

NOTICE OF MEETING

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 6:00 p.m. on **Monday, June 2, 2014** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

Michael Kennedy
Secretary

5-30-14

**THE DAILY RECORD
OF OMAHA**

LYNDA K. HENNINGSSEN, Publisher
PROOF OF PUBLICATION

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

} ss.

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 _____
May 30, 2014

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



GENERAL NOTARY - State of Nebraska
ELLEN FREEMAN
My Comm. Exp. Dec. 11, 2017

Publisher's Fee \$ 14.30
Additional Copies \$ _____
Total \$ 14.30

Subscribed in my presence and sworn to before
me this 30th day of
May 2014

Notary Public in and for Douglas County,
State of Nebraska

**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

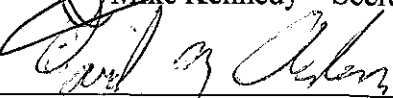
The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on June 2, 2014, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

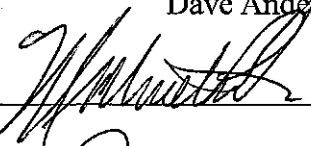
Dated this 2nd day of June, 2014


Patrick Ricketts – President


Linda Poole – Vice President


Mike Kennedy – Secretary


Dave Anderson – Treasurer


Mike Pate


Paul Meyer

BOARD OF EDUCATION SIGN IN

June 2, 2014

NAME:

REPRESENTING:

Melanie Olson

Millard

Diane Remers

MPS

~~Scott~~

Millard

Frank Ryan

MW

Jody Sempek

MPS

Mundy Reed

MN

Dan Bratetic

MN

Anna Moma (Josh & Lucas)

Millard

Prion Begley

PNHS

Lisa Epp

MPS

Nancy Dunham

MNMS

Russell Dunham

MNMS

Rene Schulte

MEA

John FINE

CMS



BOARD OF EDUCATION
MEETING



June 2, 2014

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
June 2, 2014

AGENDA

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

D. 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 May 19, 2014 and Special Board Meeting
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

1. Showcase – Journalism, Knowledge Master Open, Math Counts, Spring Sports: Baseball, Boys Golf, Girls Tennis, Track, Boys & Girls Soccer, Word Masters, Student Council, Perfect ACT and SAT Scores
2. Superintendent's Comments
3. Board Comments/Announcements

G. Unfinished Business

H. New Business

1. Approval of Grades 6-12 World Language Framework
2. Approval of PK-12 Business and Information Technology Framework
3. Approval of Check 4 Learning Memorandum of Understanding for 2014-2015
4. Award of Contract for Ron Witt Support Services Center Project
5. Approval of North High School Schematic Designs
6. Approval of Compensation Program for Non-Union Employees
7. Approval of Educational Paraprofessional Association of Millard Negotiated Agreement for 2014-2015
8. Administrators for Hire
9. Approval of Personnel Actions: Resignations, New Hires and Contract Amendments

I. Reports

1. Enrollment Report
2. Multicultural Report 2013-2014
3. Bond Construction Report

J. Future Agenda Items/Board Calendar

1. Executive Committee-Board Retreat on July 7, 2014 from 11:30 a.m. to 1:30 p.m. at Oak Hills Country Club
2. Board of Education Meeting on Monday, July 7, 2014 at 6:00 p.m. at the Don Stroh Administration Center
3. New Teacher Luncheon on Friday, August 1, 2014 from 12:00 to 1:15 p.m. at the MNHS Mustang Center
4. Board of Education Meeting on Monday, August 4, 2014 at 6:00 p.m. at the Don Stroh Administration Center
5. First Day Back to School for Students is Monday, August 11, 2014
6. Committee of the Whole Meeting on Monday, August 11, 2014 at 6:00 p.m. at the Don Stroh Administration Center
7. Board of Education Meeting on Monday, August 18, 2014 at 6:00 p.m. at the Don Stroh Administration Center

8. Board of Education Meeting on Tuesday, September 2, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 9. Committee of the Whole Meeting on Monday, September 8, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 10. Board of Education Meeting on Monday, September 15, 2014 at 6:00 p.m. at the Don Stroh Administration Center
- 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

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
June 2, 2014

ADMINISTRATIVE MEMORANDUM

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

D. 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 from May 19, 2014 and Special Board Meeting on May 28, 2014 (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. Showcase: Journalism, Knowledge Master Open, Math Counts, Spring Sports: Baseball, Boys Golf, Girls Tennis, Track, Boys & Girls Soccer, Word Masters, Student Council, Perfect ACT and SAT Scores
- F.2. Superintendent's Comments
- F.3. Board Comments/Announcements
- H.1. Motion by _____, seconded by _____, to approve the Revised 6-12 World Language Framework: Part I (See enclosure.)
- H.2. Motion by _____, seconded by _____, to approve the Revised PK-12 Business and Information Technology: Part I (See enclosure.)
- H.3. Motion by _____, seconded by _____, to approve the Check 4 Learning Memorandum of Understanding for 2014-2015 (See enclosure.)
- H.4. Motion by _____, seconded by _____, that the bid for the Ron Witt Support Services Center project be rejected since there was only one bid and that bid was significantly higher than the architect's estimated construction costs. (See enclosure.)
- H.5. Motion by _____, seconded by _____, that the schematic design for the Millard North High School project be approved as submitted. (See enclosure.)
- H.6. Motion by _____, seconded by _____, to approve the Salary and Benefits program for all Administrators, Food Service Employees, and Professional Technical Employees with each group receiving a 3.6% total Package Increase.
- H.7. Motion by _____, seconded by _____, to approve the Negotiated Agreement for Paraprofessionals with the Educational Paraprofessional Association of Millard for the 2014-2015 school year. (See enclosure.)
- H.8. Motion by _____, seconded by _____, to approve Administrators for Hire – Megan Septak, Assistant Principal at Central Middle School and Anna Thoma, Assistant Principal at North Middle School.

- H.9. Motion by _____, seconded by _____, to approve Personnel Actions: Resignations, New Hires and Contract Amendments (See enclosure)

I. Reports

1. Enrollment Report
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3. Bond Construction Report

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

L. Adjournment

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

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

At 5:55 p.m. Linda Poole opened the public hearing on Parental Access. Roll call was taken with these Board members present: Mike Pate, Dave Anderson, Linda Poole, Mike Kennedy and Paul Meyer. Mrs. Poole read the information regarding the parental access policy. There were no questions or comments from the public. Mike Kennedy made a motion to adjourn the meeting on parental access, seconded by Paul Meyer. Voting in favor of said motion was: Mr. Anderson, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against were: None. Motion carried. Mrs. Poole adjourned the hearing.

A meeting of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska was convened in open and public session at 6:00 p.m., Monday, May 19, 2014, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, May 16, 2014; 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.

Roll call was taken: Linda Poole, Mike Kennedy, Paul Meyer, Mr. Pate and Mr. Anderson were present.

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

Linda Poole announced the proper time for public questions and comments on agenda items only. There were no questions or comments.

Motion was made by Mike Kennedy, seconded by Dave Anderson, to approve the Board of Education Minutes from May 5, 2014, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Anderson, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against were: None. Motion carried.

Linda Poole summarized the Committee of the Whole Meeting which was held on Monday, May 12, 2014.

Showcase highlighted PAYBAC Partners. Awards were given to BounceU of Omaha, Village Pointe Oral Surgery, HyVee (Welch Plaza), Dairy Queen (Lakeside), Don & Millie's Restaurant, Premier Dental and McDonalds. Outstanding PAYBAC Liaison awards went to Marina Carson at Rohwer Elementary and Sandra Coyne at Kiewit Middle School.

Mike Kennedy made a motion to excuse Pat Ricketts from the meeting for good cause, seconded by Dave Anderson. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mrs. Poole.

Superintendent's Comments:

1. Graduation is this weekend on Sunday. Millard North begins at 1:00, Millard South at 4:00 and Millard West at 7:00 p.m. Parking is tight by the Civic. If anyone needs a ride, meet at DSAC at 12:00 noon.
2. The last school day will be on May 28th for students. This will be a full school day. May 29th will be the last day for the teachers.
3. The Foundation Golf outing is on June 6th.

Board Comments:

Mike Pate met with the Learning Community Board last Thursday. There was one agenda item that required action. This was to hire for a Learning Community position called the Director of Family Engagement to help facilitate transitions between families in the Early Childhood Program. The hiring was approved. There were three Board members who voted against, Mr. Pate being one of them. He felt that this is a position that OPS already has and thought this was a waste of money at this time.

Mr. Pate also extended his thanks to the Board student representatives. He wished them well as they go off to college and commented that they contributed greatly to the meetings and have done an outstanding job.

Dave Anderson also wanted to thank the student representatives for their time served on the Board. Mr. Anderson told them they raised the bar and did a phenomenal job this year. Mr. Anderson also attended the Beadle Breakfast of Champions last week and said he had a great time.

Linda Poole will be attending the Breakfast of Champions on Friday. Mrs. Poole also told Dr. Lutz that she would ride to the Civic with him on Sunday.

Mike Kennedy congratulated the Administration for receiving the 2014 Gallup Great Work Place Award. Mr. Kennedy noted that it wasn't in just one building, but all buildings have that great culture for the work place. To be recognized for this is no small feat. Also, Mr. Kennedy felt the OPS issue was only satisfying a small portion of poverty communities and thought at this time, the newly hired position was a waste of tax payer money.

Paul Meyer thanked the student representatives. He told them to have fun in college, but also do a good job. Mr. Meyer also thanked the Administrators for helping Millard receive the Gallup award.

Student Reports:

Mehgan Cain, student representative from Millard North High School and Olivia Bond, student representative from Millard South High School reported on the academic and athletic happenings at their respective buildings. Corrin Bemis from Millard West High School was absent.

Linda Poole presented plaques of appreciation to the High School Representatives.

New Business:

Motion by Dave Anderson and seconded by Mike Kennedy to approve Rule 5200.1 – Student Services – Attendance, Tardiness, and Excessive Absenteeism. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Mike Kennedy and seconded by Dave Anderson to reaffirm Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mrs. Poole, Mr. Kennedy and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Mike Kennedy and seconded by Paul Meyer to reaffirm Rule 6800.1 – Curriculum, Instruction, and Assessment – Parental Access. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate, and Mr. Anderson. Voting against was: None. Motion carried.

Motion by Mike Kennedy and seconded by Paul Meyer to approve the 2014, Millard High School Graduates. Voting in favor of said motion was: Mr. Anderson, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Motion by Mike Pate and seconded by Dave Anderson, to approve Administrators for Hire – Teresa Perkins, Principal at Russell Middle School and Marshall Smith, Principal at Kiewit Middle School. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Anderson, Mrs. Poole and Mr. Kennedy. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Mike Pate to approve Personnel Actions: New Hires: Katrina E. Partusch, Anne M. Kalkowski, Brian C. Gesink, Anna E. Runge, Michelle A. Morrissey, Kylie M. Hubbell, Kelli K. Krause, Ann C. Burmeister, Monica J. Kauffman, Marc A. Kruger, Lauren M. Egli, Amanda J. Gehrke, and Mark W. Hewitt; Resignation: Nicholas S. Friedrichsen, Sarah A. Kunkle, Julie A. Newlin, Sydney Omo. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mr. Poole. Voting against was: None. Motion carried.

Mrs. Poole requested that the Executive Session for Negotiations be delayed to the end of the meeting.

Reports:

Senior Status Report

Revised Millard Instructional Model

Future Agenda Items/Board Calendar:

1. Graduation, May 25, 2014, Civic Auditorium
 - Millard North High School at 1:00 p.m.
 - Millard South High School at 4:00 p.m.
 - Millard West High School at 7:00 p.m.
2. Special Board Meeting on Wednesday, May 28, 2014 at 12:00 p.m. at the Don Stroh Administration Center
3. Board of Education Meeting on Monday, June 2, 2014 at the Don Stroh Administration Center
4. Board of Education Meeting on Monday, July 7, 2014 at the Don Stroh Administration Center
5. Executive Committee –Board Retreat on July 7, 2014 from 11:30 a.m. to 1:30 p.m. at Oak Hills Country Club
6. New Teacher Luncheon on Friday, August 1, 2014 from 12:00 to 1:15 p.m. at the MNHS Mustang Center
7. Board of Education Meeting on August 4, 2014 at 6:00 p.m. at the Don Stroh Administration Center
8. First Day Back to School for Students is Monday, August 11, 2014
9. Committee of the Whole Meeting on Monday, August 11, 2014 at 6:00 p.m. at the Don Stroh Administration Center
10. Board of Education Meeting on August 18, 2014 at 6:00 p.m. at the Don Stroh Administration Center

At 6:48 p.m. Linda Poole said the Board will go into Executive Session for the purpose of Negotiations. Motion was made by Dave Anderson and seconded by Mike Kennedy to go into Executive Session. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Anderson, Mrs. Poole and Mr. Kennedy.

Linda Poole announced the Board would go into Executive Session.

A motion was made by Mike Pate and seconded Mike Kennedy to come out of Executive Session at 7:04 p.m. Voting in favor was Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.


Secretary, Mike Kennedy

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

A Special meeting of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska was convened in open and public session at 12:00 p.m., Wednesday, May 28, 2014, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, May 16, 2014; 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.

Roll call was taken: Linda Poole, Pat Ricketts, Paul Meyer, Mike Kennedy, Dave Anderson and Mike Pate were present.

Pat Ricketts announced the proper time for public questions and comments on agenda items only. There were no questions or comments.

A motion was made by Dave Anderson and seconded by Mike Kennedy that the RESOLUTION AUTHORIZING AND APPROVING THE ISSUANCE AND SALE OF GENERAL OBLIGATION REFUNDING BONDS, SERIES 2014, OF DOUGLAS COUNTY SCHOOL DISTRICT 0017, IN THE STATE OF NEBRASKA, ALSO KNOWN AS MILLARD PUBLIC SCHOOLS, IN THE PRINCIPAL AMOUNT OF TWELVE MILLION SIX HUNDRED THOUSAND DOLLARS (\$12,600,000); DESIGNATING FOR REDEMPTION CERTAIN GENERAL OBLIGATION INDEBTEDNESS OF THE DISTRICT; DIRECTING THE GIVING OF NOTICES OF REDEMPTION; APPOINTING A PAYING AGENT AND REGISTRAR; AND RELATED MATTERS be adopted as submitted.

Cory Wickam and Dan Smith of D.A. Davidson (the District's financial advisors) as well as Josh Meyers of Kutak Rock (the District's bond counsel) addressed the board regarding the results of the auction to refund \$12,600,000 of outstanding bonds. It was reported that the net savings to the District as a result of the refunding was over \$900,000.

Following discussion, a roll call vote was conducted with the members voting as follows:

Voting Yes: Pat Ricketts, Linda Poole, Paul Meyers, Dave Anderson, Mike Kennedy, and Mike Pate.

Voting No: None

Not Voting: None

Absent: None

Having no further business to conduct, the president adjourned the meeting at 12:20 p.m.



Secretary, Mike Kennedy

Millard Public Schools

June 2, 2014

Millard Public Schools Check Register Prepared for the Board Meeting for Jun 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	413287	05/15/2014	108436	COX COMMUNICATIONS INC	\$33,852.99
	413289	05/15/2014	099395	LINCOLN PUBLIC SCHOOLS	\$1,600.00
	413290	05/15/2014	140196	LOYOLA UNIVERSITY CHICAGO	\$1,978.80
	413291	05/15/2014	139339	DOUGLAS M MEYO	\$3,770.00
	413292	05/15/2014	068340	NEBRASKA ASSOCIATION FOR THE GIFTED	\$375.00
	413293	05/15/2014	107732	BRIAN L NELSON	\$100.00
	413294	05/15/2014	081630	SAMS CLUB DIRECT	\$441.60
	413295	05/15/2014	107354	STEPHEN W. VENTEICHER	\$100.00
	413296	05/15/2014	135863	RUDOLPH A VLCEK III	\$162.50
	413297	05/15/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$12,749.30
	413298	05/15/2014	131846	JARROD L WINEINGER	\$325.00
	413301	05/22/2014	134723	FORDHAM UNIVERSITY	\$2,675.00
	413302	05/22/2014	107732	BRIAN L NELSON	\$50.00
	413303	05/22/2014	081630	SAMS CLUB DIRECT	\$44.24
	413304	05/22/2014	068801	STATE OF NEBRASKA	\$20,019.85
	413305	05/22/2014	107354	STEPHEN W. VENTEICHER	\$75.00
	413306	05/22/2014	135863	RUDOLPH A VLCEK III	\$50.00
	413307	05/22/2014	133224	JEFF WARNOCK	\$100.00
	413308	05/22/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$9,014.47
	413309	05/22/2014	131846	JARROD L WINEINGER	\$450.00
	413331	06/02/2014	138695	ABLE ENGRAVERS INC	\$77.99
	413333	06/02/2014	109853	ACCESS ELEVATOR INC.	\$258.00
	413334	06/02/2014	010298	ACCUCUT LLC	\$1,045.00
	413335	06/02/2014	133402	KAREN ADAMS	\$40.54
	413336	06/02/2014	138220	ADVANCE EDUCATION INC	\$2,175.00
	413338	06/02/2014	108351	AIRGAS INC	\$822.74
	413339	06/02/2014	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$2,615.55
	413340	06/02/2014	136365	ALEGENT CREIGHTON HEALTH SPORTS MED	\$11,500.00
	413341	06/02/2014	011180	ALLIED CONSTRUCTION SERVICES	\$1,295.00
	413343	06/02/2014	107651	AMAZON.COM INC	\$4,522.91
	413345	06/02/2014	012050	AMERICAN LIBRARY ASSOCIATION	\$250.00
	413346	06/02/2014	102430	AMI GROUP INC	\$3,000.00
	413347	06/02/2014	069689	AMSAN LLC	\$18,585.63
	413348	06/02/2014	012590	HOLLAND USA INC	\$225.61
	413349	06/02/2014	138548	DANIELLE ANDERSON	\$62.61
	413350	06/02/2014	010112	JOSEY THOMAS AARON	\$500.00
	413351	06/02/2014	131265	JILL ANDERSON	\$137.56
	413352	06/02/2014	136056	DAVE ANDERSON	\$125.98

Millard Public Schools Check Register Prepared for the Board Meeting for Jun 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	413355	06/02/2014	138550	APPERSON	\$216.88
	413356	06/02/2014	012989	APPLE COMPUTER INC	\$71,194.00
	413357	06/02/2014	135051	MOKRYCKI ENTERPRISES INC	\$62.17
	413358	06/02/2014	106436	AQUA-CHEM INC	\$1,762.54
	413359	06/02/2014	139388	F & W PUBLICATIONS INC	\$25.95
	413360	06/02/2014	013496	ASCD	\$451.20
	413361	06/02/2014	134235	SARAH ASCHENBRENNER	\$134.01
	413362	06/02/2014	138291	AUTISM CENTER OF NEBRASKA INC	\$4,034.69
	413363	06/02/2014	102727	B & H PHOTO	\$318.98
	413364	06/02/2014	131418	B STREET COLLISION CENTER	\$3,105.45
	413365	06/02/2014	132405	U SAVE FOODS INC. SUB:NASH FINCH CO	\$97.91
	413366	06/02/2014	135991	BAKER DISTRIBUTING CO LLC	\$1,137.40
	413367	06/02/2014	139888	MARIANN BAKK	\$40.44
	413368	06/02/2014	017908	REX BARKER	\$68.26
	413369	06/02/2014	099646	BARNES AND NOBLE BOOKSTORE	\$1,610.38
	413370	06/02/2014	017877	CYNTHIA BARR-MCNAIR	\$137.09
	413372	06/02/2014	099749	BAUDVILLE INC	\$130.30
	413373	06/02/2014	092834	BAUER BUILT INC	\$329.00
	413374	06/02/2014	138054	BAXTER FORD INC	\$484.10
	413376	06/02/2014	134873	JOHN BECKER	\$68.26
	413377	06/02/2014	139783	LYNNE H BECKER	\$2,358.75
	413379	06/02/2014	107540	BRIAN BEGLEY	\$171.08
	413380	06/02/2014	139889	DARLA BELL	\$221.20
	413381	06/02/2014	102860	BENIK CORP.	\$99.50
	413383	06/02/2014	134884	JULIE BERGSTROM	\$28.00
	413384	06/02/2014	131074	LISA BERTAGNI	\$56.84
	413385	06/02/2014	134945	NOLAN BEYER	\$171.02
	413387	06/02/2014	019111	BISHOP BUSINESS EQUIPMENT	\$34,054.91
	413388	06/02/2014	139294	RICHARD BISHOP	\$7.50
	413389	06/02/2014	139321	BIZCO INC	\$4,295.00
	413390	06/02/2014	099220	DICK BLICK CO	\$3,588.90
	413391	06/02/2014	134478	TIFFANY BOCK SMITH	\$57.68
	413392	06/02/2014	139344	DOUGLAS BOGATZ	\$61.88
	413393	06/02/2014	130899	KIMBERLY BOLAN	\$245.84
	413394	06/02/2014	019559	BOUND TO STAY BOUND BOOKS INC	\$1,882.03
	413395	06/02/2014	139996	BOYS TOWN	\$35,784.00
	413396	06/02/2014	107281	INTERNATIONAL CATERING INC	\$4,741.08
	413397	06/02/2014	139890	DOUGLAS BREITER	\$72.69

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	413398	06/02/2014	130576	PAMELA BRENNAN	\$208.88
	413399	06/02/2014	136205	KIMBERLY A BROWN	\$45.86
	413400	06/02/2014	133824	NANCY BROWN	\$79.86
	413402	06/02/2014	132910	CHARLES BURNEY	\$106.40
	413403	06/02/2014	139158	KATIE BUTTERFIELD	\$10.00
	413405	06/02/2014	137274	EILEEN CABRERA	\$26.10
	413406	06/02/2014	023831	CALLOWAY HOUSE INC	\$153.90
	413409	06/02/2014	106806	ELIZABETH CAREY	\$22.96
	413410	06/02/2014	023925	CARLEX INC	\$154.66
	413412	06/02/2014	023970	CAROLINA BIOLOGICAL SUPPLY CO	\$148.67
	413413	06/02/2014	132428	JENNIFER CARSON	\$41.78
	413414	06/02/2014	131158	CURTIS CASE	\$178.08
	413415	06/02/2014	133970	CCS PRESENTATION SYSTEMS	\$9,099.70
	413416	06/02/2014	133589	CDW GOVERNMENT, INC.	\$116.29
	413417	06/02/2014	051572	CENGAGE LEARNING	\$18,973.91
	413418	06/02/2014	024260	CENTER TROPHY COMPANY	\$3,757.00
	413419	06/02/2014	065420	CENTRAL MIDDLE SCHOOL	\$225.00
	413420	06/02/2014	138613	CENTRAL SALES INC	\$425.83
	413421	06/02/2014	024425	CENTRAL STATES INDUSTRIAL SUPPLY	\$1,688.18
	413422	06/02/2014	138206	CEREBELLUM CORPORATION	\$480.63
	413423	06/02/2014	135648	SUSAN CHADWICK	\$74.76
	413424	06/02/2014	134043	MALCOLM CHAI	\$107.52
	413425	06/02/2014	132271	ERIK CHAUSSEE	\$85.12
	413426	06/02/2014	140290	MASAMI CHAVEZ	\$155.00
	413428	06/02/2014	106851	CHILDREN'S HOME HEALTHCARE	\$42,036.75
	413429	06/02/2014	140242	HYUN SUB CHONG	\$172.86
	413430	06/02/2014	099222	SCHOOL SPECIALTY INC	\$162.34
	413431	06/02/2014	025235	DALE CLAUSEN	\$165.76
	413432	06/02/2014	131135	PATRICIA CLIFTON	\$34.61
	413434	06/02/2014	137013	NANCY COLE	\$132.12
	413435	06/02/2014	131518	COLOR INC	\$2,160.00
	413436	06/02/2014	022701	SHARON COMISAR-LANGDON	\$122.08
	413438	06/02/2014	025690	COMPUTER INFORMATION CONCEPTS	\$4,000.00
	413439	06/02/2014	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$470.00
	413440	06/02/2014	139891	MARY CONNELL	\$55.27
	413442	06/02/2014	026057	CONTROL MASTERS INC	\$2,203.23
	413443	06/02/2014	026443	CORE KNOWLEDGE FOUNDATION	\$102.40
	413444	06/02/2014	135992	DAVID CORK	\$47.04

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01	413445	06/02/2014	139761	MICHELLE COSTELLO	\$25.55
	413448	06/02/2014	137395	CPI QUALIFIED PLAN CONSULTANTS INC	\$782.50
	413449	06/02/2014	017611	ANGELA CRAFT	\$29.68
	413450	06/02/2014	139034	CRAIG RESOURCES INC	\$7,958.02
	413452	06/02/2014	027130	CRYSTAL PRODUCTIONS	\$96.75
	413453	06/02/2014	027300	CUMMINS CENTRAL POWER LLC	\$377.79
	413454	06/02/2014	027345	CURRICULUM ASSOCIATES INC	\$3,605.80
	413455	06/02/2014	100577	CURTIS 1000 INC	\$65.49
	413456	06/02/2014	136988	CHERYL CURTIS	\$226.53
	413457	06/02/2014	130900	CHERYL CUSTARD	\$112.00
	413458	06/02/2014	130731	D & D COMMUNICATIONS	\$625.20
	413459	06/02/2014	131483	JANET DAHLGAARD	\$45.64
	413460	06/02/2014	132671	JEAN DAIGLE	\$122.08
	413461	06/02/2014	134751	ANGELA DAIGLE	\$51.63
	413462	06/02/2014	131003	DAILY RECORD	\$62.00
	413463	06/02/2014	134983	DAKTRONICS INC	\$7,416.00
	413464	06/02/2014	138306	STACY DARNOLD	\$121.80
	413465	06/02/2014	139391	KELLY DAVIS	\$11.32
	413466	06/02/2014	032497	CHERYL DECKER	\$85.68
	413468	06/02/2014	032800	DEMCO INC	\$146.28
	413469	06/02/2014	136316	EVA DENTON	\$51.30
	413470	06/02/2014	139980	JILLIAN DEPUE	\$21.56
	413471	06/02/2014	137331	BASTIAN DERICHs	\$37.74
	413472	06/02/2014	137024	DEVELOPMENTAL SERVICES OF NE INC	\$4,950.45
	413473	06/02/2014	130685	VOGEL WEST INC	\$115.49
	413474	06/02/2014	136181	MARY DICKERSON	\$105.08
	413476	06/02/2014	033473	DIETZE MUSIC HOUSE INC	\$2.16
	413477	06/02/2014	132669	DIGITAL DOT SYSTEMS INC	\$134.00
	413479	06/02/2014	101561	DISCOVER WRITING COMPANY	\$390.00
	413481	06/02/2014	135373	LINDA DONOHUE	\$31.98
	413482	06/02/2014	130648	DOSTALS CONSTRUCTION CO INC	\$3,800.00
	413483	06/02/2014	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$85,226.00
	413487	06/02/2014	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$709,081.64
	413488	06/02/2014	138848	ERIN DOWNS	\$115.08
	413489	06/02/2014	135689	SUSAN DULANY	\$116.76
	413490	06/02/2014	034120	DULTMEIER SALES LLC	\$33.95
	413492	06/02/2014	132106	GREGORY DUNN	\$16.80
	413493	06/02/2014	137117	JEANNE DYMOND	\$34.94

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01	413495	06/02/2014	131740	EAGLE SOFTWARE INC,	\$70,930.94
	413496	06/02/2014	102791	ERIC ARMIN INC	\$553.77
	413497	06/02/2014	138426	KELLY EALY	\$79.07
	413499	06/02/2014	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$13,500.00
	413500	06/02/2014	134595	EDUCATIONAL SERVICE UNIT #2	\$200.00
	413501	06/02/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$75.00
	413502	06/02/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$126,964.82
	413503	06/02/2014	100586	EDUCATIONAL THEATRE ASSOCIATION	\$75.00
	413505	06/02/2014	139892	ERIN EHLY	\$56.56
	413506	06/02/2014	133823	REBECCA EHRHORN	\$382.04
	413507	06/02/2014	038100	ELECTRICAL ENGINEERING & EQPT CO	\$1,370.62
	413508	06/02/2014	038140	ELECTRONIC SOUND INC.	\$1,297.33
	413510	06/02/2014	132066	ENGINEERED CONTROLS INC	\$2,888.00
	413511	06/02/2014	109066	TED ESSER	\$197.29
	413512	06/02/2014	137950	MICHAEL ETZELMILLER	\$62.16
	413514	06/02/2014	134861	TARA FABIAN	\$208.84
	413516	06/02/2014	139316	JASON FARWELL	\$57.74
	413517	06/02/2014	131927	RLB ENTERPRISE LLC	\$160.38
	413518	06/02/2014	132699	FATHER FLANAGANS BOYS HOME	\$146.00
	413519	06/02/2014	139472	MATTHEW FEDDE	\$53.78
	413520	06/02/2014	040450	FEDERAL EXPRESS	\$115.33
	413521	06/02/2014	056724	FEDEX OFFICE AND PRINT SERVICES INC	\$4.50
	413522	06/02/2014	040470	MARK FELDHAUSEN	\$59.98
	413523	06/02/2014	040537	FERGUSON ENTERPRISES INC	\$522.95
	413524	06/02/2014	137016	ANGELA FERGUSON	\$69.15
	413525	06/02/2014	139893	KELSEY FEYES	\$31.75
	413526	06/02/2014	132845	JODI FIDONE	\$58.80
	413527	06/02/2014	135115	TAMELA FIERSTEIN	\$444.38
	413528	06/02/2014	133919	FILTER SHOP INC	\$4,851.03
	413529	06/02/2014	136031	ESTELLA FINN	\$605.36
	413530	06/02/2014	133960	FIREGUARD INC	\$152.00
	413531	06/02/2014	040902	FIRST NATIONAL BANK TRUST DEPT	\$1,400.00
	413532	06/02/2014	058755	LAIDLAW TRANSIT INC	\$270.00
	413533	06/02/2014	139942	KELSEY FISCHER	\$18.59
	413534	06/02/2014	136370	FLEET US LLC	\$14,112.00
	413535	06/02/2014	041086	FLINN SCIENTIFIC INC	\$1,005.24
	413536	06/02/2014	041100	FOLLETT SCHOOL SOLUTIONS INC	\$3,811.59
	413537	06/02/2014	041146	KENNETH FOSSEN	\$301.54

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	413538	06/02/2014	136317	KELLY FREY	\$5.54
	413539	06/02/2014	134223	TERESA FRIDRICH	\$43.12
	413540	06/02/2014	133772	RYNETTE FRIESEN	\$33.04
	413541	06/02/2014	138299	FROGUTS INC	\$1,440.00
	413542	06/02/2014	140185	YANIRA L GARCIA	\$195.24
	413543	06/02/2014	131710	PATRICK T GEARY	\$250.00
	413544	06/02/2014	137543	MEGAN GEERTS	\$96.10
	413545	06/02/2014	130343	DAVID L. GERARD	\$410.00
	413546	06/02/2014	139595	GIA PUBLICATIONS INC	\$193.14
	413547	06/02/2014	139894	TRICIA GILLETT	\$143.79
	413548	06/02/2014	106660	GLASSMASTERS INC	\$851.70
	413550	06/02/2014	044886	GOODWILL INDUSTRIES INC	\$3,280.00
	413551	06/02/2014	044891	GOPHER	\$579.60
	413553	06/02/2014	044950	GRAINGER INDUSTRIAL SUPPLY	\$2,758.68
	413554	06/02/2014	133885	GREENLIFE GARDENS INC	\$390.00
	413555	06/02/2014	139723	NEHER & SONS INC	\$132.51
	413557	06/02/2014	138998	PETER GRIMES	\$35.40
	413558	06/02/2014	140279	JENNIFER JO GROTELUESCHEN	\$140.00
	413559	06/02/2014	045310	KATHLEEN GUINANE	\$2.04
	413560	06/02/2014	135199	LISA GUSTIN	\$108.64
	413561	06/02/2014	134436	MICHELLE HALL	\$76.16
	413563	06/02/2014	140274	TALMADGE PROPERTIES INC	\$399.80
	413564	06/02/2014	101931	HANCOCK FABRICS	\$138.86
	413565	06/02/2014	138797	HANOVER RESEARCH COUNCIL LLC	\$69,500.00
	413566	06/02/2014	140050	JESSICA HANSON	\$40.60
	413568	06/02/2014	047853	HAPPY CAB COMPANY INC	\$29,471.55
	413569	06/02/2014	047856	HARCOURT OUTLINES INC	\$177.12
	413571	06/02/2014	131367	AMANDA HARTZ	\$15.20
	413573	06/02/2014	048200	HAUFF SPORTING GOODS COMPANY	\$227.07
	413575	06/02/2014	130609	HAYDEN-MCNEILL SPECIALTY	\$634.47
	413576	06/02/2014	139347	CHERYL HEADLEY	\$112.56
	413577	06/02/2014	048475	HEARTLAND FOUNDATION	\$9,177.00
	413578	06/02/2014	108273	MARGARET HEBENSTREIT PT	\$155.68
	413579	06/02/2014	048517	GREENWOOD PUBLISHING GROUP INC	\$3,311.11
	413581	06/02/2014	108478	DAVID HEMPHILL	\$19.04
	413582	06/02/2014	101881	OMAHA ZOOLOGICAL SOCIETY	\$473.00
	413583	06/02/2014	140292	GRETCHEN HEUSEL	\$10.11
	413584	06/02/2014	132423	HEWLETT PACKARD CO	\$10,973.01

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01	413586	06/02/2014	048845	CAMILLE HINZ	\$36.40
	413587	06/02/2014	138782	JACOB HIRZ	\$176.96
	413590	06/02/2014	137943	STACY HORSHAM	\$169.57
	413591	06/02/2014	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$1,209.87
	413592	06/02/2014	109836	AMY HOULTON	\$82.88
	413593	06/02/2014	132531	TERRY HOULTON	\$122.36
	413594	06/02/2014	101533	DIANE HOWARD	\$32.20
	413595	06/02/2014	139473	KATHLEEN HRABAN	\$10.42
	413596	06/02/2014	108153	CHRISTOPHER HUGHES	\$1,107.83
	413597	06/02/2014	049723	HUMAN RELATIONS MEDIA	\$115.46
	413598	06/02/2014	133247	AWS NEBRASKA LLC	\$215.00
	413599	06/02/2014	101032	HUSKER MIDWEST PRINTING	\$724.43
	413600	06/02/2014	133397	HY-VEE INC	\$1,359.67
	413601	06/02/2014	133397	HY-VEE INC	\$1,579.73
	413602	06/02/2014	132878	HY-VEE INC	\$78.55
	413603	06/02/2014	049851	HY-VEE INC	\$1,510.99
	413604	06/02/2014	049850	HY-VEE INC	\$2,883.81
	413605	06/02/2014	051551	IBM CORPORATION	\$393.20
	413606	06/02/2014	051573	POPCO INC	\$96.45
	413607	06/02/2014	136349	SCOTT INGWERSON	\$17.92
	413608	06/02/2014	139348	DANIEL INNES	\$37.35
	413609	06/02/2014	131495	INSECT LORE	\$129.75
	413610	06/02/2014	138126	THE INSTRUMENTALIST CO	\$238.00
	413611	06/02/2014	140093	INTEGRATED ENERGY SOLUTIONS LLC	\$6,359.66
	413612	06/02/2014	138298	J & H ATHLETIC EQPT RECONDITION INC	\$3,883.32
	413613	06/02/2014	130542	J M KOPECKY & CO	\$5,125.00
	413614	06/02/2014	100928	J W PEPPER & SON INC.	\$1,711.21
	413615	06/02/2014	136314	KORRINDA JAMIESON	\$127.90
	413616	06/02/2014	131157	CHRISTINE JANOVEC-POEHLMAN	\$133.80
	413617	06/02/2014	136953	JSDO 1 LLC	\$1,545.63
	413618	06/02/2014	135735	GEORGE JELKIN	\$52.19
	413619	06/02/2014	133037	JENSEN TIRE COMPANY	\$17,650.10
	413620	06/02/2014	132340	JENNIFER JEROME	\$252.50
	413621	06/02/2014	139206	JFK CONSTRUCTION INC	\$18,078.00
	413623	06/02/2014	138845	KRISTIN JOHN	\$82.32
	413624	06/02/2014	130994	JOHNSON CONTROLS INC	\$6,264.00
	413625	06/02/2014	139349	TERRIN JOHNSON	\$48.83
	413626	06/02/2014	136221	JUDITH JOHNSON	\$52.21

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	413627	06/02/2014	139350	BRANDON JOHNSTON	\$64.29
	413628	06/02/2014	059573	NANCY JOHNSTON	\$25.87
	413629	06/02/2014	054630	JOHNSTONE SUPPLY	\$126.24
	413630	06/02/2014	138509	JONES SCHOOL SUPPLY CO INC	\$363.43
	413632	06/02/2014	140074	JOURNEYED.COM INC	\$2,304.00
	413633	06/02/2014	139895	TERESA KAEIN	\$67.03
	413637	06/02/2014	132265	CATHERINE KEISER	\$147.28
	413638	06/02/2014	132272	SUSAN KELLEY	\$13.55
	413639	06/02/2014	134801	JULIE KEMP	\$16.80
	413640	06/02/2014	135931	JEFFREY KERNS	\$542.76
	413641	06/02/2014	139785	KID SOUNDS LLC	\$660.00
	413642	06/02/2014	131177	ANDREA KIDD	\$19.71
	413643	06/02/2014	134284	KIEWIT MIDDLE SCHOOL	\$350.00
	413644	06/02/2014	056740	LINDA KISLER	\$266.56
	413645	06/02/2014	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	\$200.00
	413646	06/02/2014	132264	MICHELLE KLUG	\$270.92
	413647	06/02/2014	138846	ELIZABETH KOCIS	\$25.03
	413650	06/02/2014	055039	KRISTI KOZAK	\$276.08
	413651	06/02/2014	136285	MICHELLE KRAFT	\$28.56
	413652	06/02/2014	137385	JOSEPH KUEHL	\$81.42
	413653	06/02/2014	139587	MICHAEL KUTA	\$650.00
	413654	06/02/2014	137010	CHRISTINA LAGRONE	\$90.33
	413656	06/02/2014	099217	LAKESHORE LEARNING MATERIALS	\$903.77
	413658	06/02/2014	135257	LANGUAGE LINE SERVICES INC	\$188.90
	413659	06/02/2014	134373	DAWN LANHAM	\$27.66
	413660	06/02/2014	140301	CHERYL LARKIN	\$101.36
	413661	06/02/2014	136518	JANET LARSON	\$91.11
	413662	06/02/2014	102491	LARUE DISTRIBUTING INC	\$844.02
	413664	06/02/2014	133409	KARYN LAWRENCE	\$235.56
	413665	06/02/2014	135156	LAWSON PRODUCTS INC	\$3,517.12
	413666	06/02/2014	139749	LEARNING EGG LLC	\$22,008.60
	413667	06/02/2014	130792	LEARNING RESOURCES	\$9.99
	413668	06/02/2014	059100	LEARNING SEED LLC	\$635.58
	413669	06/02/2014	102496	LEARNING ZONE EXPRESS	\$177.75
	413670	06/02/2014	139896	MICHELLE LEENERTS	\$172.59
	413671	06/02/2014	137345	BONNIE LEVINGER	\$25.20
	413672	06/02/2014	137944	LIBRA INDUSTRIES	\$705.39
	413673	06/02/2014	059360	LIBRARY STORE INC	\$238.67

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01	413675	06/02/2014	059470	LIEN TERMITE & PEST CONTROL INC	\$2,615.00
	413676	06/02/2014	138215	LIFT-ALL CRANE SERVICE INC	\$742.50
	413677	06/02/2014	059577	LINGUISYSTEMS, INC.	\$168.75
	413678	06/02/2014	059560	MATHESON TRI-GAS INC	\$208.30
	413679	06/02/2014	136315	COURTNEY LOHRENZ	\$28.78
	413680	06/02/2014	059866	STACY LONGACRE	\$221.32
	413681	06/02/2014	139414	CHRISTOPHER LOOFE	\$548.24
	413682	06/02/2014	138354	STEFANIE LORENZEN	\$28.11
	413683	06/02/2014	060111	LOVELESS MACHINE & GRINDING	\$133.80
	413685	06/02/2014	131397	LOWE'S HOME CENTERS INC	\$198.73
	413687	06/02/2014	135376	CASEY LUNDGREN	\$42.84
	413688	06/02/2014	099321	MACKIN BOOK CO	\$6,814.66
	413689	06/02/2014	132118	MASTER MARKETING INTERNATIONAL	\$190.00
	413691	06/02/2014	140184	STEPHEN MAINELLI	\$80.47
	413692	06/02/2014	132556	MAKEMUSIC INC	\$4,300.00
	413696	06/02/2014	137007	KAREN MARBLE	\$251.44
	413697	06/02/2014	063920	MARCO PRODUCTS INC	\$186.11
	413698	06/02/2014	133505	SUSAN MARLATT	\$15.68
	413699	06/02/2014	139943	LISA MARSH	\$73.92
	413700	06/02/2014	135854	YOLANDA MARTIN	\$35.45
	413701	06/02/2014	108052	MAX I WALKER	\$826.36
	413703	06/02/2014	138341	MAXIM HEALTHCARE SERVICES INC	\$13,273.77
	413705	06/02/2014	133809	MARY MCCABE	\$242.72
	413706	06/02/2014	136618	DANIEL MCCONNELL	\$94.53
	413707	06/02/2014	140110	GEORGIA HOLDINGS INC	\$5,461.00
	413708	06/02/2014	137014	RYE MCINTOSH	\$172.85
	413711	06/02/2014	121126	PATRICIA MEEKER	\$32.93
	413713	06/02/2014	064600	METAL DOORS & HARDWARE COMPANY INC	\$3,796.00
	413715	06/02/2014	133403	AMERICAN NATIONAL BANK	\$11,658.50
	413717	06/02/2014	139339	DOUGLAS M MEYO	\$2,070.00
	413718	06/02/2014	102870	MIDLAND COMPUTER INC	\$962.54
	413719	06/02/2014	137999	MIDLANDS PRINTING & BUS FORMS INC	\$625.86
	413720	06/02/2014	101068	MIDWEST BOX COMPANY	\$2,609.00
	413721	06/02/2014	010412	MIDWEST DISTRIBUTING CORP.	\$113.87
	413722	06/02/2014	064950	MIDWEST METAL WORKS INC	\$121.00
	413725	06/02/2014	065440	MILLARD SOUTH HIGH SCHOOL	\$7,756.55
	413726	06/02/2014	131716	BRAD S MILLARD	\$210.00
	413727	06/02/2014	131328	MILLER ELECTRIC COMPANY	\$1,513.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	413728	06/02/2014	065564	BARBARA MILLER	\$54.88
	413729	06/02/2014	132412	SANDRA MILLER	\$50.85
	413730	06/02/2014	139112	SOCIALMENTUM LLC	\$1,500.00
	413731	06/02/2014	100316	MINDWARE	\$278.01
	413732	06/02/2014	136388	MITCHELL MOLLRING	\$951.50
	413733	06/02/2014	139355	DEBRA MORGAN	\$35.70
	413736	06/02/2014	132491	DONITA MOSEMAN	\$30.80
	413737	06/02/2014	137052	DEVONYE MULLINS	\$74.82
	413738	06/02/2014	066580	MUSIC IN MOTION INC	\$484.86
	413739	06/02/2014	066563	MUSIC IS ELEMENTARY	\$6,554.33
	413740	06/02/2014	139194	MUTUAL FIRST FEDERAL CREDIT UNION	\$1,300.00
	413741	06/02/2014	131395	DARREN MYERS	\$75.04
	413742	06/02/2014	067000	NASCO	\$1,547.31
	413743	06/02/2014	139748	NATIONAL ARCHERY IN SCHOOLS PROGRAM	\$1,545.00
	413744	06/02/2014	063097	NATIONAL ASSN FOR MUSIC EDUCATION	\$75.00
	413745	06/02/2014	067850	NATIONAL PAPER COMPANY INC	\$73.96
	413746	06/02/2014	131192	NATIONAL FEDERATION URBAN SCHOOL	\$4,000.00
	413747	06/02/2014	138316	NATL RESTAURANT ASSN SOLUTIONS LLC	\$1,432.61
	413748	06/02/2014	102522	NEBRASKA CTR EDUCATION OF CHILDREN	\$102.00
	413749	06/02/2014	130548	NCS PEARSON INC	\$3,659.27
	413750	06/02/2014	068334	NEBRASKA AIR FILTER INC	\$2,119.95
	413751	06/02/2014	068415	NEBRASKA COUNCIL OF SCHOOL	\$270.00
	413752	06/02/2014	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$1,079.03
	413754	06/02/2014	069678	NEBRASKA EDUCATIONAL MEDIA ASSN	\$1,140.00
	413756	06/02/2014	134231	UNIVERSITY OF NEBRASKA AT KEARNEY	\$300.00
	413757	06/02/2014	068954	NEFF COMPANY	\$169.85
	413758	06/02/2014	131550	NANCY NELSON	\$147.00
	413759	06/02/2014	136004	HEIDI NEUMANN	\$90.79
	413760	06/02/2014	109843	NEXTEL PARTNERS INC	\$4,768.32
	413761	06/02/2014	136715	CARISSA NIETFELDT	\$42.22
	413762	06/02/2014	069675	NOBBIES INC	\$24.92
	413763	06/02/2014	107905	MELINDA NOLLER	\$36.62
	413764	06/02/2014	135570	JONATHAN NORD	\$26.54
	413765	06/02/2014	130091	NORTH MIDDLE SCHOOL	\$492.00
	413766	06/02/2014	134628	AMY NUNAMAKER	\$287.50
	413767	06/02/2014	050042	ANNE OETH	\$85.12
	413773	06/02/2014	100013	OFFICE DEPOT 84133510	\$26,606.00
	413774	06/02/2014	070245	OHARCO DISTRIBUTORS	\$154.74

