students only)	1 Year
This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.		
1814	Explore French (8th)	1 Hexter
Students will experience the vocabulary, geography and cultural aspects of the French language. Students will participate in activities related to the language and customs of the French culture(s). This course will meet everyday for one hexter.		
1833	Explore German (8th)	1 Hexter
Students will experience the vocabulary, geography and cultural aspects of the German language. Students will participate in activities related to the language and customs of the German culture(s). This course will meet everyday for one hexter.		
ENRICHMENT ELECTIVES		
<i>Courses listed below have units that are unique to each grade level. This allows students to experience similar content at a deeper level or choose a new experience each year.</i>		
4602/4702/4802	Law and Public Service (6th, 7th, 8th)	1 Hexter
Students will learn about law and public service. This six week course explores the importance of Civic Responsibility, Legal Services, Law Enforcement Services, Correction Services, Security and Protective Services, and Emergency and Fire Management Services within our government.		
2656/2756/2856	Creative Writing (6th, 7th, 8th)	1 Hexter
This course is an introduction to creative writing for middle school students who enjoy writing and who want to improve their writing techniques. Students will read mentor texts and write daily. Within different units, writers will experiment with a variety of genre and will share their writing in small groups and potentially with the class.		
9061/9071/9081	HAL Challenge (6th, 7th, 8th)	1 Hexter
In this six-week course, HAL Math, Reading, and/or Visual-Spatial students will explore challenging topics and nurture creativity through reflective research projects. In addition, leadership activities and collaborative, hands-on advanced math and science lessons will be combined with selected readings. Experiences will include critical thinking and inquiry-based learning.		
3621/3721/3821	STEM (6th, 7th, 8th)	1 Hexter
The middle school STEM elective course will engage students in an opportunity to expand upon and compliment what they are learning in their science and mathematics courses. This course will offer an opportunity to integrate problem based learning and promote systems thinking. Units in the course MAY include:		
<ul style="list-style-type: none"> <li style="width: 50%;">• Archaeology <li style="width: 50%;">• Forensics-Crime Scene Investigation <li style="width: 50%;">• Astronomy <li style="width: 50%;">• Meteorology <li style="width: 50%;">• Computer Animation and Modeling <li style="width: 50%;">• Zoology 		
06SS/07SS/08SS	Success Strategies (6th, 7th, 8th)	To Be Arranged
This course will individualize support for selected students in reading, writing, and/or math. Depending on student need, focus areas may include reading comprehension, reading fluency, word analysis, writing process, writing genre, math conceptual understanding, computational fluency, or problem solving. The overall goal of this supplemental course is to rebuild and enhance skills and strategies needed to be successful.		
<i>Prerequisite: Administrator recommendation</i>		

The International Baccalaureate® - Middle Years Programme (IB-MYP)

Millard North Middle School

The International Baccalaureate® program aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. This program encourages students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Millard North Middle School is the only all IB-MYP middle school in the state of Nebraska serving grades 6-8. The program continues at Millard North High School in Grades 9-10.

All students at Millard North Middle School participate in the IB Middle Years Program.

Why choose IB-MYP?

- International Baccalaureate® offers a **continuum of education**, consisting of four programs for students aged 3 to 19.
- The International Baccalaureate® Organization (IBO) is proud of their reputation for **high-quality** education sustained for over 50 years.
- **International-mindedness** is encouraged in IB students. To do this, it is believed that students must first develop an understanding of their own cultural and national identity.
- IB encourages a **positive attitude to learning** by prompting students to ask challenging questions, to critically reflect, to develop research skills, to learn how to learn, and to participate in community service.
- The IBO ensures that their programs are **accessible** to students in a wide variety of schools—national, international, public, and private—through unique relationships with IB World Schools worldwide.

What is different about IB-MYP at Millard North Middle School?