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	413775	06/02/2014	140197	THERESA OLSON	\$21.50
	413776	06/02/2014	132778	MELANIE OLSON	\$39.95
	413777	06/02/2014	137468	STEPHANIE OLSON	\$7.50
	413779	06/02/2014	134725	OMAHA CASING CO INC	\$700.00
	413781	06/02/2014	071053	OMAHA WORLD HERALD (EDUC)	\$182.00
	413782	06/02/2014	133850	ONE SOURCE	\$1,621.00
	413783	06/02/2014	132779	MAUREEN ORD	\$64.95
	413784	06/02/2014	140266	NANCY L WEHNER	\$200.00
	413785	06/02/2014	130092	MARY OSTERLOH	\$106.68
	413786	06/02/2014	107193	OTIS ELEVATOR COMPANY	\$788.00
	413787	06/02/2014	133368	KELLY O'TOOLE	\$76.72
	413788	06/02/2014	071190	OVERHEAD DOOR COMPANY OMAHA	\$945.00
	413789	06/02/2014	134428	ELIZABETH PACHTA	\$101.25
	413790	06/02/2014	139945	KATHERINE PADILLA	\$131.26
	413791	06/02/2014	071545	PAPER CORPORATION	\$20,664.00
	413792	06/02/2014	102485	CURRENT USA INC	\$114.43
	413793	06/02/2014	134636	JANIE PAPP	\$75.11
	413794	06/02/2014	137015	GEORGE PARKER	\$48.89
	413795	06/02/2014	132006	ANDREA PARSONS	\$175.56
	413796	06/02/2014	108098	ANGELO D PASSARELLI	\$189.28
	413797	06/02/2014	135569	CYNTHIA PAVONE	\$45.92
	413798	06/02/2014	071891	PAYFLEX SYSTEMS USA INC	\$4,340.00
	413799	06/02/2014	071305	PBS MEDIA DISTRIBUTION LLC-WGBH	\$21.99
	413800	06/02/2014	102699	PEARSON EDUCATION	\$1,557.88
	413801	06/02/2014	109831	JANET PELSTER	\$30.24
	413802	06/02/2014	107783	HEIDI PENKE	\$34.72
	413804	06/02/2014	139898	KRISTINA PETERKIN	\$36.12
	413805	06/02/2014	137009	ANGELA PETERSON	\$27.61
	413806	06/02/2014	134365	VICKY PETERSON	\$34.16
	413807	06/02/2014	133390	HEATHER PHIPPS	\$62.16
	413809	06/02/2014	130721	MARY PILLE	\$168.56
	413810	06/02/2014	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	413811	06/02/2014	072760	PITSCO INC	\$5,450.35
	413812	06/02/2014	139752	NEBRASKA GAME & PARKS	\$180.00
	413813	06/02/2014	139899	JENNIFER POLLOCK	\$42.62
	413814	06/02/2014	136003	MELISSA POLONCIC	\$118.83
	413815	06/02/2014	072900	POPLERS MUSIC INC	\$258.37
	413817	06/02/2014	131835	PRAIRIE MECHANICAL CORP	\$420.23

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01	413818	06/02/2014	139532	PREFERRED SHIPPING INC	\$380.05
	413819	06/02/2014	134598	PRIME COMMUNICATIONS INC	\$303.75
	413820	06/02/2014	139727	PRISM SOFTWARE CORPORATION	\$599.00
	413822	06/02/2014	073610	CRABER GBF INC	\$413.00
	413823	06/02/2014	132713	PROTEX CENTRAL INC	\$180.00
	413826	06/02/2014	131901	PUSH PEDAL PULL INC	\$130.00
	413827	06/02/2014	078250	RALSTON PUBLIC SCHOOLS	\$99,721.72
	413828	06/02/2014	140294	ANGELINA L RAMOS	\$80.00
	413829	06/02/2014	109810	BETHANY RAY	\$179.20
	413830	06/02/2014	106725	RD FITNESS SERVICE	\$175.00
	413832	06/02/2014	100642	REALLY GOOD STUFF INC	\$446.72
	413833	06/02/2014	135690	DEIDRE REEH	\$7.67
	413834	06/02/2014	078760	REGAL AWARDS, INC.	\$141.00
	413835	06/02/2014	134858	JENNIFER REID	\$65.97
	413836	06/02/2014	133770	DIANE REINERS	\$34.66
	413837	06/02/2014	078967	RENTAL CITY	\$444.72
	413838	06/02/2014	139401	AMY REOH	\$66.08
	413839	06/02/2014	101018	CCH INC	\$734.00
	413840	06/02/2014	100813	MATT RESOURCES INC	\$67.50
	413841	06/02/2014	109192	KIMBERLI RICE	\$67.82
	413842	06/02/2014	137470	AMBER RIPA	\$405.06
	413843	06/02/2014	136847	RIVERSIDE TECHNOLOGIES INC	\$1,619.36
	413844	06/02/2014	131376	ROBERT BROOKE & ASSOCIATES, INC.	\$440.79
	413846	06/02/2014	132479	SARA ROGERS	\$226.68
	413847	06/02/2014	134882	LINDA ROHMILLER	\$26.10
	413848	06/02/2014	139588	LISA ROLFES	\$33.60
	413849	06/02/2014	134990	BRITTANY ROM	\$123.76
	413850	06/02/2014	134081	EILEEN RONCI	\$467.60
	413851	06/02/2014	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$175.50
	413852	06/02/2014	079450	ROTARY CLUB OF MILLARD-OMAHA	\$750.00
	413853	06/02/2014	072286	JEAN RUCHTI	\$171.36
	413854	06/02/2014	133572	RURAL METRO OF OMAHA	\$16,388.00
	413855	06/02/2014	131615	RUSSELL MIDDLE SCHOOL	\$59.50
	413857	06/02/2014	081674	JULIE SANDENE	\$66.60
	413858	06/02/2014	135607	JANE SANDOZ	\$23.52
	413859	06/02/2014	081725	KIMBERLEY SAUM-MILLS	\$62.27
	413860	06/02/2014	133389	RYAN SAUNDERS	\$369.12
	413861	06/02/2014	131353	HARLAND TECHNOLOGY SERVICES	\$539.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	413862	06/02/2014	109806	BRENT SCHADE	\$73.53
	413864	06/02/2014	138274	RONALD SCHINSTOCK	\$4.93
	413866	06/02/2014	137012	SHELLEY SCHMITZ	\$57.62
	413867	06/02/2014	099640	SCHOLASTIC BOOK FAIRS	\$382.02
	413868	06/02/2014	082100	SCHOLASTIC INC	\$346.80
	413869	06/02/2014	082179	ROBERT ANDREWS	\$380.00
	413870	06/02/2014	082200	SCHOOL HEALTH CORPORATION	\$2,074.54
	413871	06/02/2014	082350	SCHOOL SPECIALTY INC	\$386.16
	413873	06/02/2014	089675	NEBRASKA GAME & PARKS COMMISSION	\$500.00
	413875	06/02/2014	137471	PHYLLIS SCHROEDER	\$85.59
	413876	06/02/2014	134567	KAYE SCHWEIGERT	\$90.33
	413877	06/02/2014	139827	MATTHEW SCOTT	\$9.30
	413878	06/02/2014	082905	KIMBERLY SECORA	\$48.61
	413879	06/02/2014	138109	SECURE CONTENT SOLUTIONS INC	\$20,990.00
	413880	06/02/2014	108161	STAN SEGAL	\$76.94
	413881	06/02/2014	082941	KELLY SELTING	\$129.36
	413882	06/02/2014	134189	JODY SEMPEK	\$59.23
	413883	06/02/2014	131078	SHAR PRODUCTS COMPANY	\$81.52
	413884	06/02/2014	109800	AMY SHATTUCK	\$203.84
	413885	06/02/2014	137697	LARIA SHEA	\$288.69
	413886	06/02/2014	083188	SHIFFLER EQUIPMENT SALES, INC.	\$2,221.86
	413887	06/02/2014	140238	SHOOT-A-WAY INC	\$6,450.00
	413888	06/02/2014	138176	SIGNAL 88 FRANCHISE GROUP INC	\$680.00
	413889	06/02/2014	132590	SILVERSTONE GROUP INC	\$4,735.00
	413890	06/02/2014	083400	SIMPLEX GRINNELL LP	\$258.00
	413896	06/02/2014	083950	SOCIAL STUDIES SCHOOL SERVICE	\$188.69
	413897	06/02/2014	137397	THINK SOCIAL PUBLISHING INC	\$232.46
	413898	06/02/2014	067688	SOLUTION TREE LLC	\$35.95
	413899	06/02/2014	139217	MARK SOMMER	\$463.05
	413900	06/02/2014	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	\$1,443.30
	413901	06/02/2014	131714	JOHN SOUTHWORTH	\$126.56
	413902	06/02/2014	140079	KELLEY STABER	\$24.59
	413903	06/02/2014	084415	STANDARD STATIONERY SUPPLY CO	\$3,340.80
	413904	06/02/2014	137481	STAPLES CONTRACT & COMMERCIAL INC	\$290.42
	413907	06/02/2014	131099	STENHOUSE PUBLISHERS	\$116.39
	413908	06/02/2014	138931	STONEWARE INC	\$22,250.00
	413910	06/02/2014	139843	STUDENT TRANSPORATION NEBRASKA INC	\$103,121.13
	413911	06/02/2014	140302	KENNETH A SUKRAW	\$225.00

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01	413912	06/02/2014	109822	BRAD SULLIVAN	\$230.00
	413913	06/02/2014	139836	SUPERIOR CONTROLS & SECURITY INC	\$1,300.72
	413914	06/02/2014	084959	JAMES V SUTFIN	\$145.04
	413915	06/02/2014	130911	SWANDA BUSINESS FORMS	\$793.25
	413916	06/02/2014	132417	JAMES SWITZER	\$38.08
	413917	06/02/2014	132191	TRINA SWITZER	\$174.21
	413918	06/02/2014	099302	SYSCO LINCOLN INC	\$833.91
	413921	06/02/2014	088654	TARGET	\$106.95
	413922	06/02/2014	103050	DRAPHIX, LLC	\$134.40
	413923	06/02/2014	109041	AMERICAN EAGLE COMPANY INC	\$1,061.23
	413924	06/02/2014	133969	TENNANT SALES & SERVICE COMPANY	\$3,825.86
	413928	06/02/2014	131159	JONATHON THOMPSON	\$103.38
	413929	06/02/2014	134962	LAURIE R THROCKMORTON	\$101.01
	413930	06/02/2014	135006	STEVE THRONE	\$236.63
	413931	06/02/2014	136578	PEGGI TOMLINSON	\$115.08
	413932	06/02/2014	106807	JEAN TOOHER	\$88.48
	413933	06/02/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$6,114.60
	413934	06/02/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$4,369.50
	413935	06/02/2014	135950	TOTAL RESPIRATORY AND REHAB	\$990.40
	413936	06/02/2014	134501	TRINH THUC TRAN	\$165.36
	413937	06/02/2014	106364	TRANE US INC	\$425.00
	413939	06/02/2014	135247	MARIELA J TRIBULATO	\$238.36
	413940	06/02/2014	140265	AFC TRIDENT INC	\$1,216.74
	413941	06/02/2014	107719	KIMBERLY TRISLER	\$43.12
	413942	06/02/2014	106493	TRITZ PLUMBING, INC.	\$7,512.00
	413943	06/02/2014	036945	TRIUMPH LEARNING LLC	\$89.56
	413944	06/02/2014	089765	TRI-V TOOL & MFG. CO.	\$560.00
	413945	06/02/2014	136110	DONNA TROMBLA	\$53.31
	413947	06/02/2014	131819	JEAN UBBELOHDE	\$523.96
	413948	06/02/2014	090678	UNISOURCE WORLDWIDE INC	\$465.52
	413949	06/02/2014	090214	UNITED ELECTRIC SUPPLY CO INC	\$33.11
	413950	06/02/2014	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$37,710.00
	413951	06/02/2014	138736	HIGHSMITH LLC	\$325.27
	413952	06/02/2014	139797	US BANK NATIONAL ASSOCIATION	\$9,176.80
	413953	06/02/2014	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	\$137.98
	413954	06/02/2014	138661	USA-CLEAN INC	\$3,894.68
	413955	06/02/2014	091040	VAL LTD	\$113.00
	413956	06/02/2014	102983	VALIANT MUSIC SUPPLY INC	\$1,092.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	413957	06/02/2014	138046	AUTO LUBE INC	\$186.82
	413958	06/02/2014	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	\$483.15
	413959	06/02/2014	136318	JENNIFER VEST	\$204.15
	413960	06/02/2014	138328	VEX ROBOTICS INC	\$492.38
	413961	06/02/2014	092323	VIRCO INC	\$3,275.70
	413962	06/02/2014	140297	NANCY WAGEMANN	\$53.60
	413964	06/02/2014	093008	BARBARA WALLER	\$245.45
	413965	06/02/2014	131112	LINDA WALTERS	\$54.32
	413966	06/02/2014	137532	DINA WALTON	\$7.50
	413967	06/02/2014	139738	WASTE MANAGEMENT OF NEBRASKA	\$25,155.68
	413969	06/02/2014	133438	HEIDI WEAVER	\$72.52
	413970	06/02/2014	094174	WEST MUSIC CO INC	\$525.65
	413971	06/02/2014	131499	WESTERN BOWL LLC	\$18.00
	413972	06/02/2014	094245	WESTLAKE ACE HARDWARE INC	\$17.28
	413973	06/02/2014	094630	WESTONE LABORATORIES	\$74.70
	413974	06/02/2014	094650	WESTSIDE COMMUNITY SCHOOLS	\$369.00
	413976	06/02/2014	133061	JACKIE WHISENHUNT	\$101.36
	413977	06/02/2014	137878	WHITE WOLF WEB PRINTERS INC	\$480.00
	413978	06/02/2014	137485	WENDY WIGHT	\$133.34
	413979	06/02/2014	132485	TODD WILCOX	\$44.80
	413980	06/02/2014	136322	TAMARA WILLIAMS	\$85.90
	413981	06/02/2014	135587	JOHN WILSON	\$20.12
	413982	06/02/2014	139463	TAMARA WILT	\$35.11
	413984	06/02/2014	136323	STACIE WITHERSPOON	\$109.65
	413985	06/02/2014	095355	WOODWORKERS SUPPLY, INC.	\$32.50
	413986	06/02/2014	043609	WORLD TECHNOLOGIES INC	\$250.00
	413987	06/02/2014	095491	GLEN WRAGGE	\$294.45
	413988	06/02/2014	132663	KATHRYN WRIGHT	\$59.19
	413989	06/02/2014	109852	WURTH BAER SUPPLY CO	\$1,450.56
	413990	06/02/2014	138356	JEFFREY YOST	\$98.67
	413991	06/02/2014	136043	YUAN S ZHEN	\$46.72
	413992	06/02/2014	137020	CHAD ZIMMERMAN	\$43.68
	413993	06/02/2014	136855	PAUL ZOHLN	\$53.31
	413994	06/02/2014	139278	ZONAR SYSTEMS INC	\$1,862.47
	413995	06/02/2014	135647	LACHELLE ZUHLKE	\$42.84
01 - Total					\$2,325,057.93
02	24620	05/15/2014	010144	ABBOTT ELEMENTARY SCHOOL	\$19.20
	24621	05/15/2014	135033	ACKERMAN ELEMENTARY	\$42.01

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02	24622	05/15/2014	135034	ALDRICH ELEMENTARY	\$19.79
	24623	05/15/2014	135035	BLACK ELK ELEMENTARY	\$25.19
	24624	05/15/2014	135036	BRYAN ELEMENTARY	\$40.60
	24625	05/15/2014	135038	CODY ELEMENTARY	\$18.00
	24626	05/15/2014	133178	COTTONWOOD ELEMENTARY	\$38.40
	24627	05/15/2014	135039	DISNEY ELEMENTARY	\$71.16
	24628	05/15/2014	132591	EZRA ELEMENTARY	\$57.60
	24629	05/15/2014	135040	HARVEY OAKS ELEMENTARY	\$30.87
	24630	05/15/2014	135041	HITCHCOCK ELEMENTARY	\$33.93
	24631	05/15/2014	131694	HOLLING HEIGHTS ELEMENTARY	\$59.27
	24632	05/15/2014	065410	MILLARD PUB SCHLS ADMIN ACTIVITY FD	\$115.88
	24633	05/15/2014	135042	MONTCLAIR ELEMENTARY	\$46.54
	24634	05/15/2014	133370	MORTON ELEMENTARY	\$21.81
	24635	05/15/2014	132398	NEIHARDT ELEMENTARY SCHOOL	\$144.00
	24636	05/15/2014	135043	NORRIS ELEMENTARY	\$74.80
	24637	05/15/2014	136841	REAGAN ELEMENTARY	\$62.15
	24638	05/15/2014	135044	REEDER ELEMENTARY	\$41.43
	24639	05/15/2014	135045	ROCKWELL ELEMENTARY	\$102.00
	24640	05/15/2014	135046	ROHWER ELEMENTARY	\$45.32
	24641	05/15/2014	081630	SAMS CLUB DIRECT	\$127.48
	24642	05/15/2014	137245	UPCHURCH ELEMENTARY	\$41.37
	24643	05/15/2014	135048	WHEELER ELEMENTARY	\$48.09
	24644	05/15/2014	135049	WILLOWDALE ELEMENTARY	\$17.55
	24645	05/22/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$70.03
	24646	06/02/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$184.95
	24647	06/02/2014	132423	HEWLETT PACKARD CO	\$155.00
	24648	06/02/2014	109843	NEXTEL PARTNERS INC	\$133.97
	24649	06/02/2014	100013	OFFICE DEPOT 84133510	\$2,176.38
	24650	06/02/2014	101476	SODEXO INC & AFFILIATES	\$811,160.20
02 - Total					\$815,224.97
06	413356	06/02/2014	012989	APPLE COMPUTER INC	\$14,863.30
	413375	06/02/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$1,768.25
	413415	06/02/2014	133970	CCS PRESENTATION SYSTEMS	\$2,777.30
	413437	06/02/2014	106902	COMMUNICATION SERVICES INC.	\$227.24
	413480	06/02/2014	107232	DLR GROUP INC	\$10,000.00
	413482	06/02/2014	130648	DOSTALS CONSTRUCTION CO INC	\$10,220.00
	413657	06/02/2014	058775	LAMP RYNEARSON ASSOCIATES INC	\$2,403.11
	413718	06/02/2014	102870	MIDLAND COMPUTER INC	\$4,951.18

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
06	413727	06/02/2014	131328	MILLER ELECTRIC COMPANY	\$3,135.00
	413734	06/02/2014	134532	MORRISSEY ENGINEERING INC	\$3,265.00
	413778	06/02/2014	136898	OLSSON ASSOCIATES INC	\$6,631.79
	413843	06/02/2014	136847	RIVERSIDE TECHNOLOGIES INC	\$105.00
	413926	06/02/2014	139750	TESSCO INC	\$357.00
06 - Total					\$60,704.17
07	413346	06/02/2014	102430	AMI GROUP INC	\$570.00
	413375	06/02/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$63,805.00
	413404	06/02/2014	135245	BAHR VERMEER HAECKER ARCHITECTS	\$2,620.00
	413407	06/02/2014	140288	CALVIN L HINZ ARCHITECTS PC	\$38,250.00
	413411	06/02/2014	139926	CARLSON WEST POVONDRA ARCHITECTS	\$717.82
	413441	06/02/2014	135287	CONSTRUCT INC	\$183,300.75
	413447	06/02/2014	108436	COX COMMUNICATIONS INC	\$4,031.16
	413462	06/02/2014	131003	DAILY RECORD	\$19.70
	413480	06/02/2014	107232	DLR GROUP INC	\$10,086.00
	413494	06/02/2014	133806	E & A CONSULTING GROUP INC	\$2,177.00
	413513	06/02/2014	134593	F & B CONSTRUCTORS INC	\$27,900.00
	413570	06/02/2014	140012	HARGRAVE CONSTRUCTION LLC	\$13,200.30
	413657	06/02/2014	058775	LAMP RYNEARSON ASSOCIATES INC	\$4,451.00
	413686	06/02/2014	060136	LUEDER CONSTRUCTION COMPANY	\$383,400.00
	413713	06/02/2014	064600	METAL DOORS & HARDWARE COMPANY INC	\$975.00
	413734	06/02/2014	134532	MORRISSEY ENGINEERING INC	\$3,000.00
	413778	06/02/2014	136898	OLSSON ASSOCIATES INC	\$1,200.00
	413816	06/02/2014	073210	PRAIRIE CONSTRUCTION COMPANY	\$165,121.20
	413825	06/02/2014	139972	PURDY & SLACK ARCHITECTS PC	\$2,180.25
	413856	06/02/2014	140085	SAMPSON CONSTRUCTION CO INC	\$29,851.00
	413863	06/02/2014	081880	SCHEMMER ASSOCIATES INC	\$8,000.00
	413925	06/02/2014	132452	TERRACON INC	\$5,136.50
	413963	06/02/2014	092789	WALDINGER CORPORATION	\$696.00
07 - Total					\$950,688.68
11	413330	06/02/2014	136271	TROPHY GUY INC	\$120.00
	413332	06/02/2014	131632	AC AWARDS INC	\$138.50
	413337	06/02/2014	010570	AIMS EDUCATION FOUNDATION	\$107.70
	413343	06/02/2014	107651	AMAZON.COM INC	\$2,830.21
	413344	06/02/2014	132722	AAFCS	\$1,470.00
	413347	06/02/2014	069689	AMSAN LLC	\$170.04
	413353	06/02/2014	012896	NANCY ANDERSON	\$58.75
	413356	06/02/2014	012989	APPLE COMPUTER INC	\$648.00

Millard Public Schools Check Register Prepared for the Board Meeting for Jun 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	413369	06/02/2014	099646	BARNES AND NOBLE BOOKSTORE	\$35.95
	413371	06/02/2014	139222	DUFF BARTEN-SHAZAM	\$160.09
	413378	06/02/2014	136687	STEPHANIE BECKER-KASTRUP	\$81.86
	413382	06/02/2014	140289	ERIC BENZEL	\$19.18
	413386	06/02/2014	139184	VAN DEURSEN ENTERPRISES INC	\$511.50
	413390	06/02/2014	099220	DICK BLICK CO	\$660.66
	413408	06/02/2014	138032	DENISE CANIGLIA	\$216.96
	413433	06/02/2014	140291	JOE COLE	\$75.00
	413451	06/02/2014	026700	CRITICAL THINKING CO	\$56.46
	413462	06/02/2014	131003	DAILY RECORD	\$9.50
	413467	06/02/2014	139492	DEFY GRAVITY LLC	\$187.50
	413475	06/02/2014	133760	ELIZABETH DICKSON	\$8.84
	413478	06/02/2014	099552	DISCOUNT SCHOOL SUPPLY	\$3,347.78
	413498	06/02/2014	138021	EARTHWALK COMMUNICATIONS INC	\$1,880.00
	413502	06/02/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$140.00
	413504	06/02/2014	138737	HIGHSMITH LLC	\$835.83
	413509	06/02/2014	131007	ELMAN & CO INC	\$238.00
	413515	06/02/2014	136019	CARRIE FAIRBAIRN	\$194.40
	413572	06/02/2014	135040	HARVEY OAKS ELEMENTARY	\$240.00
	413582	06/02/2014	101881	OMAHA ZOOLOGICAL SOCIETY	\$397.00
	413584	06/02/2014	132423	HEWLETT PACKARD CO	\$15,280.16
	413585	06/02/2014	140000	TABITHA HIGHTOWER	\$14.74
	413588	06/02/2014	140098	SUSAN HOLMES	\$427.04
	413589	06/02/2014	140300	DEBORAH HORMANN	\$74.17
	413604	06/02/2014	049850	HY-VEE INC	\$21.55
	413622	06/02/2014	131122	JOHN WILEY & SONS, INC.	\$2,625.40
	413634	06/02/2014	056215	KAPLAN EARLY LEARNING CO	\$47.03
	413648	06/02/2014	139364	AMY KOPANIC	\$91.04
	413649	06/02/2014	134864	BRIDGET KOWAL	\$149.68
	413656	06/02/2014	099217	LAKESHORE LEARNING MATERIALS	\$1,227.77
	413663	06/02/2014	058875	KELLY LATIMER-BRIGGS	\$17.89
	413690	06/02/2014	139955	MICHAEL GABRIEL MAGRANS	\$250.00
	413709	06/02/2014	135610	KRISTEN MCKEARNEY	\$22.18
	413710	06/02/2014	140206	MATTHEW T MCNIFF	\$300.00
	413731	06/02/2014	100316	MINDWARE	\$166.78
	413759	06/02/2014	136004	HEIDI NEUMANN	\$83.81
	413760	06/02/2014	109843	NEXTEL PARTNERS INC	\$21.14
	413773	06/02/2014	100013	OFFICE DEPOT 84133510	\$479.08

Millard Public Schools Check Register Prepared for the Board Meeting for Jun 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	413780	06/02/2014	099658	OMAHA CHILDRENS MUSEUM	\$231.00
	413803	06/02/2014	072200	PERFECTION LEARNING CORP.	\$60.85
	413808	06/02/2014	072500	PIECES OF LEARNING INC	\$52.80
	413832	06/02/2014	100642	REALLY GOOD STUFF INC	\$564.95
	413837	06/02/2014	078967	RENTAL CITY	\$983.98
	413843	06/02/2014	136847	RIVERSIDE TECHNOLOGIES INC	\$240.00
	413851	06/02/2014	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$2,100.00
	413868	06/02/2014	082100	SCHOLASTIC INC	\$1,550.46
	413871	06/02/2014	082350	SCHOOL SPECIALTY INC	\$385.79
	413910	06/02/2014	139843	STUDENT TRANSPORATION NEBRASKA INC	\$3,689.58
	413919	06/02/2014	108143	MELANIE SZYMCZAK	\$79.11
	413921	06/02/2014	088654	TARGET	\$188.25
	413922	06/02/2014	103050	DRAPHIX, LLC	\$404.96
	413938	06/02/2014	140296	THE TREVOR ROMAIN CO	\$44.00
	413971	06/02/2014	131499	WESTERN BOWL LLC	\$44.00
	413975	06/02/2014	139244	AMANDA WHARTON-HUNT	\$21.50
	413983	06/02/2014	131026	KAREN WILWERDING	\$127.10
11 - Total					\$46,907.50
14	413446	06/02/2014	136587	COVENTRY HEALTH & LIFE INS CO	\$283,788.04
	413891	06/02/2014	138887	SIMPLYWELL LLC	\$4,551.80
14 - Total					\$288,339.84
17	413354	06/02/2014	139224	SCANDIUM INC	\$139.00
	413363	06/02/2014	102727	B & H PHOTO	\$992.00
	413387	06/02/2014	019111	BISHOP BUSINESS EQUIPMENT	\$3,289.00
	413415	06/02/2014	133970	CCS PRESENTATION SYSTEMS	\$7,750.14
	413723	06/02/2014	064980	MIDWEST SOUND & LIGHTING INC	\$1,071.36
	413724	06/02/2014	065400	MILLARD LUMBER INC	\$392.53
	413755	06/02/2014	068445	NEBRASKA FURNITURE MART INC	\$744.00
	413773	06/02/2014	100013	OFFICE DEPOT 84133510	\$590.97
	413774	06/02/2014	070245	OHARCO DISTRIBUTORS	\$3,757.40
	413871	06/02/2014	082350	SCHOOL SPECIALTY INC	\$740.62
	413905	06/02/2014	140295	KAYLA STAPPERT	\$74.86
	413961	06/02/2014	092323	VIRCO INC	\$468.36
	413989	06/02/2014	109852	WURTH BAER SUPPLY CO	\$670.03
17 - Total					\$20,680.27
50	413288	05/15/2014	139952	MELISSA KREBS	\$1,320.00
	413300	05/22/2014	139341	BENSUSSEN DEUTSCH & ASSOCIATES INC	\$483.60
	413356	06/02/2014	012989	APPLE COMPUTER INC	\$4,051.95

Millard Public Schools Check Register Prepared for the Board Meeting for Jun 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	413363	06/02/2014	102727	B & H PHOTO	\$489.75
	413369	06/02/2014	099646	BARNES AND NOBLE BOOKSTORE	\$697.32
	413390	06/02/2014	099220	DICK BLICK CO	\$226.56
	413401	06/02/2014	138730	BREANNA L BURKLUND	\$20.00
	413468	06/02/2014	032800	DEMCO INC	\$160.55
	413482	06/02/2014	130648	DOSTALS CONSTRUCTION CO INC	\$5,600.00
	413491	06/02/2014	137509	HAYLEY DUNCAN	\$48.00
	413549	06/02/2014	137760	JIM GLOVER	\$62.50
	413551	06/02/2014	044891	GOPHER	\$238.62
	413556	06/02/2014	139948	NICOLAS MERLIN GREVE	\$70.00
	413562	06/02/2014	140173	JENNIFER HAMMOND	\$132.00
	413574	06/02/2014	140065	JAYLYNN HAWKINS	\$40.00
	413579	06/02/2014	048517	GREENWOOD PUBLISHING GROUP INC	\$214.50
	413580	06/02/2014	140245	RONALD HEMILLER	\$90.00
	413582	06/02/2014	101881	OMAHA ZOOLOGICAL SOCIETY	\$237.50
	413614	06/02/2014	100928	J W PEPPER & SON INC.	\$252.14
	413631	06/02/2014	138648	RICK W JONES	\$200.00
	413635	06/02/2014	139669	ELIZABETH KASTRUP	\$27.50
	413636	06/02/2014	138731	KATHERINE ANN KASTRUP	\$42.50
	413655	06/02/2014	139174	RILEE LAKE	\$77.50
	413656	06/02/2014	099217	LAKESHORE LEARNING MATERIALS	\$212.68
	413678	06/02/2014	059560	MATHESON TRI-GAS INC	\$794.09
	413684	06/02/2014	135166	RONDA LOVERIDGE	\$927.00
	413693	06/02/2014	139655	AMANDA MALASHOCK	\$77.50
	413694	06/02/2014	138890	JACOB B MALASHOCK	\$77.50
	413695	06/02/2014	139656	JESSICA MALASHOCK	\$77.50
	413704	06/02/2014	139657	RACHEL MC CLANNAN	\$77.50
	413712	06/02/2014	140293	MEGAFORCE	\$200.00
	413716	06/02/2014	138948	ABBY MEYER	\$77.50
	413718	06/02/2014	102870	MIDLAND COMPUTER INC	\$373.10
	413735	06/02/2014	139658	CAMRYN LEIGH MORTRUDE	\$37.50
	413752	06/02/2014	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$115.97
	413755	06/02/2014	068445	NEBRASKA FURNITURE MART INC	\$444.00
	413773	06/02/2014	100013	OFFICE DEPOT 84133510	\$369.53
	413821	06/02/2014	138487	PRODUCTIVITY INC	\$548.95
	413824	06/02/2014	073650	PRUFROCK PRESS INC	\$27.90
	413831	06/02/2014	130904	JERRY REA	\$45.00
	413845	06/02/2014	079310	ROCKBROOK CAMERA CENTER	\$4,133.49

Millard Public Schools Check Register Prepared for the Board Meeting for Jun 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	413851	06/02/2014	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$5,656.75
	413865	06/02/2014	139140	DONALD W SCHMIDT	\$45.00
	413867	06/02/2014	099640	SCHOLASTIC BOOK FAIRS	\$370.93
	413871	06/02/2014	082350	SCHOOL SPECIALTY INC	\$30.60
	413872	06/02/2014	099808	SCHOOL-TECH INC	\$416.90
	413874	06/02/2014	134173	ANGELA SCHRAMM	\$44.45
	413892	06/02/2014	138135	HANNA MARIE SLOSSON	\$82.50
	413893	06/02/2014	139660	SYDNEY SLOSSON	\$77.50
	413894	06/02/2014	138430	DUSTIN ROSS SMITH	\$37.50
	413895	06/02/2014	139266	GILLIAN MARIE SMITHSON	\$77.50
	413906	06/02/2014	134116	STATE STEEL OF OMAHA	\$1,082.76
	413920	06/02/2014	138763	MORGAN SZYMCAK	\$37.50
	413927	06/02/2014	137472	MARK THOLEN	\$290.00
	413946	06/02/2014	140267	ORION-BAY TUCKER	\$37.50
	413968	06/02/2014	139985	NATIONAL CENTER FOR FATHERING	\$178.73
	413970	06/02/2014	094174	WEST MUSIC CO INC	\$251.75
50 - Total					\$32,117.07
Overall - Total					\$4,539,720.43

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **5/28/2014**BOE Meeting Date: **6/2/2014**Sale or Disposals Scheduled After: **6/2/2014**

Lot	Quantity	Description
1	10	MacBooks
2	3	Desktop computers
3	1	Food Warmer
4	2	Milk Coolers
5	1	hobart mixer
6	1	Saxaphone
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AGENDA SUMMARY SHEET

AGENDA ITEM: Approve 6-12 World Language Framework

MEETING DATE: June 2, 2014

DEPARTMENT: Educational Services

TITLE: 6-12 World Language Framework

BRIEF DESCRIPTION: The 6-12 World Language Framework: Part I is being presented for approval. The Framework includes: Millard Public Schools Mission and Beliefs; World Language Philosophy; Millard Essential Learner Outcomes (6110.1); Curriculum Planning Committee and Community Focus Group participants; the Timeline for Millard Education Program; and the 6-12 World Language Matrix containing Nebraska K-12 Foreign Language Frameworks (1996) as well as Millard Standards and Indicators based on Standards for Foreign Language Learning in the 21st Century, Common European Framework of Reference for Languages: Learning, Teaching and Assessment, and American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines. The appendix includes the Renamed Course Rationale, the 6-12 Proposed Course Sequence and 6-12 Course Descriptions.

ACTION DESIRED: X Approval


BACKGROUND: The 6-12 World Language Curriculum Planning Committee of 24 members worked toward the completion of Phase I of the MEP Curriculum Cycle. The 6-12 World Language Framework: Part I is being presented for approval with Part II: Textbook/Instructional Materials Selection being presented for approval during the 2014-2015 school year.

RECOMMENDATIONS: Recommend approval of Revised 6-12 World Language Framework: Part I

STRATEGIC PLAN REFERENCE: N/A

TIMELINE: Implementation August 2015

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Melanie Olson, and Janet Larson

SUPERINTENDENT'S APPROVAL: _____  _____

6–12 World Language Framework

Part I: 6-12

June 2, 2014

Part II: Textbook/Instructional
Materials Selection
Winter 2015



Millard Public Schools

Millard Board of Education

Dave Anderson

Mike Kennedy

Paul Meyer

Mike Pate

Linda Poole

Pat Ricketts

Keith W. Lutz, Ed.D., Superintendent

Notice of Non-Discrimination

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

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Millard Public Schools Mission and Beliefs

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Millard Public Schools Beliefs

We believe:

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

World Language Philosophy

World languages are essential to a world class education. World language studies prepare all students to become culturally-sensitive citizens who can effectively communicate and connect with their community and an ever-changing global society.

Curriculum, Instruction, and Assessment Written Curriculum - Content Standards

6110.1

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

MILLARD ESSENTIAL LEARNER OUTCOMES

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

ACADEMIC SKILLS AND APPLICATIONS

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

LANGUAGE ARTS

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

MATHEMATICS

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

SCIENCE

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

SOCIAL STUDIES

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

FINANCIAL WELL-BEING

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

HUMAN RELATIONS

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

TECHNOLOGY

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

FINE AND PERFORMING ARTS

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

PERSONAL DEVELOPMENT AND WELL-BEING

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

COLLEGE AND CAREER READINESS SKILLS

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

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

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

CREATIVITY AND INNOVATION

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

COLLABORATION AND TEAMWORK

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

CITIZENSHIP AND PERSONAL RESPONSIBILITY

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

Revised: Strategic Planning, December 5, 1996

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

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,
 March 2, 2009; March 1, 2010; April 18, 2011;
 August 19, 2013

Millard Public Schools
 Omaha, Nebraska

K-12 World Language Curriculum Planning Committee Members 2013-2014

Erin Beiriger	South High	Spanish Teacher
Sheila Bolmeier	Ron Witt Support Services Center	Technology MEP Facilitator
Kathy deBoer	Aldrich Elementary	Spanish Teacher
Erik Chaussee	Abbott Elementary	Administrator
Shannon Cooley-Lovett	South High	ELL Teacher
Bill Cunningham	North High	Japanese Teacher
Yvonne Engesser	Kiewit Middle	German Teacher
Kathie Garabrandt	Central Middle	Spanish Teacher
Alissa Goodding	Hitchcock Elementary	Fifth Grade Teacher
Cheryl Heimes	Andersen Middle	Administrator
Kara Hutton	Don Stroh Administration Center	Coordinator Special Programs
Candida Kraska	West High	Spanish Teacher
Gayle Jeffers	Beadle Middle	French Teacher
Theresa Jensen	North High	Spanish Teacher
Wendy Langer	West High	German Teacher
Natasha Ludwig-Page	West High School/Russell MS	French Teacher
Susan Marlatt	North High	Administrator
Susie Melliger	Aldrich Elementary	Administrator
Arturo Miranda	University of Nebraska- Omaha	Higher Education
Jason Pitt	North High	German Teacher
Lisa Rolfes	Horizon High	Spanish Teacher
Tim Seeger	South High	German Teacher
Courtney Wheat	South High	French Teacher
Sharon Williamson	Russell Middle	Special Education Teacher

Under the facilitation of Melanie Olson, Curriculum and Instruction MEP Facilitator. In consultation with Janet Larson, Ed.D., Curriculum and Instruction MEP Facilitator, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D, Director of Secondary Education.

World Language Community Focus Group

Nancy Bond	Parent	Omaha Public Schools
Joe Chapuran		Nebraska Department of Economic Development
Cecil Jones	Parent	Valmont
Cindy Jones	Parent	
Amy Kinkaid	Parent	Legacy Homes
Carolina Padilla		Intercultural Senior Center
Jody Siedelmann		Tenaska
Laura Wakefield	Parent	Mutual of Omaha
Barb Waller		Millard Public Schools

Under the facilitation of Melanie Olson, Curriculum and Instruction MEP Facilitator

Timeline for Millard Education Program

September 2013	Curriculum Planning Committee: provided Phase I overview and orientation.
October 2013	Curriculum Planning Committee: met to determine research areas based on current data, education trends, and member expertise.
November/December 2013	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> • College and Career Readiness • World Language Concepts • World Language Best Practices
January 2014	Community Focus Group: provided input on issues in World Language education and trends in employment.
January 2014	Curriculum Planning Committee: shared completed research with Curriculum Planning Committee members.
January 2014	Curriculum Planning Committee: met to research and synthesize to identify comprehensive standards, and began work to specify indicators for a World Language matrix.
February 2014	Curriculum Planning Committee: finalized the World Language philosophy statement and continued work on the World Language standards matrix.
February 2014	Curriculum Planning Committee: researched additional course proposals and continued work on World Language standards matrix.
March 2014	Curriculum Planning Committee: continued to work on course descriptions, courses flow chart, proposed courses, and standards matrix.
March 2014	Vendor Fair with French, German, and Spanish teachers: participated viewing and analyzing updated World Language resources.
March 2014	Curriculum Planning Committee: met with Dr. Mark Feldhausen and Dr. Nancy Johnston to discuss World Language Framework proposal and course of study proposals. Finalized the standards matrix proposal.
June 2014	World Language Framework to the Board of Education

Introduction to 6-12 World Language Matrix

Introduction

The matrix displays the Millard World Language standards and indicators created by the World Language Curriculum Planning Committee. This standards document is based on the Nebraska K-12 Foreign Language Frameworks (1996), Standards for Foreign Language Learning in the 21st Century (2006), Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001), and American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines (2012). Additional information is provided, where appropriate, to show progression in concepts and skills.

Legend



Cell without shading: State or Millard standard or indicator exists



Cell with shading: No standard or indicator is taught at this level

The World Language standards within the framework are listed by levels of progression based on beginning, emerging, developing, advancing, and expanding language acquisition skills.

Nomenclature

The 6-12 World Language Standards and Indicators are sequenced in the following matrix. The nomenclature for the standards and indicators is as follows:

WL	World Language
CCR	College and Career Readiness
S	State Standard, shown in black
M	Millard Standard, shown in red
1-5	Comprehensive Standards
	1 – Communication
	2 – Cultures
	3 – Connections
	4 – Comparisons
	5 – Communities

Comprehensive Standard**Concepts**

Communication

- 1 – Listening
- 2 – Reading
- 3 – Speaking
- 4 – Speaking, production and interaction
- 5 – Writing

Cultures

- 1 – Interpersonal Perspectives and Practices
- 2 – Cultural Perspectives and Contributions

Connections

- 1 – Connect with Other Disciplines
- 2 – Connect Information to Personal Experiences

Comparisons

- 1 – Patterns of Language
- 2 – Cultural Patterns

Communities

- 1 – Application of the Target Language
- 2 – International Community
- 3 – Local Community

Examples

WL M 4.2.2

World Language, Millard Standard, Level 4,
Comprehensive Standard 2, Standard 2

WL M 1.5.1.a

World Language, Millard Standard, Level 1,
Comprehensive Standard 5, Standard 1, Indicator a

WL S 3.1.1.b

World Language, State Standard, Level 3,
Comprehensive Standard 1, Standard 1, Indicator b

6-12 Comprehensive Communication Standard:
Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.

Concepts	Standards Progression							
Listening	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 2.1.1 Students will understand speech in the target language.	WL M 3.1.1 Students will understand speech in the target language.	WL M 4.1.1 Students will understand speech in the target language.	WL M 5.1.1 Students will understand speech in the target language.	WL M 6.1.1 Students will understand speech in the target language.
Reading	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 2.1.2 Students will understand text in the target language.	WL M 3.1.2 Students will understand text in the target language.	WL M 4.1.2 Students will understand text in the target language.	WL M 5.1.2 Students will understand text in the target language.	WL M 6.1.2 Students will understand text in the target language.
Speaking, production and interaction	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 2.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 3.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 4.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 5.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 6.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 2.1.4 Students will produce comprehensible language.	WL M 3.1.4 Students will produce comprehensible language.	WL M 4.1.4 Students will demonstrate competence of the language.	WL M 5.1.4 Students will demonstrate competence of the language	WL M 6.1.4 Students will demonstrate command of the language.
Writing	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 2.1.5 Students will write a series of basic phrases and sentences.	WL M 3.1.5 Students will write cohesive paragraphs on a range of familiar subjects.	WL M 4.1.5 Students will write clearly and with details on a variety of subjects.	WL M 5.1.5 Students will write clearly and with details on a variety of subjects.	WL M 6.1.5 Students will write clearly and with details on a variety of subjects, synthesizing and evaluating information and arguments from a number of sources.

6-12 Comprehensive Communication Standard:
Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.

Concepts	Standards Progression							
Listening	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 2.1.1 Students will understand speech in the target language.	WL M 3.1.1 Students will understand speech in the target language.	WL M 4.1.1 Students will understand speech in the target language.	WL M 5.1.1 Students will understand speech in the target language.	WL M 6.1.1 Students will understand speech in the target language.
		WLM 1.1.1.a Recognize speech which is slow and carefully articulated	WLM 1.1.1.a Recognize speech which is slow and carefully articulated	WL M 2.1.1.a Comprehend concise, familiar phrases which are slowly and carefully articulated	WL M 3.1.1.a Comprehend speech which is slow and carefully articulated	WL M 4.1.1.a Understand articulated phrases and expressions to meet basic needs (e.g. directions, personal needs)	WL M 5.1.1.a Understand expressions and extended speech on a variety of topics	WL M 6.1.1.a Understand complex lines of argument
	WL M 1.1.1.a Recognize familiar and important words	WL M 1.1.1.b Recognize familiar and important words	WL M 1.1.1.b Recognize familiar and important words	WL M 2.1.1.b Identify important words and key ideas	WL M 3.1.1.b Comprehend key ideas and identify supporting details	WL M 4.1.1.b Comprehend key ideas and supporting details	WL 5.1.1.b Interpret key ideas and supporting details	WL M 6.1.1.b Analyze key ideas and supporting details
	WL M 1.1.1.b Respond appropriately to basic instructions and commands given repeatedly	WL M 1.1.1.c Respond appropriately to basic instructions and commands given repeatedly	WL M 1.1.1.c Respond appropriately to basic instructions and commands given repeatedly	WL M 2.1.1.c Respond appropriately to instructions and commands	WL M 3.1.1.c Respond appropriately to instructions and commands	WL 4.1.1.c Respond appropriately to a series of instructions and commands	WL M 5.1.1.c Respond appropriately to a series of complex instructions and commands	WL M 6.1.1.c Respond appropriately to a series of complex instructions and commands intended for native speakers
			WL M 1.1.1.d Respond to speech of peers and familiar adults on a given topic	WL M 2.1.1.d Respond to speech of peers and familiar adults on familiar topics	WL M 3.1.1.d Respond to speech of peers and adults on familiar topics	WL M 4.1.1.d Respond to speech of persons sympathetic to language learners on a variety of topics	WL M 5.1.1.d Respond to speech of a variety of speakers on a variety of topics (e.g. teachers, peers, native speakers)	WL M 6.1.1.d Respond to speech of native speakers not used to communicating with language learners

Listening			WL M 1.1.1.e Make an identification based on basic oral descriptors	WL M 2.1.1.e Make an identification based on simple oral descriptor	WL M 3.1.1.e Distinguish between similar objects based on simple oral descriptors	WL M 4.1.1.e Respond appropriately to complex oral descriptors	WL M 5.1.1.e Interpret information based on complex oral descriptors	WL M 6.1.1.e Analyze information based on complex oral descriptors
			WL M 1.1.1.f Identify aural context clues (e.g. verb endings, adjective endings, sentence structure)	WL M 2.1.1.f Use aural context clues to derive meaning from basic material (e.g. verb endings, adjective endings, sentence structure)	WL M 3.1.1.f Use aural context clues to derive meaning from familiar material (e.g. verb endings, adjective endings, sentence structure)	WL M 4.1.1.f Apply diverse strategies to derive meaning and detail from familiar material	WL M 5.1.1.f Apply diverse strategies to derive meaning and detail from a combination of familiar material	WL M 6.1.1.f Apply diverse strategies to derive meaning and detail from unfamiliar material

6-12 Comprehensive Communication Standard:
Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.

Concepts	Standards Progression							
Reading	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 2.1.2 Students will understand text in the target language.	WL M 3.1.2 Students will understand text in the target language.	WL M 4.1.2 Students will understand text in the target language.	WL M 5.1.2 Students will understand text in the target language.	WL M 6.1.2 Students will understand text in the target language.
	WL M 1.1.2.a Recognize familiar names, words and basic phrases in text (e.g. notes, invitations, letters, stories)	WL M 1.1.2.a Recognize familiar names, words and basic phrases in text (e.g. notes, invitations, letters, stories)	WL M 1.1.2.a Recognize familiar names, words and basic phrases in text (e.g. notes, invitations, letters, stories)	WL M 2.1.2.a Comprehend short, basic texts, identifying familiar names, words, basic phrases, and main idea. (e.g. notes, invitations, letters, stories, charts)	WL M 3.1.2.a Comprehend texts of varying complexity using familiar vocabulary (e.g. business letters, official documents, newspapers, literatures, stories, charts)	WL M 4.1.2.a Analyze texts of varying lengths and complexity using familiar and unfamiliar vocabulary (e.g. business letters, official documents, newspapers, literatures, stories, charts)	WL M 5.1.2.a Analyze texts of varying lengths and complexity (e.g. business letters, official documents, newspapers, literatures, stories, charts)	WL M 6.1.2.a Evaluate and synthesize ideas, information, and opinions using authentic texts (e.g. business letters, official documents, newspapers, literatures, stories, charts)
		WL M 1.1.2.b Make an identification based on basic written descriptors	WL M 1.1.2.b Make an identification based on basic written descriptors	WL M 2.1.2.b Make an identification based on simple written descriptors	WL M 3.1.2.b Respond appropriately to detailed written descriptors	WL M 4.1.2.b Interpret information based on complex written descriptors	WL M 5.1.2.b Interpret information based on complex written descriptors	WL M 6.1.2.b Analyze information based on complex written descriptors.
		WL M 1.1.2.c Read developmentally appropriate material	WL M 1.1.2.c Read developmentally appropriate material	WL M 2.1.2.c Read and respond to select authentic texts rich in visual clues	WL M 3.1.2.c Derive meaning from reading selected authentic materials	WL M 4.1.2.c Explain the meaning of selected written authentic materials	WL M 5.1.2.c Interpret the meaning of selected written authentic materials	WL M 6.1.2.c Analyze authentic written materials

6-12 Comprehensive Communication Standard: Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.								
Concepts	Standards Progression							

Speaking, production and interaction	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 2.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 3.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 4.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 5.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 6.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
		WL M 1.1.3.a State basic opinions on a variety of topics with preparation	WL M 1.1.3.a State basic opinions on a variety of topics with preparation	WL M 2.1.3.a Discuss a variety of familiar topics with preparation	WL M 3.1.3.a Compare and contrast a variety of topics with preparation	WL M 4.1.3.a Analyze a variety of topics with preparation	WL M 5.1.3.a Analyze a variety of topics with limited preparation	WL M 6.1.3.a Evaluate a variety of topics with spontaneity
			WL M 1.1.3.b State basic needs, desires, and questions using limited vocabulary and idioms in limited contexts with preparation	WL M 2.1.3.b Express basic needs, desires, and questions using limited vocabulary and idioms in limited contexts with preparation	WL M 3.1.3.b Express needs, desires, and questions using basic rhetorical devices, vocabulary and idioms in a variety of prepared contexts	WL M 4.1.3.b Explain needs, desires, and questions directly using rhetorical devices, vocabulary and idioms in a variety of contexts	WL M 5.1.3.b Explain needs, desires, and questions directly using rhetorical devices, a variety of vocabulary and idioms in a variety of contexts	WL M 6.1.3.b Explain needs, desires, and questions spontaneously directly and indirectly using rhetorical devices, precise vocabulary and idioms in a variety of contexts

Speaking, production and interaction	WL M 1.1.3.a Recite rehearsed situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 1.1.3.b Recite rehearsed situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 1.1.3.c Recite rehearsed situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 2.1.3.c Interact in simulated situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 3.1.3.c Interact in simulated situations with preparation (e.g. narrating, present, past, future events)	WL M 4.1.3.c Interact in simulated situations. (e.g. narrating, present, past, future events)	WL M 5.1.3.c Interact in simulated situations with limited preparation (e.g. narrating, present, past, future events)	WL M 6.1.3.c Interact spontaneously in a variety of situations
	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 2.1.4 Students will produce comprehensible language.	WL M 3.1.4 Students will produce comprehensible language.	WL M 4.1.4 Students will demonstrate competence of the language.	WL M 5.1.4 Students will demonstrate competence of the language	WL M 6.1.4 Students will demonstrate command of the language.
			WL M 1.1.4.a Express a limited range of structures and vocabulary in spoken interactions (e.g. make statements, ask questions)	WL M 2.1.4.a Utilize a range of structures and appropriate vocabulary in spoken interactions (e.g. narrating, present, past, future events.)	WL M 3.1.4.a Apply a variety of structures and appropriate vocabulary to spoken interactions	WL M 4.1.4.a Demonstrate control of a variety of basic structures and idioms, using appropriate vocabulary in spoken interactions	WL M 5.1.4.a Demonstrate control of a variety of structures and idioms, using appropriate vocabulary in spoken interactions	WL M 6.1.4.a Demonstrate control of a variety of structures and idioms, with rich, precise, idiomatic vocabulary with an ease of expression in spoken interactions
	WL M 1.1.4.a Identify and imitate correct pronunciation and intonation	WL M 1.1.4.a Identify and imitate correct pronunciation and intonation	WL M 1.1.4.b Identify and imitate correct pronunciation and intonation	WL M 2.1.4.b Imitate and produce correct pronunciation and intonation in basic statements	WL M 3.1.4.b Produce correct pronunciation and intonation	WL M 4.1.4.b Utilize correct pronunciation and intonation	WL M 5.1.4.b Demonstrate correct pronunciation and intonation	WL M 6.1.4.b Dialogue using correct pronunciation and intonation

6-12 Comprehensive Communication Standard: Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.								
Concepts	Standards Progression							
Writing	Language (6)	Beginning Level 1A	Level 1B	Emerging Level II	Developing Level III	Advancing Level IV	Expanding	
	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 2.1.5 Students will write a series of basic phrases and sentences.	WL M 3.1.5 Students will write cohesive paragraphs on a range of familiar subjects.	WL M 4.1.5 Students will write clearly and with details on a variety of subjects.	WL M 5.1.5 Students will write clearly and with details on a variety of subjects.	WL M 6.1.5 Students will write clearly and with details on a variety of subjects, synthesizing and evaluating information and arguments from a number of sources.
		WL M 1.1.5 a Write basic phrases and sentences (e.g. descriptions about themselves, where they live, what they do)	WL M 1.1.5 a Write basic phrases and sentences (e.g. descriptions about themselves, where they live, what they do)	WL M 2.1.5 a Generate basic sentences linked with conjunctions (e.g. descriptions about their actual lives and fictitious situations)	WL M 3.1.5 a Generate cohesive paragraphs about everyday aspects of his/her environment (e.g. descriptions of events, past activities and personal experience)	WL M 4.1.5. a Generate cohesive paragraphs on a variety of subjects (e.g. review of a film, book, play)	WL M 5.1.5. a Compose a detailed writing on a variety of subjects (e.g. review of a film, book, play)	WL M 6.1.5 a Compose a detailed, imaginative and well-structured writing (e.g. convey mood, implied meaning, abstract ideas)
		WL M 1.1.5 b Convey factual information using basic sentences	WL M 1.1.5 b Convey factual information using basic sentences	WL M 2.1.5 b Construct a written document using basic phrases and sentences which contain factual information	WL M 3.1.5 b Summarize factual information on familiar subjects	WL M 4.1.5 b Summarize in detail on familiar and unfamiliar subjects	WL M 5.1.5. b Develop an argument, giving reasons in support of or against a particular point of view	WL M 6.1.5 b Synthesize and evaluate information and arguments from a number of sources in order to expand and support points of view

Writing			WL M 1.1.5.c Respond to simple personal written communication (e.g. notes, invitations, letters)	WL M 2.1.5.c Respond to personal written communication on a variety of topics (e.g. notes, invitations, letters)	WL M 3.1.5.c Produce informal written communication on a variety of topics (e.g. notes, invitations, letters)	WL M 4.1.5.c Respond to formal written communication (e.g. business letters, official documents, newspapers, literature)	WL M 5.1.5.c Produce formal written communication (e.g. business letters, official documents, newspapers, literature)	WL M 6.1.5.c Construct an analysis of formal written communication from a variety of authentic sources (e.g. business letters, official documents, newspapers, literature)
		WL M 1.1.5.c Identify and list vocabulary related to a task	WL M 1.1.5.d Identify and list vocabulary related to a task (e.g. vocabulary in simple sentences)	WL M 2.1.5.d Apply vocabulary in simple sentences	WL M 3.1.5.d Apply vocabulary in more complex sentence structures and paragraphs	WL M 4.1.5.d Employ highly descriptive vocabulary in cohesive paragraphs	WL M 5.1.5.d Utilize highly descriptive vocabulary in a variety of written formats	WL M 6.1.5.d Utilize sophisticated and nuanced vocabulary in a variety of written formats
			WL M 1.1.5.e Recognize correct mechanics of the language (e.g. spelling, grammar)	WL M 2.1.5.e Demonstrate control of basic mechanics in simple sentences (e.g. spelling, grammar)	WL M 3.1.5.e Demonstrate control of increasingly complex mechanics in paragraphs (e.g. spelling, grammar)	WL M 4.1.5.e Demonstrate control of complex mechanics in a variety of written formats (e.g. spelling, grammar)	WL M 5.1.5.e Demonstrate control of complex mechanics in a variety of written formats in authentic contexts (e.g. spelling, grammar)	WL M 6.1.5.e Demonstrate control of complex mechanics in a variety of written formats in authentic contexts (e.g. spelling, grammar)

6-12 Comprehensive Cultures Standard: Students will gain knowledge about other cultures.								
Concepts	Standards Progression							
Interpersonal Perspectives and Practices	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 2.2.1 Students will respond appropriately to scripted and rehearsed social interactions.	WL M 3.2.1 Students will respond appropriately to rehearsed social interactions.	WL M 4.2.1 Students will respond appropriately to authentic cultural situations.	WL M 5.2.1 Students will respond appropriately to authentic cultural situations.	WL M 6.2.1 Students will respond appropriately to authentic spontaneous cultural situations.
Cultural Perspectives and Contributions	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 2.2.2 The student will investigate cultural perspectives and practices in the cultures studied.	WL M 3.2.2 The student will describe cultural perspectives and practices in everyday life in the cultures studied.	WL M 4.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language.	WL M 5.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language.	WL M 6.2.2 The student will analyze the development of different cultural perspectives and practices in the target language.
	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 2.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 3.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 4.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 5.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL M 6.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.

**6-12 Comprehensive Cultures Standard:
Students will gain knowledge about other cultures.**

Concepts	Standards Progression							
Interpersonal Perspectives and Practices	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 2.2.1 Students will respond appropriately to scripted and rehearsed social interactions.	WL M 3.2.1 Students will respond appropriately to rehearsed social interactions.	WL M 4.2.1 Students will respond appropriately to authentic cultural situations.	WL M 5.2.1 Students will respond appropriately to authentic cultural situations.	WL M 6.2.1 Students will respond appropriately to authentic spontaneous cultural situations.
	WL M 1.2.1.a Recognize and interpret language and behaviors that are appropriate to the target culture	WL M 1.2.1.a Recognize and interpret language and behaviors that are appropriate to the target culture	WL M 1.2.1.a Recognize and interpret language and behaviors that are appropriate to the target culture (e.g. begin rote language demonstration)	WL M 2.2.1.a Demonstrate rote language and behaviors that are appropriate to the target culture	WL M 3.2.1.a Produce language and behaviors that are appropriate to the target culture	WL M 4.2.1.a Produce language and behaviors that are appropriate to the target culture	WL M 5.2.1.a Apply language and behaviors that are appropriate to the target culture in an authentic situation (e.g. model social functions, writing letters, using digital tools)	WL M 6.2.1.a Apply language and behaviors that are appropriate to the target culture with spontaneity in authentic situations (e.g. model social functions, writing letters, using digital tools)
		WL M 1.2.1.b Identify common words, phrases, and idioms that reflect the culture (e.g. I am hungry. vs. I have hunger.)	WL M 1.2.1.b Identify common words, phrases, and idioms that reflect the culture (e.g. I am hungry. vs. I have hunger.)	WL M 2.2.1.b Understand common words, phrases, and idioms that reflect the culture	WL M 3.2.1.b Demonstrate use of common words, phrases, and idioms, and understand the cultural connotations	WL M 4.2.1.b Identify abstract idiomatic phrases	WL M 5.2.1.b Comprehend abstract idiomatic phrases	WL M 6.2.1.b Integrate culturally embedded words, phrases, and idioms into everyday communication
	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 2.2.2 The student will investigate cultural perspectives and practices in the cultures studied.	WL M 3.2.2 The student will describe cultural perspectives and practices in everyday life in the cultures studied.	WL M 4.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language.	WL M 5.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language	WL M 6.2.2 The student will analyze the development of different cultural perspectives and practices in the target language.

Interpersonal Perspectives and Practices	WL M 1.2.2.a Explore commonly held generalizations about the target culture	WL M 1.2.2.a Explore commonly held generalizations about the target culture	WL M 1.2.2.a Explore commonly held generalizations about the target culture	WL M 2.2.2.a Explore commonly held generalizations about the target culture	WL M 3.2.2.a Describe commonly held generalizations about the target culture	WL M 4.2.2.a Compare and contrast commonly held generalizations about the culture studied	WL M 5.2.2.a Compare and contrast commonly held generalizations about the culture studied	WL M 6.2.2.a Evaluate commonly held generalizations about the target culture in the target language
			WL M 1.2.2.b Identify social and geographic factors that affect cultural practices	WL M 2.2.2.b Explain social and geographic factors that affect cultural practices	WL M 3.2.2.b Discuss social and geographic factors that affect cultural practices	WL M 4.2.2.b Compare and contrast geographic factors that affect cultural practices	WL M 5.2.2.b Compare and contrast geographic factors that affect cultural practices	WL M 6.2.2.b Analyze social and geographic factors that affect cultural practices

**6-12 Comprehensive Cultures Standard:
Students will gain knowledge about other cultures.**

Concepts	Standards Progression							
Cultural Perspectives and Contributions	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 2.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 3.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 4.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 5.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 6.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.
	WL M 1.2.3.a Identify the perspectives, practices, products, and contributions of the culture studied	WL M 1.2.3.a Identify the perspectives, practices, products, and contributions of the culture studied	WL M 1.2.3.a Identify the perspectives, practices, products, and contributions of the culture studied	WL M 2.2.3.a Investigate the perspectives, practices, products, and contributions of the culture studied	WL M 3.2.3.a Explain the perspectives, practices, products, and contributions of the culture studied	WL M 4.2.3.a Explain the perspectives, practices, products, and contributions of the culture using the target language	WL M 5.2.3.a Compare and contrast the perspectives, practices, products, and contributions of the culture using the target language	WL M 6.2.3.a Evaluate the perspectives, practices, products, and contributions of the culture using the target language
			WL M 1.2.3.b Identify the relationship between the cultural perspectives and products/ contributions as represented in expressive forms of the culture studied (e.g. art, music, literature, dance)	WL M 2.2.3.b Investigate the relationship between the cultural perspectives and products/ contributions as represented in expressive forms of the culture studied (e.g. art, music, literature, dance)	WL M 3.2.3.b Describe the relationship between the cultural perspectives and products/ contributions as represented in expressive forms of the culture studied (e.g. art, music, literature, dance)	WL M 4.2.3.b Examine the culture through its visual arts, architecture, literature, and music using the target language	WL M 5.2.3.b Examine the culture through its visual arts, architecture, literature, and music using the target language	WL M 6.2.3.b Describe the culture through its visual arts, architecture, literature, and music using the target language

Cultural Perspectives and Contributions	WL M 1.2.3.b Explore objects, images, and symbols of the target culture	WL M 1.2.3.b Explore objects, images, and symbols of the target culture	WL M 1.2.3.c Explore objects, images, and symbols of the target culture	WL M 2.2.3.c Investigate objects, images, and symbols of the target culture	WL M 3.2.3.c Explain objects, images, and symbols of the target culture	WL M 4.2.3.c Describe the cultural significance of objects, images, and symbols of the target culture	WL M 5.2.3.c Examine the cultural significance of objects, images, and symbols of the target culture	WL M 6.2.3.c Analyze the cultural significance of objects, images, and symbols of the target culture
		WL M 1.2.3.c Identify how the needs, behaviors, and beliefs of the culture are reflected in the products/ contributions of the culture	WL M 1.2.3.d Identify how the needs, behaviors, and beliefs of the culture are reflected in the products/ contributions of the culture	WL M 2.2.3.d Explain how the needs, behaviors, and beliefs of the culture are reflected in the products/ contributions of the culture	WL M 3.2.d Discuss the external factors which affect products and contributions	WL M 4.2.3.d Discuss the external factors which affect products and contributions	WL M 5.2.3.d Analyze the external factors which affect products and contributions	WL M 6.2.3.d Analyze contributions of diverse groups within the target culture
		WL M 1.2.3.d Identify the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 1.2.3.e Identify the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 2.2.3.e Explain the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 3.2.3.e Discuss the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 4.2.3.e Discuss the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 5.2.3.e Analyze the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 6.2.3.e Evaluate the expressive forms of the target culture (e.g. art, literature, music, dance)

6-12 Comprehensive Connections Standard:
Students will connect with other disciplines and acquire information that connects to their own experiences.

Concepts	Standards Progression							
Connect with Other Disciplines	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 2.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 3.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 4.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 5.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 6.3.1 Students will reinforce and further knowledge of other disciplines through world languages.
Connect Information to Personal Experiences			WL M 1.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 2.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 3.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 4.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 5.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 6.3.2 Students will evaluate information and the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.

6-12 Comprehensive Connections Standard:
Students will connect with other disciplines and acquire information that connects to their own experiences.

Concepts	Standards Progression							
Connect with Other Disciplines	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 2.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 3.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 4.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 5.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 6.3.1 Students will reinforce and further knowledge of other disciplines through world languages.
	WL M 1.3.1.a Discuss topics from other school subjects (e.g. art, music, language arts, history, mathematics)	WL M 1.3.1.a Discuss topics from other school subjects (e.g. art, music, language arts, history, mathematics)	WL M 1.3.1.a Discuss topics from other school subjects (e.g. art, music, language arts, history, mathematics)	WL M 2.3.1.a Discuss topics from other school subjects, incorporating the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 3.3.1.a Discuss topics from other school subjects, incorporating the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 4.3.1.a Discuss topics from other school subjects in the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 5.3.1.a Develop opinions related to other school subjects in the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 6.3.1.a Defend opinions on topics in other subjects in the target language (e.g. political and historical concepts, worldwide health issues, environmental concepts)
			WL M 1.3.1.b Identify information from single sources in the target language about a topic being studied in other school subjects (e.g maps, metric system, advertisement, product information)	WL M 2.3.1.b Identify information from a variety of sources in the target language about a topic being studied in other school subjects (e.g maps, metric system, advertisement, product information)	WL M 3.3.1.b Comprehend information from a single source in the target language about a topic being studied in other school subjects	WL M 4.3.1.b Comprehend information from a variety of sources in the target language about a topic being studied in other school subjects	WL M 5.3.1.b Summarize information from a variety of sources in the target language about a topic being studied in other school subjects	WL M 6.3.1.b Analyze information from a variety of sources in the target language about a topic being studied in other school subjects

Connect with Other Disciplines			WL M 1.3.1.c Identify information from another content area to combine with information available in the world language classroom	WL M 2.3.1.c Connect information from other content areas with information available in the target language (e.g. health, currency, food, fine arts)	WL M 3.3.1.c Connect information from other content areas with information available in the target language (e.g. health, currency, food, fine arts)	WL M 4.3.1.c Obtain information from other content areas to combine with information available in the target language (e.g. music, government, environment)	WL M 5.3.1.c Generate information from other content areas to combine with information available in the target language (e.g. music, government, environment)	WL M 6.3.1.c Synthesize information from other content areas with information available in the target language (e.g. current events, economics)
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6-12 Comprehensive Connections Standard:
Students will connect with other disciplines and acquire information that connects to their own experiences.

Concepts	Standards Progression							
Connect Information to Personal Experiences	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
			WL M 1.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 2.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 3.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 4.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 5.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 6.3.2 Students will evaluate information and the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.
			WL M 1.3.2.a Explore a variety of authentic materials intended for native speakers of the target language (e.g. menus, maps, advertisements, comics, videos)	WL M 2.3.2.a Identify similarities in a variety of authentic materials and English language materials of the same type (e.g. menus, maps, literature)	WL M 3.3.2.a Compare a variety of authentic materials and English language materials of the same type (e.g. menus, maps, literature)	WL M 4.3.2.a Compare and contrast a variety of authentic materials and English language materials of the same type (e.g. news articles, magazines, brochures, menus, maps, literature)	WL M 5.3.2.a Compare and contrast a variety of authentic materials intended for same-age speakers and English language materials of the same type (e.g. news articles, magazines, brochures, menus, maps, literature)	WL M 6.3.2.a Analyze a variety of authentic materials intended for same-age speakers and English language materials of the same type (e.g. news articles, magazines, brochures, menus, maps, literature)

6-12 Comprehensive Comparisons Standard:
Students will develop insight into the nature of the target language and culture.

Concepts	Standards Progression							
Patterns of Language	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 2.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 3.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 4.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 5.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 6.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.
Cultural Patterns	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 2.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 3.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 4.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 5.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 6.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.

6-12 Comprehensive Comparisons Standard:
Students will develop insight into the nature of the target language and culture.

Concepts	Standards Progression							
Patterns of Language	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 2.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 3.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 4.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 5.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 6.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.
	WL M 1.4.1.a Recognize and imitate the sound patterns of the target language and compare them to the student's own language (e.g. alphabet, special characters, accents)	WL M 1.4.1.a Recognize and imitate the sound patterns of the target language and compare them to the student's own language (e.g. alphabet, special characters, accents)	WL M 1.4.1.a Recognize and imitate the sound patterns of the target language and compare them to the student's own language (e.g. alphabet, special characters, accents)	WL M 2.4.1.a Identify and produce independently the sound patterns of the target language, and compare them to the student's own language (e.g. silent letters, phonemes)	WL M 3.4.1.a Apply the sound patterns of the target language in context and compare to the student's own language (e.g. use letter combinations to figure out sounds of new words, examples sch = [sh] (German), oi = [wa] (French), ll = [y] (Spanish))	WL M 4.4.1.a Integrate the sound patterns of the target language in a variety of contexts and compare to the students own language (e.g. use sound patterns to pronounce new words)	WL M 5.4.1.a Integrate the sound patterns of the target language in a variety of contexts and compare to the students own language (e.g. use sound patterns to pronounce new words)	WL M 6.4.1.a Synthesize the sound pattern of the target language in a variety of contexts (e.g. apply spelling rules to auditory input)
		WL M 1.4.1.b Recognize the structural patterns of the target language and compare them to the student's own language (e.g. parts of speech, word function, word placement)	WL M 1.4.1.b Recognize the structural patterns of the target language and compare them to the student's own language (e.g. parts of speech, word function, word placement.)	WL M 2.4.1.b Identify and produce independently the structural patterns of the target language, and compare them to the student's own language (e.g. parts of speech)	WL M 3.4.1.b Understand and produce independently the structural patterns of the target language (e.g. word order and accuracy of simple sentences)	WL M 4.4.1.b Integrate the structural patterns of the target language in a variety of contexts (e.g. word order and accuracy of complex sentences)	WL M 5.4.1.b Integrate the structural patterns of the target language in a variety of contexts (e.g. word order and accuracy of complex sentences)	WL M 6.4.1.b Synthesize knowledge of structural patterns in both the target language and the student's own language to communicate effectively (e.g. complexity, self-correct, tense agreement)

Patterns of Language		WL M 1.4.1.c Recognize the idiomatic expressions of the target language	WL M 1.4.1.c Recognize the idiomatic expressions of the target language	WL M 2.4.1.c Identify the idiomatic expressions of the target language	WL M 3.4.1.c Compare and contrast idiomatic expressions of the target language and the student's own language	WL M 4.4.1.c Comprehend the meaning of idiomatic expressions of the target language in the correct context	WL M 5.4.1.c Demonstrate use of idiomatic expressions of the target language in the correct context	WL M 6.4.1.c Integrate idiomatic expressions of the target language in the correct context
	WL M 1.4.1.b Recognize connections among languages (e.g. cognates)	WL M 1.4.1.d Recognize connections among languages (e.g. cognates)	WL M 1.4.1.d Recognize connections among languages (e.g. cognates)	WL M 2.4.1.d List examples of connections among languages	WL M 3.4.1.d Identify connections among languages	WL M 4.4.1.d Illustrate the connections among languages	WL M 5.4.1.d Explain the connections among languages	WL M 6.4.1.d Analyze how languages influence each other

6-12 Comprehensive Comparisons Standard:
Students will develop insight into the nature of the target language and culture.

Concepts	Standards Progression							
Cultural Patterns	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 2.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 3.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 4.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 5.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 6.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.
	WL M 1.4.2.a Explore the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 1.4.2.a Explore the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 1.4.2.a Explore the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 2.4.2.a Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 3.4.2.a Examine the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 4.4.2.a Compare and contrast the significance of the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 5.4.2.a Analyze the significance of the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 6.4.2.a Summarize the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources
	WL M 1.4.2.b Explore similar and different behavioral patterns between the target culture(s) and the student's own culture	WL M 1.4.2.b Explore similar and different behavioral patterns between the target culture(s) and the student's own culture	WL M 1.4.2.b Explore similar and different behavioral patterns between the target culture(s) and the student's own culture	WL M 2.4.2.b Identify similar and different behavioral patterns between the target culture(s) and the student's own culture	WL M 3.4.2.b Explain similar and different behavioral patterns between the target culture(s) and the student's own culture	WL M 4.4.2.b Compare and contrast knowledge of similar and different behavioral patterns to interact effectively in limited social contexts in the target culture(s)	WL M 4.4.2.b Analyze behavioral patterns to interact effectively in limited social contexts in the target culture(s)	WL M 6.4.2.b Utilize knowledge of similar and different behavioral patterns to interact effectively in social contexts in the target culture(s)

Cultural Patterns		WL M 1.4.2.c Explore the contributions of the target culture(s) to the student's own culture	WL M 1.4.2.c Explore the contributions of the target culture(s) to the student's own culture	WL M 2.4.2.c Identify the contributions of the target culture(s) to the student's own culture	WL M 3.4.2.c Identify the impact of the target culture on the student's own culture	WL M 4.4.2.c Identify the impact of the target culture on the student's own culture	WL M 5.4.2.c Analyze the impact of the target culture(s) on the student's own culture and identify the ways in which various cultures interact within the student's own community	WL M 6.4.2.c Summarize the impact of the target culture(s) on the student's own culture and identify the ways in which various cultures interact within the student's own community
	WL M 1.4.2.c Explore expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 1.4.2.d Explore expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 1.4.2.d Explore expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 2.4.2.d Identify expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 3.4.2.d Explain expressive and utilitarian forms of the target culture(s)	WL M 4.4.2.d Compare and contrast expressive and utilitarian forms of the target culture(s) and the student's own culture	WL M 5.4.2.d Critique expressive and utilitarian forms of the target culture(s) and the student's own culture	WL M 6.4.2.d Utilize utilitarian forms of the target culture and the student's culture and begin to analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the student's own culture

6-12 Comprehensive Communities Standard:

Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.

Concepts	Standards Progression							
Application of the Target Language	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
		WL M 1.5.1 Students will identify the target language.	WL M 1.5.1 Students will identify the target language.	WL M 2.5.1 Students will identify the target language.	WL M 3.5.1 Students will develop the use of the target language.	WL M 4.5.1 Students will develop the use of the target language.	WL M 5.5.1 Students will develop the use of the target language.	WL M 6.5.1 Students will integrate the use of the target language in their daily lives.
International Community Connections		WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 2.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 3.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 4.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 5.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 6.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.
Local Community Connections		WL M 1.5.4 Students will connect with the local target culture	WL M 1.5.4 Students will connect with the local target culture	WL M 2.5.4 Students will connect with the local target culture.	WL M 3.5.4 Students will connect with the local target culture.	WL M 4.5.4 Students will connect with the local target culture.	WL M 5.5.4 Students will connect with the local target culture.	WL M 6.5.4 Students will connect with the local target culture.

6-12 Comprehensive Communities Standard: Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.								
Concepts	Standards Progression							
Application of the Target Language	Beginning		Emerging		Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
		WL M 1.5.1 Students will identify the target language.	WL M 1.5.1 Students will identify the target language.	WL M 2.5.1 Students will identify the target language.	WL M 3.5.1 Students will develop the use of the target language.	WL M 4.5.1 Students will develop the use of the target language.	WL M 5.5.1 Students will develop the use of the target language.	WL M 6.5.1 Students will integrate the use of the target language in their daily lives.
		WL M 1.5.1.a Explore the target language in the student's daily life and share that knowledge with others	WL M 1.5.1.a Explore the target language in the student's daily life and share that knowledge with others	WL M 2.5.1.a Recognize the target language in the student's daily life and share that knowledge with others	WL M 3.5.1.a Develop the use of the target language in daily life	WL M 4.5.1.a Demonstrate the use of the target language in real life situations (e.g. order from an authentic menu, ask or give directions)	WL M 5.5.1.a Demonstrate the use of the target language in real life situations (e.g. order from an authentic menu, ask or give directions)	WL M 6.5.1.a Integrate the target language in real life situations (e.g. phone conversation, websites, models, informational signs, brochures)

6-12 Comprehensive Communities Standard:

Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.

Concepts	Standards Progression							
International Community Connections	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
		WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 2.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 3.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 4.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 5.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 6.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.
		WL M 1.5.2.a Locate connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 1.5.2.a Locate connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 2.5.2.a Identify connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 3.5.2.a Describe connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 4.5.2.a Establish connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 5.5.2.a Develop connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 6.5.2.a Evaluate and cultivate connections with the target culture through the use of technology, media, authentic sources, and experiences
			WL M 1.5.3.b Explore the idea of differing world views (e.g. education systems, social activities, political system, transportation)	WL M 2.5.3.b List an example of a differing world view (e.g. education systems, social activities, political system, transportation)	WL M 2.5.3.b Explain the idea of differing world views and give an example (e.g. education systems, social activities, political system, transportation)	WL M 4.5.3.b Compare and contrast differing world views (e.g. education systems, social activities, political system, transportation)	WL M 5.5.3.b Explain the impact of differing world views on global relationships using authentic sources (e.g. education systems, social activities, political system, transportation)	WL M 6.5.3.b Analyze the interdependence that exists among the world's communities and the differing views of one another, using authentic sources (e.g. education systems, social activities, political system, transportation)

6-12 Comprehensive Communities Standard: Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.								
Concepts	Standards Progression							
Local Community Connections	Beginning		Emerging		Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
		WL M 1.5.4 Students will connect with the local target culture	WL M 1.5.4 Students will connect with the local target culture	WL M 2.5.4 Students will connect with the local target culture.	WL M 3.5.4 Students will connect with the local target culture.	WL M 4.5.4 Students will connect with the local target culture.	WL M 5.5.4 Students will connect with the local target culture.	WL M 6.5.4 Students will connect with the local target culture.
		WL M 1.5.4.a Identify the resources of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 1.5.4.a Identify the resources of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 2.5.4.a Investigate resources of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 3.5.4.a Interact with the target culture in the local community (e.g. guest speaker, interactive field trip, virtual tour, online menu)	WL M 4.5.4.a Utilize resources and interact with the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 5.5.4.a Analyze the contributions and needs of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 6.5.4.a Collaborate with the target culture in the local community (e.g. electronically exchanging letters, pen pals, guest speakers, video conferencing)
Courses	(Language) 6	Level I Spanish IA (Language) 7	Level I Spanish IB (Language) 8	Level II Honors Level II	Level III Honors Level III	Level IV	Honors IV/Level V	AP courses IB courses

K-5 Spanish
Aldrich Elementary School offers K-5 Spanish as part of the International Baccalaureate Primary Years Programme.

Standards	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communication	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Greetings/Courtesies Numbers Colors Classroom Directions Calendar Shapes Sizes School Objects Family Weather Transportation Animals Body Parts Clothing Foods Mexico</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Greetings Birthday /Age Numbers Classroom Directions Calendar Weather School Locations Community Locations Family Sizes/Shapes Animals Body Parts Clothing Foods Spain</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Introductions Birthdays Numbers to 100 Colors Classroom Directions Weather Calendar Telling Time School Subjects Family Prepositions Animals Body Parts Clothing Foods Latin American Foods Market/Money Likes and Dislikes</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Birthdays/Calendar Numbers to 100 Alphabet-spelling Family and Friends Introductions Adjectives Professions Prepositions Directs/Locations Body Parts Clothing Seasons Travel Central America</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Birthdays/Calendar Numbers Alphabet-spelling Activities Telling Time Professions Employment Family Members Geography Landforms Animals Foods Celebrations Holidays Restaurants Needs and Requests</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Greetings Self-Introductions Birthdays/Calendar Classroom Directions Numbers to 1000 Ordinal Numbers Computers/Technology Pronouns: -ar verbs Sports IB Attitudes Verbs: -estar -er and -ir Foods/Meals Home Interrogatives</p>
Cultures	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Artifacts Songs Music Musical Instruments Dances Chants Stories Poetry Art Food</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Artifacts Songs Music Musical Instruments Dances Chants Stories Poetry Art Food</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Artifacts Songs Music Musical Instruments Dances Chants Stories Poetry Art Food</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Halloween and Day of the Dead Time of Day Cultural Traditions Central American Foods</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Greetings Introductions Polite Expressions Flags Schools Geographic Features Food</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Friendships School Sports Meals Housing</p>

Connections	<p>Students will connect with other disciplines.</p> <p>Math: Number Sense Geometric Shapes</p> <p>Social Studies: School Geography Traditions</p> <p>Physical Education: Movement</p> <p>Science: Weather</p> <p>Language Arts: Animal Poems Songs Stories</p>	<p>Students will connect with other disciplines.</p> <p>Math: Number Sense Geometric Shapes</p> <p>Social Studies: School Helpers Community Traditions</p> <p>Physical Education: Movement</p> <p>Science: Weather</p> <p>Language Arts: Animal Poems Songs Stories</p>	<p>Students will connect with other disciplines.</p> <p>Math: Number Sense Telling Time</p> <p>Social Studies: Family Members Traditions</p> <p>Science: Animal Habitats Weather</p>	<p>Students will connect with other disciplines.</p> <p>Math: Graphing</p> <p>Social Studies: Employment/Working Geography</p> <p>Science: Parts of the Body</p> <p>Language Arts: Family Members</p>	<p>Students will connect with other disciplines.</p> <p>Math: Charting Graphing</p> <p>Social Studies: Leisure Time</p> <p>Employments/Working Geography Celebrations</p> <p>Language Arts: Capitalization of Names</p>	<p>Students will connect with other disciplines.</p> <p>Math: Numbers Addition Subtraction Multiplication Division</p> <p>Technology: Computer Terms</p> <p>Grammar: Pronoun Usage Verb Conjugation Questioning</p> <p>Physical Education: World Sports</p>
Comparisons	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Greetings Names for Shapes Family Customs/Celebrations Weather Animal Sounds Culture</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Greetings Capitalization of Months and Days Customs/Celebrations Weather Animal Sounds Culture</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Birthday Songs Capitalization of Months and Days Family Customs Landforms Foods Bartering</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Family Living Situations Adjectives Word Placement Cognates Food Geography</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Calendars Telling Time World Language Study Cognates for Map Terms Eating customs</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Greetings Introductions Polite Expressions Schools Conjugating Verbs Eating Customs Housing</p>
Communities	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school celebrations</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school celebrations</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school celebrations</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school celebrations</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school celebrations</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family Participation in school Celebrations</p>

**PreK-12 Comprehensive Standard 1:
Students in Millard Public Schools will demonstrate critical thinking and problem-solving skills.**

Concepts	Standards Progression	
Ability to reason, solve problems, and make complex decisions	6-8	9-12
	CCR M 8.1.E Students will demonstrate the ability to focus, prioritize, organize, and handle unfamiliar situations. <ul style="list-style-type: none"> • Ask questions by identifying needed information • Determine the appropriate sequence of events • Use an organizational tool 	CCR M 12.1.E Students will exhibit the ability to focus, prioritize, organize, and handle ambiguity. <ul style="list-style-type: none"> • Demonstrate on-task behaviors • Utilize time management skills • Understand shades of meaning or various interpretations

**PreK-12 Comprehensive Standard 4:
Students in Millard Public Schools will demonstrate citizenship and personal responsibility.**

Concepts	Standards Progression	
Ability to achieve success for people and systems through personal actions	6-8	9-12
	CCR M 8.4.C Students will respect diversity. <ul style="list-style-type: none"> • Participate in multicultural activities • Acknowledge and appreciate the diversity of others • Avoid negative or derogatory action and/or responses toward others • Communicate positivity with people of different cultural, racial, and ethnic backgrounds 	CCR M 12.4.C Students will respect diversity. <ul style="list-style-type: none"> • Acknowledge and appreciate differences in people. • Seek opportunities to interact with diverse groups • Advocate for fair treatment of all • Engage appropriately in class discussions and interactions

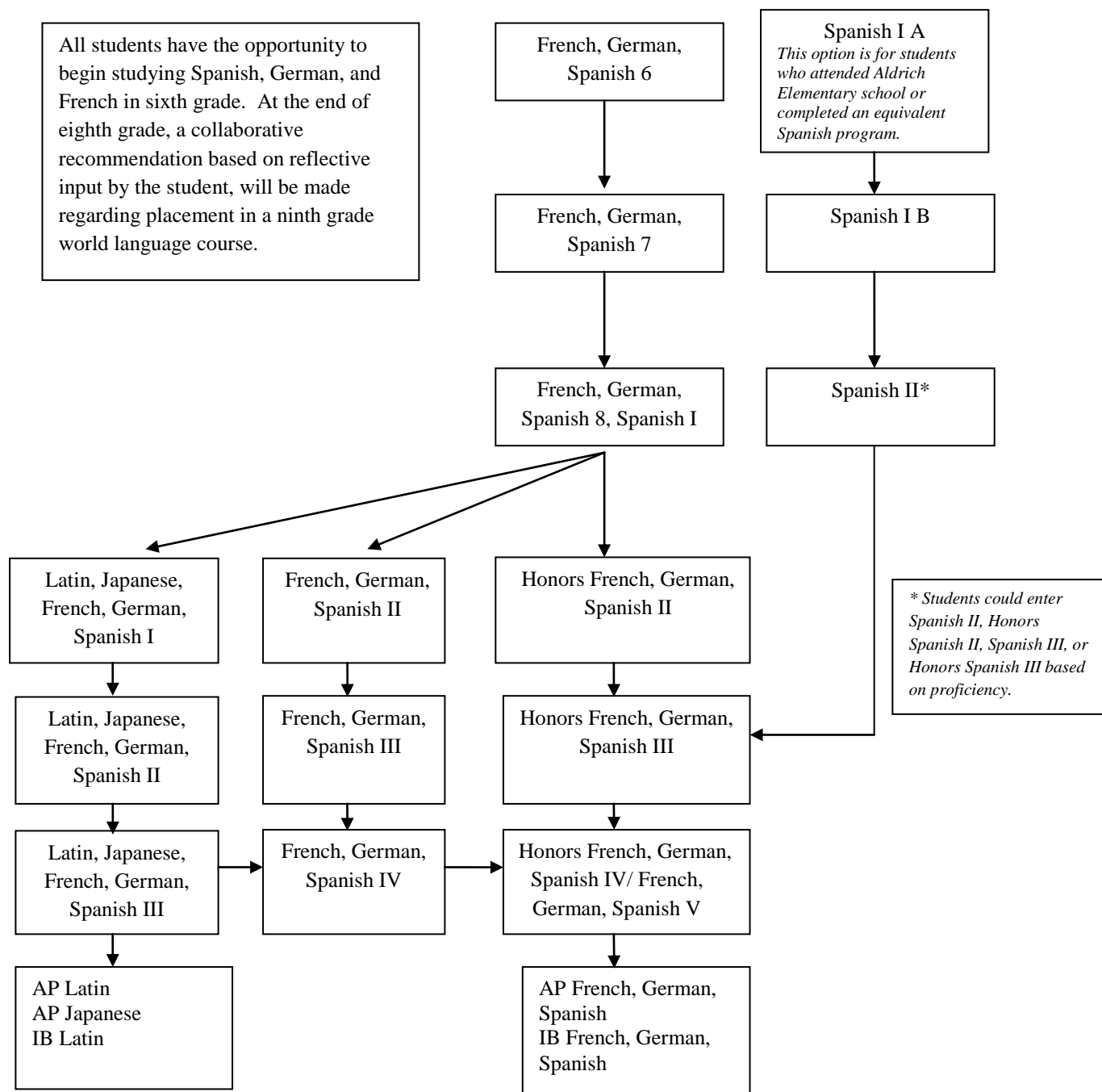
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9-12 Renamed Course Rationale

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Honors Level IV	Honors (Language) IV/ (Language) V	<ul style="list-style-type: none"> • Provide students an opportunity to take a Level V course after completing (Language) IV. • Provide an opportunity to further develop an understanding of the language and language fluency.

6-12 World Language Flow Chart



Students are advised to take consecutive years of the same language. University of Nebraska System admissions requirements include two years of the same language and some programs may require more. Students are highly encouraged to extend their language study throughout their high school years.

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

6-8 World Language Course Descriptions

(Language) refers to French, German, or Spanish courses

xxxx (Language) 6

6th grade

Course Description: Students will explore basic vocabulary, geography and cultural aspects of the target language. Students will participate in activities related to the language and customs of the target culture(s). This class consists of three 12-week segments (French, German, Spanish) meeting on alternate days.

xxxx Spanish IA

6th grade

Course Description: 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 IB in seventh grade, meeting on alternate days. Spanish IA and Spanish IB constitute a two-year course equivalent to Spanish I taught in high school. Spanish II is taught in eighth grade and is equivalent to Spanish II taught at the high school.

xxxx (Language) 7

7th grade

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). (Language) 7 is the first year of a two-year course to be completed in 8th grade. The course meets on alternate days in 7th grade and every day in eighth grade. (Language) 7 and (Language) 8 make up a two year course sequence equivalent to the (Language) I course at the high school.

xxxx Spanish IB

7th grade

Course Description: 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 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 target culture(s). This course meets on alternate days and is a continuation of Spanish IA taught in sixth grade. Spanish IA and Spanish IB constitute a two-year course equivalent to Spanish I taught in high school. Spanish II is taught in eighth grade and is equivalent to Spanish II taught at the high school.

xxxx (Language) 8**8th grade**

Course Description: 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 target culture(s). (Language) 8 meets every day and is the second year of a two-year course that begins in 7th grade. (Language) 7 and (Language) 8 make up a two year course sequence equivalent to the (Language) I course at the high school.

xxxx Spanish I**8th grade**

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). The standards for this course are the same as the two-year Spanish 7 and Spanish 8 course that begins in 7th grade; however, because this eighth grade course is taught in just one school year, some content may be condensed. This course is designed for students joining Millard Public Schools late in the seventh grade year or those new to eighth grade. Students not successful in Spanish 7 may take this course in eighth grade with administrator approval.

xxxx Spanish II**8th grade**

Course Description: 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 every day and is a continuation of the Spanish IA and Spanish IB course sequence beginning in sixth grade. Spanish II is equivalent to Spanish II taught at the high school.