- The IB-MYP program at Millard North Middle School is a program for students at all ability levels.
- IB programs are recognized around the world and ensure an increased adaptability and mobility for IB students.
- The curriculum and pedagogy of IB programs focus on international perspectives of learning and teaching, while insisting that students fully explore their home culture and language.
- IB World Schools, such as Millard North Middle School, must undergo an exhaustive authorization process in order to offer one or more of the programs, which includes a study of the school's resources and commitment to the IB mission and philosophy.
- IB teachers participate in a wide variety of professional development opportunities to constantly update their knowledge and share their expertise with colleagues around the world.
- The core components of IB programs encourage students to participate in creative and service-oriented activities, while at the same time emphasizing the importance of reflection on a personal and academic level.
- With this in mind, all students at Millard North Middle School participate in service learning opportunities.
- Many students graduating from the Diploma Programme (which can be accessed at Millard North High School) find that it enhances their opportunities at colleges and universities. The IBO works closely with universities around the world to gain recognition for IB programs.

See previous sections for detailed course descriptions.

International Baccalaureate - Middle Years Program (IB-MYP)

Millard North Middle School

Grade 6

Required Courses

0660 English Language Arts 6 IB
 Math: 2601 Integrated Math I IB,
 27016 Integrated Math II IB,
 or 28016 Integrated Math III IB
 3601 Science 6 IB
 4601 Ancient Civilizations 6 IB
 8601 Physical Education 6 IB
 8611 Health 6 IB

Electives

7651 Art 6 IB
 7601 Band 6 IB
 5611 Child Care, Food and Nutrition IB
 7631 Chorus 6 IB
 2661 Computer Applications 6 IB
 2657 Creative Writing 6 IB
 7611 General Music 6 IB
 9062 HAL Challenge 6 IB
 6601 Industrial Technology (STS) 6 IB
 5623 Integrated Learning Lab IB
 4603 Law and Public Service 6 IB
 7621 Orchestra 6 IB
 1619 Spanish A IB
 1621 Spanish I-A IB
 3622 STEM 6 IB
 2653 Young Adult Literature 6 IB

Grade 7

Required Courses

0760 English Language Arts 7 IB
 Math: 27017 Integrated Math II IB,
 28017 Integrated Math III IB,
 or 28117 Algebra I IB
 3701 Science 7 IB
 4701 World Geography 7 IB
 8701 Physical Education 7 IB
 8711 Health 7 IB

Electives

7751 Art 7 IB
 7701 Band 7 IB
 5711 Child Care, Food and Nutrition IB
 7731 Chorus 7 IB
 2761 Computer Applications 7 IB
 2757 Creative Writing 7 IB
 7711 General Music 7 IB
 9072 HAL Challenge 7 IB
 6701 Industrial Technology (STS) 7 IB
 5723 Integrated Learning Lab IB
 4703 Law and Public Service 7 IB
 7721 Orchestra 7 IB
 1719 Spanish B IB
 1723 Spanish II-A IB
 3722 STEM 7 IB
 2753 Young Adult Literature 7 IB

Grade 8

Required Courses

English: 0860 English Language Arts 8 IB
 or 0899 Honors English 8
 Math: 2801 Integrated Math III IB,
 28118 Algebra I IB,
 or 2821 Honors Geometry IB
 3801 Science 8 IB
 4801 American History 8 IB
 5826 Academic Seminar 8 IB
 5881 Health 8 IB
 8801 Physical Education 8 IB

Electives

7801 Band 8 IB
 7831 Chorus 8 IB
 2857 Creative Writing 8 IB
 7851 Drawing 8 IB
 5812 Food, Nutr. & Family Connect. IB
 1815 Explore French IB
 1834 Explore German IB
 2866 Graphic Design 8 IB
 9082 HAL Challenge 8 IB
 6801 Industrial Technology (STS) I -8 IB
 6811 Industrial Technology (STS) II -8 IB
 5823 Integrated Learning Lab 8-1 IB
 5825 Integrated Learning Lab 8-2 IB
 4803 Law and Public Service 8 IB
 5851 Money Management 8 IB
 7821 Orchestra 8 IB
 7861 Painting 8 IB
 7871 Pottery/Sculpture 8 IB
 7881 Print Making/Fibers 8 IB
 16198 Spanish A 8 IB
 1819 Spanish C IB
 1827 Spanish II-B IB
 3822 STEM 8 IB
 2867 Virtual Robotics 8 IB
 2865 Web Design 8 IB
 2853 Young Adult Literature 8 IB

(Course descriptions are listed in the previous sections.)