9-12 World Language Course Descriptions

(Language) refers to French, German, or Spanish courses

xxxx (Language) I **9-12** **10 Credits**
Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s).
Prerequisites: None

xxxx (Language) II **9-12** **10 Credits**
Course Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language.
Prerequisites: (Language) 8 or (Language) I

xxxx Honors (Language) II **9-12** **10 Credits**
Course Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the (target) language. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement[®] or International Baccalaureate.
Prerequisites: (Language) 8 or (Language) I

xxxx (Language) III **9-12** **10 Credits**
Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the target culture(s). Students will learn an expanded vocabulary and complex mechanics to develop skills utilizing authentic sources. Students will communicate in the present, past and future tenses. Students will also explore culture through a variety of topics.
Prerequisites: (Language) II

xxxx Honors (Language) III **9-12** **10 Credits**
Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the target culture(s). Students will learn an expanded vocabulary and develop skills at an accelerated pace utilizing authentic sources. Students will use complex mechanics of the language and explore culture through a variety of topics. The majority of the course will be conducted in the target language. Honors Level III is recommended for all students who plan to pursue Advanced Placement[®] or International Baccalaureate courses.
Prerequisites: (Language) II or Honors (Language) II

xxxx (Language) IV**10-12****10 Credits**

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the target culture(s). Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in the target language.

Prerequisites: (Language) III

xxxx Honors (Language) IV/(Language) V**10-12****10 Credits**

Course Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills utilizing authentic sources. Students will communicate with greater spontaneity and in greater detail. Students will also explore culture through a variety of topics. The course will be conducted in the target language. Honors Level IV is recommended for all students who plan to pursue Advanced Placement[®] or International Baccalaureate courses.

Prerequisites: (Language) III or Honors (Language) III

xxxx Japanese I**9-12****10 Credits**

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will master reading and writing in Hiragana and Katakana. Students will learn about and experience cultural practices relating to Japanese culture.

Prerequisites: None

xxxx Japanese II**10-12****10 Credits**

Course Description: Students will continue learning vocabulary and developing skills to express themselves. Students will learn to read and write 100 kanji. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the Japanese language.

Prerequisites: Japanese I

xxxx Japanese III**11-12****10 Credits**

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in (the target) culture(s). Students will learn to read and write 200 kanji. Students will learn an expanded vocabulary and develop skills utilizing authentic sources. Students will use complex mechanics of the language. Students will communicate in the present, past and future tenses. Students will also explore culture through a variety of topics.

Prerequisites: Japanese II

xxxx Latin I**9-12****10 Credits**

Course Description: Students will experience an introduction to the Latin language with emphasis on acquiring a vocabulary foundation, strengthening basic grammatical skills, and learning Classical Latin reading skills. Students will begin a literature study focusing on Roman and/or Greek epic poetry in translation. Roman history and culture, as well as Greco-Roman mythology, will provide an understanding of the historical and contemporary influences of the Ancient Roman world.

Prerequisites: None

xxxx Latin II**10-12****10 Credits**

Course Description: Students will learn new grammar concepts to advance comprehension of Latin manuscripts and further their communication skills using Latin. Students will continue their literary studies emphasizing primary historical sources in translation. Roman historical and cultural studies will focus primarily upon the legacy of Julius Caesar and the Roman Republic.

Prerequisites: Latin I

xxxx Latin III**11-12****10 Credits**

Course Description: Students will explore the development of both prose and poetry, emphasizing a survey of Roman authors, including Cicero, Caesar, Vergil, and Catullus, with authentic reading selections chosen for diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Roman influence through the Classical world, past and present.

Prerequisites: Latin II

xxxx Advanced Placement® French Language and Culture 11-12**10 Credits**

Course Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in French, and students are expected to speak French at all times. Completion of this course will prepare all students to take the Advanced Placement® French Language and Culture exam.

Prerequisites: Honors (Language) IV/(Language) V

xxxx Advanced Placement® German Language and Culture 11-12**10 Credits**

Course Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in German, and students are expected to speak German at all times. Completion of this course will prepare students to take the Advanced Placement® German Language and Culture exam.

Prerequisites: Honors (Language) IV/(Language) V

xxxx Advanced Placement® Japanese Language and Culture 12 10 Credits

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in Japanese culture(s). Students will learn to read and write 400 kanji. Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in Japanese. Completion of this course will prepare all students to take the Advanced Placement® Japanese Language and Culture exam.

Prerequisites: Japanese III

xxxx Advanced Placement® Latin 12 10 Credits

Course Description: Students will explore the development of both prose and poetry, emphasizing a survey of Roman authors, including Cicero, Caesar, Vergil, and Catullus, with authentic reading selections chosen for diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Roman influence through the Classical world, past and present. Completion of this course will prepare all students to take the Advanced Placement® Latin exam.

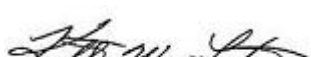
Prerequisites: Latin III

xxxx Advanced Placement® Spanish Language and Culture 11-12 10 Credits

Course Description: Students will gain advanced knowledge of the Spanish language through the use of authentic print and audio materials. Listening, reading, writing, and speaking skills are emphasized. Cultural knowledge will be taught throughout the course and grammatical concepts reviewed. The course will be conducted in Spanish, and students are expected to speak Spanish at all times. Completion of this course will prepare students to take the Advanced Placement® Spanish Language and Culture exam.

Prerequisites: Honors (Language) IV/(Language) V

AGENDA SUMMARY SHEET

AGENDA ITEM:	Approve PK-12 Business and Information Technology Framework
MEETING DATE:	June 2, 2014
DEPARTMENT:	Educational Services
TITLE:	PK-12 Business and Information Technology Framework
BRIEF DESCRIPTION:	<p>The PK-12 Business and Information Technology Framework: Part I is being presented for approval. The Framework includes: Millard Public Schools Mission and Beliefs; PK-12 Business and Information Technology Philosophy; Millard Essential Learner Outcomes (6110.1); Curriculum Planning Committee and Community Focus Group participants; the Timeline for MEP Cycle Procedures; and the PK-12 Business and Information Technology Matrix containing Millard Standards and Indicators including Nebraska Social Studies, Fine Arts, and Business Standards. In addition, National Standards from College Board, Computer Science Teachers Association (CSTA), International Society for Technology (ISTE), and National Business Education Associations were reviewed as part of the creation of Millard Standards and Indicators. The appendix includes the 6-8 Proposed and Redesigned Courses Rationale, 6-12 Course Descriptions, and the 9-12 Proposed Course Sequence for each of the four Pathways (Business Management & Administration, Finance, Marketing, and Information Technology).</p>
ACTION DESIRED:	<u> X </u> Approval
BACKGROUND:	<p>The PK-12 Business and Information Technology Curriculum Planning Committee of 28 members worked toward the completion of Phase I of the MEP Curriculum Cycle. The PK-12 Business and Information Technology Framework: Part I is being presented for approval with Part II: Textbook/Instructional Materials Selection being presented for approval during the 2014-2015 school year.</p>
RECOMMENDATIONS:	Recommend approval of Revised PK-12 Business and Information Technology: Part I
STRATEGIC PLAN REFERENCE:	N/A
TIMELINE:	Implementation August 2015
RESPONSIBLE PERSON(S):	Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Barb Waller, Diane Reiners, and Jody Sempek
SUPERINTENDENT'S APPROVAL:	<div style="text-align: center;">  <hr style="width: 100%;"/> </div>

PK-12 Business and Information Technology Framework

Part I: PK-12
June 2, 2014

Part II: Textbook/Instructional
Materials Selection
Winter 2015



Millard Public Schools

Millard Board of Education

Dave Anderson

Mike Kennedy

Paul Meyer

Mike Pate

Linda Poole

Pat Ricketts

Keith W. Lutz, Ed.D, Superintendent

Notice of Non-Discrimination

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

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Millard Public Schools Mission and Beliefs

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Millard Public Schools Beliefs

We believe:

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

PreK-12 Business and Information Technology Philosophy

Business and Information Technology education curriculum is designed for all students to live and work as cooperative and productive citizens in a changing global society with rapid technological growth. The Business and Information Technology curriculum provides the essential technology and business skills and knowledge necessary to enhance learning and personal living skills and to pursue advanced education and/or employment. The curriculum identifies career opportunities, reinforces the skills necessary for school-to-career transition, develops leadership qualities, provides foundation concepts for post-secondary study and enhances effective decision-making as consumers, workers and citizens.

Curriculum, Instruction, and Assessment Written Curriculum - Content Standards

6110.1

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

MILLARD ESSENTIAL LEARNER OUTCOMES

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

ACADEMIC SKILLS AND APPLICATIONS

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

LANGUAGE ARTS

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

MATHEMATICS

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

SCIENCE

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

SOCIAL STUDIES

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

FINANCIAL WELL-BEING

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

HUMAN RELATIONS

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

TECHNOLOGY

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

FINE AND PERFORMING ARTS

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

PERSONAL DEVELOPMENT AND WELL-BEING

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

COLLEGE AND CAREER READINESS SKILLS

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

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

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

CREATIVITY AND INNOVATION

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

COLLABORATION AND TEAMWORK

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

CITIZENSHIP AND PERSONAL RESPONSIBILITY

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

Revised: Strategic Planning, December 5, 1996

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

Related Policy: 6110

Rule Adopted: May 3, 1999

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

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

August 19, 2013

Millard Public Schools
 Omaha, Nebraska

Business and Information Technology Curriculum Planning Committee 2013-2014

Susan Anglemyer	Upchurch Elementary	Principal
Emil Biga	North High	Computer Science Teacher
Ben Brachle	Horizon High	Business Teacher
Janet Butler	West High	Business Teacher
Angela Daigle	Ron Witt Support Services Center	Instructional Technology MEP
Dayna Derichs	Sandoz Elementary	5 th Grade Teacher
Jamie Gilfry	Horizon High	Business Teacher
Cathy Greenwald	Willowdale Elementary	Technology Initiator/READ Teacher
Jeff Gustafson	North High	Business Teacher
Brittany Haupt	Beadle Middle	Computer Applications Teacher
Lynn Hill	South High	Business Teacher
Brian Hull	South High	Technology Mini Magnet Teacher
Beth Johnson	North High	Special Education Teacher
Jeffery Kerns	Andersen Middle	Assistant Principal
Dr. Deepak Khazanchi	University of Nebraska-Omaha	College of Information Science and Technology Associate Dean and Professor
Bob Lamberty	West High	Assistant Principal
Anne Ogg	Harvey Oaks Elementary	Teacher Librarian
Scott Persigehl	North High	Business Teacher
Jamie Robinson	South High	Business Teacher
Melissa Schram	West High	Business Teacher
Greg Schwanke	North Middle	Computer Applications Teacher
Lori Sclaro	West High	Business Teacher
Julie Sutfin	Rockwell Elementary	Teacher Librarian
Elizabeth Swedlund	North High	Business Teacher
Michaela Wragge	South High	Business Teacher
Ramsey Young	West High	Computer Science Teacher

Under the facilitation of Diane Reiners and Jody Sempek, Curriculum and Instruction MEP Facilitators and Barb Waller, Coordinator for Career and Technical Education.

In consultation with Andy DeFreece, Director of Elementary and Early Childhood Education and Nancy Johnston, Ed.D., Director of Secondary Education.

Business and Information Technology Community Focus Group

Craig Botkin	Parent	Boys Town, software analyst
Janet Botkin	Parent	Professional Research Consultants, survey editor
Daryl Hansen		Metropolitan Community College, Dean of Business
Sandy Havens	Parent	Millard Public Schools, Holling Heights food service
Bill Hortman	Parent	Aviture, software engineer
DeWayne Hughes		IBM, systems architect
Jay Hutfles	Parent	Werner Enterprises INC, software engineer
Jeremy Glasser		Aviture, software engineer
Mark Griffis		Aviture, president, software engineer
JD Sieg	Parent	ConAgra, Vice President Information Technology
Tori Young	Parent	Client Resource Inc., human resource recruiter

Under the facilitation of Diane Reiners Curriculum and Instruction MEP Facilitator and Barb Waller, Coordinator for Career and Technical Education

Timeline for MEP Cycle Procedures Business and Information Technology

Date	Group: Purpose
September 24, 2013	PK-12 Curriculum Planning Committee: provided Phase I overview and orientation to ANGEL Data/Information files
October 24, 2103	PK-12 Curriculum Planning Committee: identified critical issues and to select research focus; identified four career pathways <ul style="list-style-type: none"> • Business Management and Administration • Finance • Information Technology • Marketing
November 7 & 20, 2013	Business Management and Administration Pathway and Finance Pathway Sub Groups: researched critical issues and instructional needs
November 22, 2013	Information Technology Pathway and Marketing Pathway: researched critical issues and instructional needs
January 13, 2014	Community Focus Group: provided Phase I overview and confirmed critical issues
January 14, 2014	PK-12 Curriculum Planning Committee: reported Pathway research findings of the identified critical issues and instructional needs
January 30, 2014	PK-12 Curriculum Planning Committee: drafted scope and sequence of the Business and Information Technology Pathway matrices
February 4, 2014	PK-12 Curriculum Planning Committee: drafted scope and sequence of the Business and Information Technology Pathway matrices
February 27, 2014	PK-12 Curriculum Planning Committee: reviewed scope and sequence of the Business and Information Technology Pathway matrices, wrote philosophy statement, and begin course offerings discussions
March 25, 2014	PK-12 Curriculum Planning Committee: discussed course offerings, created recommendations for retaining or changing course offerings, and wrote course descriptions
April 9, 2014	9-12 Business Pathway Sub Groups: finished the course scope and sequence, reviewed the course descriptions and provided course rationale bullet statements
April 22, 2014	6-12 Information Technology Sub Group: finished the course scope and sequence, reviewed the course descriptions and provided course rationale bullet statements
June 2, 2014	Business and Information Technology Framework submitted to Board of Education for approval

Introduction to PK-12 Business and Information Technology Matrix

Introduction

This matrix displays the Millard Public Schools Business and Information Technology Standards and Indicators. These Millard Standards and Indicators include Nebraska Social Studies, Fine Arts, and Business Standards in effect during the 2013-2014 school year. The Nebraska Standards are referenced in parentheses within cells where there is a direct association. National Standards from the College Board, Computer Science Teachers Association (CSTA), International Society for Technology (ISTE), and National Business Education Associations were reviewed to develop the Millard Public Schools Business and Information Technology Standards and Indicators.

The matrix documents the scope and sequence of courses within with four career pathways:

- Business Management and Administration
- Finance
- Information Technology
- Marketing

Legend



Cell without shading: State or Millard concept standard or indicator exists



Shaded cell: No State or Millard concept standard or indicator exists

The Information Technology standards within the Framework are listed by grade band at the elementary and by course for middle school and high school.

Nomenclature

The Standards and Indicators are sequenced in the following matrix.

BIT	Business and Information Technology
M	Millard Standard

State Standards are in parentheses where there is a direct correlation

SS	Nebraska Social Studies Standards: Economics
FA	Nebraska K-12 Fine Arts Standards: Media Arts
	State Business Standards identified by strand

2, 5, 6, 7, 8, 12	Grade level
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Comprehensive Pathway Standards

BA	Business Management and Administration Pathway
FI	Finance Pathway
IT	Information Technology Pathway
MK	Marketing Pathway

Course Level Standards

Business Management and Administration Pathway (BA)

IBM	Introduction to Business, Marketing, and Management
ML	Management and Leadership
MLI	Management and Leadership Internship
BL	Business Law
IB	International Business

Finance Pathway (FI)

PF	Personal Finance
AC1	Accounting I
AC2	Accounting II
AC3	Accounting III
MA	Managerial Accounting
MIC	Advanced Placement [®] Microeconomics
MAC	Advanced Placement [®] Macroeconomics

Information Technology Pathway (IT)

Elementary:

KS	Kindergarten-Second Grade
TF	Third-Fifth Grade

Middle School:

CA6	Computer Applications 6
CA7	Computer Applications 7
GD	Graphic Design
VR	Virtual Robotics
WD8	Web Design

High School:

KB	Keyboarding and Input Technology
IT	Introduction to Technology
ITA	Information Technology Applications
DD	Digital Design
PRO	Computer Science Programming
APC	Advanced Placement [®] Computer Science A
CSP	Computer Science Principles
APP	Advanced Placement [®] Computer Science Principles

Millard South Technology Mini Magnet:

DM	Digital Media
WDH	Web Design
VG	Visual Graphics
AVG	Advanced Visual Graphics
ST	STARS
STI	STARS Internship

Marketing Pathway (MK)

MMK	Merchandise Marketing
SMK	Sports and Entertainment Marketing
MK	Marketing
AMK	Advanced Marketing
MKI	Marketing Internship

Examples

BIT M 12.BA.IBM.1	BIT = Business and Information Technology Framework, M = Millard Standard, 12. = By Grade 12, BA. = Comprehensive Pathway Standard—Business Management and Administration Pathway, IBM. = Course Level Standards—Introduction to Business, Marketing and Management, 1 = Course Standard
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BIT M 06.IT.CA6.5.a	BIT = Business and Information Technology Framework, M = Millard Standard, 06. = By Grade 6, IT. = Comprehensive Pathway Standard—Information Technology, CA6. = Course Level Standard—Computer Applications 6, 5. = Course Standard 5, a = Indicator
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9-12 Comprehensive Business Management and Administration Pathway Standards: Students will demonstrate competency in the practices and skills of the Business Management and Administration Pathway.					
Pathway Standards					
	Introduction to Business Marketing and Management	Management and Leadership	Management and Leadership Internship	Business Law	International Business
Management Functions	BIT M 12.BA.IBM.1 Students will describe the management functions and their implementation and integration within the business environment.	BIT M 12.BA.ML.1 Students will evaluate the management functions and their implementation and integration within the business environment.			
		BIT M 12.BA.ML.2 Students will identify the leadership style most appropriate for a given situation.			
Management Theories		BIT M 12.BA.ML.3 Students will analyze management theories and their application within the business environment.			
Business Organization and Structures	BIT M 12.BA.IBM.2 Students will identify the organization of a business.	BIT M 12.BA.ML.4 Students will analyze the organization of a business.		BIT M 12.BA.BL.1 Students will describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace.	BIT M 12.BA.IB.1 Students will identify forms of business ownership and entrepreneurial opportunities available in international business.
Personal Management Skills	BIT M 12.BA.IBM.3 Students will identify personal management skills to function effectively and efficiently in a business environment.	BIT M 12.BA.ML.5 Students will develop and demonstrate personal management skills to function effectively and efficiently in a business environment. (State Management)	BIT M 12.BA.MLI.1 Students will demonstrate concepts, tools, and strategies used to explore, obtain, and develops in a business career.		
Ethics and Social Responsibility	BIT M 12.BA.IBM.4 Students will examine the role of ethics and social responsibility in decision-making.	BIT M 12.BA.ML.6 Students will justify the role of ethics and social responsibility in decision-making.	BIT M 12.BA.MLI.2 Students will apply ethical personal and business practices.	BIT M 12.BA.BL.2 Students will analyze the relationship between ethics and the law.	BIT M 12.BA.IB.2 Students will describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.
Technology and Information Management	BIT M 12.BA.IBM.5 Students will explain the information and technology tools to conduct business effectively and efficiently.	BIT M 12.BA.ML.7 Students will utilize information and technology tools to conduct business effectively and efficiently.			
Industry Analysis	BIT M 12.BA.IBM.6 Students will discuss a business organization's competitive position within the industry.	BIT M 12.BA.ML.8 Students will analyze a business organization's competitive position within the industry.			

Global Business Environment	BIT M 12.BA.IBM.7 Students will determine the issues of corporate culture and managing in the global environment.	BIT M 12.BA.ML.9 Students will examine the issues of corporate culture and managing in the global environment.			BIT M 12.BA.IB.3 Describe the interrelatedness of the social, cultural, political, legal, economic, and technological factors that shape and impact the global business environment.
Marketing Management	BIT M 12.BA.IBM.8 Students will explore the process involved in marketing information management.				
	BIT M 12.BA.IBM.10 Students will explore the nature of pricing functions.				
	BIT M 12.BA.IBM.11 Students will explore the role of promotion as a marketing function.				
	BIT M 12.BA.IBM.12 Students will explore product planning and development.				
	BIT M 12.BA.IBM.13 Students will explore economic principles and concepts which form the basis of marketing activities.				
	BIT M 12.BA.IBM.14 Students will explore channel member roles and responsibilities.				
Entrepreneurship	BIT M 12.BA.IBM.15 Students will explore the traits of an entrepreneur.				BIT M 12.BA.IB.4 Students will identify potential international business opportunities for locally based companies.
Human Resource Management		BIT M 12.BA.ML.10 Students will apply human resource functions and their importance to an organization's successful operation.	BIT M 12.BA.MLI.3 Students will secure employment in a legal, taxpaying environment.	BIT M 12.BA.BL.3 Analyze the role and importance of employment law as it relates to the conduct of business in the national and international marketplaces.	BIT M 12.BA.IB.5 Analyze special human resource challenges in international business.
Organized Labor		BIT M 12.BA.ML.11 Students will examine the role of organized labor and its influence on government and business.			
Financial Business Management and Financial Decision-Making		BIT M 12.BA.ML.12 Students will analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.			BIT M 12.BA.IB.6 Students will explain the concepts, role, and importance of international finance and risk management.
		BIT M 12.BA.ML.13 Students will manage policy and strategy for corporate and business finance.			

Financial Business Management and Financial Decision-Making (continued)		BIT M 12.BA.ML.14 Students will apply knowledge of laws and regulations that affect business financial operations and transactions.			
Customer Relations		BIT M 12.BA.ML.15 Students will identify and interpret the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image.			
Operations Management		BIT M 12.BA.ML.16 Students will apply operations management principles and procedures to the design of an operations plan.			BIT M 12.BA.IB.7 Students will analyze special challenges in operations and strategic management in international business.
Personal Finance Management	BIT M 12.BA.IBM.16 Students will select a rational decision-making process as it applies to the roles of citizens, workers, and consumers.				BIT M 12.BA.IB.8 Students will select a rational decision-making process as it applies to the roles of citizens, workers, and consumers.
	BIT M 12.BA.IBM.17 Students will identify various forms of income and analyze factors that affect income as a part of the career decision-making process.				BIT M 12.BA.IB.9 Students will identify a decision-making model to maximize consumer satisfaction when buying goods and services.
	BIT M 12.BA.IBM.18 Students will identify a spending/savings plan.				
	BIT M 12.BA.IBM.19 Students will describe savings and investment options to meet short and long-term goals.				BIT M 12.BA.IB.10 Students will identify choices available to consumers for protection against risk and financial loss.
	BIT M 12.BA.IBM.20 Students will identify a decision-making model to maximize consumer satisfaction when buying goods and services.				
	BIT M 12.BA.IBM.21 Students will identify credit features and their impact on personal financial planning.				
	BIT M 12.BA.IBM.22 Students will identify choices available to consumers for protection against risk and financial loss.				

International Trade					BIT M 12.BA.IB.11 Students will relate balance of trade concepts to the import/export process.
Role and Impact of International Business					BIT M 12.BA.IB.12 Students will explain the role of international business and identify its benefits and costs; analyze how it impacts business at all levels, including the local, state, national, and international levels.
International Business Communications					BIT M 12.BA.IB.13 Students will apply communication strategies necessary and appropriate for effective and mutually-beneficial international business relations.
Basics of Law				BIT M 12.BA.BL.4 Students will describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.	
Contract Law, Law of Sales and Consumer Law				BIT M 12.BA.BL.5 Students will analyze the relationships between contract law, law of sales, and consumer law.	

9-12 Comprehensive Business Management and Administration Pathway Standards: Students will demonstrate competency in the practices and skills of the Business Management and Administration Pathway.					
Pathway Standards and Indicators					
	Introduction to Business Marketing and Management	Management and Leadership	Management and Leadership Internship	Business Law	International Business
Management Functions	BIT M 12.BA.IBM.1 Students will describe the management functions and their implementation and integration within the business environment.	BIT M 12.BA.ML.1 Students will evaluate the management functions and their implementation and integration within the business environment.			
	BIT M 12.BA.IBM.1.a Explain the management function of planning	BIT M 12.BA.ML.1.a Explain the importance of motivation in leadership			
	BIT M 12.BA.IBM.1.b Identify the benefits of planning	BIT M 12.BA.ML.1.b Discuss characteristics of effective and ineffective leaders			
	BIT M 12.BA.IBM.1.c Describe the decision-making process	BIT M 12.BA.ML.1.c Discuss the importance of vision, mission, goals, and objectives setting within the context of the business environment			
	BIT M 12.BA.IBM.1.d Explain the management function of organizing	BIT M 12.BA.ML.1.d Describe how operational, tactical, and strategic planning differ			
	BIT M 12.BA.IBM.1.e Explain the management function of leading and define leadership	BIT M 12.BA.ML.1.e Explain how goals at one operational level tie in with the level above			
	BIT M 12.BA.IBM.1.f Identify leaders and qualities that make them effective	BIT M 12.BA.ML.1.f Create a business plan			
	BIT M 12.BA.IBM.1.g Explain the management function of controlling and the importance of organizing resource	BIT M 12.BA.ML.1.g Explain how management identifies and uses various resources in the organizing process to accomplish goals			
		BIT M 12.BA.ML.1.h Explain the advantages and disadvantages of centralizing and decentralizing responsibility and authority in organizing a business			
		BIT M 12.BA.ML.1.i Discuss how accountability for decision-making is assured in an organization			
		BIT M 12.BA.ML.1.j Differentiate between leading and managing			

Management Functions (continued)		BIT M 12.BA.ML.2 Students will identify the leadership style most appropriate for a given situation.			
		BIT M 12.BA.ML.2.a Explain the steps in the control process			
		BIT M 12.BA.ML.2.b Compare and contrast feed forward, concurrent, and feedback control			
Management Theories		BIT M 12.BA.ML.3 Students will analyze management theories and their application within the business environment.			
		BIT M 12.BA.ML.3.a Discuss why knowledge of the evolution of management theories is valuable			
		BIT M 12.BA.ML.3.b Identify and discuss the evolution of management theories (e.g., Taylor, Weber, Follett, McGregor)			
Business Organization and Structures	BIT M 12.BA.IBM.2 Students will identify the organization of a business.	BIT M 12.BA.ML.4 Students will analyze the organization of a business.		BIT M 12.BA.BL.1 Students will describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace.	BIT M 12.BA.IB.1 Students will identify forms of business ownership and entrepreneurial opportunities available in international business.
	BIT M 12.BA.IBM.2.a Define and provide examples of the basic forms of business ownership (e.g. sole proprietorship, partnership, and corporation)	BIT M 12.BA.ML.4.a Identify variations of basic forms of business ownership (e.g., franchise, limited partnership, limited liability company, and S corporation)		BIT M 12.BA.BL.1.a Explain the legal procedures for forming and running a sole proprietorship	BIT M 12.BA.IB.1.a Identify types of ownership of selected businesses involved in international trade
	BIT M 12.BA.IBM.2.b Identify levels of management	BIT M 12.BA.ML.4.b Compare and contrast the basic forms of business ownership		BIT M 12.BA.BL.1.b Distinguish between a limited partnership and a general partnership	BIT M 12.BA.IB.1.b Suggest an appropriate form of business ownership (e.g., sole proprietorship, partnership, or corporation) for different international business situations
	BIT M 12.BA.IBM.2.c Describe types of organizational structure	BIT M 12.BA.ML.4.c Identify the appropriate forms of business ownership in the evolution of a business organization		BIT M 12.BA.BL.1.c Describe the powers and duties of partners	BIT M 12.BA.IB.1.c Distinguish between licensing and franchising for international business activities
	BIT M 12.BA.IBM.2.d Identify the advantages and disadvantages of organizing using teams	BIT M 12.BA.ML.4.d Describe the interaction between and among management levels		BIT M 12.BA.BL.1.d Distinguish between the different types of partners (e.g., silent, dormant, and secret)	BIT M 12.BA.IB.1.d Describe internal and external factors that influence a company's international expansion

Business Organization and Structures (continued)		BIT M 12.BA.ML.4.e Differentiate between tall and flat organization structures		BIT M 12.BA.BL.1.e Describe the Uniform Partnership Act [UPA] and/or the Revised Uniform Partnership Act [RUPA] and the property rights of each	BIT M 12.BA.IB.1.e Create examples of joint ventures and strategic alliances for international business activities
		BIT M 12.BA.ML.4.f Describe the role of self-managed work teams		BIT M 12.BA.BL.1.f Explain all additional rights, duties, process of ending, and differences involved in partnerships under the provisions of the law	
		BIT M 12.BA.ML.4.g Distinguish between functional and matrix organization structures		BIT M 12.BA.BL.1.g Differentiate between other partnership-type business organizations (e.g., joint ventures, limited partnership associations, and registered partnerships having limited liability)	
		BIT M 12.BA.ML.4.h Identify the factors that influence an organization's structure (e.g., size, environment, human resources, technology, and strategy)		BIT M 12.BA.BL.1.h Differentiate between types of corporations e.g., profit, nonprofit, professional, domestic, foreign, and alien)	
		BIT M 12.BA.ML.4.i Explain the difference between job enlargement and job enrichment		BIT M 12.BA.BL.1.i Explain the steps involved in forming a corporation	
				BIT M 12.BA.BL.1.j Explain when the courts may disregard the corporate entity and "pierce the corporate veil"	
				BIT M 12.BA.BL.1.k Describe the functions of the board of directors and officers of a corporation	
				BIT M 12.BA.BL.1.l Differentiate between common and preferred stock	
				BIT M 12.BA.BL.1.m Identify shareholder rights and liabilities	
				BIT M 12.BA.BL.1.n Describe when promoters, directors, and officers are liable to the corporation, shareholders, and third persons	
				BIT M 12.BA.BL.1.o Describe how shareholders can increase corporate voting control	
				BIT M 12.BA.BL.1.p Explain the role of the Business Judgment Rule in determining corporate director liability	

Business Organization and Structures (continued)				BIT M 12.BA.BL.1.q Differentiate between direct and derivative shareholder lawsuits	
				BIT M 12.BA.BL.1.r Explain the effect of the Antitrust Improvement Act on American companies involved in foreign markets	
				BIT M 12.BA.BL.1.s Describe the ways a corporation can be terminated	
				BIT M 12.BA.BL.1.t Explain a limited liability company and the steps in forming one	
				BIT M 12.BA.BL.1.u Explain the advantages and disadvantages of doing business as a limited liability company	
				BIT M 12.BA.BL.1.v Explain the nature of management responsibilities in a limited liability company	
				BIT M 12.BA.BL.1.w Describe the effects of the tax code on limited liability companies	
Personal Management Skills	BIT M 12.BA.IBM.3 Students will identify personal management skills to function effectively and efficiently in a business environment.	BIT M 12.BA.ML.5 Students will develop and demonstrate personal management skills to function effectively and efficiently in a business environment. (State Management)	BIT M 12.BA.MLI.1 Students will demonstrate concepts, tools, and strategies used to explore, obtain, and develops in a business career.		
	BIT M 12.BA.IBM.3.a Explain the importance of time management	BIT M 12.BA.ML.5.a Describe the advantages and disadvantages of networking to achieve personal goals	BIT M 12.BA.MLI.1a Demonstrate appropriate work habits		
	BIT M 12.BA.IBM.3.b Determine personal life stressors and the appropriate reactions in dealing with them	BIT M 12.BA.ML.5.b Design and implement a time management schedule as a result of a time management analysis	BIT M 12.BA.MLI.1b Demonstrate appropriate human interactions and communication skills		
	BIT M 12.BA.IBM.3.c Identify effective communication skills	BIT M 12.BA.ML.5.c Evaluate and modify a time management plan as appropriate	BIT M 12.BA.MLI.1c Demonstrate skills in organization and follow through		
	BIT M 12.BA.IBM.3.d Identify characteristics of healthy relationships	BIT M 12.BA.ML.5.d Identify stressors in the business environment and appropriate reactions in dealing with them			

Personal Management Skills (continued)	BIT M 12.BA.IBM.3.e Explain the importance of effective communication and the various types of communication in business	BIT M 12.BA.ML.5.e Recognize the benefits of motivational stress			
		BIT M 12.BA.ML.5.f Explain how emotional intelligence is used by some organizations when evaluating managers			
		BIT M 12.BA.ML.5.g Recognize the need for lifelong learning			
		BIT M 12.BA.ML.5.h Identify effective communication skills for the business environment			
		BIT M 12.BA.ML.5.i Identify major problems that prevent effective communication in organizations			
		BIT M 12.BA.ML.5.j Identify available resources inside and outside the school for making professional contacts (e.g., professional organizations, business schools, alumni, and business leaders)			
		BIT M 12.BA.ML.5.k Explain why different management styles can be equally effective and successful			
Ethics and Social Responsibility	BIT M 12.BA.IBM.4 Students will examine the role of ethics and social responsibility in decision-making.	BIT M 12.BA.ML.6 Students will justify the role of ethics and social responsibility in decision-making.	BIT M 12.BA.MLI.2 Students will apply ethical personal and business practices.	BIT M 12.BA.BL.2 Students will analyze the relationship between ethics and the law.	BIT M 12.BA.IB.2 Students will describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.
	BIT M 12.BA.IBM.4.a Describe components of a personal code of ethical behavior	BIT M 12.BA.ML.6.a Examine a business code of ethics	BIT M 12.BA.MLI.2.a Demonstrate ethical practices and competencies in the workplace	BIT M 12.BA.BL.2.a Explain the relationship between law and ethics	BIT M 12.BA.IB.2.a Define ethics and social responsibility
	BIT M 12.BA.IBM.4.b Explain the importance of ethical standards in conducting business	BIT M 12.BA.ML.6.b Explain the importance of an ethical work environment		BIT M 12.BA.BL.2.b Describe the role of values in constructing an ethical code and a legal system	BIT M 12.BA.IB.2.b Compare ethics at the corporate, individual, and culture levels
	BIT M 12.BA.IBM.4.c Describe ethical dilemmas faced by managers	BIT M 12.BA.ML.6.c Identify the impact of unethical behavior on a business		BIT M 12.BA.BL.2.c Distinguish unethical from illegal conduct and their consequences	BIT M 12.BA.IB.2.c Discuss the relationship between law and ethics
	BIT M 12.BA.IBM.4.d Create a personal code of ethics	BIT M 12.BA.ML.6.d Explain the relationship between ethics and governmental regulations		BIT M 12.BA.BL.2.d Identify factors that contribute to developing ethical and legal lifestyles	BIT M 12.BA.IB.2.d List business actions that may positively or negatively influence ethical decisions regarding the environment, the consumer, and the well-being of society

Ethics and Social Responsibility (continued)	BIT M 12.BA.IBM.4.e Identify ways in which an organization demonstrates social responsibility (e.g., providing jobs, paying taxes, and contributing to community projects)	BIT M 12.BA.ML.6.e Identify guidelines for ethical decision-making		BIT M 12.BA.BL.2.e List the four main sources of the law	BIT M 12.BA.IB.2.e Identify stakeholders to whom international companies are responsible
		BIT M 12.BA.ML.6.f Identify ethical considerations resulting from various situations (e.g., technological advances, global competition, employer-employee relationships, and consumer relations)		BIT M 12.BA.BL.2.f Demonstrate the need for social responsibility	BIT M 12.BA.IB.2.f Identify current and emerging ethical issues in the global business environment
		BIT M 12.BA.ML.6.g Identify ways in which an organization demonstrates social responsibility toward its internal and external stakeholders			BIT M 12.BA.IB.2.g Explain how a country's culture, history, and politics can influence ethical decisions
		BIT M 12.BA.ML.6.h Discuss the impacts resulting from an organization being socially responsible toward its internal and external stakeholders			BIT M 12.BA.IB.2.h Describe potential consequences of unethical business dealings in various international settings
					BIT M 12.BA.IB.2.i Identify key proactive strategies that international companies can use to build an ethical business culture
					BIT M 12.BA.IB.2.j Identify pressures that international firms may face when dealing with ethical business issues
					BIT M 12.BA.IB.2.k Identify leading organizations that provide guidance for ethical international business practices
					BIT M 12.BA.IB.2.l Identify what is included in a Corporate Code of Ethical Conduct
Technology and Information Management	BIT M 12.BA.IBM.5 Students will explain the information and technology tools to conduct business effectively and efficiently.	BIT M 12.BA.ML.7 Students will utilize information and technology tools to conduct business effectively and efficiently.			
	BIT M 12.BA.IBM.5.a Explain how technology is used to accomplish goals	BIT M 12.BA.ML.7.a Describe how organizations access, share, and protect information			

Technology and Information Management (continued)	BIT M 12.BA.IBM.5.b Define and explore e-commerce	BIT M 12.BA.ML.7.b Use appropriate technology tools for business applications			
	BIT M 12.BA.IBM.5.c Identify information used in decision-making in the business environment	BIT M 12.BA.ML.7.c Define knowledge management			
		BIT M 12.BA.ML.7.d Interpret, analyze, and synthesize information for decision-making			
		BIT M 12.BA.ML.7.e Differentiate between e-commerce and e-business			
		BIT M 12.BA.ML.7.f Explain how successful e-business systems depend upon much more expertise than just technical skill in website design			
		BIT M 12.BA.ML.7.g Evaluate an e-business website			
Industry Analysis	BIT M 12.BA.IBM.6 Students will discuss a business organization's competitive position within the industry.	BIT M 12.BA.ML.8 Students will analyze a business organization's competitive position within the industry.			
	BIT M 12.BA.IBM.6.a Identify ways organizations compete (e.g., quality, service, status, price)	BIT M 12.BA.ML.8.a Describe strategies to increase market share			
	BIT M 12.BA.IBM.6.b Define market share	BIT M 12.BA.ML.8.b Compare and contrast various forms of competition (pure competition, monopolistic competition, oligopoly, and monopoly)			
		BIT M 12.BA.ML.8.c Describe how various laws impact competition (e.g., Sherman Antitrust Act and Robinson-Patman Act)			
		BIT M 12.BA.ML.8.d Analyze various organizations to determine their competitive advantages			
		BIT M 12.BA.ML.8.e Discuss how financial ratios are used in business decision-making			
		BIT M 12.BA.ML.8.f Explain how organizations use internal and external data sources for planning and control			

Global Business Environment	BIT M 12.BA.IBM.7 Students will determine the issues of corporate culture and managing in the global environment.	BIT M 12.BA.ML.9 Students will examine the issues of corporate culture and managing in the global environment.			BIT M 12.BA.IB.3 Students will describe the interrelatedness of the social, cultural, political, legal, economic, and technological factors that shape and impact the global business environment.
	BIT M 12.BA.IBM.7.a Define and discuss the value and challenges of diversity in global organizations	BIT M 12.BA.ML.9.a Identify the legal issues related to managing an organization in the global environment			BIT M 12.BA.IB.3.a Illustrate the differences between multicultural (heterogeneous) and single-culture (homogeneous) environments
	BIT M 12.BA.IBM.7.b Identify similarities and differences between and among cultures	BIT M 12.BA.ML.9.b Identify examples of the economic impact of globalization in business			BIT M 12.BA.IB.3.b Identify distinctive social and cultural factors that affect business activities (e.g., time, workday, work week, schedules, and holidays)
	BIT M 12.BA.IBM.7.c Define and provide an example of global corporate social responsibility	BIT M 12.BA.ML.9.c Identify global economic factors that impact business			BIT M 12.BA.IB.3.c Compare the social roles of various subpopulations (e.g., women and minorities) in different countries
		BIT M 12.BA.ML.9.d Discuss the impact of diversity within the global business environment			BIT M 12.BA.IB.3.d Define intercultural competence and discuss its importance when working in a global context
		BIT M 12.BA.ML.9.e Identify the advantages of a diverse workforce			BIT M 12.BA.IB.3.e Describe how historical events shaped cultural and social structures of various countries
		BIT M 12.BA.ML.9.f Define forms of global market entry strategies (e.g., licensing, joint ventures, exporting, importing, and franchising)			BIT M 12.BA.IB.3.f Recognize gift giving in business relationships in several cultures and give examples of appropriate and inappropriate gifts for persons in a given country
		BIT M 12.BA.ML.9.g Explain the value and pitfalls of having a global partner			BIT M 12.BA.IB.3.g Compare business entertainment in various parts of the world
		BIT M 12.BA.ML.9.h Explain how global organizations can meet Corporate Social Responsibility in domestic and foreign countries.			BIT M 12.BA.IB.3.h Discuss the significance of relationship building across different cultures
					BIT M 12.BA.IB.3.i Compare and contrast the role of hierarchy across countries and how hierarchy affects business practices

Global Business Environment (continued)					BIT M 12.BA.IB.3.j Compare the business protocol of various countries
					BIT M 12.BA.IB.3.k Analyze the value and use of time in various cultures
					BIT M 12.BA.IB.3.l Develop a plan for receiving business visitors from a specific country
					BIT M 12.BA.IB.3.m Define “Base of the Pyramid” markets and identify social and cultural differences in these markets that affect business markets
					BIT M 12.BA.IB.3.n Differentiate between various forms of governments
					BIT M 12.BA.IB.3.o Discuss current world events that impact international business
					BIT M 12.BA.IB.3.p Describe how trade barriers and incentives affect choice of location for companies operating internationally
					BIT M 12.BA.IB.3.q Analyze the impact of political environments on international business
					BIT M 12.BA.IB.3.r Describe how historical events shaped the political structure of various countries
					BIT M 12.BA.IB.3.s Describe the differences between the legal systems of various countries and compare them to the codes, statutes, and common laws of the United States
					BIT M 12.BA.IB.3.t Describe the challenges that U.S. licensing requirements for exporting products and services present to a U.S. company involved in exporting

Global Business Environment (continued)					BIT M 12.BA.IB.3.u Recognize legal differences in areas such as consumer protection, product safety, labor laws, contract formulation, liability, and taxation for various countries
					BIT M 12.BA.IB.3.v Compare system of U.S. worker protection and benefits with other countries' systems
					BIT M 12.BA.IB.3.w Define methods for resolving legal differences (e.g., mediation, arbitration, and litigation) in different cultures
					BIT M 12.BA.IB.3.x Identify the levels of regulation applied to intellectual properties (e.g., copyrights, trademarks, and patents) in different countries
					BIT M 12.BA.IB.3.y Describe formal practices used by a given country to limit international companies from establishing or conducting business
					BIT M 12.BA.IB.3.z Describe how historical events shaped the legal system of various countries
					BIT M 12.BA.IB.3.a.a Identify the natural, human, and capital resources used to produce goods and services exported to other countries
					BIT M 12.BA.IB.3.a.b Describe the decision-making process, opportunity costs, and scarcity as they relate to international business situations
					BIT M 12.BA.IB.3.a.c List characteristics that define the various levels of economic development of countries
					BIT M 12.BA.IB.3.a.d Define terms such as inflation, gross domestic product (GDP), purchasing power parity (PPP), balance of trade, foreign debt, and cost of living

Global Business Environment (continued)					BIT M 12.BA.IB.3.a.e Describe various economic systems, including free market economy and government-controlled economy
					BIT M 12.BA.IB.3.a.f Explain the difference between the free market economy and government-controlled economy
					BIT M 12.BA.IB.3.a.g Identify how economic issues (e.g., inflation, foreign debt, GDP, PPP, interest rates, and cost of living) affect international business activities
					BIT M 12.BA.IB.3.a.h Analyze the availability of resources in a country and the economic potential of the country to improve the quality of life of its citizens by engaging in international trade
					BIT M 12.BA.IB.3.a.i Explain how opportunity costs are used in decision-making to allocate the resources
					BIT M 12.BA.IB.3.a.j Describe situations in which comparative and absolute advantages occur
					BIT M 12.BA.IB.3.a.k Identify how various economic systems influence what is produced, how it is produced, for whom it is produced, and who benefits from this production
					BIT M 12.BA.IB.3.a.l Discuss the effect of demographics, literacy level, technology, natural resource availability, and infrastructure on the level of a country's economic development
					BIT M 12.BA.IB.3.a.m Analyze competitive situations that companies face in global business markets

Global Business Environment (continued)					BIT M 12.BA.IB.3.a.n Interpret current economic statistics for various countries using official websites and reports
					BIT M 12.BA.IB.3.a.o Identify how international business activities affect the balance of trade
					BIT M 12.BA.IB.3.a.p Appraise the comparative and absolute advantage of several countries given specific trade opportunities
					BIT M 12.BA.IB.3.a.q Evaluate the competitive strengths and weaknesses of a company involved in international business
					BIT M 12.BA.IB.3.a.r Discuss the role of informal economic activities in developing and industrialized economies
Marketing Management	BIT M 12.BA.IBM.8 Students will explore the process involved in marketing information management.				
	BIT M 12.BA.IBM.8.a Discuss the reasons for conducting market research and the types of data used				
	BIT M 12.BA.IBM.8.b Identify the steps in market research process				
	BIT M 12.BA.IBM.9 Students will explore the sales process in marketing				
	BIT M 12.BA.IBM.9.a Identify the 7 Steps of the Sales Process				
	BIT M 12.BA.IBM.9.b Explain how sales efforts affect customer decisions and the importance of e-commerce to sell products				
	BIT M 12.BA.IBM.10 Students will explore the nature of pricing functions.				
	BIT M 12.BA.IBM.10.a Examine pricing strategies used in the business environment in which it is implemented				

Marketing Management (continued)	BIT M 12.BA.IBM.11 Students will explore the role of promotion as a marketing function.				
	BIT M 12.BA.IBM.11.a Identify the components of the promotional mix and the role of promotion in marketing				
	BIT M 12.BA.IBM.11.b Compare and contrast advantages and disadvantages of various types of media				
	BIT M 12.BA.IBM.12 Students will explore product planning and development.				
	BIT M 12.BA.IBM.12.a Explain the concept of product mix				
	BIT M 12.BA.IBM.12.b Differentiate between a product and a service				
	BIT M 12.BA.IBM.12.c Identify the 8 Steps of Developing a New Product.				
	BIT M 12.BA.IBM.13 Students will explore economic principles and concepts which form the basis of marketing activities.				
	BIT M 12.BA.IBM.13.a Interpret the economic principles that form the bases of marketing and business activities				
	BIT M 12.BA.IBM.14 Students will explore channel member roles and responsibilities.				
	BIT M 12.BA.IBM.14.a Explore the concept of a channel of distribution				
Entrepreneurship	BIT M 12.BA.IBM.15 Students will explore the traits of an entrepreneur.				BIT M 12.BA.IB.4 Students will identify potential international business opportunities for locally based companies.
					BIT M 12.BA.IB.4.a Identify risks and rewards related to doing business in a specific country

Entrepreneurship (continued)					BIT M 12.BA.IB.4.b Identify organizations, government agencies, and other resources that a small and/or medium-sized business might use to investigate international business opportunities
					BIT M 12.BA.IB.4.c Debate the advantages and disadvantages of expansion into international business activities for a given business
Human Resource Management		BIT M 12.BA.ML.10 Students will apply human resource functions and their importance to an organization's successful operation.	BIT M 12.BA.ML.3 Students will secure employment in a legal, taxpaying environment.	BIT M 12.BA.BL.3 Students will analyze the role and importance of employment law as it relates to the conduct of business in the national and international marketplaces.	BIT M 12.BA.IB.5 Students will analyze special human resource challenges in international business.
		BIT M 12.BA.ML.10.a Define human resource planning		BIT M 12.BA.BL.3.a Explain the doctrine of employment-at-will	BIT M 12.BA.IB.5.a Describe the different living and working conditions found in various countries
		BIT M 12.BA.ML.10.b Identify activities of the human resource unit		BIT M 12.BA.BL.3.b Describe the wrongful discharge exceptions to employment-at-will, including implied contract, promissory estoppel, and public policy tort	BIT M 12.BA.IB.5.b Identify the historical events in various countries that have affected how people work and relate to each other
		BIT M 12.BA.ML.10.c Define outsourcing as it relates to human resource planning		BIT M 12.BA.BL.3.c Explain the employment doctrine of implied covenant	BIT M 12.BA.IB.5.c Identify the factors that influence the application of managerial styles in different countries
		BIT M 12.BA.ML.10.d Identify recruitment sources		BIT M 12.BA.BL.3.d Explain the relationship of Title VII of the Civil Rights Act to employment	BIT M 12.BA.IB.5.d Define such terms as host country, home country, expatriate, national, and third country
		BIT M 12.BA.ML.10.e Identify selection tools and explain how they are used (e.g., interviews, tests, and reference checks)		BIT M 12.BA.BL.3.e Explain the difference between disparate treatment and disparate impact in discrimination cases	BIT M 12.BA.IB.5.e Identify how motivational techniques for workers may differ when used in different cultures
		BIT M 12.BA.ML.10.f Identify legislation affecting the recruitment and selection processes (e.g., affirmative action, Americans with Disabilities Act, and Genetic Information Nondiscrimination Act)		BIT M 12.BA.BL.3.f Determine what questions can and cannot be asked during an employment interview	BIT M 12.BA.IB.5.f Discuss requirements for employment in various countries
		BIT M 12.BA.ML.10.g Explain the purpose of orientation and training in successful employee performance		BIT M 12.BA.BL.3.g Describe the employer's responsibilities to verify an employee's citizenship status in the U.S.	

Human Resource Management (continued)		BIT M 12.BA.ML.10.h Discuss why professional development is a shared responsibility between a business and an employee		BIT M 12.BA.BL.3.h Describe the need for a social media policy in businesses	
		BIT M 12.BA.ML.10.i Explain the importance of career planning and management		BIT M 12.BA.BL.3.i Describe the elements needed in a social media policy	
		BIT M 12.BA.ML.10.j Explain the purpose of employee evaluations and how evaluations are conducted		BIT M 12.BA.BL.3.j Demonstrate an understanding of the basis on which employees or applicants may be asked to take tests (e.g., aptitude, psychological, polygraph, and drug tests)	
		BIT M 12.BA.ML.10.k Identify the impact of performance appraisals on employees and the organization		BIT M 12.BA.BL.3.k Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act, the Uniformed Services Employment and Reemployment Rights Act, Older Workers Benefit Protection Act) and the Genetic Information Nondiscrimination Act (GINA)	
		BIT M 12.BA.ML.10.l Identify compensation plans, benefit packages, and incentive programs available to employees		BIT M 12.BA.BL.3.l Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Immigration Reform and Control Act, Employment Retirement Income Security Act (ERISA), and Occupational Safety and Health Act)	
		BIT M 12.BA.ML.10.m Identify advancement opportunities within an organization		BIT M 12.BA.BL.3.m Identify legislation that guarantees worker benefits (e.g., unemployment insurance, pension protection, workers' compensation, and Social Security legislation)	
		BIT M 12.BA.ML.10.n Identify issues encountered when determining levels of compensation		BIT M 12.BA.BL.3.n Describe the collective-bargaining Process	
		BIT M 12.BA.ML.10.o Define and discuss the concept of rightsizing		BIT M 12.BA.BL.3.o Identify legislation that regulates union activities (e.g., National Labor Relations Act, Taft-Hartley Act, Landrum-Griffin Act, and the Worker Adjustment and Retraining Notification Act [WARN])	
		BIT M 12.BA.ML.10.p Describe legal reasons for terminating employees			

Human Resource Management (continued)		BIT M 12.BA.ML.10.q Explain the role of management in labor relations			
		BIT M 12.BA.ML.10.r Describe an employment contract			
		BIT M 12.BA.ML.10.s Define “right to work state”			
Organized Labor		BIT M 12.BA.ML.11 Students will examine the role of organized labor and its influence on government and business.			
		BIT M 12.BA.ML.11.a Describe the history of the labor movement and why unions were organized			
		BIT M 12.BA.ML.11.b Explain the role of labor unions in the collective bargaining process			
Financial Business Management and Financial Decision-making		BIT M 12.BA.ML.12 Students will analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.			BIT M 12.BA.IB.6 Students will explain the concepts, role, and importance of international finance and risk management.
		BIT M 12.BA.ML.12.a Describe the purpose of financial statements			BIT M 12.BA.IB.6.a Define basic terms such as currency, currency exchange, barter, and countertrade
		BIT M 12.BA.ML.12.b Distinguish between internal and external financial statements			BIT M 12.BA.IB.6.b Calculate simple currency exchange transactions
		BIT M 12.BA.ML.12.c Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement, and statement of net worth)			BIT M 12.BA.IB.6.c Explain how currency exchange rates affect business transactions
		BIT M 12.BA.ML.12.d Identify sources of short- and long-term financing			BIT M 12.BA.IB.6.d Identify potential problems associated with dealing in foreign currencies
		BIT M 12.BA.ML.12.e Identify risks to business			BIT M 12.BA.IB.6.e Describe how economic conditions, balance of payment situations, and political issues affect currency values
		BIT M 12.BA.ML.13 Students will manage policy and strategy for corporate and business finance.			BIT M 12.BA.IB.6.f Distinguish between currencies (e.g., floating versus fixed and convertible versus nonconvertible)

Financial Business Management and Financial Decision-making (continued)		BIT M 12.BA.ML.13.a Apply accounting principles to business operations			BIT M 12.BA.IB.6.g Define the role of central banks and how they affect currency rates
		BIT M 12.BA.ML.13.b Utilize Banking Services to maximize profit and efficiency			BIT M 12.BA.IB.6.h List sources of capital for international, transnational, multinational, and global companies
		BIT M 12.BA.ML.13.c Integrate the tools, strategies, and systems used to maintain, and increase assets			BIT M 12.BA.IB.6.i Describe the international monetary system and supranational organizations, such as the International Monetary Fund and the World Bank
		BIT M 12.BA.ML.13.d Compare risk-management strategies and techniques			BIT M 12.BA.IB.6.j Identify basic elements of the international securities markets
		BIT M 12.BA.ML.14 Students will apply knowledge of laws and regulations that affect business financial operations and transactions.			BIT M 12.BA.IB.6.k Explain how a business finances trade with a partner in another country
		BIT M 12.BA.ML.14.a Interpret the role of the security and exchange commission			BIT M 12.BA.IB.6.l Describe various methods of payments used in international transactions, including Letters of Credit, open account, wire transfer, and draft
		BIT M 12.BA.ML.14.b Evaluate the relationship between tax law and profit and loss			BIT M 12.BA.IB.6.m Describe the mechanics, terminology, conditions, and terms of letters of credit and other documents
Customer Relations		BIT M 12.BA.ML.15 Students will identify and interpret the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image.			BIT M 12.BA.IB.6.n Identify essential components of payment documents used in payment for international trade activities
		BIT M 12.BA.ML.15.a Establish and follow ethical business practices			BIT M 12.BA.IB.6.o Identify major foreign exchange and commercial risks associated with international business activities
		BIT M 12.BA.ML.15.b Analyze tools and strategies to disseminate financial information to assist business decision-making			BIT M 12.BA.IB.6.p Define basic terms such as microloan, microfinance institution, trust group

Customer Relations (continued)					BIT M 12.BA.IB.6.q Explain how microloans provide business opportunities in developing economies
					BIT M 12.BA.IB.6.r Distinguish between microloans and other microfinance services (micro-insurance, micro-savings, transfers of funds)
					BIT M 12.BA.IB.6.s Explain the role of various formal and informal microfinance providers
Operations Management		BIT M 12.BA.ML.16 Students will apply operations management principles and procedures to the design of an operations plan.			BIT M 12.BA.IB.7 Students will analyze special challenges in operations and strategic management in international business.
		BIT M 12.BA.ML.16.a Identify methods and tools to design or redesign products			BIT M 12.BA.IB.7.a Describe the production processes used to create goods and services in different countries
		BIT M 12.BA.ML.16.b Describe the tools and the factors that assist in the scheduling process			BIT M 12.BA.IB.7.b Identify how the management functions of planning, organizing, influencing, and controlling are affected by international operations and production by the cultural differences across branch offices
		BIT M 12.BA.ML.16.c Explain the benefits of establishing and maintaining close working relationships with suppliers			BIT M 12.BA.IB.7.c Identify factors that influence the use of a particular organizational structure (e.g., functional, product, geographic, or matrix) for global business operations
		BIT M 12.BA.ML.16.d Identify factors considered when selecting suppliers (e.g., quality, price, and reliable delivery)			BIT M 12.BA.IB.7.d Describe uses of centralized and decentralized organizational structures
		BIT M 12.BA.ML.16.e Identify methods of inventory control and potential concerns			BIT M 12.BA.IB.7.e Describe how quality measurement and management relate to the efficiency and effectiveness of an organization's international business operations

Operations Management (continued)					BIT M 12.BA.IB.7.f Discuss the economic and cultural factors that influence a company's decision to use manual, automated, and computerized production systems
					BIT M 12.BA.IB.7.g Explain quality standards as they relate to international commerce
					BIT M 12.BA.IB.7.h Explain the advantages and disadvantages to a company in having access to a global labor pool
Personal Finance Management	BIT M 12.BA.IBM.16 Students will select a rational decision-making process as it applies to the roles of citizens, workers, and consumers.				BIT M 12.BA.IB.8 Students will select a rational decision-making process as it applies to the roles of citizens, workers, and consumers.
	BIT M 12.BA.IBM.16.a Define and give examples of economic wants				BIT M 12.BA.IB.8.a Explains how every individual defines wants and needs differently
	BIT M 12.BA.IBM.16.b Explains how every individual defines wants and needs differently				BIT M 12.BA.IB.8.a Explains how every individual defines and wants and needs differently
	BIT M 12.BA.IBM.17 Students will identify various forms of income and analyze factors that affect income as a part of the career decision-making process.				BIT M 12.BA.IB.9 Students will identify a decision-making model to maximize consumer satisfaction when buying goods and services.
	BIT M 12.BA.IBM.17.a Identify the various ways people earn a living				BIT M 12.BA.IB.9.a Apply a rational decision-making process to personal buying decisions
	BIT M 12.BA.IBM.17.b Distinguish between income and wealth				BIT M 12.BA.IB.9.b Distinguish between goods and services
	BIT M 12.BA.IBM.18 Students will identify a spending/savings plan.				BIT M 12.BA.IB.9.c Identify laws that protect the laws of the consumer
	BIT M 12.BA.IBM.18.a Identify various sources of money for personal selling				BIT M 12.BA.IB.10 Students will identify choices available to consumers for protection against risk and financial loss.
	BIT M 12.BA.IBM.19 Students will describe savings and investment options to meet short and long-term goals.				BIT M 12.BA.IB.10.a Identify risks in life and how to gain protection against the consequences of risk

Personal Finance Management (continued)	BIT M 12.BA.IBM.19.a Identify the opportunity costs of saving				
	BIT M 12.BA.IBM.19.b Differentiate between saving and investing				
	BIT M 12.BA.IBM.20 Students will identify a decision-making model to maximize consumer satisfaction when buying goods and services.				
	BIT M 12.BA.IBM.20.a Apply a rational decision-making process to personal buying decisions				
	BIT M 12.BA.IBM.20.b Distinguish between goods and services				
	BIT M 12.BA.IBM.20.c Identify consumer protection laws				
	BIT M 12.BA.IBM.21 Students will identify credit features and their impact on personal financial planning.				
	BIT M 12.BA.IBM.21.a Evaluate when and why borrowing is used for purchase of goods and services				
	BIT M 12.BA.IBM.21.b Identify methods of establishing and maintain a good credit rating				
	BIT M 12.BA.IBM.22 Students will identify choices available to consumers for protection against risk and financial loss.				
	BIT M 12.BA.IBM.22.a Identify risks in life and how to gain protection against the consequences of risk				
International Trade					BIT M 12.BA.IB.11 Students will relate balance of trade concepts to the import/export process.
					BIT M 12.BA.IB.11.a Identify goods and services imported to and/or exported from a state, region, and country

International Trade (continued)					BIT M 12.BA.IB.11.b Identify reasons why countries trade with each other
					BIT M 12.BA.IB.11.c List the steps in the importing and exporting process
					BIT M 12.BA.IB.11.d Identify the risks associated with importing and exporting
					BIT M 12.BA.IB.11.e Identify information and sources of financial assistance for facilitating the import/export process
					BIT M 12.BA.IB.11.f Explain the factors that influence a company's commitment to the country(ies) in which it conducts business
					BIT M 12.BA.IB.11.g Compare the benefits and costs of indirect and direct exporting
					BIT M 12.BA.IB.11.h Analyze the import or export potential for a product or service
					BIT M 12.BA.IB.11.i Assess the ability of a company to pursue import/export opportunities
					BIT M 12.BA.IB.11.j Describe the role of state and federal agencies and other organizations that provide importing/exporting information and assistance
					BIT M 12.BA.IB.11.k Explain how historical events have contributed to the formation of strategic trade alliances
					BIT M 12.BA.IB.11.l Discuss why governments impose trade barriers (e.g., quotas, tariffs, licensing requirements, and exchange rate controls) and offer trade incentives
					BIT M 12.BA.IB.11.m Describe several international trade agreements and organizations (e.g., WTO, EU, NAFTA, and MERCOSUR)

International Trade (continued)					BIT M 12.BA.IB.11.n Identify and locate on a map the countries involved in each trade organization
					BIT M 12.BA.IB.11.o Compare unilateral, bilateral and multilateral trade agreements
					BIT M 12.BA.IB.11.p Illustrate and explain the relationships of the major trade alliances with each other
					BIT M 12.BA.IB.11.q Discuss the benefits to countries for entering into trade agreements
					BIT M 12.BA.IB.11.r Describe major exports, imports, and trading partners for selected countries
					BIT M 12.BA.IB.11.s Describe why balance of trade matters to the local community, state, or country
					BIT M 12.BA.IB.11.t Calculate positive and negative trade balances
The Role and Impact of International Business					BIT M 12.BA.IB.12 Students will explain the role of international business and identify its benefits and costs; analyze how it impacts business at all levels, including the local, state, national, and international levels.
					BIT M 12.BA.IB.12.a Discuss the role the United States has played in international trade throughout history
					BIT M 12.BA.IB.12.b Discuss an understanding of the relationship between international events and business activities
					BIT M 12.BA.IB.12.c Explain the role of international business at the local, state, and national levels
					BIT M 12.BA.IB.12.d Identify international trade partners and describe the trading patterns of companies based on region, state, and country

The Role and Impact of International Business (continued)					BIT M 12.BA.IB.12.e Describe the impact of international business activities on the local, state, national, and international economies
					BIT M 12.BA.IB.12.f Interpret the impact of emerging economies and political changes on international operations, markets, commodity supply, and unemployment rates
					BIT M 12.BA.IB.12.g Identify the current major emerging markets
					BIT M 12.BA.IB.12.h Locate the major trade regions of the world
					BIT M 12.BA.IB.12.i Explain how time zones around the world affect businesses
					BIT M 12.BA.IB.12.j Describe the resources (e.g., ports; trade routes; transportation centers; foreign trade zones; and natural, financial, and human resources) of major cities throughout the world
					BIT M 12.BA.IB.12.k Research a career that involves working internationally
					BIT M 12.BA.IB.12.l List the skills and qualifications needed for a selected international business career path
					BIT M 12.BA.IB.12.m Create a plan to obtain the skills and qualifications to enter a selected international business career
					BIT M 12.BA.IB.12.n Explain how regional and global economies, social and cultural factors, and the political environment can affect educational and career opportunities
					BIT M 12.BA.IB.12.o Identify and locate major U.S. representational offices for travel assistance abroad

The Role and Impact of International Business (continued)					BIT M 12.BA.IB.12.p Identify the major transportation systems of selected countries
					BIT M 12.BA.IB.12.q Detail the processes for securing travel documents
					BIT M 12.BA.IB.12.r Explain factors affecting an international business trip
					BIT M 12.BA.IB.12.s Assess risks involved in international business travel
International Business Communications					BIT M 12.BA.IB.13 Students will apply communication strategies necessary and appropriate for effective and mutually-beneficial international business relations.
					BIT M 12.BA.IB.13.a Discuss challenges that can arise in a multilingual business environment
					BIT M 12.BA.IB.13.b Discuss complications resulting from speaking, writing, or interpreting a language incorrectly
					BIT M 12.BA.IB.13.c In a given language, use words and phrases important to business people
					BIT M 12.BA.IB.13.d Explain conversation modifications for communicating with a person who speaks English as a second language
					BIT M 12.BA.IB.13.e Identify the effect of translators and interpreters on international business communication and relations
					BIT M 12.BA.IB.13.f Compare the use of and information provided on business cards throughout the world
					BIT M 12.BA.IB.13.g Explain the usage of names, titles, and ranks in different cultures and countries

International Business Communications (continued)					BIT M 12.BA.IB.13.h Compose effective business communications for the global business environment that demonstrate an understanding of differences in tone, style, format, media, and contexts
					BIT M 12.BA.IB.13.i Evaluate the use of English in international communications
					BIT M 12.BA.IB.13.j Assess business consequences which may result when incorrectly speaking, writing, or interpreting another language or culture
					BIT M 12.BA.IB.13.k Identify resources and tools that can assist in facilitating effective business communication
					BIT M 12.BA.IB.13.l Identify cultural differences in dress, gestures, and social behaviors throughout the world
					BIT M 12.BA.IB.13.m Identify examples of nonverbal communications affecting international business relationships and negotiations
					BIT M 12.BA.IB.13.n Compare cultural attitudes about use of time, silence, space, gestures, body language, and body and eye contact to successful international business relationships
					BIT M 12.BA.IB.13.o Discuss how people from various cultures approach business negotiations
					BIT M 12.BA.IB.13.p Describe how the process of negotiating may be affected by cultural differences
					BIT M 12.BA.IB.13.q Identify appropriate web resources to use when researching, planning, and implementing international business activities

International Business Communications (continued)					BIT M 12.BA.IB.13.r Describe the role and use of electronic communication tools (e.g., video- and computer-conferencing, webcasts, podcasting, and blogging) in international business activities
					BIT M 12.BA.IB.13.s Evaluate which telecommunication or electronic methods are most appropriate for given international business situations
					BIT M 12.BA.IB.13.t Identify technology tools and applications to facilitate global business activities
Basics of the Law				BIT M 12.BA.BL.4 Students will describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.	
				BIT M 12.BA.BL.4.a Describe the branches of the federal government as presented in the U.S. Constitution	
				BIT M 12.BA.BL.4.b Identify the purposes of statutory law	
				BIT M 12.BA.BL.4.c Describe how a bill becomes a federal law	
				BIT M 12.BA.BL.4.d Define regulations and explain how administrative agencies create regulations	
				BIT M 12.BA.BL.4.e Explain the roles of the local, state, and federal governments	
				BIT M 12.BA.BL.4.f Describe the powers of the federal and state governments as stated in the U.S. Constitution	
				BIT M 12.BA.BL.4.g Identify the basic freedoms guaranteed by the Bill of Rights	
				BIT M 12.BA.BL.4.h Describe several key constitutional amendments beyond the Bill of Rights	

Basics of the Law (continued)				BIT M 12.BA.BL.4.i Compare and contrast the U.S. Constitution with state, territory, and province constitutions	
				BIT M 12.BA.BL.4.j Explain how courts make law using precedent and the role of stare decisions	
				BIT M 12.BA.BL.4.k Explain how to read both case and statutory citations	
				BIT M 12.BA.BL.4.l Describe the basic structure of the national and state, territory, and province court systems	
				BIT M 12.BA.BL.4.m Distinguish between the roles of legal professionals (e.g., judges, lawyers, and paralegals)	
				BIT M 12.BA.BL.4.n Differentiate among cases that belong in the federal and state, territory, and province court systems	
				BIT M 12.BA.BL.4.o Compare the role of the juvenile court with other courts	
				BIT M 12.BA.BL.4.p Explain the role of the national and state, territory, and province appellate courts	
				BIT M 12.BA.BL.4.q Explain the roles of the U.S. Supreme Court and supreme courts in the states, territories, and provinces	
				BIT M 12.BA.BL.4.r Distinguish between procedural law and substantive law	
				BIT M 12.BA.BL.4.s Define litigation	
				BIT M 12.BA.BL.4.t Explain the movement to mediate juvenile cases outside of the traditional court system	
				BIT M 12.BA.BL.4.u List and explain the steps in criminal and civil trials	
				BIT M 12.BA.BL.4.v Describe the appellate process in criminal and civil cases	

Basics of the Law (continued)				BIT M 12.BA.BL.4.w Explain the advantages and disadvantages of arbitration, mediation, and conciliation	
				BIT M 12.BA.BL.4.x Differentiate between categories of crime (e.g., treason, felony, and misdemeanor)	
				BIT M 12.BA.BL.4.y Define different types of business crime (e.g., arson, forgery, and embezzlement)	
				BIT M 12.BA.BL.4.z Explain the concept of white collar crime and provide examples	
				BIT M 12.BA.BL.4.a.a Determine several defenses to criminal acts (e.g., insanity defense and self-defense)	
				BIT M 12.BA.BL.4.a.b Distinguish between civil and criminal law	
				BIT M 12.BA.BL.4.a.c Identify different areas of civil law that impact businesses (e.g., tort, contract, and property law)	
				BIT M 12.BA.BL.4.a.d Distinguish between a tort and a crime	
				BIT M 12.BA.BL.4.a.e Differentiate between and give examples of negligence and intentional torts	
				BIT M 12.BA.BL.4.a.f Explain the concepts of the reasonable person test and proximate cause	
				BIT M 12.BA.BL.4.a.g Explain the concept of strict liability and describe circumstances under which it is imposed	
				BIT M 12.BA.BL.4.a.h Define “negligence per se” and give examples of circumstances under which it applies	
				BIT M 12.BA.BL.4.a.i Describe the penalties available in criminal law and the remedies available in tort law	

Contract Law, Law of Sales, and Consumer Law				BIT M 12.BA.BL.5 Students will analyze the relationships between contract law, law of sales, and consumer law.	
				BIT M 12.BA.BL.5.a Identify the required elements to create a contract	
				BIT M 12.BA.BL.5.b Explain the rehabilitation principle in contract law	
				BIT M 12.BA.BL.5.c Explain the development of the law merchant and its merger with common law	
				BIT M 12.BA.BL.5.d Differentiate among contractual characteristics (e.g., bilateral and unilateral, express and implied, and oral and written)	
				BIT M 12.BA.BL.5.e Explain how offer and acceptance can create contractual rights and duties	
				BIT M 12.BA.BL.5.f Define counteroffer and describe the effects of a counteroffer in various contractual situations	
				BIT M 12.BA.BL.5.g Determine when an agreement is definite enough to be enforced as a contract	
				BIT M 12.BA.BL.5.h Differentiate between the ways that mutual assent can be undermined	
				BIT M 12.BA.BL.5.i Define and distinguish between different types of consideration	
				BIT M 12.BA.BL.5.j Explain a minor's right to avoid a contract	
				BIT M 12.BA.BL.5.k Identify categories of people who lack contractual capacity	
				BIT M 12.BA.BL.5.l Describe the concept of unconscionability and compare it to illegality	
				BIT M 12.BA.BL.5.m List the essential information that should be included in writing under the statute of frauds	

Contract Law, Law of Sales, and Consumer Law (continued)				BIT M 12.BA.BL.5.n Describe the various rules applied to the interpretation of contracts	
				BIT M 12.BA.BL.5.o Explain the various rules applied to contracts involving third parties	
				BIT M 12.BA.BL.5.p List the ways a contract can be discharged	
				BIT M 12.BA.BL.5.q Describe breach of contract	
				BIT M 12.BA.BL.5.r Describe the remedies available when a contract is breached	
				BIT M 12.BA.BL.5.s Identify problems created when contracts are negotiated and entered over the Internet	
				BIT M 12.BA.BL.5.t Discuss the impact of the laws of sample countries other than the U.S. and Canada on contractual transactions	
				BIT M 12.BA.BL.5.u Distinguish goods from services and real property	
				BIT M 12.BA.BL.5.v Identify the source of law that applies to contracts for (a) goods, (b) services, and (c) real property	
				BIT M 12.BA.BL.5.w Explain when to apply the Uniform Commercial Code (UCC)	
				BIT M 12.BA.BL.5.x Recognize the principal differences between the Uniform Commercial Code and the UN Convention on Contracts for International Sale of Goods	
				BIT M 12.BA.BL.5.y Give examples of special rules that apply to sales contracts that do not apply to other contracts	
				BIT M 12.BA.BL.5.z Clarify when sales contracts must be written	
				BIT M 12.BA.BL.5.a.a Judge whether a particular writing meets the requirements of the UCC	

Contract Law, Law of Sales, and Consumer Law (continued)				BIT M 12.BA.BL.5.a.b Compare an auction with reserve with an auction without reserve.	
				BIT M 12.BA.BL.5.a.c Describe the Uniform Computer Information Transactions Act (UCITA), the Uniform Electronic Transactions Act, the Electronic Signatures in Global and National Commerce Act, and the Millennium Digital Commerce Act	
				BIT M 12.BA.BL.5.a.d Discuss the issue of taxation and cyber-commerce	
				BIT M 12.BA.BL.5.a.e Identify and state the purpose of legislation that regulates consumer credit and electronic credit transactions (e.g., Fair Credit Reporting Act, Fair Credit Billing Act, Equal Credit Opportunity Act, Fair Credit Collection Practices Act, and Consumer Credit Protection Act)	
				BIT M 12.BA.BL.5.a.f Discuss consumer protection legislation at the state and federal levels	
				BIT M 12.BA.BL.5.a.g Define the terms “unfair business practice”	
				BIT M 12.BA.BL.5.a.h Define the term “false and misleading advertising”	
				BIT M 12.BA.BL.5.a.i Describe the consequences of violating consumer statutes	
				BIT M 12.BA.BL.5.a.j Discuss the difference between unsafe products and dangerous products	
				BIT M 12.BA.BL.5.a.k Explain the purpose of the Consumer Product Safety Act	
				BIT M 12.BA.BL.5.a.l Explain the interplay of tort law with the Consumer Product Safety Act	

K-12 Comprehensive Finance Pathway Standards: Students will demonstrate competency in the practices and skills of the Finance Pathway.							
Pathway Standards							
	Personal Finance	Accounting I	Accounting II	Accounting III	Managerial Accounting	Advanced Placement [®] Microeconomics	Advanced Placement [®] Macroeconomics
Personal Financial Decision-Making	BIT M 12.FI.PF.1 Students will understand economic concepts that support rational decision-making (SS 12.2.6)						
Earning and Reporting Income	BIT M 12.FI.PF.2 Students will develop and evaluate a plan to manage their money to achieve personal goals (State Finance 1)						
	BIT M 12.FI.PF.3 Students will identify various forms of income and analyze factors that affect income as a part of the career decision-making process. (State Finance Benchmark 1.1)						
Savings and Investing	BIT M 12.FI.PF.4 Students will evaluate savings, investment, and risk management strategies to achieve financial goals. (SS 12.2.9)						
Buying Goods and Services	BIT M 12.FI.PF.5 Students will apply a decision-making skills and models to maximize consumer satisfaction when buying goods and services. (State Finance 5)						
	BIT M 12.FI.PF.6 Students will evaluate financial institutions and the services provided (State Finance 2)						

Buying Goods and Services Continued)	BIT M 12.FI.PF.7 Students will apply effective money management concepts. (SS 12.2.7)						
Using Credit	BIT M 12.FI.PF.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit. (SS 12.2.8)						
Risk Management	BIT M 12.FI.PF.9 Students will understand perils and risks in life and how to protect against the consequences of risk. (State Finance 6)						
Economic Concepts and Systems	BIT M 12.FI.PF.10 Students will recognize and predict the impact that various economic systems will have on people. (SS 12.2.5)					BIT M 12.FI.MIC.1 Students will assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.	BIT M 12.FI.MAC.1 Students will assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.
						BIT M 12.FI.MIC.2 Students will interpret the basic economic concepts as it applies to economic systems.	BIT M 12.FI.MAC.2 Students will interpret the basic economic concepts as it applies to economic systems.
Markets						BIT M 12.FI.MIC.3 Students will evaluate the Nature and Functions of Product Markets as it applies to Microeconomics.	
						BIT M 12.FI.MIC.4 Students will evaluate Factor Markets as it applies to Microeconomics.	
Economic Performance							BIT M 12.FI.MAC.3 Students will interpret the Measurement of Economic Performance as it applies to Macroeconomics.

Economic Performance (continued)							BIT M 12.FI.MAC.4 Students will evaluate the National Income and Price Determination as it applies to Macroeconomics.
							BIT M 12.FI.MAC.5 Students will analyze the Financial Sector as it applies to Macroeconomics.
Policies							BIT M 12.FI.MAC.6 Students will interpret the Stabilization Policies as it applies to Macroeconomics.
Economic Growth							BIT M 12.FI.MAC.7 Students will analyze the Economic Growth as it applies to Macroeconomics.
International Trade and Finance							BIT M 12.FI.MAC.8 Students will evaluate the Open Economy: International Trade and Finance as it applies to Macroeconomics.
Accounting Profession		BIT M 12.FI.AC1.1 Students will investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting. (State Accounting 5)	BIT M 12.FI.AC2.1 Students will describe roles accountants play in business and society.	BIT M 12.FI.AC3.1 Students will describe roles accountants play in business and society.	BIT M 12.FI.MA.1 Students will demonstrate the skills and competencies required to be successful in the accounting profession.		
Accounting Principles		BIT M 12.FI.AC1.2 Students will identify and describe generally accepted accounting principles (GAAP) with financial transactions.	BIT M 12.FI.AC2.2 Students will explain how the application of GAAP impacts the recording of financial transactions and the preparation of financial statements.	BIT M 12.FI.AC3.2 Students will explain how the application of GAAP impacts the recording of financial transactions and the preparations of financial statements.	BIT M 12.FI.MA.2 Students will analyze how the application of GAAP impacts the recording of financial transactions and the preparations of financial statements.		
Accounting Processes		BIT M 12.FI.AC1.3 Students will apply generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.AC2.3 Students will apply and interpret generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.AC3.3 Students will apply and interpret generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.MA.3 Students will apply and evaluate generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.		

Financial Reports		BIT M 12.FI.AC1.4 Students will create financial reports to support GAAP and the accounting cycle.	BIT M 12.FI.AC2.4 Students will prepare and interpret annual report and financial statements to make informed business decisions.	BIT M 12.FI.AC3.4 Students will prepare and interpret annual report and financial statements to make informed business decisions.	BIT M 12.FI.MA.4 Students will evaluate annual report and financial statements to make informed business decisions.		
Compliance		BIT M 12.FI.AC1.5 Students will apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. (State Accounting 4)	BIT M 12.FI.AC2.5 Students will apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. (State Accounting 4)				
Financial Analysis			BIT M 12.FI.AC2.6 Students will identify analysis options for financial planning and decision-making for capital investment activities.	BIT M 12.FI.AC3.5 Students will identify analysis options for financial planning and decision-making for operating activities.	BIT M 12.FI.MA.5 Students will evaluate Financial Planning and decision-making for operating activities.		
					BIT M 12.FI.MA.6 Students will evaluate Financial Planning and decision-making for capital investment activities.		
				BIT M 12.FI.AC3.6 Students will identify analysis options for financial planning and decision-making and financial reporting for financing activities.	BIT M 12.FI.MA.7 Students will evaluate Financial Planning and decision-making and financial reporting for financing activities.		
				BIT M 12.FI.AC3.7 Students will identify financial reporting for cash flow.			

K-12 Comprehensive Finance Pathway Standards: Students will demonstrate competency in the practices and skills of the Finance Pathway.							
Pathway Standards and Indicators							
	Personal Finance	Accounting I	Accounting II	Accounting III	Managerial Accounting	Advanced Placement [®] Microeconomics	Advanced Placement [®] Macroeconomics
Personal Financial Decision-Making	BIT M 12.FI.PF.1 Students will understand economic concepts that support rational decision-making. (SS 12.2.6)						
	BIT M 12.FI.PF.1.a Apply opportunity costs and trade-offs to personal decision-making						
	BIT M 12.FI.PF.1.b Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual						
	BIT M 12.FI.PF.1.c Recognize and assume responsibility for the consequences of economic choices						
Earning and Reporting Income	BIT M 12.FI.PF.2 Students will develop and evaluate a plan to manage their money to achieve personal goals. (State Finance 1)						
	BIT M 12.FI.PF.3 Students will identify various forms of income and analyze factors that affect income as a part of the career decision-making process. (State Finance Benchmark 1.1)						
Savings and Investing	BIT M 12.FI.PF.4 Students will evaluate savings, investment, and risk management strategies to achieve financial goals. (SS 12.2.9)						

Savings and Investing (continued)	BIT M 12.FI.PF.4.a Identify ways in which individuals and families obtain financial resources						
	BIT M 12.FI.PF.4.b Define and categorize fixed and variable expenses						
	BIT M 12.FI.PF.4.c Explain the importance of saving to ensure financial security (SS 12.2.9.a)						
	BIT M 12.FI.PF.4.d Organize personal finances and use a budget to manage cash flow (SS 12.2.7.a)						
	BIT M 12.FI.PF.4.e Describe the advantage and disadvantage of various savings and investing plans						
	BIT M 12.FI.PF.4.f Describe how financial institutions use deposited funds						
	BIT M 12.FI.PF.4.g Identify the risk/return trade-offs for saving and investing						
	BIT M 12.FI.PF.4.h Analyze the impact of compounding and the importance of starting early a saving and investment plan early						
	BIT M 12.FI.PF.4.i Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans) (SS 12.2.9.b)						
	BIT M 12.FI.PF.4.j Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance) (SS 12.2.9.c)						

Buying Goods and Services	BIT M 12.FI.PF.5 Students will apply decision-making skills and models to maximize consumer satisfaction when buying goods and services. (State Finance 5)						
	BIT M 12.FI.PF.5.a Discuss how competition affects price and helps the consumer						
	BIT M 12.FI.PF.5.b Use reliable consumer sources of consumer information (State Finance 5.1)						
	BIT M 12.FI.PF.5.c Describe consumer rights, responsibilities, and remedies, giving examples of each						
	BIT M 12.FI.PF.6 Students will evaluate financial institutions and the services provided. (State Finance 2)						
	BIT M 12.FI.PF.6.a Identify various types of financial institutions (State Finance 2.1)						
	BIT M 12.FI.PF.6.b List the basic services provided by financial institutions (State Finance 2.2)						
	BIT M 12.FI.PF.7 Students will apply effective money management concepts. (SS 12.2.7)						
	BIT M 12.FI.PF.7.a Describe and demonstrate how to manage savings and checking accounts.						
	BIT M 12.FI.PF.7.b Compare and contrast checking and savings accounts (SS 12.2.7.b)						

Using Credit	BIT M 12.FI.PF.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit. (SS 12.2.8)						
	BIT M 12.FI.PF.8.a Students will identify situations when borrowing money and paying interest may be a wise or unwise decision (SS 12.2.8.d)						
	BIT M 12.FI.PF.8.b Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit (SS 12.2.8.a)						
	BIT M 12.FI.PF.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops) (SS 12.2.8.c)						
	BIT M 12.FI.PF.8.d Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages) (SS 12.2.8.b)						
Risk Management	BIT M 12.FI.PF.9 Students will understand perils and risks in life and how to protect against the consequences of risk. (State Finance 6)						
	BIT M 12.FI.PF.9.a Identify common types of risks and basic risk management strategies (State Finance 6.1)						

Risk Management (continued)	BIT M 12.FI.PF.9.b Evaluate insurance as a risk management strategy (State Finance 6.2)						
	BIT M 12.FI.PF.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance) (SS 12.2.9.c)						
Economic Concepts and Systems	BIT M 12.FI.PF.10 Students will recognize and predict the impact that various economic systems will have on people. (SS 12.2.5)					BIT M 12.FI.MIC.1 Students will assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.	BIT M 12.FI.MAC.1 Students will assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.
	BIT M 12.FI.PF.10.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed) (SS 12.2.5.a)					BIT M 12.FI.MIC.1.a Explain the concept of marginal benefit vs. marginal cost and how it relates to rational decision-making	BIT M 12.FI.MAC.1.a Explain the concept of marginal benefit vs. marginal cost and how it relates to rational decision-making
	BIT M 12.FI.PF.10.b Evaluate the historical use of various economic systems (SS 12.2.5.b)					BIT M 12.FI.MIC.1.b Evaluate the trade-offs of alternatives for solving societal problems according to economic goals	BIT M 12.FI.MAC.1.b Evaluate the trade-offs of alternatives for solving societal problems according to economic goals
	BIT M 12.FI.PF.10.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China) (SS 12.2.5.c)					BIT M 12.FI.MIC.1.c Suggest what a business or nation should do if economic resources are under-utilized and when a business or nation might choose to store resources	BIT M 12.FI.MAC.1.c Suggest what a business or nation should do if economic resources are under-utilized and when a business or nation might choose to store resources
						BIT M 12.FI.MIC.1.d Explore common recommendations and alternatives for what a business or nation could do to stimulate economic growth	BIT M 12.FI.MAC.1.d Explore common recommendations and alternatives for what a business or nation could do to stimulate economic growth
						BIT M 12.FI.MIC.1.e Explain the effects of leading economic indicators on a personal financial plan	BIT M 12.FI.MAC.1.e Explain the effects of leading economic indicators on a personal financial plan

Economic Concepts and Systems (continued)						BIT M 12.FI.MIC.2 Students will interpret the basic economic concepts as it applies to economic systems.	BIT M 12.FI.MAC.2 Students will interpret the basic economic concepts as it applies to economic systems.
						BIT M 12.FI.MIC.2.a Interpret the concepts of scarcity, choice and opportunity cost	BIT M 12.FI.MAC.2.a Interpret the concepts of scarcity, choice and opportunity cost
						BIT M 12.FI.MIC.2.b Explain the production possibilities curve	BIT M 12.FI.MAC.2.b Explain the production possibilities curve
						BIT M 12.FI.MIC.2.c Interpret comparative advantage, absolute advantage, specialization, and trade	BIT M 12.FI.MAC.2.c Interpret comparative advantage, absolute advantage, specialization, and trade
						BIT M 12.FI.MIC.2.d Compare economic systems	BIT M 12.FI.MAC.2.d Compare economic systems
						BIT M 12.FI.MIC.2.e Determine property rights and the role of incentives	BIT M 12.FI.MAC.2.e Determine property rights and the role of incentives
						BIT M 12.FI.MIC.2.f Assess marginal analysis	BIT M 12.FI.MAC.2.f Assess marginal analysis
						BIT M 12.FI.MIC.2.g Construct demand, supply, and market equilibrium	BIT M 12.FI.MAC.2.g Construct demand, supply, and market equilibrium
							BIT M 12.FI.MAC.2.h Explain macroeconomic issues: business cycle, unemployment, inflation, growth
Markets						BIT M 12.FI.MIC.3 Students will evaluate the Nature and Functions of Product Markets as it applies to Microeconomics.	
						BIT M 12.FI.MIC.3.a Interpret supply and demand	
						BIT M 12.FI.MIC.3.b Evaluate theory of consumer choice	
						BIT M 12.FI.MIC.3.c Explain firm behavior and market structure	

Markets (continued)						BIT M 12.FI.MIC.3.d Compare four types of Markets: Perfect Competition, Oligopolies, Monopolies, and Monopolistic Competition	
						BIT M 12.FI.MIC.4 Students will evaluate Factor Markets as it applies to Microeconomics.	
						BIT M 12.FI.MIC.4.a Explain derived factor demand	
						BIT M 12.FI.MIC.4.b Measure marginal revenue product	
						BIT M 12.FI.MIC.4.c Evaluate hiring decisions in the markets for labor and capital	
						BIT M 12.FI.MIC.4.d Estimate market distribution of income	
Economic Performance						BIT M 12.FI.MIC.5 Students will evaluate the Market Failure and the Role of Government as it applies to Microeconomics.	
						BIT M 12.FI.MIC.5.a Explain externalities	
						BIT M 12.FI.MIC.5.b Explain public goods	
						BIT M 12.FI.MIC.5.c Evaluate public policy to promote competition	
						BIT M 12.FI.MIC.5.d Determine income distribution	
							BIT M 12.FI.MAC.3 Students will interpret the Measurement of Economic Performance as it applies to Macroeconomics.
							BIT M 12.FI.MAC.3.a Measure national income accounts

Economic Performance (continued)							BIT M 12.FI.MAC.3.b Explain inflation measurement and adjustment
							BIT M 12.FI.MAC.3.c Interpret unemployment
							BIT M 12.FI.MAC.4 Students will evaluate the National Income and Price Determination as it applies to Macroeconomics.
							BIT M 12.FI.MAC.4.a Evaluate aggregate demand
							BIT M 12.FI.MAC.4.b Evaluate aggregate supply
							BIT M 12.FI.MAC.4.c Determine macroeconomic equilibrium
Financial Sector							BIT M 12.FI.MAC.5 Students will analyze the Financial Sector as it applies to Macroeconomics.
							BIT M 12.FI.MAC.5.a Interpret money, banking, and financial markets
							BIT M 12.FI.MAC.5.b Explain loanable funds market
							BIT M 12.FI.MAC.5.c Assess central bank and control of the money supply
Policies							BIT M 12.FI.MAC.6 Students will interpret the Stabilization Policies as it applies to Macroeconomics.
							BIT M 12.FI.MAC.6.a Evaluate fiscal and monetary policies
							BIT M 12.FI.MAC.6.b Explain the Phillips curve
Economic Growth							BIT M 12.FI.MAC.7 Students will analyze the Economic Growth as it applies to Macroeconomics.]