Electives are offered based on student request and building staffing.
 Not all electives may be offered in every building.

Montessori Middle School Program
Accredited by the American Montessori Society®
Russell Middle School

The Millard Public Schools Montessori Program nurtures and inspires a community of collaborative, self-directed, and high-achieving learners through a true Montessori prepared environment.

Montessori Provides Students:

- Academic growth through enhanced creativity and critical thinking
- Engaging curriculum that is interdisciplinary and organized by themes
- Opportunities to understand themselves and how they learn
- The development of respect and personal responsibility towards others and the environment
- The ability to practice organizational, planning and logistical skills through a classroom business
- Opportunities to work individually and in groups
- Teachers who are Montessori trained and certified through a two-year training process

Sixth Grade Montessori: Completing the 9-12 Montessori Cycle

Sixth grade Montessori in Millard is a year of transition. While most Montessori classrooms have multiple grades, the sixth grade class is one grade. Students meet state and district standards by completing the curriculum for the 9-12 year old and preparing for the 7th and 8th grade environment. A student of this age group is just beginning to see him or herself fitting into the larger picture. They are very curious about how the physical and social world around them works. Students are becoming more autonomous and are ready to take on more responsibility for their own learning. They are transitioning to abstract thinking and becoming less dependent upon materials for simple concepts. The environment of the classroom is one that places an emphasis on individual responsibility, problem solving, exploration, creativity, and a strong sense of community.

Courses include:*

- | | |
|--|---------------------------------------|
| • 0680 Language Arts 6 Montessori | • 2630 Integrated Math I Montessori |
| • 4610 Cultural Studies 6 Montessori | • 2730 Integrated Math II Montessori |
| • 4611 Personal World/Community 6 Montessori | • 2830 Integrated Math III Montessori |

Seventh and Eighth Grade Montessori

Seventh and eighth grade Montessori students are beginning a new plane of development, the period from 12-15 years of age, or early adolescence. Based on brain development and the developing social, personal and psychological needs of adolescents, the Montessori curriculum uses three modes to facilitate learning: large group work with the entire seventh and eighth grade, small group work, and individual work. Learning happens in all three modes.

In this multi-age classroom, the curriculum is integrated for the different subject areas based on themes or cycles. There are twelve different themes over two years that address all district and state standards. Each cycle is based on guiding questions from three major focal points that are important to the developing adolescent: Personal World (Psychology, Health, Cosmic and Peace Education); Natural World (Science); and Social World (Social Studies). Mathematics and Language Arts complement these themes. The student is responsible for both individual and group work projects within these areas. Student success is based on 85% mastery or higher.

Several times each year, the students spend time away from school on "immersion." These immersion times extend the curriculum into a larger arena, both for the students' emotional development and learning about the world. This is sometimes referenced as "school away from school."

Courses include:*

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| • 0881 Language Arts 7-8 Montessori | • 2850 Honors Geometry Montessori |
| • 2730 Integrated Math II Montessori | • 3705 Science 7-8 Montessori |
| • 2830 Integrated Math III Montessori | • 4712/4812 Social Studies 7-8 Montessori |
| • 2840 Algebra I Montessori | • 4711 Personal World/Community 7-8 Montessori |

*See previous grade level course description sections for PE, Music, and World Language.

Montessori Course Descriptions

Russell Middle School

SIXTH GRADE MONTESSORI COURSES

0680	Language Arts 6 Montessori	1 Year
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Students will learn to use comprehension strategies and higher level thinking skills while reading a variety of literary genres. Students will develop grammar skills which include in-depth study of the parts of speech, verb conjugation, and sentence diagramming. Students will enhance their fluency through word study and vocabulary skills. Students also refine the writing process through Six Trait Writing, editing skills, and the practice of persuasive, narrative, descriptive, and expository writing. Students also develop research skills and practice public speaking.

4610	Cultural Studies 6 Montessori	1 Year
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Cultural studies are science and social studies topics, which include physical science, biology, chemistry, earth science, history, geography, and map skills. Students will study ancient civilizations from Pre-history through the Middle Ages, incorporating geography, history, culture, government, and economics. In science students will study concepts which include chemistry, classification of living things, biomes, human anatomy, genetics, nutrition, and astronomy.

4611	Personal World/Community 6 Montessori	1 Year
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Students in 6th grade are becoming more and more responsible for their own learning while learning to problem solve and explore as part of a larger learning community. Within the daily community meeting and subject area lessons, students will practice working in groups, conflict resolution, service learning, goal setting, test taking skills, note taking skills, and listening skills.

2630	Integrated Math I Montessori	1 Year
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Students will continue the study of multiplication and division of whole numbers and addition, subtraction, multiplication, and division of decimals and fractions through the study of algebraic equations and expressions. They will also study measurement; coordinate-plane graphing; mean, median, mode, and range; data representations; geometric measurement in two- and three-dimensional figures; percents; ratios; proportions; integers; one-step equations and inequalities.

2730	Integrated Math II Montessori	1 Year
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Students will study operations of fractions, decimals and integers through the study of algebraic equations and expressions. In addition, students will study two-step equations and inequalities and theoretical/experimental probability. Application of percents, ratios, proportions, and two- and three-dimensional geometry will also be studied while comparing measurements, applying mathematical formulas, and analyzing data.

2830	Integrated Math III Montessori	1 Year
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Students will learn to solve multi-step and linear equations and inequalities using rational number operations. They will also study number theory, exponents, square roots, geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be learned.

Montessori students will also select course electives from the previous section.
These courses are taken with special area teachers.



"Education is a natural process carried out by the human individual, and is acquired not by listening to words, but by experiences in the environment."

Maria Montessori



Montessori Course Descriptions

Russell Middle School

SEVENTH & EIGHTH GRADE MONTESSORI COURSES		
4711	Personal World/Community 7-8 Montessori	2 Years
Seventh and Eighth grade students gain an understanding of who they are as they explore concepts in the areas of health, personal development, philosophy, study skills, and ethics. Students have large group lessons and maintain a daily journal about different subjects. They have the opportunity to reflect on friendships, how they learn best, and what particular issues mean to them. Students also explore the qualities necessary for leadership, integrity, empathy, and setting goals for personal and academic success. Students also develop and manage a classroom business.		
0881	Language Arts 7-8 Montessori	2 Years
This course is composed of reading, writing, and computer skills, which are all connected to the themes that the students are studying. Students will explore different genres and literary formats as they best relate to the different themes. Socratic discussions are used to assist students as they develop critical thinking skills, and learn to evaluate and analyze information with others. The Six Traits of Writing are practiced to improve writing skills. Students also study and learn vocabulary, as well as Greek and Latin roots, associated with the topics being studied. Communication skills are developed using technology, poetry, research and presentations, and creative expression.		
2730	Integrated Math II Montessori	1 Year
Students will study operations of fractions, decimals and integers through the study of algebraic equations and expressions. In addition, students will study two-step equations and inequalities and theoretical/experimental probability. Application of percents, ratios, proportions, and two- and three-dimensional geometry will also be studied while comparing measurements, applying mathematical formulas, and analyzing data.		
2830	Integrated Math III Montessori	1 Year
Students will learn to solve multi-step and linear equations and inequalities using rational number operations. They will also study number theory, exponents, square roots, geometric concepts and relationships. Application of real number operations, data representation, and proportions will be extended from Integrated Math II. Justification and application of the Pythagorean Theorem will also be learned.		
2840	Algebra I Montessori	1 Year
Students will explore linear, quadratic, and exponential equations in depth. They will also study probability concepts as an extension of Integrated Math II. Algebra I is designed for students who have strong understanding of the basics of arithmetic, demonstrated algebraic readiness, and understand mathematics in a more abstract form.		
2850	Honors Geometry Montessori	1 Year
Students will study the properties and applications of geometric figures in two and three dimensions. This includes inductive and deductive thinking skills in problem solving situations as well as transformations, right triangle trigonometry, properties of circles, and writing proofs to prove properties of geometric figures is emphasized. This course will go into greater depth than Geometry.		
3705	Science 7-8 Montessori	2 Years
Using the scientific method, students study biology, chemistry, and physics. One year of science focuses on a review of chemistry and biology (cells and genetics) along with earth science. Students study earth structure, earth's surface, weather, and climate. The year culminates in a visit to Estes Park to study mountain formation. The second year of science focuses on technology, ecology, and physics (light, sounds, forces, and motion). Students build a hydro-rocket and the year culminates with a visit to the Museum of Science and Industry in Chicago.		
4712/4812	Social Studies 7-8 Montessori	2 Years
One year students research the discovery and exploration of North America. The implication of the discovery of the new land, immigration, economic systems, and social solutions are also investigated during this year. Throughout the second year, students learn about government. The students study the writing of the U. S. Constitution and write their own classroom constitution. Students also do an in-depth study of the Bill of Rights and the social and historical implications. They learn about different types of governments and how they form.		