Economic Growth							BIT M 12.FI.MAC.7.a Explain the definition of economic growth
							BIT M 12.FI.MAC.7.b Evaluate the determinants of economic growth
							BIT M 12.FI.MAC.7.c Assess growth policy
International Trade and Finance							BIT M 12.FI.MAC.8 Students will evaluate the Open Economy: International Trade and Finance as it applies to Macroeconomics.
							BIT M 12.FI.MAC.8.a Explain balance of payments accounts
							BIT M 12.FI.MAC.8.b Evaluate foreign exchange market
International Trade and Finance (continued)							BIT M 12.FI.MAC.8.c Compare imports, exports, and financial capital flows
							BIT M 12.FI.MAC.8.d Compare relationships between international and domestic financial and good markets
Accounting Profession		BIT M 12.FI.AC1.1 Students will investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting. (State Accounting 5)	BIT M 12.FI.AC2.1 Students will describe roles accountants play in business and society.	BIT M 12.FI.AC3.1 Students will describe roles accountants play in business and society.	BIT M 12.FI.MA.1 Students will demonstrate the skills and competencies required to be successful in the accounting profession.		
		BIT M 12.FI.AC1.1.a State and explain the professional designations and certifications and education requirements in the accounting profession	BIT M 12.FI.AC2.1.a Identify the major-policy setting bodies in the accounting profession and explain their roles	BIT M 12.FI.AC3.1.a Identify the major-policy setting bodies in the accounting profession and explain their roles	BIT M 12.FI.MA.1.a Demonstrate ethical decision-making skills and conduct in a business scenario		
			BIT M 12.FI.AC2.1.b Explain how current events impact the accounting profession	BIT M 12.FI.AC3.1.b Explain how current events impact the accounting profession			

Accounting Profession (continued)			BIT M 12.FI.AC2.1.c Explain the need for a code of ethics in accounting and ethical responsibilities required for accountants	BIT M 12.FI.AC3.1.c Explain the need for a code of ethics in accounting and ethical responsibilities required for accountants	BIT M 12.FI.MA.1.b Demonstrate the ability to work within a team concept		
			BIT M 12.FI.AC2.1.d Identify and use information technology productively	BIT M 12.FI.AC3.1.d Identify and use information technology productively	BIT M 12.FI.MA.1.c Demonstrate the appropriate use of information technology with accounting practices		
Accounting Principles		BIT M 12.FI.AC1.2 Students will identify and describe generally accepted accounting principles (GAAP) with financial transactions.	BIT M 12.FI.AC2.2 Students will explain how the application of GAAP impacts the recording of financial transactions and the preparation of financial statements.	BIT M 12.FI.AC3.2 Students will explain how the application of GAAP impacts the recording of financial transactions and the preparations of financial statements.	BIT M 12.FI.MA.2 Students will analyze how the application of GAAP impacts the recording of financial transactions and the preparations of financial statements.		
		BIT M 12.FI.AC1.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses	BIT M 12.FI.AC2.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses	BIT M 12.FI.AC3.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses	BIT M 12.FI.MA.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses		
		BIT M 12.FI.AC1.2.b Complete the steps in the accounting cycle and prepare financial statements	BIT M 12.FI.AC2.2.b Complete the steps in the accounting cycle and prepare financial statements. Discuss the differences between U.S. GAAP and International Financial Reporting (IFRS)	BIT M 12.FI.AC3.2.b Complete the steps in the accounting cycle and prepare financial statements. Discuss the differences between U.S. GAAP and International Financial Reporting (IFRS)	BIT M 12.FI.MA.2.b Apply the U.S. GAAP and International Financial Reporting Standards (IFRS)		
		BIT M 12.FI.AC1.2.c Identify the major-policy setting bodies in the accounting profession	BIT M 12.FI.AC2.2.c Explain the roles of the Financial Accounting Standards Board (FASB), Securities and Exchange Commission (SEC), and International Accounting Standards Board (ISAB)		BIT M 12.FI.MA.2.c Demonstrate the understanding of the Financial Accounting Standards Board (FASB), Securities and Exchange Commission (SEC), and International Accounting Standards Board (ISAB)		

Accounting Processes		BIT M 12.FI.AC1.3 Students will apply generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.AC2.3 Students will apply and interpret generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.AC3.3 Students will apply and interpret generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.MA.3 Students will apply and evaluate generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.		
		BIT M 12.FI.AC1.3.a Describe the purpose of the accounting system	BIT M 12.FI.AC2.3.a Analyze and describe how business transactions impact the accounting equation	BIT M 12.FI.AC3.3.a Analyze and describe how business transactions impact the accounting equation	BIT M 12.FI.MA.3.a Identify and explain the three phases of the management cycle		
		BIT M 12.FI.AC1.3.b Describe the purpose of the journals and ledgers and their relationship	BIT M 12.FI.AC2.3.b Apply the double-entry system of accounting to record business transactions in journals and ledgers and prepare a trial balance	BIT M 12.FI.AC3.3.b Apply the double-entry system of accounting to record business transactions in journals and ledgers and prepare a trial balance	BIT M 12.FI.MA.3.b Identify and explain the four business processes		
			BIT M 12.FI.AC2.3.c Describe the criteria to determine revenue and expense recognition and record transactions	BIT M 12.FI.AC3.3.c Describe the criteria to determine revenue and expense recognition and record transactions	BIT M 12.FI.MA.3.c Analyze and describe how business transactions impact the accounting equation		
		BIT M 12.FI.AC1.3.c Apply the double-entry system of accounting to record business transactions in journals and ledgers and prepare a trial balance	BIT M 12.FI.AC2.3.d Explain the need for adjusting entries and record the transactions	BIT M 12.FI.AC3.3.d Explain the need for adjusting entries and record the transactions			
		BIT M 12.FI.AC1.3.d Prepare a Bank Reconciliation	BIT M 12.FI.AC2.3.e Explain the purposes of the closing process and record the transactions	BIT M 12.FI.AC3.3.e Explain the purposes of the closing process and record the transactions			
			BIT M 12.FI.AC2.3.f Prepare the financial statements for the different types of business operations and ownership structures to prepare the post-closing trial balance	BIT M 12.FI.AC3.3.f Prepare the financial statements for the different types of business operations and ownership structures to prepare the post-closing trial balance	BIT M 12.FI.MA.3.d Prepare the financial statements for the different types of business operations and ownership structures to prepare the post-closing trial balance		
			BIT M 12.FI.AC2.3.g Describe the differences between the periodic and perpetual inventory system and record transaction		BIT M 12.FI.MA.3.e Explain how inventory differs for manufacturing and merchandising businesses		

Accounting Processes (continued)			BIT M 12.FI.AC2.3.h Describe the difference between the gross price method and the net price method and record transactions				
			BIT M 12.FI.AC2.3.i Calculate cost of goods sold and ending inventory using LIFO, FIFO and Average costing methods	BIT M 12.FI.AC3.3.g Explain the methods to determine the value of accounts receivable			
				BIT M 12.FI.AC3.3.h Record transactions for accounts receivable, including uncollectible accounts, write offs and recoveries	BIT M 12.FI.MA.3.f Distinguish between capital expenditures and revenue expenditures		
					BIT M 12.FI.MA.3.g Record direct materials and direct labor transactions		
Financial Reports		BIT M 12.FI.AC1.4 Students will create financial reports to support GAAP and the accounting cycle.	BIT M 12.FI.AC2.4 Students will prepare and interpret annual report and financial statements to make informed business decisions.	BIT M 12.FI.AC3.4 Students will prepare and interpret annual report and financial statements to make informed business decisions.	BIT M 12.FI.MA.4 Students will evaluate annual report and financial statements to make informed business decisions.		
		BIT M 12.FI.AC1.4.a Identify the sources for obtaining financial reports	BIT M 12.FI.AC2.4.a Describe the information provided in each financial statement and how the statements articulate with each other	BIT M 12.FI.AC3.4.a Describe the information provided in each financial statement and how the statements articulate with each other	BIT M 12.FI.MA.4.a Explain how and why the conceptual framework of accounting and generally accepted accounting principles provides guidance and structure for preparing financial statements		
		BIT M 12.FI.AC1.4.b Identify the sections in an annual report and explain the purpose of each section	BIT M 12.FI.AC2.4.b Prepare the financial statements for the different types of business operations and ownership structures	BIT M 12.FI.AC3.4.b Prepare the financial statements for the different types of business operations and ownership structures	BIT M 12.FI.MA.4.b Describe the information provided in each financial statement and how the statements articulate with each other		
		BIT M 12.FI.AC1.4.c Describe the users and uses of financial information	BIT M 12.FI.AC2.4.c Identify and explain the types of audit opinions	BIT M 12.FI.AC3.4.c Identify and explain the types of audit opinions			

Financial Reports (continued)		BIT M 12.FL.AC1.4.d Describe the relationship between assets, liabilities, and equity on the balance sheet	BIT M 12.FL.AC2.4.d Identify the different formats of an income statement	BIT M 12.FL.AC3.4.d Identify the different formats of an income statement	BIT M 12.FI.MA.4.c Identify and explain the types of audit opinions		
		BIT M 12.FL.AC1.4.e Identify the classifications in an income statement and explain their relationship (revenue, expenses, gains, losses)		BIT M 12.FL.AC3.4.e Explain the accounting methods used to determine the value of accounts receivable to be reported on the balance sheet and describe the effect on the income statement	BIT M 12.FI.MA.4.d Identify the different formats of an income statement		
				BIT M 12.FL.AC3.4.f Recognize the primary areas of analysis (trend analysis, profitability, liquidity, capital structure) and explain the information that can be obtained from each type of analysis	BIT M 12.FI.MA.4.e Explain the accounting methods used to determine the value of accounts receivable to be reported on the balance sheet and describe the effect on the income statement		
				BIT M 12.FL.AC3.4.g Perform a horizontal and vertical analysis of the income statement and balance sheet	BIT M 12.FI.MA.4.f Recognize the primary areas of analysis (trend analysis, profitability, liquidity, capital structure) and explain the information that can be obtained from each type of analysis		
				BIT M 12.FL.AC3.4.h Assess profitability by calculating and interpreting financial ratios (gross profit margin, operating profit margin, net profit margin, return on assets, sales turnover)	BIT M 12.FI.MA.4.g Perform a horizontal and vertical analysis of the income statement and balance sheet		
				BIT M 12.FL.AC3.4.i Calculate and interpret the current ratio and debit-equity ratio	BIT M 12.FI.MA.4.h Assess profitability by calculating and interpreting financial ratios (gross profit margin, operating profit margin, net profit margin, return on assets, sales turnover).		

Financial Reports (continued)				BIT M 12.FI.AC3.4.j Calculate the return on sales, earnings per share, and DuPont ROI	BIT M 12.FI.MA.4.i Calculate and interpret the current ratio and debit-equity ratio		
					BIT M 12.FI.MA.4.j Calculate the return on sales, earnings per share, and DuPont ROI		
					BIT M 12.FI.MA.4.k Research industry averages and explains their use in assessing the financial statements		
					BIT M 12.FI.MA.4.l Identify and describe the cost flow assumptions for inventory and explain the impact on the balance sheet and income statement		
Compliance		BIT M 12.FI.AC1.5 Students will apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. (State Accounting 4)	BIT M 12.FI.AC2.5 Students will apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. (State Accounting 4)				
		BIT M 12.FI.AC1.5.a Prepare and maintain payroll reports (State Accounting 4.1)	BIT M 12.FI.AC2.5.a Prepare payroll reports to calculate net pay and employee tax deductions				
Financial Analysis			BIT M 12.FI.AC2.6 Students will identify analysis options for financial planning and decision-making for capital investment activities.	BIT M 12.FI.AC3.5 Students will identify analysis options for financial planning and decision-making for operating activities.	BIT M 12.FI.MA.5 Students will evaluate Financial Planning and decision-making for operating activities.		
			BIT M 12.FI.AC2.6.a Distinguish between capital expenditures and revenue expenditures	BIT M 12.FI.AC3.5.a Calculate the operating cycle and accounts payable in turnover days	BIT M 12.FI.MA.5.a Identify and explain variable costs, fixed costs, and mixed costs		
				BIT M 12.FI.AC3.5.b Calculate the quick ratio	BIT M 12.FI.MA.5.b Use high-low analysis to determine variable costs, fixed costs, and mixed costs		
					BIT M 12.FI.MA.5.c Calculate break-even point and perform cost-volume-profit analysis		

Financial Analysis (continued)					BIT M 12.FI.MA.5.d Identify and explain product costs		
					BIT M 12.FI.MA.5.e Analyze a make-or-buy decision and/or accept-reject decision		
					BIT M 12.FI.MA.6 Students will evaluate Financial Planning and decision-making for capital investment activities.		
					BIT M 12.FI.MA.6.a Use time value of money concepts to solve present value and future value problems		
			BIT M 12.FI.AC2.6.b Determine the cost of property, plant and equipment, natural resources and intangible assets		BIT M 12.FI.MA.6.b Use net present value concepts to make investments decisions		
			BIT M 12.FI.AC2.6.c Identify, calculate and record depreciation, depletion and amortization and the impact when assets are sold, disposed, or rendered obsolete				
				BIT M 12.FI.AC3.6 Students will identify analysis options for financial planning and decision-making and financial reporting for financing activities.	BIT M 12.FI.MA.7 Students will evaluate Financial Planning and decision-making and financial reporting for financing activities.		
				BIT M 12.FI.AC3.6.a Identify and describe the different classes of stock and explain the rights afforded of each class of stock	BIT M 12.FI.MA.7.a Compare and contrast debt equity financing; review debit-to equity ratio		
				BIT M 12.FI.AC3.6.b Calculate the Return on Common Equity	BIT M 12.FI.MA.7.b Calculate TIE and ROE		

Financial Analysis (continued)				BIT M 12.FI.AC3.6.c Describe the difference between cash dividends, stock dividends and stock splits, and the impact on the financial statements			
				BIT M 12.FI.AC3.6.d Calculate the carrying value, interest expense and cash payment for note payable transactions			
				BIT M 12.FI.AC3.6.e Identify and record transactions for accounts payable, other short term debt and long term debt instruments			
				BIT M 12.FI.AC3.6.f Record interest expense and transactions for bond issued at face value, a premium, and a discount			
				BIT M 12.FI.AC3.7 Students will identify financial reporting for cash flow.			
				BIT M 12.FI.AC3.7.a Identify and explain the business activities reported in a statement of cash flows (operating, investing, financing)			

K-12 Comprehensive Information Technology Pathway Standards: Students will demonstrate competency in the practices and skills of the Information Technology Pathway.							
PK-8 Pathway Standards							
	PK-2 nd Grade	3-5 th Grade	Computer Applications 6	Computer Applications 7	Graphic Design	Virtual Robotics	Web Design
Digital Citizenship	BIT M 02.IT.KS.1 Students will be aware of ethical issues that relate to computers and networks.	BIT M 05.IT.TF.1 Students will understand ethical issues that relate to computers and networks.	BIT M 06.IT.CA6.1 Students will describe ethical issues that relate to computers and networks.	BIT M 07.IT.CA7.1 Students will apply ethical issues that relate to computers and networks.	BIT M 08.IT.GD.1 Students will demonstrate ethical issues that relate to computers and networks.	BIT M 08.IT.VR.1 Students will demonstrate ethical issues that relate to computers and networks.	BIT M 08.IT.WDM.1 Students will demonstrate ethical issues that relate to computers and networks.
		BIT M 05.IT.TF.2 Students will identify the impact of technology on personal life and society.	BIT M 06.IT.CA6.2 Students will recognize changes in information technologies over time and the effects those changes have on education, the workplace, and society.	BIT M 07.IT.CA7.2 Students will demonstrate knowledge of changes in information technologies over time and the effects those changes have on education, the workplace, and society.			
Computational Thinking	BIT M 02.IT.KS.2 Students will understand how to arrange information into useful order.	BIT M 05.IT.TF.3 Students will understand and use the basic steps in problem-solving.	BIT M 06.IT.CA6.3 Students will understand the basic steps in algorithmic problem-solving to design solutions.	BIT M 07.IT.CA7.3 Students will utilize the basic steps in algorithmic problem-solving to design solutions.	BIT M 08.IT.GD.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.	BIT M 08.IT.VR.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.	BIT M 08.IT.WDM.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.
	BIT M 02.IT.KS.3 Students will use writing tools and/or drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.	BIT M 05.IT.TF.4 Students will use writing tools, digital cameras, and/or drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.					
	BIT M 02.IT.KS.4 Students will demonstrate how 0s and 1s can be used to represent information.	BIT M 05.IT.TF.5 Students will develop a simple understanding of an algorithm using computer-free exercises.			BIT M 08.IT.GD.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.	BIT M 08.IT.VR.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.	BIT M 08.IT.WDM.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.

Computational Thinking (continued)		BIT M 05.IT.TF.6 Students will identify possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.			BIT M 08.IT.GD.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 08.IT.VR.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 08.IT.WDM.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.
		BIT M 05.IT.TF.7 Students will generate a list of sub-problems to consider while addressing a larger problem.			BIT M 08.IT.GD.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.	BIT M 08.IT.VR.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.	BIT M 08.IT.WDM.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.
			BIT M 06.IT.CA6.4 Students will determine the best sequence of instructions to be followed in order to solve problems.	BIT M 07.IT.CA7.4 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.GD.6 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.VR.6 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.WDM.6 Students will assess the sequence of instructions to be followed in order to solve problems.
	BIT M 02.IT.KS.5 Students will be aware of technology concepts, systems and operations.	BIT M 05.IT.TF.8 Students will understand technology concepts, systems and operations.	BIT M 06.IT.CA6.5 Students will demonstrate their understanding of technology concepts, systems, and operations.	BIT M 07.IT.CA7.5 Students will transfer their understanding of technology concepts, systems, and operations.			
Computers and Communication Devices	BIT M 02.IT.KS.6 Students will use simple keyboarding skills to type words, phrases, or sentences.	BIT M 05.IT.TF.9 Students will use formal keyboarding skills to type, words, sentences, and paragraphs.	BIT M 06.IT.CA6.6 Students will demonstrate an appropriate level of keyboarding speed and accuracy.				
	BIT M 02.IT.KS.7 Students will use standard input and output devices to successfully operate computers and related technologies.	BIT M 05.IT.TF.10 Students will understand the pervasiveness of computers and computing in daily life.	BIT M 06.IT.CA6.7 Students will identify a variety of electronic devices that contain computational processors.	BIT M 07.IT.CA7.6 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.GD.7 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.VR.7 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.WDM.7 Students will describe a variety of electronic devices that contain computational processors.
			BIT M 06.IT.CA6.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 07.IT.CA7.7 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.GD.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.VR.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.WDM.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.

Digital Communications	BIT M 02.IT.KS.8 Students will gather information and communicate electronically with others with support from teachers, family members, and/or student partners.	BIT M 05.IT.TF.11 Students will use productivity technology tools for individual and collaborative writing, communication, and publishing activities.	BIT M 06.IT.CA6.9 Students will apply productivity/ multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 07.IT.CA7.8 Students will apply productivity/ multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.GD.9 Students will apply productivity/ multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.VR.9 Students will apply productivity/ multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.WDM.9 Students will apply productivity/ multimedia tools and peripherals to group collaboration and support life-long learning.
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K-12 Comprehensive Information Technology Pathway Standards: Students will demonstrate competency in the practices and skills of the Information Technology Pathway.							
Pathway Standards and Indicators							
	PK-2 nd Grade	3-5 th Grade	Computer Applications 6	Computer Applications 7	Graphic Design	Virtual Robotics	Web Design
Digital Citizenship	BIT M 02.IT.KS.1 Students will be aware of ethical issues that relate to computers and networks.	BIT M 05.IT.TF.1 Students will understand ethical issues that relate to computers and networks.	BIT M 06.IT.CA6.1 Students will describe ethical issues that relate to computers and networks.	BIT M 07.IT.CA7.1 Students will apply ethical issues that relate to computers and networks.	BIT M 08.IT.GD.1 Students will demonstrate ethical issues that relate to computers and networks.	BIT M 08.IT.VR.1 Students will demonstrate ethical issues that relate to computers and networks.	BIT M 08.IT.WDM.1 Students will demonstrate ethical issues that relate to computers and networks.
	BIT M 02.IT.KS.1.a Practice responsible digital citizenship in the use of technology systems and software	BIT M 05.IT.TF.1.a Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use	BIT M 06.IT.CA6.1.a Describe legal and ethical behaviors when using information and technology and discuss the consequences of misuse	BIT M 07.IT.CA7.1.a Utilize legal and ethical behaviors when using information and technology and discuss the consequences of misuse			
		BIT M 05.IT.TF.2 Students will identify the impact of technology on personal life and society.	BIT M 06.IT.CA6.2 Students will recognize changes in information technologies over time and the effects those changes have on education, the workplace, and society.	BIT M 07.IT.CA7.2 Students will demonstrate knowledge of changes in information technologies over time and the effects those changes have on education, the workplace, and society.			
		BIT M 05.IT.TF.2.a Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources	BIT M 06.IT.CA6.2.a Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources	BIT M 07.IT.CA7.2.a Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources			
			BIT M 06.IT.CA6.2.b Understand safe practices in personal information security, using passwords, encryption, and secure transactions	BIT M 07.IT.CA7.2.b Demonstrate safe practices in personal information security, using passwords, encryption, and secure transactions			
Computational Thinking	BIT M 02.IT.KS.2 Students will understand how to arrange information into useful order.	BIT M 05.IT.TF.3 Students will understand and use the basic steps in problem-solving.	BIT M 06.IT.CA6.3 Students will understand the basic steps in algorithmic problem-solving to design solutions.	BIT M 07.IT.CA7.3 Students will utilize the basic steps in algorithmic problem-solving to design solutions.	BIT M 08.IT.GD.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.	BIT M 08.IT.VR.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.	BIT M 08.IT.WDM.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.

Computational Thinking (continued)	BIT M 02.IT.KS.2.a Arrange information in order, such as sorting students by birth date, without using a computer	BIT M 05.IT.TF.3.a Use a simulation to understand how a problem can be solved	BIT M 06.IT.CA6.3.a Apply the functions of spreadsheet to problem-solve, analyze, and represent data	BIT M 07.IT.CA7.a Apply basic computer programming concepts	BIT M 08.IT.GD.2.a Interact with content-specific models and simulations to support learning and research	BIT M 08.IT.VR.2.a Interact with content-specific models and simulations to support learning and research	BIT M 08.IT.WDM.2.a Interact with content-specific models and simulations to support learning and research
	BIT M 02.IT.KS.2.b Use technology resources to solve age-appropriate problems	BIT M 05.IT.TF.3.b Select technology resources to solve age-appropriate problems					
	BIT M 02.IT.KS.3 Students will use writing tools and/or drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.	BIT M 05.IT.TF.4 Students will use writing tools, digital cameras, and/or drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.					
	BIT M 02.IT.KS.4 Students will demonstrate how 0s and 1s can be used to represent information.	BIT M 05.IT.TF.5 Students will develop a simple understanding of an algorithm using computer-free exercises.			BIT M 08.IT.GD.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.	BIT M 08.IT.VR.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.	BIT M 08.IT.WDM.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.
		BIT M 05.IT.TF.5.a Demonstrate how a string of bits can be used to represent alphanumeric information			BIT M 08.IT.GD.3.a Define an algorithm as a sequence of instructions that can be processed by a computer	BIT M 08.IT.VR.3.a Define an algorithm as a sequence of instructions that can be processed by a computer	BIT M 08.IT.WDM.3.a Define an algorithm as a sequence of instructions that can be processed by a computer
		BIT M 05.IT.TF.6 Students will identify possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.			BIT M 08.IT.GD.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 08.IT.VR.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 08.IT.WDM.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.
		BIT M 05.IT.TF.6.a Utilize various software applications to control computer operations			BIT M 08.IT.GD.4.a Utilize various software applications to create digital designs for academic application, animations, games, music, and art	BIT M 08.IT.VR.4.a Utilize various software applications to control computer operations	BIT M 08.IT.WDM.4.a Utilize various software applications to control computer operations
		BIT M 05.IT.TF.6.b Understand the connections between computer science and other career fields			BIT M 08.IT.GD.4.b Apply connections between computer science and other career fields	BIT M 08.IT.VR.4.b Apply connections between computer science and other career fields	BIT M 08.IT.WDM.4.b Apply connections between computer science and other career fields

Computational Thinking (continued)		BIT M 05.IT.TF.7 Students will generate a list of sub-problems to consider while addressing a larger problem.			BIT M 08.IT.GD.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.	BIT M 08.IT.VR.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.	BIT M 08.IT.WDM.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.
		BIT M 05.IT.TF.7.a Create a computer model to represent the real world			BIT M 08.IT.GD.5.a Analyze the degree to which a computer model represents the real world	BIT M 08.IT.VR.5.a Analyze the degree to which a computer model represents the real world	BIT M 08.IT.WDM.5.a Analyze the degree to which a computer model represents the real world
		BIT M 05.IT.TF.7.b Describe and analyze a sequence of instructions being followed					
			BIT M 06.IT.CA6.4 Students will determine the best sequence of instructions to be followed in order to solve problems.	BIT M 07.IT.CA7.4 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.GD.6 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.VR.6 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.WDM.6 Students will assess the sequence of instructions to be followed in order to solve problems.
			BIT M 06.IT.CA6.4.a Identify ways to implement possible solutions	BIT M 07.IT.CA7.4.a Develop ways to implement possible solutions	BIT M 08.IT.GD.6.a Develop ways to implement possible solutions	BIT M 08.IT.VR.6.a Develop ways to implement possible solutions	BIT M 08.IT.WDM.6.a Develop ways to implement possible solutions
	BIT M 02.IT.KS.5 Students will be aware of technology concepts, systems and operations.	BIT M 05.IT.TF.8 Students will understand technology concepts, systems and operations.	BIT M 06.IT.CA6.5 Students will demonstrate their understanding of technology concepts, systems, and operations.	BIT M 07.IT.CA7.5 Students will transfer their understanding of technology concepts, systems, and operations.			
Computers and Communication Devices	BIT M 02.IT.KS.6 Students will use simple keyboarding skills to type words, phrases, or sentences.	BIT M 05.IT.TF.9 Students will use formal keyboarding skills to type, words, sentences, and paragraphs.	BIT M 06.IT.CA6.6 Students will demonstrate an appropriate level of keyboarding speed and accuracy.				
	BIT M 02.IT.KS.6.a Demonstrate an appropriate level of proficiency with keyboards and other input and output devices	BIT M 05.IT.TF.9.a Apply an appropriate level of proficiency with keyboards and other input and output devices	BIT M 06.IT.CA6.6.a Build their proficiency skills using keyboards and other input and output devices				
	BIT M 02.IT.KS.6.b Uses open hands on keyboard	BIT M 05.IT.TF.9.b Uses correct key fingering techniques	BIT M 06.IT.CA6.6.b Apply correct techniques to maximize productivity				
	BIT M 02.IT.KS.6.c Distinguishes right and left hand keys	BIT M 05.IT.TF.9.c Touch-types, depressing keys with a quick strike					

Computers and Communication Devices (continued)	BIT M 02.IT.KS.6.d Understands relative position of the letter and number keys on a keyboard	BIT M 05.IT.TF.9.d Uses shift key and caps locks appropriately to type upper and lower case letters.					
	BIT M 02.IT.KS.6.e Uses the space bar, return/enter, shift, delete/backspace, arrow & directional keys	BIT M 05.IT.TF.9.e Uses special keys such as shift, punctuation, and return/enter					
	BIT M 02.IT.KS.6.f Identify and use the cursor	BIT M 05.IT.TF.9.f Identifies and uses number row and symbol keys					
	BIT M 02.IT.KS.7 Students will use standard input and output devices to successfully operate computers and related technologies.	BIT M 05.IT.TF.10 Students will understand the pervasiveness of computers and computing in daily life.	BIT M 06.IT.CA6.7 Students will identify a variety of electronic devices that contain computational processors.	BIT M 07.IT.CA7.6 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.GD.7 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.VR.7 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.WDM.7 Students will describe a variety of electronic devices that contain computational processors.
		BIT M 05.IT.TF.10.a Apply strategies for identifying simple hardware and software problems that may occur during use	BIT M 06.IT.CA6.7.a Apply strategies for identifying simple hardware and software problems that may occur during use	BIT M 07.IT.CA7.6.a Apply strategies for identifying simple hardware and software problems that may occur during use	BIT M 08.IT.GD.7.a Apply strategies for identifying simple hardware and software problems that may occur during use	BIT M 08.IT.VR.7.a Apply strategies for identifying simple hardware and software problems that may occur during use	BIT M 08.IT.WDM.7.a Apply strategies for identifying simple hardware and software problems that may occur during use
		BIT M 05.IT.TF.10.b Identify that information is coming to the computer from many sources over a network	BIT M 06.IT.CA6.7.b Discuss the major components and functions of computer systems and networks	BIT M 07.IT.CA7.6.b Identify the major components and functions of computer systems and networks	BIT M 08.IT.GD.7.b Apply the major components and functions of computer systems and networks	BIT M 08.IT.VR.7.b Apply the major components and functions of computer systems and networks	BIT M 08.IT.WDM.7.b Apply the major components and functions of computer systems and networks
		BIT M 05.IT.TF.10.c Recognize that computers model intelligent behavior	BIT M 06.IT.CA6.7.c Recognize that computers are devices that execute programs			BIT M 08.IT.VR.7.c Explore what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate	
			BIT M 06.IT.CA6.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 07.IT.CA7.7 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.GD.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.VR.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.WDM.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.

Computers and Communication Devices (continued)			BIT M 06.IT.CA6.8.a Troubleshoot basic systems and applications	BIT M 07.IT.CA7.7.a Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems	BIT M 08.IT.GD.8.a Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems	BIT M 08.IT.VR.8.a Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems	BIT M 08.IT.WDM.8.a Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems
Digital Communication	BIT M 02.IT.KS.8 Students will gather information and communicate electronically with others with support from teachers, family members, and/or student partners.	BIT M 05.IT.TF.11 Students will use productivity technology tools for individual and collaborative writing, communication, and publishing activities.	BIT M 06.IT.CA6.9 Students will apply productivity/multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 07.IT.CA7.8 Students will apply productivity/multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.GD.9 Students will apply productivity/multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.VR.9 Students will apply productivity/multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.WDM.9 Students will apply productivity/multimedia tools and peripherals to group collaboration and support life-long learning.
	BIT M 02.IT.KS.8.a Use the basic steps of the research process by using digital tools to guide inquiry, gather, evaluate, and use information (e.g.: plan research, locate, record, and share information)	BIT M 05.IT.TF.11.a Apply the research process by using digital tools to guide inquiry, gather, evaluate, and use information (e.g.: form questions, plan research, gather and record information, organize information, draw conclusions, communicate, reflect and evaluate)		BIT M 07.IT.CA7.8.a Create animations and interactive presentations using digital design concepts to communicate and work collaboratively with others	BIT M 08.IT.GD.9.a Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts	BIT M 08.IT.VR.9.a Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts	BIT M 08.IT.WDM.9.a Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts
		BIT M 05.IT.TF.11.b Use online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products/artifacts					

K-12 Comprehensive Information Technology Pathway Standards: Students will demonstrate competency in the practices and skills of the Information Technology Pathway.								
9-12 Pathway Standards								
	Keyboarding	Introduction to Technology	Information Technology Applications	Digital Design	Computer Science Programming	Advanced Placement® Computer Science A	Computer Science Principles	Advanced Placement® Computer Science Principles
Digital Citizenship	BIT M 12.IT.KB.1 Students will demonstrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.IT.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.ITA.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.DD.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.PRO.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.APC.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.CSP.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.APP.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.
		BIT M 12.IT.IT.2 Students will explain the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.ITA.2 Students will explain the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.DD.2 Students will evaluate the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.PRO.2 Students will evaluate the appropriateness of information sources and the limitations.	BIT M 12.IT.APC.2 Students will evaluate the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.CSP.2 Student will compare the positive and negative effects that computing has had on the world.	BIT M 12.IT.APP.2 Students will analyze the beneficial and harmful effects of computing.
Computational Thinking		BIT M 12.IT.IT.3 Student will use computational problems employing various computer paradigms.	BIT M 12.IT.ITA.3 Student will use computational problems employing various computer paradigms.		BIT M 12.IT.PRO.3 Student will apply computational problems employing various computer paradigms.	BIT M 12.IT.APC.3 Student will apply computational problems employing various computer paradigms.	BIT M 12.IT.CSP.3 Students will develop an abstraction when writing a program or creating other computational artifacts.	BIT M 12.IT.APP.3 Students will develop an abstraction when writing a program or creating other computational artifacts.
		BIT M 12.IT.IT.4 Students will identify possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.ITA.4 Students will analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.DD.3 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.PRO.4 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.APC.4 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.CSP.4 Students will identify multiple levels of abstractions being used when writing programs.	BIT M 12.IT.APP.4 Students will identify multiple levels of abstractions being used when writing programs.
		BIT M 12.IT.IT.5 Students will use critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.ITA.5 Students will apply critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.DD.4 Students will apply critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.PRO.5 Students will develop critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.APC.5 Students will develop critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.CSP.5 Students will use computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge.	BIT M 12.IT.APP.5 Students will manipulate computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge.

Computers and communication Devices	BIT M 12.IT.KB.2 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.IT.6 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.ITA.6 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.DD.5 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.PRO.6 Students will program provided devices for innovated applications.	BIT M 12.IT.APC.6 Students will create and test innovated applications.	BIT M 12.IT.CSP.6 Students will explore abstraction in the Internet and how the Internet's composition allows it to function.	BIT M 12.IT.APP.6 Students will explain the abstractions in the Internet and how the Internet functions.
	BIT M 12.IT.KB.3 Students will measure input technique (e.g., keyboarding, voice recognition, hand-writing recognition, virtual keypad, and the use of a multi-touch screen, mouse/pad, or stylus).							
Digital Communication		BIT M 12.IT.IT.7 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.ITA.7 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.DD.6 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.PRO.7 Students will utilize technology to analyze elements and principles of software design to communicate and express ideas and provide productive interfaces with the user.	BIT M 12.IT.APC.7 Students will adopt technology to analyze elements and principles of software design to communicate and express ideas and provide productive interfaces with the user.	BIT M 12.IT.CSP.7 Students will apply a creative development process when creating computational artifacts.	BIT M 12.IT.APP.7 Students will incorporate a creative development process when creating computational artifacts.
		BIT M 12.IT.IT.8 Explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.ITA.8 Explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.DD.7 Explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.PRO.8 Explore the career opportunities in the Technology Pathways.	BIT M 12.IT.APC.8 Explore the career opportunities in the Technology Pathways.		

K-12 Comprehensive Information Technology Pathway Standards:
Students will demonstrate competency in the practices and skills of the Information Technology Pathway.
9-12 Pathway Standards and Indicators

	Keyboarding	Introduction to Technology	Information Technology Applications	Digital Design	Computer Science Programming	Advanced Placement® Computer Science A	Computer Science Principles	Advanced Placement® Computer Science Principles
Digital Citizenship	BIT M 12.IT.KB.1 Students will demonstrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.IT.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.ITA.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.DD.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.PRO.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.APC.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.CSP.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.APP.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.
	BIT M 12.IT.KB.1.a Use computers and networks ethically (e.g., security, privacy, ownership, information sharing, and inequity)	BIT M 12.IT.IT.1.a Use computers and networks ethically (e.g., security, privacy, ownership, information sharing, and inequity)	BIT M 12.IT.ITA.1.a Use computers and networks ethically (e.g., security, privacy, ownership, information sharing, and inequity)	BIT M 12.IT.DD.1.a Use computers and networks ethically (e.g., security, privacy, ownership, information sharing, and inequity)	BIT M 12.IT.PRO.1.a Apply ethics to programming techniques. (e.g., security, privacy, ownership, information sharing, information assurance practices, viral possibilities and precautions)	BIT M 12.IT.APC.1.a Apply ethics to advanced programming techniques. (e.g., security, privacy, ownership, information sharing, information assurance practices, viral possibilities and precautions)	BIT M 12.IT.CSP.1.a Evaluate how computing innovations affect communication, interaction, and cognition	BIT M 12.IT.APP.1.a Evaluate how computing innovations affect communication, interaction, and cognition
	BIT M 12.IT.KB.1.b Recognize the social and personal implications of digital citizenship	BIT M 12.IT.IT.1.b Recognize the social and personal implications of digital citizenship	BIT M 12.IT.ITA.1.b Explain the social and personal implications of digital citizenship	BIT M 12.IT.DD.1.b Explain the social and personal implications of digital citizenship	BIT M 12.IT.PRO.1.b Interpret the social and personal implications of digital citizenship	BIT M 12.IT.APC.1.b Interpret the social and personal implications of digital citizenship	BIT M 12.IT.CSP.1.b Interpret the social and personal implications of digital citizenship	BIT M 12.IT.APP.1.b Interpret the social and personal implications of digital citizenship
	BIT M 12.IT.KB.1.c Comply with the intellectual property laws	BIT M 12.IT.IT.1.c Comply with the intellectual property laws	BIT M 12.IT.ITA.1.c Support the intellectual property laws	BIT M 12.IT.DD.1.c Support the intellectual property laws	BIT M 12.IT.PRO.1.c Comply with intellectual property laws and make connections involving the use of open source vs. non-open source software	BIT M 12.IT.APC.1.c Comply with intellectual property laws and make connections involving the use of open source vs. non-open source software		
	BIT M 12.IT.KB.1.d Adapt to current and future trends in technology	BIT M 12.IT.IT.1.d Adapt to current and future trends in technology	BIT M 12.IT.ITA.1.d Evaluate the current and future trends in technology	BIT M 12.IT.DD.1.d Evaluate the current and future trends in technology	BIT M 12.IT.PRO.1.d Adapt to current and future trends in programming	BIT M 12.IT.APC.1.d Adapt to current and future trends in the AP programming language	BIT M 12.IT.CSP.1.c Summarize how computing has impacted other fields.	BIT M 12.IT.APP.1.c Students will explain how computer has impacted innovation in other fields.
		BIT M 12.IT.IT.2 Students will explain the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.ITA.2 Students will explain the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.DD.2 Students will evaluate the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.PRO.2 Students will evaluate the appropriateness of information sources and the limitations.	BIT M 12.IT.APC.2 Students will evaluate the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.CSP.2 Student will compare the positive and negative effects that computing has had on the world.	BIT M 12.IT.APP.2 Students will analyze the beneficial and harmful effects of computing.

Digital Citizenship (continued)		BIT M 12.IT.IT.2.a Review the acceptable use policies for legal and ethical use of information	BIT M 12.IT.ITA.2.a Review the acceptable use policies for legal and ethical use of information	BIT M 12.IT.DD.2.a Cultivate acceptable use policies for legal and ethical use of information	BIT M 12.IT.PRO.2.a Students will analyze and resolve risks (system security and technological risks).	BIT M 12.IT.APC.2.a Students will analyze and resolve risks (system security and technological risks).	BIT M 12.IT.CSP.2.a Students will examine the connections between computing and economies, social circumstances, and culture.	BIT M 12.IT.APP.2.a Students will explain the connections between computing and economic, social, and cultural contexts.
		BIT M 12.IT.IT.2.b Determine the accuracy of information	BIT M 12.IT.ITA.2.b Determine the accuracy of information					
Computational Thinking		BIT M 12.IT.IT.2.c Students will determine the best sequence of instructions to be followed in order to solve complex computational problems	BIT M 12.IT.ITA.2.c Students will distinguish the best sequence of instructions to be followed in order to solve complex computational problems	BIT M 12.IT.DD.2.b Students will distinguish the best sequence of instructions to be followed in order to solve complex computational problems	BIT M 12.IT.PRO.2.b Students will apply algorithmic problem solving to solve complex computational problems	BIT M 12.IT.APC.2.b Students will apply algorithmic problem solving to solve extremely complex computational problems	BIT M 12.IT.CSP.2.b Students will outline the variety of abstractions used to represent data	BIT M 12.IT.APP.2.b Students will outline the variety of abstractions used to represent data
		BIT M 12.IT.IT.2.d Use abstraction to simplify and solve complex problems.	BIT M 12.IT.ITA.2.d Use abstraction to simplify and solve complex problems.		BIT M 12.IT.PRO.2.c Apply abstraction to simplify and solve complex problems	BIT M 12.IT.APC.2.c Apply abstraction to simplify and solve complex problems	BIT M 12.IT.CSP.2.c Explain how binary sequences are used to represent digital data	BIT M 12.IT.APP.2.c Explain how binary sequences are used to represent digital data
		BIT M 12.IT.IT.3 Student will use computational problems employing various computer paradigms.	BIT M 12.IT.ITA.3 Student will use computational problems employing various computer paradigms.		BIT M 12.IT.PRO.3 Student will apply computational problems employing various computer paradigms.	BIT M 12.IT.APC.3 Student will apply computational problems employing various computer paradigms.	BIT M 12.IT.CSP.3 Students will develop an abstraction when writing a program or creating other computational artifacts.	BIT M 12.IT.APP.3 Students will develop an abstraction when writing a program or creating other computational artifacts.
		BIT M 12.IT.IT.3.a Use developmental software to solve complex problems	BIT M 12.IT.ITA.3.a Select developmental software to solve complex problems		BIT M 12.IT.PRO.3.a Students will use programming languages / developmental software to solve complex problems	BIT M 12.IT.APC.3.a Students will use programming languages / developmental software to solve complex problems (e.g., recursion, and AP labs)	BIT M 12.IT.CSP.3.a Students will use multiple levels of abstraction to write programs	BIT M 12.IT.APP.3.a Students will use multiple levels of abstraction to write programs
		BIT M 12.IT.IT.4 Students will identify possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.ITA.4 Students will analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.DD.3 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.PRO.4 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.APC.4 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.CSP.4 Students will identify multiple levels of abstractions being used when writing programs.	BIT M 12.IT.APP.4 Students will identify multiple levels of abstractions being used when writing programs.

Computational Thinking (continued)		BIT M 12.IT.IT.4.a Apply various software applications to control computer operations	BIT M 12.IT.ITA.4.a Apply various software applications to control computer operations	BIT M 12.IT.DD.3.a Utilize various software applications to control computer operations	BIT M 12.IT.PRO.4.a Utilize various software applications to control and create computer operations	BIT M 12.IT.APC.4.a Utilize various software applications to control and create advanced computer operations	BIT M 12.IT.CSP.4.a Use models and simulations to represent phenomena	BIT M 12.IT.APP.4.a Use models and simulations to represent phenomena
		BIT M 12.IT.IT.4.b Students will recognize the connections between computer science and other career fields	BIT M 12.IT.ITA.4.b Students will describe the connections between information technology applications and career fields	BIT M 12.IT.DD.3.b Students will apply the connections between digital design and other career fields	BIT M 12.IT.PRO.4.b Students will apply connections between digital design and other career fields	BIT M 12.IT.APC.4.b Students will apply connections between digital design and other career fields	BIT M 12.IT.CSP.4.b Students will use models and simulations to formulate, refine, and test hypotheses	BIT M 12.IT.APP.4.b Students will use models and simulations to formulate, refine, and test hypotheses
		BIT M 12.IT.IT.5 Students will use critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.ITA.5 Students will apply critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.DD.4 Students will apply critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.PRO.5 Students will develop critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.APC.5 Students will develop critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.CSP.5 Students will use computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge.	BIT M 12.IT.APP.5 Students will manipulate computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge.
		BIT M 12.IT.IT.5.a Determine the best sequence of instructions to be followed	BIT M 12.IT.ITA.5.a Identify the best sequence of instructions to be followed	BIT M 12.IT.DD.4.a Identify the best sequence of instructions to be followed	BIT M 12.IT.PRO.5.a Devise the best sequence of instructions to be followed	BIT M 12.IT.APC.5.a Devise the best sequence of instructions to be followed	BIT M 12.IT.CSP.5.a Collaborate when processing information to gain insight and knowledge	BIT M 12.IT.APP.5.a Interact with others to gain various perspectives
							BIT M 12.IT.CSP.5.b Extract information from data to discover and explain connections, patterns, or trends	BIT M 12.IT.APP.5b Extract information from data to discover and explain connections, patterns, or trends
							BIT M 12.IT.CSP.5.c Use large data sets to explore and discover information and knowledge	BIT M 12.IT.APP.5.c Apply large data sets to explore and discover information and knowledge
							BIT M 12.IT.CSP.5.d Analyze how data representation, storage, security, and transmission of data involve computational manipulation of information	BIT M 12.IT.APP.5.d Conclude how data representation, storage, security, and transmission of data involve computational manipulation of information

Computational Thinking (continued)							BIT M 12.IT.CSP.5.e Develop an algorithm for implementation in a program	BIT M 12.IT.APP.5.e Construct an algorithm for implementation in a program
							BIT M 12.IT.CSP.5.f Express an algorithm in a language	BIT M 12.IT.APP.5.f Produce an algorithm in a language
							BIT M 12.IT.CSP.5.g Explain the difference between algorithms that run in a reasonable time and those that do not run in a reasonable time	BIT M 12.IT.APP.5.g Defend the difference between algorithms that run in a reasonable time and those that do not run in a reasonable time
							BIT M 12.IT.CSP.5.h Explain the difference between solvable and unsolvable problems in computer science	BIT M 12.IT.APP.5.h Demonstrate the difference between solvable and unsolvable problems in computer science
							BIT M 12.IT.CSP.5.i Evaluate algorithms analytically and empirically for efficiency, correctness, and clarity	BIT M 12.IT.APP.5.i Evaluate algorithms analytically and empirically for efficiency, correctness, and clarity
							BIT M 12.IT.CSP.5.j Develop a program for creative expression, to satisfy personal curiosity or to create new knowledge	BIT M 12.IT.APP.5.j Critique a program for creative expression, to satisfy personal curiosity or to create new knowledge
							BIT M 12.IT.CSP.5.k Develop a correct program to solve problems	BIT M 12.IT.APP.5.k Develop and test a correct program to solve problems
							BIT M 12.IT.CSP.5.l Employ appropriate mathematical and logical concepts in programming	BIT M 12.IT.APP.5.l Integrate appropriate mathematical and logical concepts in programming
Computers and Communication Devices	BIT M 12.IT.KB.2 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.IT.6 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.ITA.6 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.DD.5 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.PRO.6 Students will program provided devices for innovated applications.	BIT M 12.IT.APC.6 Students will create and test innovated applications.	BIT M 12.IT.CSP.6 Students will explore abstraction in the Internet and how the Internet's composition allows it to function.	BIT M 12.IT.APP.6 Students will explain the abstractions in the Internet and how the Internet functions.