Montessori students will also select course electives from the previous section.
These courses are taken with special area teachers.

English Language Learner Program

Andersen Middle School or Central Middle School

The purpose of the English Language Learner Program is to provide English language instruction to limited and non-English speaking students who enter our community and require these services. The goal of the program is to assist students in becoming full participants in the general education program.

Sixth, seventh and eighth grade students are grouped by language proficiency level, within the middle level English Language Learner Program.

ELL Basic Beginner (Level 1) and ELL Beginner (Level 2)

Students at these levels are limited in English proficiency and rely on gestures and non-verbal cues to communicate. The education program for these students will include:

- General education courses including Mathematics, Science, and Social Studies
- Three periods of the ELL Basic Beginner (Level 1) course or two periods of the ELL Beginner (Level 2) course
- Homeroom with an ELL teacher

ELL Intermediate (Level 3)

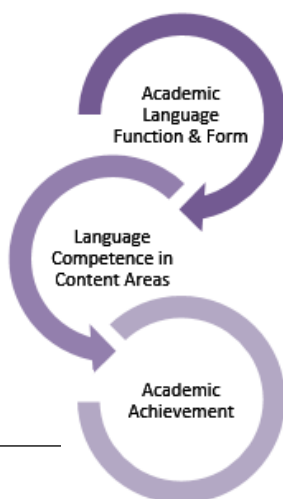
Students at this level have a strong command of conversational English and are beginning to develop proficiency in language used for academics. The education program for these students will include:

- General education courses including English, Mathematics, Science, and Social Studies
- Two periods of the ELL Intermediate (Level 3) course
- Participation in the Reading Lab
- Homeroom with an ELL teacher

ELL High Intermediate (Level 4) and ELL Advanced (Level 5)

Students at these levels handle most communicative situations with confidence. They are developing proficiency in academic language and are better able to understand academic texts. The education program for these students will include:

- General education courses including English, Mathematics, Science, and Social Studies
- One period of the ELL Level 4 course or one period of the ELL Level 5 course



Language acquisition takes place across the content areas and therefore collaboration among educators is critical to enhancing and excelling the learning experiences of English language learners. Content area teachers and ELL teachers work together to understand and leverage the language and literacy practices used across content areas.

External Assets

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|--------------------------------------|--|
| Support | <ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school. |
| Empowerment | <ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood. |
| Boundaries & Expectations | <ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well. |
| Constructive Use of Time | <ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week. |

Internal Assets

- | | |
|-------------------------------|--|
| Commitment to Learning | <ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week. |
| Positive Values | <ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs. |
| Social Competencies | <ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently. |
| Positive Identity | <ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over "things that happen to me." 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that "my life has a purpose." 40. Positive view of personal future—Young person is optimistic about her or his personal future. |

MPS PK-12 College and Career Readiness Skills and 40 Developmental Assets®

The Millard Public Schools PK-12 College and Career Readiness Standards are skills necessary for academic and life-long success. These standards are Critical Thinking and Problem-Solving Skills; Creativity and Innovation; Collaboration and Teamwork; and Citizenship and Personal Responsibility. Within each standard are indicators, which define expectations for students as they progress through their elementary, middle and high school years.