Computers and Communication Devices (continued)	BIT M 12.IT.KB.2.a Compare and contrast various storage devices	BIT M 12.IT.IT.6.a Compare and contrast various storage devices	BIT M 12.IT.ITA.6.a Interact with various storage devices (e.g., local, removable, remote, cloud)	BIT M 12.IT.DD.5.a Interact with various storage devices (e.g., local, removable, remote, cloud)	BIT M 12.IT.PRO.6.a Develop hardware alterations and repairs on computing devices	BIT M 12.IT.APC.6.a Construct hardware alterations and repairs on computing devices	BIT M 12.IT.CSP.6.a Identify and subdivide characteristics of the Internet and the systems built within	BIT M 12.IT.APP.6.a Explain the characteristics of the Internet and the systems built within
							BIT M 12.IT.CSP.6.b Identify existing cybersecurity concerns, and potential options that address these issues with the Internet	BIT M 12.IT.APP.6.b Identify existing cybersecurity concerns, and potential options that address these issues with the Internet
	BIT M 12.IT.KB.3 Students will measure input technique (e.g., keyboarding, voice recognition, hand-writing recognition, virtual keypad, and the use of a multi-touch screen, mouse/pad, or stylus).							
	BIT M 12.IT.KB.3.a Describe ergonomic issues related to input technologies							
	BIT M 12.IT.KB.3.b Apply a variety of input technologies to maximize productivity							
Digital Communication		BIT M 12.IT.IT.7 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.ITA.7 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.DD.6 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.PRO.7 Students will utilize technology to analyze elements and principles of software design to communicate and express ideas and provide productive interfaces with the user.	BIT M 12.IT.APC.7 Students will adopt technology to analyze elements and principles of software design to communicate and express ideas and provide productive interfaces with the user.	BIT M 12.IT.CSP.7 Students will apply a creative development process when creating computational artifacts.	BIT M 12.IT.APP.7 Students will incorporate a creative development process when creating computational artifacts.
		BIT M 12.IT.IT.7.a Apply productivity, multimedia tools and peripherals for group collaboration	BIT M 12.IT.ITA.7.a Apply productivity, multimedia tools and peripherals for group collaboration	BIT M 12.IT.DD.6.a Integrate productivity, multimedia tools and peripherals for group collaboration	BIT M 12.IT.PRO.7.a Demonstrate the use of technical tools, and various integrated development environments. (demonstrate versatility in programming applications)	BIT M 12.IT.APC.7.a Cultivate the use of technical tools, and various integrated development environments. (demonstrate versatility in programming applications)	BIT M 12.IT.CSP.7.a Create a computational artifact for creative expression	BIT M 12.IT.APP.7.a Construct a computational artifact for creative expression

Digital Communication (continued)		BIT M 12.IT.IT.7.b Collaborate effectively to create a project in digital design	BIT M 12.IT.ITA.7.b Collaborate effectively to create a project	BIT M 12.IT.DD.6.b Participate effectively to create a project in digital design	BIT M 12.IT.PRO.7.b Collaborate effectively to create a programming project	BIT M 12.IT.APC.7.b Work in a team to develop a programming or software artifact	BIT M 12.IT.CSP.7.b Create a computational artifact using computing tools and techniques to solve a problem	BIT M 12.IT.APP.7.b Construct a computational artifact using computing tools and techniques to solve a problem
					BIT M 12.IT.PRO.7.c Use web development to create functional web pages	BIT M 12.IT.APC.7.c Incorporate web development to create functional web pages	BIT M 12.IT.CSP.7.c Analyze the correctness, usability, functionality, and suitability of computational artifacts	BIT M 12.IT.APP.7.c Assess the correctness, usability, functionality, and suitability of computational artifacts
							BIT M 12.IT.CSP.7.d Use computing tools and techniques for creative expression	BIT M 12.IT.APP.7.d Integrate computing tools and techniques for creative expression
		BIT M 12.IT.IT.8 Students will explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.ITA.8 Students will explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.DD.7 Students will explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.PRO.8 Students will explore the career opportunities in the Technology Pathways.	BIT M 12.IT.APC.8 Students will explore the career opportunities in the Technology Pathways.		

PreK-12 Comprehensive Information Technology Pathway Standards: Students will demonstrate competency of the knowledge and skills of current and emerging processes, techniques, and applications used in the creation of media arts.						
Millard South High School Information Technology Mini Magnet Pathway Standards						
	Digital Media	Web Design	Visual Graphics	Advanced Visual Graphics	STARS	STARS Internship
Digital Citizenship	BIT M 12.IT.DM.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.WDH.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.VG.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.AVG.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.ST.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.STL.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
	BIT M 12.IT.DM.2 Students will recognize and apply personal and global connections through media arts.	BIT M 12.IT.WDH.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.VG.2 Students will recognize and apply personal and global connections through media arts.	BIT M 12.IT.AVG.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.ST.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.STL.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)
Computational Thinking	BIT M 12.IT.DM.3 Students will use critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.WDH.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.VG.3 Students will use critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.AVG.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.ST.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.STL.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
	BIT M 12.IT.DM.4 Students will analyze, interpret, and evaluate work produced in media arts. (FA 12.1.3)	BIT M 12.IT.WDH.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.VG.4 Students will analyze, interpret, and evaluate work produced in media arts. (FA 12.1.3)	BIT M 12.IT.AVG.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.ST.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.STL.4 Students will implement quality assurance process to deliver effective digital communication.
Computers and Communication Devices	BIT M 12.IT.DM.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.WDH.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.VG.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.AVG.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.ST.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.STL.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)
	BIT M 12.IT.DM.6 Students will demonstrate a sound understanding of technology concepts, systems, and operations.	BIT M 12.IT.WDH.6 Students will synthesize their understanding of technology concepts, systems, and operations.	BIT M 12.IT.VG.6 Students will demonstrate a sound understanding of technology concepts, systems, and operations.	BIT M 12.IT.AVG.6 Students will synthesize their understanding of technology concepts, systems, and operations.	BIT M 12.IT.ST.6 Students will synthesize their understanding of technology concepts, systems, and operations.	
Digital Communication	BIT M 12.IT.DM.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.WDH.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.VG.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.AVG.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.ST.7 Students will use digital media and environments to communicate and work collaboratively.	

PreK-12 Comprehensive Information Technology Pathway Standards: Students will demonstrate competency of the knowledge and skills of current and emerging processes, techniques, and applications used in the creation of media arts.						
Millard South High School Information Technology Mini Magnet Pathway Standards and Indicators						
	Digital Media	Web Design	Visual Graphics	Advanced Visual Graphics	STARS	STARS Internship
Digital Citizenship	BIT M 12.IT.DM.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.WDH.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.VG.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.AVG.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.ST.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.STI.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
	BIT M 12.IT.DM.1.a Use computers and networks ethically	BIT M 12.IT.WDH.1.a Exhibit leadership for digital citizenship	BIT M 12.IT.VG.1.a Use computers and networks ethically	BIT M 12.IT.AVG.1.a Exhibit leadership for digital citizenship	BIT M 12.IT.ST.1.a Exhibit leadership for digital citizenship	BIT M 12.IT.STI.1.a Exhibit leadership for digital citizenship
	BIT M 12.IT.DM.1.b Comply with intellectual property laws	BIT M 12.IT.WDH.1.b Understand and practice copyright laws, ethics, and legal issues	BIT M 12.IT.VG.1.b Comply with intellectual property laws	BIT M 12.IT.AVG.1.b Understand and practice copyright laws, ethics, and legal issues	BIT M 12.IT.ST.1.b Practice correct usage of copyright laws	BIT M 12.IT.STI.1.b Practice correct usage of copyright laws
	BIT M 12.IT.DM.1.c Adapt to current and future trends in technology	BIT M 12.IT.WDH.1.c Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems	BIT M 12.IT.VG.1.c Adapt to current and future trends in technology	BIT M 12.IT.AVG.1.c Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems		
	BIT M 12.IT.DM.2 Students will recognize and apply personal and global connections through media arts.	BIT M 12.IT.WDH.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.VG.2 Students will recognize and apply personal and global connections through media arts.	BIT M 12.IT.AVG.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.ST.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.STI.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)
	BIT M 12.IT.DM.2.a Demonstrate personal responsibility for lifelong learning	BIT M 12.IT.WDH.2.a Evaluate the necessary training and lifelong learning skills for careers in media arts (FA 12.1.4.d)	BIT M 12.IT.VG.2.a Demonstrate personal responsibility for lifelong learning	BIT M 12.IT.AVG.2.a Evaluate the necessary training and lifelong learning skills for careers in media arts (FA 12.1.4.d)	BIT M 12.IT.ST.2.a Evaluate the necessary training and lifelong learning skills for careers in media arts (FA 12.1.4.d)	BIT M 12.IT.STI.2.a Evaluate the necessary training and lifelong learning skills for careers in media arts (FA 12.1.4.d)
	BIT M 12.IT.DM.2.b Explore career opportunities in media arts	BIT M 12.IT.WDH.2.b Investigate career opportunities and abilities for success in media arts	BIT M 12.IT.VG.2.b Explore career opportunities in media arts	BIT M 12.IT.AVG.2.b Investigate career opportunities and abilities for success in media arts	BIT M 12.IT.ST.2.b Demonstrate employability skills for career readiness	BIT M 12.IT.STI.2.b Demonstrate employability skills for career readiness in the workplace
Computational Thinking	BIT M 12.IT.DM.3 Students will use critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.WDH.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.VG.3 Students will use critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.AVG.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.ST.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.STI.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Computational Thinking (continued)	BIT M 12.IT.DM.3.a Apply existing knowledge to generate new ideas, products, or processes	BIT M 12.IT.WDH.3.a Build existing knowledge to generate new ideas, products, or processes	BIT M 12.IT.VG.3.a Apply existing knowledge to generate new ideas, products, or processes	BIT M 12.IT.AVG.3.a Build existing knowledge to generate new ideas, products, or processes		
	BIT M 12.IT.DM.3.b Identify and define authentic problems and significant questions for investigation	BIT M 12.IT.WDH.3.b Students will use critical thinking skills to independently, and in teams, solve problems and make decisions	BIT M 12.IT.VG.3.b Identify and define authentic problems and significant questions for investigation	BIT M 12.IT.AVG.3.b Students will use critical thinking skills to independently, and in teams, solve problems and make decisions	BIT M 12.IT.ST.2.a Students will use critical thinking skills to independently, and in teams, solve problems and make decisions	BIT M 12.IT.STI.3.a Students will use critical thinking skills to independently, and in teams, solve problems and make decisions
	BIT M 12.IT.DM.3.c Identify the multi-step process of workflow	BIT M 12.IT.WDH.3.c Assess independently, and in teams, to determine the best sequence of instructions to be followed	BIT M 12.IT.VG.3.c Identify the multi-step process of workflow	BIT M 12.IT.AVG.3.c Assess independently, and in teams, to determine the best sequence of instructions to be followed	BIT M 12.IT.ST.2.b Assess independently, and in teams, to determine the best sequence of instructions to be followed	BIT M 12.IT.STI.3.b Assess independently, and in teams, to determine the best sequence of instructions to be followed
	BIT M 12.IT.DM.4 Students will analyze, interpret, and evaluate work produced in media arts. (FA 12.1.3)	BIT M 12.IT.WDH.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.VG.4 Students will analyze, interpret, and evaluate work produced in media arts. (FA 12.1.3)	BIT M 12.IT.AVG.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.ST.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.STI.4 Students will implement quality assurance process to deliver effective digital communication.
	BIT M 12.IT.DM.4.a Analyze and describe various forms, methods, styles, and qualities in media arts to reflect experience and create intention (FA 12.1.3.a)	BIT M 12.IT.WDH.4.a Evaluate various forms, methods, styles, and qualities in media arts to reflect experience and create intention	BIT M 12.IT.VG.4.a Analyze and describe various forms, methods, styles, and qualities in media arts to reflect experience and create intention (FA 12.1.3.a)	BIT M 12.IT.AVG.4.a Evaluate various forms, methods, styles, and qualities in media arts to reflect experience and create intention	BIT M 12.IT.ST.4.a Evaluate various forms, methods, styles, and qualities in media arts to reflect experience and create intention	BIT M 12.IT.STI.4.a Evaluate various forms, methods, styles, and qualities in media arts to reflect experience and create intention
	BIT M 12.IT.DM.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)	BIT M 12.IT.WDH.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)	BIT M 12.IT.VG.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)	BIT M 12.IT.AVG.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)	BIT M 12.IT.ST.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)	BIT M 12.IT.STI.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)
Computers and Communication Devices	BIT M 12.IT.DM.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.WDH.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.VG.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.AVG.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.ST.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.STI.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)
	BIT M 12.IT.DM.5.a Engage in pre-production processes to prepare content and systems for production in media arts (FA 12.1.1.a)	BIT M 12.IT.WDH.5.a Engage in pre-production processes to prepare content and systems for production in media arts (FA 12.1.1.a)	BIT M 12.IT.VG.5.a Engage in pre-production processes to prepare content and systems for production in media arts (FA 12.1.1.a)	BIT M 12.IT.AVG.5.a Engage in pre-production processes to prepare content and systems for production in media arts (FA 12.1.1.a)	BIT M 12.IT.ST.5.a Engage in pre-production processes to prepare content and systems for production in media arts (FA 12.1.1.a)	
	BIT M 12.IT.DM.5.b Develop strategies, processes, and plans for creating work in media art that reflect understanding of multiple resources and media (FA 12.1.1.c)	BIT M 12.IT.WDH.5.b Develop strategies, processes, and plans for creating work in media art that reflect understanding of multiple resources and media (FA 12.1.1.c)	BIT M 12.IT.VG.5.b Develop strategies, processes, and plans for creating work in media art that reflect understanding of multiple resources and media (FA 12.1.1.c)	BIT M 12.IT.AVG.5.b Develop strategies, processes, and plans for creating work in media art that reflect understanding of multiple resources and media (FA 12.1.1.a)	BIT M 12.IT.ST.5.b Develop strategies, processes, and plans for creating work in media art that reflect understanding of multiple resources and media (FA 12.1.1.a)	

Computers and Communication Devices (continued)	BIT M 12.IT.DM.5.c Demonstrate the use of technical tools and knowledge of digital design	BIT M 12.IT.WDH.5.c Demonstrate the use of technical tools and knowledge of digital design	BIT M 12.IT.VG.5.c Demonstrate the use of technical tools and knowledge of digital design	BIT M 12.IT.AVG.5.c Demonstrate the use of technical tools and knowledge of digital design	BIT M 12.IT.ST.5.c Demonstrate the use of technical tools and knowledge of digital design	BIT M 12.IT.STL.5.a Demonstrate the use of technical tools and knowledge of digital design
	BIT M 12.IT.DM.5.d Create and edit images and graphics	BIT M 12.IT.WDH.5.d Create and edit images and graphics	BIT M 12.IT.VG.5.d Create and edit images and graphics	BIT M 12.IT.AVG.5.d Create and edit images and graphics		
	BIT M 12.IT.DM.5.e Plan, produce, and edit digital audio, animations, video, and website	BIT M 12.IT.WDH.5.e Design critical elements of site structure, layout, and navigation of a website	BIT M 12.IT.VG.5.e Plan, produce, and edit digital photos, and videos	BIT M 12.IT.AVG.5.e Plan, produce, edit and present digital photo and video projects		
	BIT M 12.IT.DM.5.f Demonstrate basic proficiency in the use of editing programs	BIT M 12.IT.WDH.5.f Demonstrate increasing proficiency in the use of editing programs	BIT M 12.IT.VG.5.f Demonstrate basic proficiency in the use of editing programs	BIT M 12.IT.AVG.5.f Demonstrate increasing proficiency in the use of editing programs	BIT M 12.IT.ST.5.d Work in editing programs at a professional level	
	BIT M 12.IT.DM.6 Students will demonstrate a sound understanding of technology concepts, systems, and operations.	BIT M 12.IT.WDH.6 Students will synthesize their understanding of technology concepts, systems, and operations.	BIT M 12.IT.VG.6 Students will demonstrate a sound understanding of technology concepts, systems, and operations.	BIT M 12.IT.AVG.6 Students will synthesize their understanding of technology concepts, systems, and operations.	BIT M 12.IT.ST.6 Students will synthesize their understanding of technology concepts, systems, and operations.	
	BIT M 12.IT.DM.6.a Understand and use technology systems	BIT M 12.IT.WDH.6.a Select and use applications effectively and productively	BIT M 12.IT.VG.6.a Understand and use technology systems	BIT M 12.IT.AVG.6.a Select and use applications effectively and productively	BIT M 12.IT.ST.6.a Troubleshoot systems and applications	
Digital Communication	BIT M 12.IT.DM.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.WDH.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.VG.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.AVG.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.ST.7 Students will use digital media and environments to communicate and work collaboratively.	
	BIT M 12.IT.DM.7.a Collaborate effectively to create a project in digital design	BIT M 12.IT.WDH.7.a Collaborate effectively to create a project in digital design	BIT M 12.IT.VG.7.a Collaborate effectively to create a project in digital design	BIT M 12.IT.AVG.7.a Collaborate effectively to create a project in digital design	BIT M 12.IT.ST.7.a Incorporate and analyze personal or collective experiences, perspectives, and ideas of other in media arts (FA 12.1.4.c)	
	BIT M 12.IT.DM.7.b Interact, collaborate, and publish employing a variety of digital environments and media	BIT M 12.IT.WDH.7.b Analyze the legal and ethical responsibilities required in the workspace	BIT M 12.IT.VG.7.b Interact, collaborate, and publish employing a variety of digital environments and media	BIT M 12.IT.AVG.7.b Analyze the legal and ethical responsibilities required in the workspace		

9-12 Comprehensive Marketing Pathway Standards:
Students will demonstrate competency in the practices and skills of the Marketing Pathway.

Pathway Standards					
	Merchandise Marketing	Sports and Entertainment Marketing	Marketing	Advanced Marketing	Marketing Internship
Marketing Information Management	BIT M 12.MK.MM.1 Students will explore the history of fashion	BIT M 12.MK.SMK.1 Students will explore the value of product research and development in sports and entertainment.	BIT M 12.MK.MK.1 Students will examine the concepts and develop the tools used to create marketing information management.	BIT M 12.MK.AMK.1 Students will demonstrate the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	
Sales	BIT M 12.MK.MM.2 The student will explore why individuals, businesses and governments trade goods and services.	BIT M 12.MK.SMK.2 The student will explore why individuals, businesses and governments trade goods and services.	BIT M 12.MK.MK.2 Students will explain how the sales process impacts business and the economy.	BIT M 12.MK.AMK.2 Students will demonstrate the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.	
Pricing	BIT M 12.MK.MM.3 Students will explore pricing strategies in the fashion industry.	BIT M 12.MK.SMK.3 Students will explore concepts and processes associated with successful financial planning in sports and entertainment marketing.	BIT M 12.MK.MK.3 Students will explain pricing strategies used in the business environment in which it is implemented.	BIT M 12.MK.AMK.3 Students will demonstrate the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.	
Promotion	BIT M 12.MK.MM.4 Students will develop a fashion promotion utilizing the promotional mix.	BIT M 12.MK.SMK.4 Students will develop a sports or entertainment promotion utilizing the promotional mix.	BIT M 12.MK.MK.4 Students will demonstrate the components of the promotional mix.	BIT M 12.MK.AMK.4 Students will be able to demonstrate the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.	
Product / Service Management	BIT M 12.MK.MM.5 Students will explore product / service planning and development.	BIT M 12.MK.SMK.5 Students will explore product / service planning and development.	BIT M 12.MK.MK.5 Students will explain how businesses plan what to produce and sell, and how they position and manage these products.	BIT M 12.MK.AMK.5 Students will be able to demonstrate the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.	
College / Career Readiness	BIT M 12.MK.MM.6 Students will explain college or career objectives.	BIT M 12.MK.SMK.6 Students will explain college or career objectives.	BIT M 12.MK.MK.6 Students will develop college or career objectives.	BIT M 12.MK.AMK.6 Students will be able to demonstrate concepts, tools, and strategies used to explore, obtain, and develop in a business career.	BIT M 12.MK.MKI.1 Students will be able to demonstrate concepts, tools, and strategies used to explore, obtain, and develop in a business career.

Economics	BIT M 12.MK.MM.7 Students will explain how markets, prices and competition influence economic behavior.	BIT M 12.MK.SMK.7 Students will explain how markets, prices and competition influence economic behavior.	BIT M 12.MK.MK.7 Students will examine economic principles and concepts which form the basis of marketing activities.	BIT M 12.MK.AMK.7 Students will demonstrate an understanding of the economic principles and concepts fundamental to marketing activities and business operations.	
Entrepreneurship	BIT M 12.MK.MM.8 Students will explore traits of an entrepreneur.	BIT M 12.MK.SMK.8 Students will explore traits of an entrepreneur.	BIT M 12.MK.MK.8 Students will explain the concept of starting a new business or venture.	BIT M 12.MK.AMK.8 Students will demonstrate an understanding of the concepts, processes and skills associated with identifying new ideas, opportunities and methods and with creating or starting new projects or ventures.	
Distribution / Channel Management			BIT M 12.MK.MK.9 Students will explain the concepts and processes needed to identify, select, monitor and evaluate channels of distribution.	BIT M 12.MK.AMK.9 Students will demonstrate an understanding of the concepts and processes needed to identify, select, monitor and evaluate channels of distribution.	
Industry Trends	BIT M 12.MK.MM.9 Students will analyze trends in the fashion industry	BIT M 12.MK.SMK.9 Students will analyze trends in the sports and entertainment industry			BIT M 12.MK.MK1.2 Students will secure employment in a legal, taxpaying environment.

9-12 Comprehensive Marketing Pathway Standards:
Students will demonstrate competency in the practices and skills of the Marketing Pathway.

Pathway Standards and Indicators

	Merchandise Marketing	Sports and Entertainment Marketing	Marketing	Advanced Marketing	Marketing Internship
Marketing Information Management	BIT M 12.MK.MM.1 Students will explore the history of fashion	BIT M 12.MK.SMK.1 Students will explore the value of product research and development in sports and entertainment.	BIT M 12.MK.MK.1 Students will examine the concepts and develop the tools used to create marketing information management.	BIT M 12.MK.AMK.1 Students will demonstrate the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	
	BIT M 12.MK.MM.1.a Describe the influence of historical figures and events on fashion	BIT M 12.MK.SMK.1.a Discuss the issues related to selection of product and brand naming	BIT M 12.MK.MK.1.a Discuss the reasons for conducting market research	BIT M 12.MK.AMK.1.a Discuss the reasons for conducting market research	
		BIT M 12.MK.SMK.1.b Evaluate the importance of market segmentation	BIT M 12.MK.MK.1.b Describe primary and secondary data	BIT M 12.MK.AMK.1.b Describe primary and secondary data	
			BIT M 12.MK.MK.1.c Identify sources of secondary data for research purposes	BIT M 12.MK.AMK.1.c Analyze sources of secondary data for research purposes	
			BIT M 12.MK.MK.1.d Identify methods for collecting primary data	BIT M 12.MK.AMK.1.d Discuss the steps in market research process	
			BIT M 12.MK.MK.1.e Discuss the steps in market research process	BIT M 12.MK.AMK.1.e Evaluate the steps involved in interpreting research data, including collecting, analyzing and reporting key findings	
			BIT M 12.MK.MK.1.f Evaluate the steps involved in interpreting research data, including collecting, analyzing and reporting key findings	BIT M 12.MK.AMK.1.f Conduct marketing research	
			BIT M 12.MK.MK.1.g Conduct primary marketing research	BIT M 12.MK.AMK.1.g Develop marketing strategies based on marketing research	
				BIT M 12.MK.AMK.1.h Develop a business plan based on marketing research	
				BIT M 12.MK.AMK.1.i Demonstrates ethical leadership via development of business plan	
				BIT M 12.MK.AMK.1.j Demonstrates critical thinking via data analysis	

Marketing Information Management (continued)				BIT M 12.MK.AMK.1.k Demonstrate collaboration and teamwork via development of business plan	
	BIT M 12.MK.MM.2 Students will explore why individuals, businesses and governments trade goods and services.	BIT M 12.MK.SMK.2 Students will explore why individuals, businesses and governments trade goods and services.	BIT M 12.MK.MK.2 Students will explain how the sales process impacts business and the economy.	BIT M 12.MK.AMK.2 Students will demonstrate the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.	
	BIT M 12.MK.MM.2.a Identify the sales process	BIT M 12.MK.SMK.2.a Identify the sales process	BIT M 12.MK.MK.2.a Examine the seven steps of the selling process	BIT M 12.MK.AMK.2.a Understand the selling techniques used to aid customers and clients in making buying decisions	
	BIT M 12.MK.MM.2.b Explain how sales efforts affect customer decisions	BIT M 12.MK.SMK.2.b Explain how sales efforts affect customer decisions	BIT M 12.MK.MK.2.b Explain the process and techniques of both retail and business –to-business selling	BIT M 12.MK.AMK.2.b Differentiate ethical issues involved in personal selling	
Sales	BIT M 12.MK.MM.2.c Recognize the importance of e-commerce to sell products	BIT M 12.MK.SMK.2.c Recognize the importance of e-commerce to sell products	BIT M 12.MK.MK.2.c Demonstrate a sales presentation	BIT M 12.MK.AMK.2.c Evaluate the impact of evolving technologies on personal selling	
			BIT M 12.MK.MK.2.d Identify customer buying motives for use in selling	BIT M 12.MK.AMK.2.d Execute the seven steps of the sales process	
			BIT M 12.MK.MK.2.e Understand the selling techniques used to aid customers and clients in making buying decisions	BIT M 12.MK.AMK.2.e Demonstrate appropriate techniques to initiate a sale and determine customer's needs	
			BIT M 12.MK.MK.2.f Effectively demonstration management of customer objectives during the selling process	BIT M 12.MK.AMK.2.f Evaluate sales as a profession for career- planning purposes	
			BIT M 12.MK.MK.2.g Demonstrate effective suggestion selling and sale closing techniques	BIT M 12.MK.AMK.2.g Demonstrate communication in the sales process	
			BIT M 12.MK.MK.2.h Demonstrate ways to prepare for selling	BIT M 12.MK.AMK.2.h Integrate technology to process sales activities	
	BIT M 12.MK.MM.3 Students will explore pricing strategies in the fashion industry.	BIT M 12.MK.SMK.3 Students will explore concepts and processes associated with successful financial planning in sports and entertainment marketing.	BIT M 12.MK.MK.3 Students will explain pricing strategies used in the business environment in which it is implemented.	BIT M 12.MK.AMK.3 Students will demonstrate the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.	
Pricing	BIT M 12.MK.MM.3.a Discuss pricing strategies used to increase sales in fashion and merchandising industry	BIT M 12.MK.SMK.3.a Discuss pricing strategies used to increase sales in sports and entertainment marketing	BIT M 12.MK.MK.3.a Explain how price influences consumer purchase decisions	BIT M 12.MK.AMK.3.a Identify the factors that contribute to a product's price (cost, quality, competition, and brand loyalty	

Pricing (continued)			BIT M 12.MK.MK.3.b Create a purchasing plan for resale and pricing policies	BIT M 12.MK.AMK.3.b Discuss how evolving technologies provide greater options for buyers and increase price competition	
			BIT M 12.MK.MK.3.c Calculate overall price using basic pricing formulas	BIT M 12.MK.AMK.3.c Explain factors affecting price decisions	
			BIT M 12.MK.MK.3.d Explain factors affecting pricing decisions	BIT M 12.MK.AMK.3.d Students will be able to discuss the legal considerations of pricing	
			BIT M 12.MK.MK.3.e Demonstrate pricing math to calculate market ups and markdowns	BIT M 12.MK.AMK.3.e Describe pricing concepts and policies for products in various stages of the product life cycle	
				BIT M 12.MK.AMK.3.f Use pricing terminology and techniques correctly and effectively in a business plan	
				BIT M 12.MK.AMK.3.g Demonstrate pricing math to calculate market ups and markdowns	
				BIT M 12.MK.AMK.3.h Plan and implement a pricing strategy	
				BIT M 12.MK.AMK.3.i Describe the nature of profit and loss statements	
Promotion	BIT M 12.MK.MM.4 Students will develop a fashion promotion utilizing the promotional mix.	BIT M 12.MK.SMK.4 Students will develop a sports or entertainment promotion utilizing the promotional mix.	BIT M 12.MK.MK.4 Students will demonstrate the components of the promotional mix.	BIT M 12.MK.AMK.4 Students will be able to demonstrate the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.	
	BIT M 12.MK.MM.4.a Identify various sales methodologies used in fashion marketing	BIT M 12.MK.SMK.4.a Identify various sales methodologies used in sports and entertainment marketing	BIT M 12.MK.MK.4.a Explain why organizations use promotions	BIT M 12.MK.AMK.4.a Explain the promotional mix concept and its role in marketing	
		BIT M 12.MK.SMK.4.b Explain strategies for attracting secondary sales (ticket sales etc.)	BIT M 12.MK.MK.4.b Evaluate the effectiveness of various forms of promotion	BIT M 12.MK.AMK.4.b Discuss trade and consumer sales promotions	
			BIT M 12.MK.MK.4.c Develop sales promotion plan	BIT M 12.MK.AMK.4.c Understand the use of direct marketing to attract attention and to build a brand	
	BIT M 12.MK.MM.4.b Analyze the importance of special promotional events	BIT M 12.MK.SMK.4.c Analyze the importance of special promotional events	BIT M 12.MK.MK.4.d Explain the relationship of merchandising and visual merchandising	BIT M 12.MK.AMK.4.d Explain the nature of public relations	
	BIT M 12.MK.MM.4.c Explain the types of media used in retail fashion advertising	BIT M 12.MK.SMK.4.d Explain the types of media used in sports and entertainment advertising	BIT M 12.MK.MK.4.e Evaluate the sales and sales support structure of a retail establishment	BIT M 12.MK.AMK.4.e Demonstrate the purpose and importance advertising	

Promotion (continued)		BIT M 12.MK.SMK.4.e Explain the types of entertainment used is sports advertising	BIT M 12.MK.MK.4.f Discuss the elements of visual merchandising and the artistic of creating a display	BIT M 12.MK.AMK.4.f Students will be able to prepare a print advertisement	
				BIT M 12.MK.AMK.4.g Students will be able to develop a promotional mix strategy	
				BIT M 12.MK.AMK.4.h Evaluate the sales and sales support structure of a retail establishment	
Product / Service Management	BIT M 12.MK.MM.5 Students will explore product / service planning and development.	BIT M 12.MK.SMK.5 Students will explore product / service planning and development.	BIT M 12.MK.MK.5 Students will explain how businesses plan what to produce and sell, and how they position and manage these products.	BIT M 12.MK.AMK.5 Students will be able to demonstrate the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.	
			BIT M 12.MK.MK.5.a Describe factors used by marketers to position product/ businesses	BIT M 12.MK.AMK.5.a Analyze new products for consumers focusing on needs, wants and desires	
	BIT M 12.MK.MM.5.a Students will analyze design, color, and textiles		BIT M 12.MK.MK.5.b Propose a new or modified product to market to consumers incorporating product – planning / branding principles in a small group application	BIT M 12.MK.AMK.5.b Describe ways in which companies modify existing products and services	
			BIT M 12.MK.MK.5.c Identify the impact of product life cycles on marketing decisions	BIT M 12.MK.AMK.5.c Compare and contrast consumer wants and needs in the global environment and how this drives product development and positioning	
			BIT M 12.MK.MK.5.d Explain the branding strategies	BIT M 12.MK.AMK.5.d Determine ethical issues associated with product development	
			BIT M 12.MK.MK.5.e Explain functions of packaging	BIT M 12.MK.AMK.5.e Describe the management process of new product development	
			BIT M 12.MK.MK.5.f Explain extended product features	BIT M 12.MK.AMK.5.f Describe the management process of the life cycle of a product	
College / Career Readiness	BIT M 12.MK.MM.6 Students will explain college or career objectives.	BIT M 12.MK.SMK.6 Students will explain college or career objectives.	BIT M 12.MK.MK.6 Students will develop college or career objectives.	BIT M 12.MK.AMK.6 Students will be able to demonstrate concepts, tools, and strategies used to explore, obtain, and develop in a business career.	BIT M 12.MK.MKI.1 Students will be able to demonstrate concepts, tools, and strategies used to explore, obtain, and develop in a business career.
	BIT M 12.MK.MM.6.a Determine the career opportunities available in the merchandising industry	BIT M 12.MK.SMK.6.a Determine the career opportunities available in the sports and entertainment industry	BIT M 12.MK.MK.6.a Evaluate their personal attributes and present themselves in a positive manner	BIT M 12.MK.AMK.6.a Demonstrate how to make effective decisions, use career information, and manage personal career plans	BIT M 12.MK.MKI.1.a Demonstrate how to make effective decisions, use career information, and manage personal career plans
	BIT M 12.MK.MM.6.b Explore fashion retailing and marketing centers		BIT M 12.MK.MK.6.b Explain employment opportunities in a variety of businesses	BIT M 12.MK.AMK.6.b Understand the concepts, strategies, and systems used to obtain and convey ideas and information	BIT M 12.MK.MKI.1.b Develop the concepts, strategies, and systems used to obtain and convey ideas and information

College / Career Readiness (continued)	BIT M 12.MK.MM.6.c Analyze the impact of technology on the fashion industry	BIT M 12.MK.SMK.6.b Analyze the impact of technology in the sports and entertainment industries	BIT M 12.MK.MK.6.c Demonstrate positive human relations and communication skills	BIT M 12.MK.AMK.6.c Apply verbal skills to obtain and convey information	BIT M 12.MK.MKI.1.c Apply verbal skills to obtain and convey information
			BIT M 12.MK.MK.6.d Participate in mock job interviews	BIT M 12.MK.AMK.6.d Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others (Emotional intelligence)	BIT M 12.MK.MKI.1.d Applies techniques, strategies, and systems used to foster self-understanding and enhance relationships with others (Emotional intelligence)
				BIT M 12.MK.AMK.6.e Use communication skills to foster ethical interactions (Emotional intelligence)	BIT M 12.MK.MKI.1.e Apply communication skills to foster ethical interactions (Emotional intelligence)
				BIT M 12.MK.AMK.6.f Demonstrate specific marketing skill competencies	BIT M 12.MK.MKI.1.f Apply specific marketing skill competencies
				BIT M 12.MK.AMK.6.g Understand techniques, strategies, and systems used to foster self-understanding and enhance relationships with others	BIT M 12.MK.MKI.1.g Apply techniques, strategies, and systems used to foster self-understanding and enhance relationships with others
Economics	BIT M 12.MK.MM.7 Students will explain how markets, prices and competition influence economic behavior.	BIT M 12.MK.SMK.7 Students will explain how markets, prices and competition influence economic behavior.	BIT M 12.MK.MK.7 Students will examine economic principles and concepts which form the basis of marketing activities.	BIT M 12.MK.AMK.7 Students will demonstrate an understanding of the economic principles and concepts fundamental to marketing activities and business operations.	
	BIT M 12.MK.MM.7.a Discuss the profit motive and describe economic utility as it applies to the fashion industry	BIT M 12.MK.SMK.7.a Discuss the profit motive and describe economic utility as it applies to sports and entertainment marketing	BIT M 12.MK.MK.7.a Interpret the economic principles that form the bases of marketing and business activities	BIT M 12.MK.AMK.7.a Summarize the key principles on which a modified free enterprise system is based	
	BIT M 12.MK.MM.7.b Describe the influence that economic, social, political, demographic, geographic, and psychological factors have had and currently have on fashion	BIT M 12.MK.SMK.7.b Discuss funding and revenue sources for sports and entertainment businesses	BIT M 12.MK.MK.7.b Evaluate the major components of the free enterprise	BIT M 12.MK.AMK.7.b Explain how supply and demand interact to set prices	
		BIT M 12.MK.SMK.7.c Discuss the economic impact of global marketing as it applies to local, national and/or international sporting and entertainment events	BIT M 12.MK.MK.7.c Assess the roles of the government and consumer in the free enterprise system	BIT M 12.MK.AMK.7.c Summarize various types of economies	
			BIT M 12.MK.MK.7.d Analyze how the free enterprise system answers the three basic economic questions	BIT M 12.MK.AMK.7.d Assess various types of economic measurements	
			BIT M 12.MK.MK.7.e Examine the various economic indicators in the free enterprise system	BIT M 12.MK.AMK.7.e Discuss the role of the government and the consumer in a market economy	

Economics (continued)			BIT M 12.MK.MK.7.f Apply technical reading strategies for information as it relates to marketing and fashion marketing	BIT M 12.MK.AMK.7.f Identify the factors of production and relate them to the three basic questions that all economies must answer	
				BIT M 12.MK.AMK.7.g Demonstrate the goals of a healthy economy, and explain how they are measured	
				BIT M 12.MK.AMK.7.h Synthesize the four phases of the business cycle	
				BIT M 12.MK.AMK.7.i Differentiate economic systems in global economies	
Entrepreneurship	BIT M 12.MK.MM.8 Students will explore traits of an entrepreneur.	BIT M 12.MK.SMK.8 Students will explore traits of an entrepreneur.	BIT M 12.MK.MK.8 Students will explain the concept of starting a new business or venture.	BIT M 12.MK.AMK.8 Students will demonstrate an understanding of the concepts, processes and skills associated with identifying new ideas, opportunities and methods and with creating or starting new projects or ventures.	
	BIT M 12.MK.MM.8.a Identify the characteristics of a successful fashion entrepreneur	BIT M 12.MK.SMK.8.a Identify the characteristics of a successful entertainment entrepreneur	BIT M 12.MK.MK.8.a Explain the terms entrepreneur and entrepreneurship	BIT M 12.MK.AMK.8.a Establish the reasons an individual may want to be an entrepreneur	
			BIT M 12.MK.MK.8.b Describe the differences between being an entrepreneur and being an employee	BIT M 12.MK.AMK.8.b Identify and appraise the unique contributions of entrepreneurs to the economy of a country	
			BIT M 12.MK.MK.8.c Examine forms of entrepreneurship and success/failure examples	BIT M 12.MK.AMK.8.c Assess the impact of entrepreneurship on the local community and its economy	
			BIT M 12.MK.MK.8.d Explain the concept of private enterprise	BIT M 12.MK.AMK.8.d Develop a business plan for a small business or a franchise	
				BIT M 12.MK.AMK.8.e Examine the skills of human resource management that are critical to success in operating a small business	
				BIT M 12.MK.AMK.8.f Demonstrate leadership development as an entrepreneur	
				BIT M 12.MK.AMK.8.g Demonstrate collaboration with peers	
				BIT M 12.MK.AMK.8.h Demonstrate written and oral communication skills	
				BIT M 12.MK.AMK.8.i Demonstrate time management during production of a small business plan	

Entrepreneurship (continued)				BIT M 12.MK.AMK.8.j Demonstrate team building through production of a small business plan	
				BIT M 12.MK.AMK.8.k Summarize ethics for a small business	
				BIT M 12.MK.AMK.8.l Demonstrate problem solving through production of a small business plan	
				BIT M 12.MK.AMK.8.m Understand the tools techniques, and systems that businesses use to plan, staff, lead, and organized its human resources	
Distribution / Channel Management			BIT M 12.MK.MK.9 Students will explain the concepts and processes needed to identify, select, monitor and evaluate channels of distribution.	BIT M 12.MK.AMK.9 Students will demonstrate an understanding of the concepts and processes needed to identify, select, monitor and evaluate channels of distribution.	
			BIT M 12.MK.MK.9.a Demonstrate an understanding of distribution principles	BIT M 12.MK.AMK.9.a Understand the concepts and processes needed to identify, select, monitor and evaluate sales channels	
			BIT M 12.MK.MK.9.b Identify channel members	BIT M 12.MK.AMK.9.b Acquire foundational knowledge of channel management to understand its role in marketing	
			BIT M 12.MK.MK.9.c Compare channels of distribution for consumer and industrial products	BIT M 12.MK.AMK.9.c Compare distribution channels to minimize costs and determine cost effective strategies	
			BIT M 12.MK.MK.9.d Explain distribution planning	BIT M 12.MK.AMK.9.d Describe the use of technology in the channel management function	
			BIT M 12. MK.MK 9.e Explain the effect of e-commerce on distribution planning	BIT M 12.MK.AMK.9.e Explain legal considerations in channel management	
Industry Trends	BIT M 12.MK.MM.9 Students will analyze trends in the fashion industry	BIT M 12.MK.SMK.9 Students will analyze trends in the sports and entrainment industry			BIT M 12.MK.MKI.2 Students will secures employment in a legal, taxpaying environment.
	M 12.MK.MM.9.a Determine the career opportunities available in the sports and entertainment industry	BIT M 12.MK.SMK.9.a Analyze growth and trends of sports and entertainment as an industry in local, state, national, and international areas			BIT M 12.MK.MKI.2.a Display a positive attitude toward employment
	M 12.MK.MM.9.b Analyze merchandising concepts in the business environment in which they are implemented				BIT M 12.MK.MKI.2.b Demonstrate appropriate work habits

Industry Trends (continued)	M 12.MK.MM.9.c Evaluate current fashion trends and explain how they have changed through the decades	BIT M 12.MK.SMK.9.b Investigates the history of sports and entertainment as a factor in economic growth and marketing			BIT M 12.MK.MKI.2.c Demonstrate appropriate human interactions and communication skills
	M 12.MK.MM.9.d Students will explore the nature of fashion (designing, manufacturing, wholesaling, and retailing)	BIT M 12.MK.SMK.9.c Evaluate the sports and entertainment industry as a valuable segment of the economy			BIT M 12.MK.MKI.2.d Explain the importance of work and its relation to society
		BIT M 12.MK.SMK.9.d Analyze sports and entertainment concepts in the business environment in which they are implemented			BIT M 12.MK.MKI.2.e Demonstrate specific marketing skill competencies in the workplace

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6-8 Proposed and Redesigned Courses

6-8 Proposed Course: Rationale

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Desktop Publishing <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	Virtual Robotics <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Abandon Desktop Publishing because students acquire skills in previous grade/courses • Virtual Robotics will add a computer science focus and the ability to create new technologies

6-8 Redesigned Courses: Rationale

PREVIOUS COURSE	REDESIGNED COURSE	RATIONALE/IMPACT
Computer Applications 6 <ul style="list-style-type: none"> • 6th grade • Required Hexter 	Computer Applications 6 <ul style="list-style-type: none"> • 6th grade • Required Hexter 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Removes basic applications of Word and Power Point • Adds the application of software to problem-solve, analyze, and represent data • Includes digital literacy and keyboarding proficiency
Computer Applications 7 <ul style="list-style-type: none"> • 7th grade • Required Hexter 	Computer Applications 7 <ul style="list-style-type: none"> • 7th grade • Required Hexter 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Introduces computer programming • Includes digital graphic design, animation, and interactive presentations
Graphic Design <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	Graphic Design <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Integrates digital design animations, games, music, and art to communicate and support academic concepts • Application of concepts is individualized by student choice
Web Design <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	Web Design <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Introduce HTML commands

6-8 Proposed and Redesigned Course Descriptions

6-8 Proposed Course Description

VIRTUAL ROBOTICS

8 1 Hexter

Course Description: The students will apply language specific computer programming that begins with controlling the movement of virtual robots. 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 apply the ethical, legal and social responsibilities of computing.

Virtual Robotics replaces Desktop Publishing, currently an eighth grade elective.

6-8 Redesigned Course Descriptions

2660 COMPUTER APPLICATIONS 6

6 1 Hexter

Course Description: 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

7 1 Hexter

Course Description: Students will interact with software programs to integrate text, graphics, sound and video. 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

Course Description: Students will use the design cycle to create, critique, and evaluate digital projects for personal and professional use. Students will apply the ethical, legal and social responsibilities of computing.

2861 WEB DESIGN

8 1 Hexter

Course Description: Students will use graphic design programs, HTML commands, and apply web design principles to create, critique, and evaluate web pages. Students will apply the ethical, legal and social responsibilities of computing.