Thirty-five of the 40 Developmental Assets® are related to the Millard PK-12 College and Career Readiness Standards, which are included in the following table. Demonstration of the College and Career Readiness Skills along with the 40 Developmental Assets® will assist young people during their school years while becoming prepared for their future.

MPS PK-12 COLLEGE AND CAREER READINESS SKILLS	40 DEVELOPMENTAL ASSETS®	
	Internal Assets	External Assets
<p><i>CRITICAL THINKING AND PROBLEM-SOLVING SKILLS</i></p> <ul style="list-style-type: none"> • Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives. • Conduct research, gather input and analyze information necessary for decision-making. • Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment. • Demonstrate a willingness to learn new knowledge and skills. • Exhibit the ability to focus, prioritize, organize and handle ambiguity. • Recognize factors, constraints, goals and relationships in a problem situation. • Evaluate solutions and determine the potential value toward solving the problem. 	<p>21. Achievement motivation 22. School engagement 23. Homework 27. Equality and social justice 30. Responsibility 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 35. Resistance skill 36. Peaceful conflict resolution 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future</p>	<p>3. Other adult relationships 5. Caring school climate 10. Safety 12. School boundaries 14. Adult role models 16. High expectations</p>
<p><i>CREATIVITY AND INNOVATION</i></p> <ul style="list-style-type: none"> • Search for new ways to improve the efficiency of existing processes. • Appreciate new and creative ideas of others. • Use information, knowledge and experience to generate original ideas and challenge assumptions. • Know when to curb the creative process and begin implementation. • Determine the feasibility of improvements for ideas and concepts. • Accept and incorporate constructive criticism into proposals for innovation. 	<p>21. Achievement motivation 22. School engagement 26. Caring 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 36. Peaceful conflict resolution 37. Personal power</p>	<p>3. Other adult relationships 5. Caring school climate 10. Safety 12. School boundaries 14. Adult role models 16. High expectations 17. Creative activities</p>

MPS PK-12 COLLEGE AND CAREER READINESS SKILLS	40 DEVELOPMENTAL ASSETS ^o	
	Internal Assets	External Assets
<i>COLLABORATION AND TEAMWORK</i> <ul style="list-style-type: none"> Contribute to team-oriented projects, problem-solving activities and assignments. Engage team members, build consensus and utilize individual talents and skills. Anticipate potential sources of conflict to facilitate solutions. Demonstrate the ability to disagree with a team member without causing personal offense. Take responsibility for individual and shared group tasks. 	21. Achievement motivation 22. School engagement 26. Caring 30. Responsibility 32. Planning and decision making 33. Interpersonal competence 34. Cultural competence 36. Peaceful conflict resolution 37. Personal power 38. Self-esteem 39. Sense of purpose	3. Other adult relationships 5. Caring school climate 10. Safety 12. School boundaries 14. Adult role models 15. Positive peer influence 16. High expectations
<i>CITIZENSHIP AND PERSONAL RESPONSIBILITY</i> <ul style="list-style-type: none"> Respect the rights of others. Treat others in a considerate and non-demeaning manner. Respect diversity. Demonstrate the ability to manage time. Demonstrate the ability to follow directions. Develop the attributes of integrity, self-discipline, and positive attitude. Take personal responsibility for actions. Establish and execute plans to completion and persevere when faced with setbacks. Model behaviors that demonstrate reliability, dependability and commitment. Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed. Comply with policies and regulations. Participate in school and/or community organizations. Engage in local government through attendance, participation and service. Demonstrate a respect for laws and regulations and those who enforce them. Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility. 	21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 26. Caring 27. Equality and social justice 28. Integrity 29. Honesty 30. Responsibility 31. Restraint 33. Interpersonal competence 34. Cultural competence 35. Resistance skills 36. Peaceful conflict resolution 37. Personal power 40. Positive view of personal future	3. Other adult relationships 5. Caring school climate 9. Service to others 10. Safety 11. Family boundaries 13. Neighborhood boundaries 14. Adult role models 16. High expectations 17. Creative activities 18. Youth programs 19. Religious community



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