9-12 Proposed and Redesigned Courses

9-12 Proposed Courses: Rationale

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Business Procedures and Technology <ul style="list-style-type: none"> • 10-12th grade • 10 credits 	Introduction to Business, Marketing and Management <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Drop Business Procedures and Technology; content incorporated in other courses • Adds a career pathway new to the Millard Public Schools • Provides an introduction to all aspects of Business Functions
<i>Same as above</i>	Management and Leadership <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Drop Business Procedures and Technology; content incorporated in other courses • Adds an opportunity for a career pathway new to the Millard Public Schools • Focus on College and Career Readiness Standards applied in Business
Business Procedures and Technology Internship <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Management and Leadership Internship <ul style="list-style-type: none"> • 11-12th grade • 10 credits • Must take concurrently with Management and Leadership first semester and another Business course second semester 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Abandon previous internship course; restructured to align with Management Pathway • Adds a work experience component for the Management Pathway
Fashion Marketing <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Sports and Entertainment Marketing <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Revise Fashion Marketing into two 5 credit classes: Merchandise Marketing & Sports and Entertainment Marketing • Adds a new Marketing focus • Expands elective options for all grade levels
	Advanced Placement[®] Computer Science Principles <ul style="list-style-type: none"> • 10-12th grade • 10 credits <p style="text-align: center;"><i>College Board Implementation 2016-2017</i></p>	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Continues to build an AP culture in Millard Public Schools • Adds computational thinking and fluency to create digitally and to combine and modify existing programs • Adds opportunities for innovation in other fields, including science, social science, humanities, arts, medicine and engineering

	Accounting III <ul style="list-style-type: none"> • 10-12th grade • 5 credits • Prerequisite: Accounting II 	<ul style="list-style-type: none"> • Ensure Millard Business and Information Technology Standards are taught • Two 10 credit courses were split into four 5 credit courses • Increases flexibility for student choice
	Managerial Accounting <ul style="list-style-type: none"> • 10-12th grade • 5 credits • Prerequisites: Accounting III 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Two 10 credit courses were split into four 5 credit courses • Provides support and flexibility for student choice

9-12 Redesigned Courses: Rationale

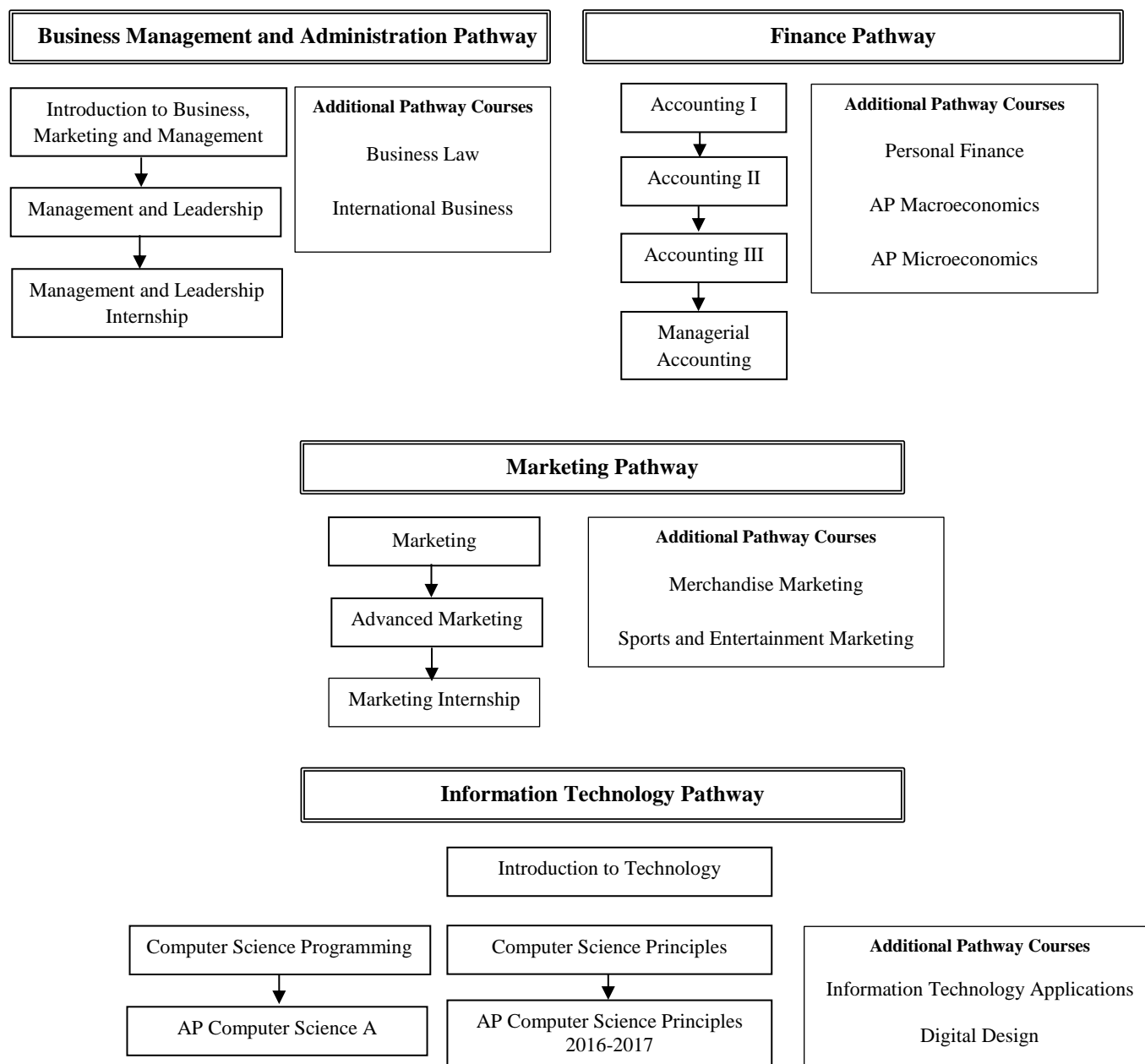
PREVIOUS COURSE	REDESIGNED COURSE	RATIONALE/IMPACT
Accounting I <ul style="list-style-type: none"> • 10-12th grade • 10 credits 	Accounting I <ul style="list-style-type: none"> • 10-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Two 10 credit courses were split into four 5 credit courses • Provides support and flexibility for student choice
Accounting II <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Accounting II <ul style="list-style-type: none"> • 10-12th grade • 5 credits • Prerequisite: Accounting I 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Two 10 credit courses were split into four 5 credit courses • Provides support and flexibility for student choice •
Computer Technology Applications <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Information Technology Applications <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Fulfills the Technology requirement
Advanced Computer Technology Applications <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Digital Design <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Focus changes from advanced Office applications and web design to the broad application to digital design • Fulfills Technology requirement

Introduction to Computer Science <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Introduction to Technology <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Expands previous focus on computer programming • Integrates all aspects of Information Technology including business computing, computer science (programming), and digital design
JAVA Programming <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Computer Science Programming <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Continues an in-depth study of current programming languages
Computer Topics <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Computer Science Principles <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Expands beyond programming focus of the original course • Adds computational thinking and fluency to create digitally and to combine and modify existing programs • Adds opportunities for innovation in other fields, including science, social science, humanities, arts, medicine and engineering
Fashion Marketing <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Merchandise Marketing <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Adds a new Marketing focus • Expands elective options for all grade levels
Marketing I <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Marketing <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Name change aligns with state course titles
Marketing II <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Advanced Marketing <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Name change aligns with state course titles

9-12 Reviewed and Determined to Remain with Curriculum Updates

PREVIOUS COURSE	UPDATED COURSE	RATIONALE
Business Law <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	Business Law <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Provide students an opportunity to continue their pathway focus of study
International Business <ul style="list-style-type: none"> • 10-12th grade • 5 credits 	International Business <ul style="list-style-type: none"> • 10-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Provide students an opportunity to continue their pathway focus of study
Personal Finance <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Personal Finance <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska Social Studies Economics Financial Literacy and Millard standards are taught • Course fulfills the Financial Literacy requirement
Marketing Internship <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Marketing Internship <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught
Keyboarding and Input Technology <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Keyboarding and Input Technology <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught
Advanced Placement[®] Computer Science A <ul style="list-style-type: none"> • 10-12th grade • 10 credits 	Advanced Placement[®] Computer Science A <ul style="list-style-type: none"> • 10-12th grade • 10 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Provides students with a more in-depth look at current programming languages • Advanced topics in computing and computer programming are explored and expounded upon
Advanced Placement[®] Macroeconomics <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	Advanced Placement[®] Macroeconomics <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Course aligns with requirements of College Board
Advanced Placement[®] Microeconomics <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	Advanced Placement[®] Microeconomics <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Course aligns with requirements of College Board

9-12 Business and Information Technology



The following stand-alone course is not part of any pathway and may be taken at any time.

Keyboarding & Input Technology

Students who complete a single pathway are encouraged to expand their knowledge by completing an additional pathway.

9-12 Proposed and Redesigned Courses: Course Descriptions

INTRODUCTION TO BUSINESS, MARKETING, AND MANAGEMENT **9-12 5 Credits**

Course Description: Students will explore the economic roles of consumer, worker, and citizen. Students will learn the basics of the business world and how it functions. Students will examine economics, accounting, marketing, management, and entrepreneurship. Concepts in this course will provide a background for other business courses students may take in high school or college, assist with consumer decision-making and help to develop skills that employers seek in potential employees.

Prerequisites: None

MANAGEMENT AND LEADERSHIP **11-12 5 Credits**

Course Description: Students will examine the characteristics of a strong business leader. Students will learn what makes people successful and begin developing these traits. Major topics include the management functions of planning, organization, directing, and controlling. The intra-personal and human relations aspects of management are covered. This course is recommended for all students planning to major in Business in college.

Prerequisites: None

MANAGEMENT AND LEADERSHIP INTERNSHIP **11-12 10 Credits**

Course Description: Through this Internship, students will apply concepts studied in the Management and Leadership course. Internship experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students apply technical skills to address business applications of emerging technologies. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students enrolled in the Management and Leadership Internship must work an average of 10 hours per week.

Prerequisites: Concurrent enrollment with Management and Leadership first semester and another Business course second semester

ACCOUNTING I **10-12 5 Credits**

Course Description: Students will learn the accounting cycle, record financial transactions, and prepare financial statements. This is the first in a sequence of courses that prepares students for careers in business and college-level accounting.

Prerequisites: None

ACCOUNTING II **10-12 5 Credits**

Course Description: Students will expand their understanding of accounting principles by learning to analyze and interpret financial data. In addition, students will apply the analysis of financial data to propose accounting adjustments. This is the second in a sequence of courses that prepares students for careers in business and college-level accounting.

Prerequisites: Accounting I

ACCOUNTING III **10-12 5 Credits**

Course Description: Students will continue their understanding of advanced accounting concepts. Students will evaluate financial planning and decision-making for operating activities and capital investments. This course will expand student accounting knowledge to understand corporate accounting. Accounting III is strongly recommended for students planning on majoring in Business in college.

Prerequisites: Accounting II

MANAGERIAL ACCOUNTING**10-12 5 Credits**

Course Description: Students will learn how to provide accounting information to assist management in decision-making, planning and control. Budgeting, management decision-making, financial statement analysis and statements of cash flows will be covered in this course. Managerial Accounting is strongly recommended for students planning on majoring in Business in college.

Prerequisites: Accounting III

INTRODUCTION TO TECHNOLOGY**9-12 5 Credits**

Course Description: Students will explore multiple aspects of technology such as computer applications, computer programming principles and digital design. Students will use critical thinking and problem solving skills to explore and evaluate emerging technologies and the application for innovation. Students will collaborate to complete projects using input technology and a variety of productivity tools. Students will apply the ethical, legal and social responsibilities of computing.

Prerequisites: None

INFORMATION TECHNOLOGY APPLICATIONS**9-12 5 Credits**

Course Description: Students will think analytically, manipulating information and using the computer as a productivity tool. This course will focus on advanced skill development in word processing, spreadsheet, database, integration of applications utilizing advanced features, and exploring web technologies. Students will apply the ethical, legal and social responsibilities of computing. Students will practice professional communication techniques by collaborating and communicating via the Internet.

Prerequisites: None

DIGITAL DESIGN**9-12 5 Credits**

Course Description: Students will interact with the digital design process model which includes typography, color, and imagery. Processes include: advanced computer navigation, graphic communications design, image generation and assembly, computer desktop publishing, and web page design. Students will apply the ethical, legal and social responsibilities of computing.

Prerequisites: None

COMPUTER SCIENCE PROGRAMMING**9-12 5 Credits**

Course Description: Students will manipulate object-oriented computer language. Students will apply algorithm analysis as well as steps to design, implement, test and maintain programs. Students will apply the ethical, legal and social responsibilities of computing.

Prerequisites: None

COMPUTER SCIENCE PRINCIPLES**9-12 5 Credits**

Course Description: Students will apply computational thinking to a variety of computing topics. Concepts will include: creativity in computing, abstraction, data and information, algorithms, programming, the Internet, and the global impacts of computing. Students will apply the ethical, legal and social responsibilities of computing.

Prerequisites: None

ADVANCED PLACEMENT® COMPUTER SCIENCE PRINCIPLES **10-12 10 Credits**

Course Description: The student will focus on the creative aspect of computing and computational thinking practices that enable them to experience how computing impacts everyday lives. Students will apply the ethical, legal and social responsibilities of computing. This course will prepare students to take the Advanced Placement® Computer Science Principles exam.

Prerequisites: Computer Science Principles

MERCHANDISE MARKETING **9-12 5 Credits**

Course Description: Students will develop skills in the areas of forecasting, target market analysis, and retail environment management. Merchandise Marketing is a specialized course to develop marketing knowledge and skills in the areas of merchandising and fashion. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: None

SPORTS AND ENTERTAINMENT MARKETING **9-12 5 Credits**

Course Description: Students will develop skills in the areas of event management, sponsoring, ticket marketing, branding, roles of public relations, and career opportunities as they relate to the sports and entertainment industry. Sports and Entertainment Marketing is a specialized course to develop marketing knowledge and skills related to the growing sports and entertainment industry. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: None

MARKETING **11-12 10 Credits**

Course Description: Students will understand basic marketing and economic concepts, legal and ethical issues, selling, advertising and promotion. Students will apply communication, interpersonal, leadership, technology skills, employability, and career development strategies. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: None

ADVANCED MARKETING **11-12 10 Credits**

Course Description: Students will apply concepts of business development to conduct market research analysis, create start-up plans and propose promotional activities for current businesses and local organizations. Students will demonstrate communication, interpersonal, leadership, technology skills, employability, and career development strategies in project-based activities. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: Marketing

9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Revised Course Descriptions

0510 BUSINESS LAW

11-12 5 Credits

Course Description: Students will learn the legal principles under which a business operates. Students will develop an appreciation for law and a practical understanding of the legal framework within personal, social, and business functions. Students will analyze court systems, trial procedures, contracts, consumer protection, civil, criminal, corporate, and consumer law.

Prerequisites: None

0501 INTERNATIONAL BUSINESS

10-12 5 Credits

Course Description: Students will understand the importance of international business and trade in the global economy and explore factors that influence success in the international business environment. Students will analyze techniques and strategies associated with marketing, distribution, and business management in a global economy. Students will explore the relationship of cultural, political, legal, economic, and ethical systems.

Prerequisites: None

0500 PERSONAL FINANCE

9-12 5 Credits

Course Description: Students will learn the skills necessary to manage their financial resources for lifetime financial security. Students will gain knowledge in taxes, banking and financial services, checkbook, savings and investments, retirement, loans and interest, credit card debt, e-commerce, identity fraud and theft, and insurance.

Prerequisites: None

0514 MARKETING INTERNSHIP

11-12 10 Credits

Course Description: Students will enhance their skills in areas of advertising, customer service, display, employer/employee relationships, pricing, sales, and merchandise activities through part-time employment. Students must work an average of 10 hours per week to receive credit. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: Concurrent enrollment in Marketing or Advanced Marketing

0504 KEYBOARDING AND INPUT TECHNOLOGY

9-12 5 Credits

Course Description: Students will develop mastery of the keyboard with efficient keyboarding techniques, development of speed and accuracy, and proper care of the equipment. Students will learn to format letters, papers, and reports. Students will acquire keyboarding skills to support personal and/or career applications. Students will apply the ethical, legal and social responsibilities of computing.

Prerequisites: None

0540 ADVANCED PLACEMENT® MACROECONOMICS

11-12 5 Credits

Course Description: Students will study a variety of economic theories and analyze their practical application in the real world with a focus on the decision-making of individuals, businesses, and the government. Students will evaluate the economy as a whole, including: economic measures, economic growth, fiscal policy, monetary policy, and international economics. Extensive math skills are not required; however, the ability to analyze graphs and charts is essential. This course prepares students for the Advanced Placement® Macroeconomics exam.

Prerequisites: None

0541 ADVANCED PLACEMENT[®] MICROECONOMICS**11-12 5 Credits**

Course Description: Students will study a variety of economic theories and analyze their practical application in the real world with a focus on supply and demand for products, labor markets, and the role of competition in a free market system. Extensive math skills are not required; however, the ability to analyze graphs and charts is essential. This course prepares students for the Advanced Placement[®] Microeconomics exam.

Prerequisites: None

0257 ADVANCED PLACEMENT[®] COMPUTER SCIENCE A**10-12 10 Credits**

Course Description: Students will utilize object-oriented programming methodology for problem solving and algorithm development. This course also includes the study of data structures, design, and abstraction. Completion of this course will prepare students to take the Advanced Placement[®] Computer Science exam.

Prerequisites: Computer Science Programming

9-12 Millard South High School Information Technology Mini Magnet Redesigned and Updated Courses

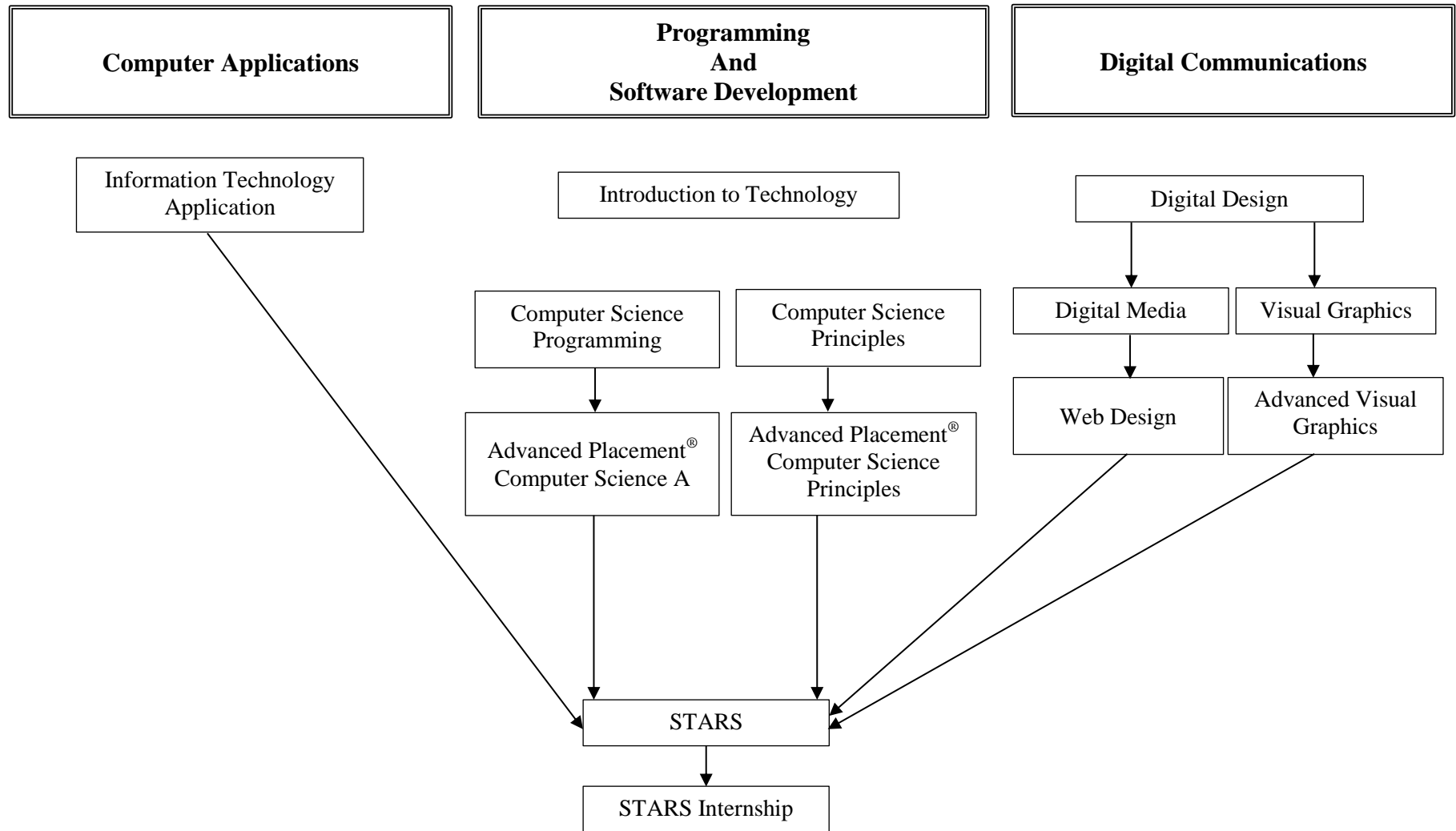
9-12 Redesigned Courses: Rationale

PREVIOUS COURSE	REDESIGNED COURSE	RATIONALE/IMPACT
Foundations to Computer Graphics <ul style="list-style-type: none"> • 10-12th Grade • 10 Credits 	Digital Media <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Fulfills the Technology requirement • Changed from 10 credit to 5 credit course • Shorter instructional time due to students' prior knowledge • Allows students the flexibility to advance their knowledge in the content area
Advanced Computer Graphics <ul style="list-style-type: none"> • 11-12th Grade • 10 Credits 	Web Design <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Changed from 10 credit to 5 credit course • Shorter instructional time due to students' prior knowledge • Allows students the flexibility to advance their knowledge in the content area
Foundations of Visual Graphics <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	Visual Graphics <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Updated course title

9-12 Updated Courses: Rationale

PREVIOUS COURSE	UPDATED COURSE	RATIONALE/IMPACT
Advanced Visual Graphics <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	Advanced Visual Graphics <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Allows students the flexibility to advance their knowledge in the content area
STARS <ul style="list-style-type: none"> • 11-12th Grade • 10 Credits 	STARS <ul style="list-style-type: none"> • 11-12th Grade • 10 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught
STARS Internship <ul style="list-style-type: none"> • 11-12th Grade • 10 Credits 	STARS Internship <ul style="list-style-type: none"> • 11-12th Grade • 10 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Provides a work-based learning opportunity
INTRODUCTION TO GRAPHICS COMMUNICATION <ul style="list-style-type: none"> • 9-12th Grade • 5 Credits 		<ul style="list-style-type: none"> • Separate course no longer needed • Included in Introduction to Technology

MILLARD SOUTH HIGH SCHOOL INFORMATION TECHNOLOGY MINI MAGNET



Millard South High School Information Technology Mini Magnet Redesigned and Updated Courses: Course Descriptions

Redesigned Course Descriptions

DIGITAL MEDIA

10-12 5 Credits

Course Description: Students will create, design, and produce digital media including sound, video, graphics, text, and animation. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management and web processes.

Prerequisites: Digital Design

WEB DESIGN

10-12 5 Credits

Course Description: Students will demonstrate knowledge of web design and languages to create a content rich and visually pleasing website that captures and keeps visitors' interests. Focus will be given to effective page layout, image creation and manipulation, interactivity, content creation and project management.

Prerequisites: Digital Media

VISUAL GRAPHICS

10-12 5 Credits

Course Description: Students will interact with advanced digital techniques and processes. Areas of study include operating cameras, use of light, image capture, and processing digital images. Students will also learn the history of photography, legal and ethical issues related to the field of visual graphics.

Prerequisites: Digital Design

Updated Course Descriptions

0656 ADVANCED VISUAL GRAPHICS

10-12 5 Credits

Course Description: This course provides advanced visual graphics students with instruction in advanced digital techniques and processes in commercial photography. Manipulation of images using industry-standard software is also included. Students will be required to exhibit their projects. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Prerequisites: Visual Graphics

0985 STARS

11-12 10 Credits

Course Description: Students, who have completed the courses in a technology sequence, will pursue advanced application in the pathway. Students will work independently or in a team, to complete problem-based learning projects for internal clients such as Millard Public Schools or approved businesses and agencies. Students will evaluate the client's needs and produce professional digital media products. Students will complete a capstone project or a portfolio.

Prerequisites: Completion of the Technology Mini-Magnet strands and completed application

0987 STARS INTERNSHIP

11-12 10 Credits

Course Description: Student will enhance their technology skills through part-time employment. Students may obtain part-time jobs through the teacher or may seek a position independently. Students must work an average of 10 hours per week to receive credit.

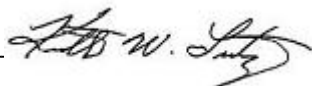
Prerequisites: Concurrent enrollment with STARS

AGENDA SUMMARY SHEET

AGENDA ITEM:	Check 4 Learning Memorandum of Understanding
Meeting Date:	June 2, 2014
Department:	Assessment, Research, & Evaluation
Title and Brief Description:	<p>The purpose of Check 4 Learning (C4L) is to assess students on the tested state standards at point of instruction and to see how students are progressing in their mastery of the NeSA-assessed standards. Participation in C4L is voluntary. There is no financial cost to participate. Additionally for the 2014-2015 year, there will be no required question bank submission.</p> <p>Acceptance of the MOU does not require Millard Public Schools' participation in Check 4 Learning. We are still evaluating if C4L is the most reliable and efficient tool to use. There were significant technology issues with the C4L tool in the 2013-2014 school year.</p>
Action Desired:	Approval <u> X </u> Discussion <u> </u> Information Only <u> </u>
Recommendations:	Approve Check 4 Learning Memorandum of Understanding for 2014-2015
Strategic Plan Reference:	Strategy 2-4
Implications of Adoption/Rejection:	<p>Adoption: Allow the possibility of using Check for Learning system which means access to collective state bank of formative items to use prior to spring state testing. Additional student opportunities for original practice with the state testing software.</p> <p>Rejection: Online practice prior to spring testing will not include Check 4 Learning and be limited to single, online NeSA practice tests.</p>

Timeline: Submission of MOU was due May 30, 2014. We received the request of MOU from NDE on May 20, 2014.

**Responsible
Persons:** Dr. Mark Feldhausen & Dr. Tami Williams

Superintendent's Signature: _____  _____

**Memorandum of Understanding: 2014-2015
For New & Returning Participants
Nebraska State Accountability Check 4 Learning System**

The Nebraska Department of Education will continue to offer the interim assessment system and state item bank known as **Check4Learning (C4L)**.

This system will allow districts to “check for learning” on student performance on Nebraska academic content standards in reading, mathematics, and science throughout the 2014-15 school year and to adjust instruction prior to district administration of the summative NeSA tests in the spring.

Participation by districts is strictly voluntary. C4L will be made available only to districts that choose to participate and sign a Memorandum of Understanding, agreeing to specific conditions. The C4L Memorandum of Understanding will commit the district to specific contributions to the system.

As Superintendent of _____, I, _____
District Name Superintendent Name

am committing our district to participate in the Nebraska Department of Education’s Check4Learning (C4L) system in 2014-2015. I understand that participation in this assessment system will not require any direct payment to the NDE, but our district will commit to the following resource commitment based on our current status:

*Please mark one of the following.

Returning C4L District

Districts that participated in 2013-14 have no new requirements for participation in 2014-15. Please note that this decision has been made only for the 2014-15 school year due to limited C4L availability in the past year.

New C4L District

New Districts will need to provide three certified teachers for item writing and revision on September 23 and 24 at ESU10 in Kearney. The district would provide one reading teacher, one math teacher and one additional teacher that is either reading or math for the two-day session. The session will include item writer training and guide the participants through item writing and review. All item writing and reviewing work will be completed on-site. On August 1, 2014, District Assessment Contacts will receive an email with a form for the district to designate staff members that will attend the training session. This form will need to be returned to NDE by August 15, 2014.

Terms of the Agreement

To be effective, this MOU and accompanying contact sheet shall be signed, dated and submitted to the NDE Assessment Office no later than **May 30, 2014**, and will remain in effect from June 1, 2014, to May 31, 2015.

NDE will not reimburse travel, lodging, meals, substitutes or pay stipends. Districts will be responsible for paying their own staff costs.

You may fax, scan or mail the forms to NDE by **May 30, 2014**. It is effective upon receipt by NDE.

Statewide Assessment
Nebraska Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68501
nde.stateassessment@nebraska.gov
Ph: 402.471.2495
Fax: 402.471.4311

The school district agrees that NDE, and its officials, employees, and agents will not be liable to the district or any of its officials in regard to the district's use of Check4Learning.

Either party may terminate the agreement without liability upon five days' written notice to the other.

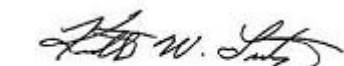
As Superintendent, I have read the above Memorandum of Understanding and agree to its terms on behalf of the school district below:

Signature

Date

School District

AGENDA SUMMARY SHEET

AGENDA ITEM:	Award of Contract for RWSSC Project
MEETING DATE:	June 2, 2014
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Award of Contract for RWSSC Project – the review of bids and the awarding of the contract for the Ron Witt Support Services Center project.
ACTION DESIRED:	Approval <u> x </u> Discussion <u> </u> Information Only <u> </u> .
BACKGROUND:	<p>The progressive steps for construction projects are as follows:</p> <ol style="list-style-type: none"> 1. Schematic Design (SD) * <ul style="list-style-type: none"> - “30 thousand feet view” – initial design and cost estimates 2. Design Development (DD) <ul style="list-style-type: none"> - “10 thousand feet view” – refined design and cost estimates 3. Construction Documents (CD) * <ul style="list-style-type: none"> - “Pattern altitude view” – final design and cost estimates plus all of the information necessary for contractors to bid the project. 4. Bidding/Awarding of Contract (BA) * <ul style="list-style-type: none"> - The receipt and opening of bids and the presentation to the board for the award of the construction contract. 5. Contract Administration (CA) <ul style="list-style-type: none"> - Supervision and documentation of the construction project. <p style="text-align: center;">* Board Meeting Presentations</p> <p>The District received only one bid for this project and that bid was significantly higher than the cost estimates. As a result, the recommendation is that the bid be rejected and the project be re-bid at a later date.</p> <p>See the Architect’s Letter and Bid Tab attached. Kevin Schluckebier (BCDM Architects) will be present at the meeting to address the board.</p>
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	It is recommended that the bid for the Ron Witt Support Services Center project be rejected since there was only one bid and that bid was significantly higher than the architect’s estimated construction costs.
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	Immediate
RESPONSIBLE PERSON:	Dave Cavlovic, Sampson Construction (CMa); and Ken Fossen, Assoc. Supt.
SUPERINTENDENT’S APPROVAL:	



May 29 2014

Mr. Ed Rockwell
Millard Public Schools
Support Service Center
13906 F Street
Omaha, NE 68137

RE: MPS Ron Witt Support Services Center – Phase II Exterior Renovations
BCDM Project No. 3033-03

Dear Ed:

Bids were received for the above referenced project on Wednesday, May 28, 2014. Per the attached bid tab, one bid was received. ConStruct, Inc. submitted a lump sum base bid in the amount of \$673,000. BCDM's estimate for this work was \$527,854.

We have reviewed the single bid received with MPS staff. It is our recommendation to reject the single bid and propose rebidding at a later date yet to be determined this year.

Please advise if you require any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin Schluckebier", is written over a light blue circular stamp.

Kevin Schluckebier, AIA, CEF, LEED AP
BCDM Architects

KES/mmm
Attachment: Bid Tab

e-copy: File 3033-03_2.1



1015 North 98th Street, Suite 300
Omaha, NE 68114

May 28, 2014

BID TABULATION - RON WITT SUPPORT SERVICES CENTER-PHASE II EXTERIOR RENOVATIONS

BCDM NO. 3033-03

CONSTRUCT	
Lump Sum Base Bid	\$673,000
Addenda (1)	Yes
Bid Security	Yes
Prime Subcontractors:	
Mechanical Work	NA
Plumbing Work	Tritz
Electrical Work	Brase
Alternates:	
1. Delete additional exterior lighting.	\$27,000

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Schematic Design for MNHS Project

MEETING DATE: June 2, 2014

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Approval of Schematic Design for MNHS Project – the first step in the construction project for the Millard North High School bond issue project.

ACTION DESIRED: Approval x Discussion Information Only .

BACKGROUND: The progressive steps for construction projects are as follows:

1. Schematic Design (SD) *
 - “30 thousand feet view” – initial design and cost estimates
2. Design Development (DD)
 - “10 thousand feet view” – refined design and cost estimates
3. Construction Documents (CD) *
 - “Pattern altitude view” – final design and cost estimates plus all of the information necessary for contractors to bid the project.
4. Bidding/Awarding of Contract (BA) *
 - The receipt and opening of bids and the presentation to the board for the award of the construction contract.
5. Contract Administration (CA)
 - Supervision and documentation of the construction project.

* Board Meeting Presentations

Attached are the Schematic Design and the initial cost estimates for the MNHS project. The construction cost budget for the project is \$8,768,755.

BCDM Architects will be present to address the board.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that the schematic design for the Millard North High School project be approved as submitted.

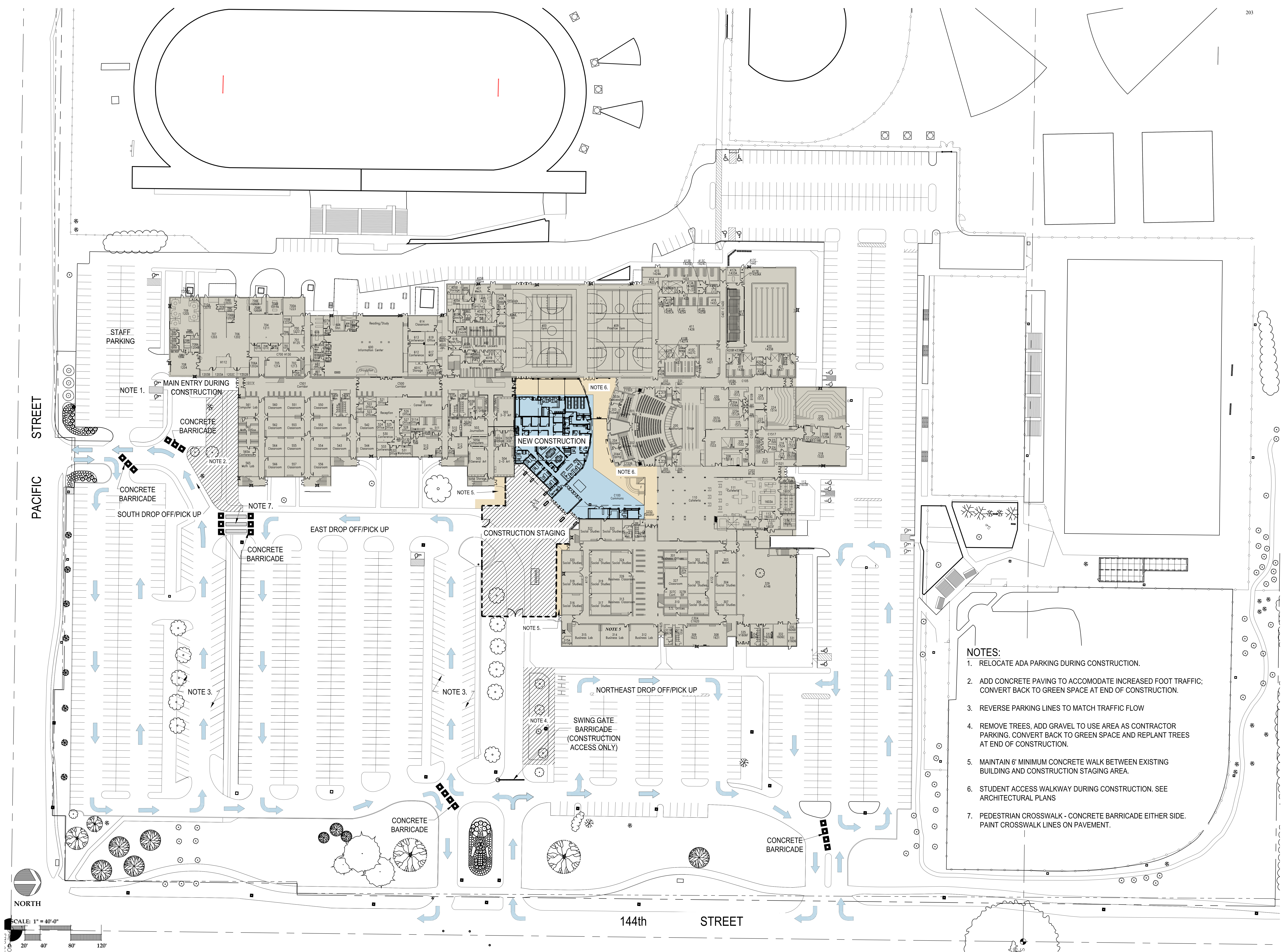
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: BCDM (Architects), Sampson Construction (CMA), and Ken Fossen

SUPERINTENDENT’S APPROVAL: 



- NOTES:**
1. RELOCATE ADA PARKING DURING CONSTRUCTION.
 2. ADD CONCRETE PAVING TO ACCOMMODATE INCREASED FOOT TRAFFIC; CONVERT BACK TO GREEN SPACE AT END OF CONSTRUCTION.
 3. REVERSE PARKING LINES TO MATCH TRAFFIC FLOW
 4. REMOVE TREES, ADD GRAVEL TO USE AREA AS CONTRACTOR PARKING. CONVERT BACK TO GREEN SPACE AND REPLANT TREES AT END OF CONSTRUCTION.
 5. MAINTAIN 6' MINIMUM CONCRETE WALK BETWEEN EXISTING BUILDING AND CONSTRUCTION STAGING AREA.
 6. STUDENT ACCESS WALKWAY DURING CONSTRUCTION. SEE ARCHITECTURAL PLANS
 7. PEDESTRIAN CROSSWALK - CONCRETE BARRICADE EITHER SIDE. PAINT CROSSWALK LINES ON PAVEMENT.



ENTRANCE - SOUTH VIEW -



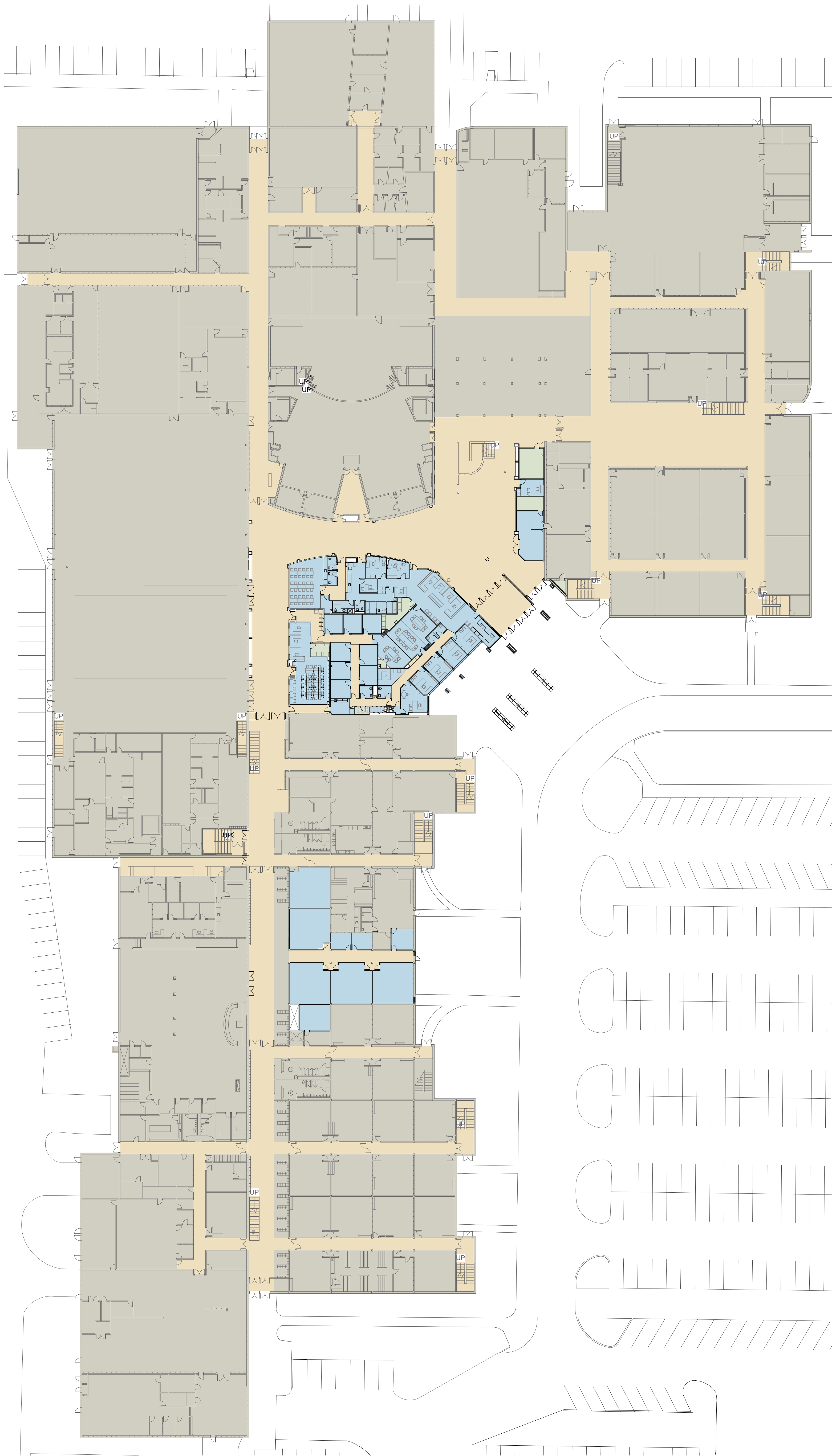
ENTRANCE - EAST VIEW -



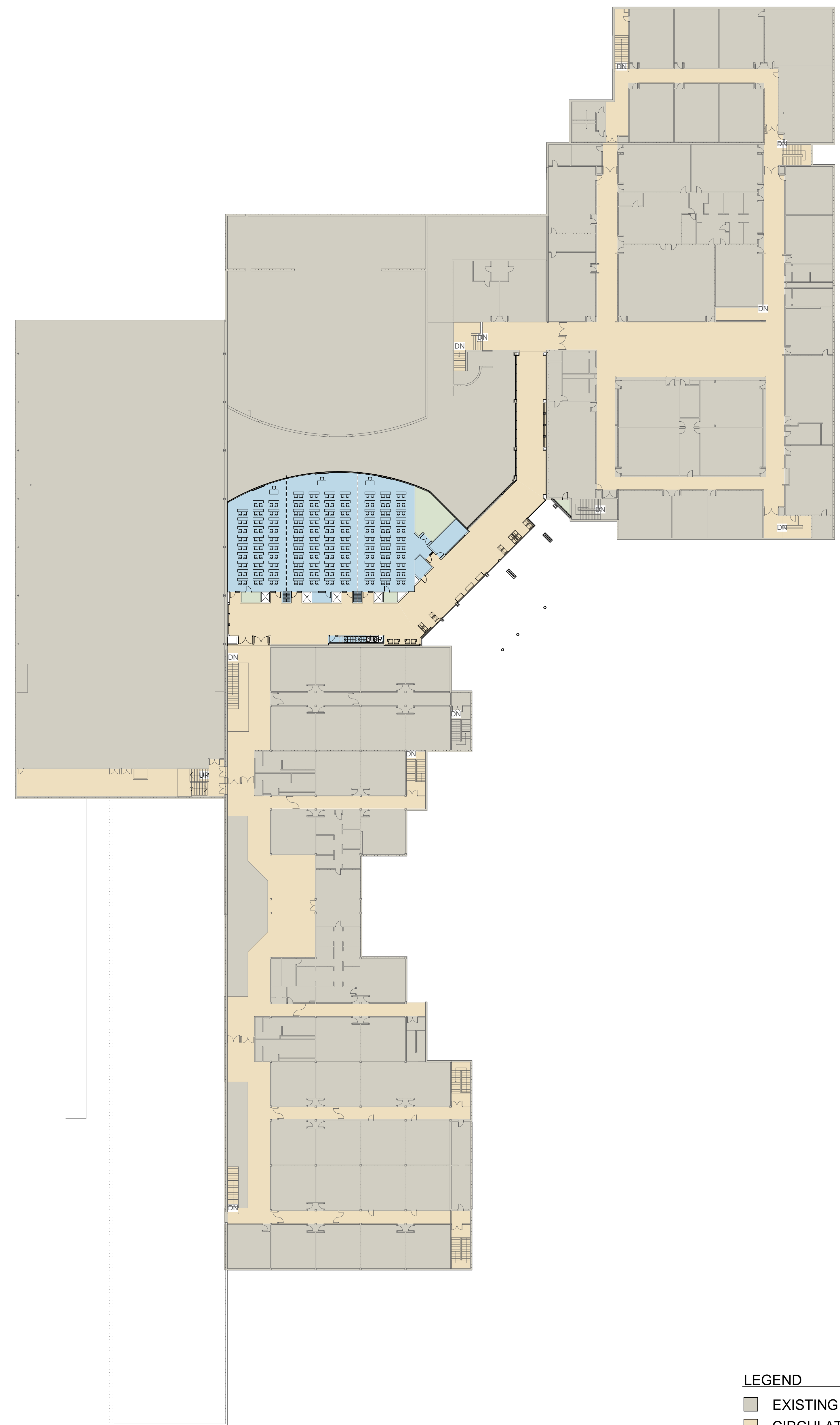
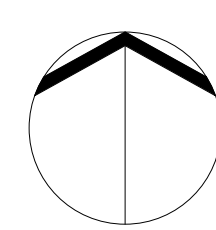
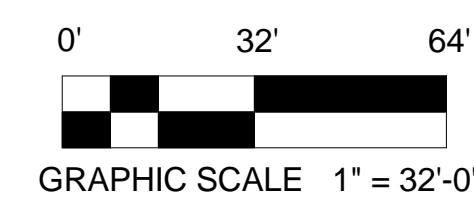
ENTRANCE - CLOSE UP VIEW -



ENTRANCE - VIEW FROM PARKING LOT -



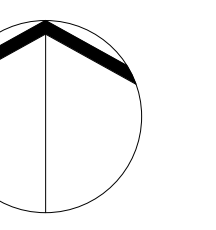
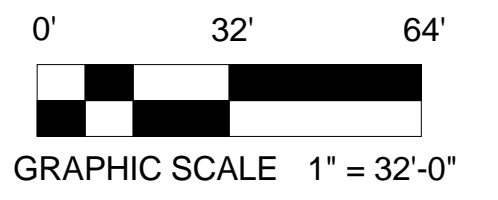
① COMPOSITE PLAN - COMPLETE (1ST FLOOR)
1/32" = 1'-0"



② COMPOSITE PLAN - COMPLETE (2ND FLOOR)
1/32" = 1'-0"

LEGEND

- EXISTING
- CIRCULATION
- STORAGE
- NEW CONSTRUCTION
- TEMPORARY





① FINAL CLASSROOM LAYOUT
1/8" = 1'-0"

Division	Description	Cost	
	CONSTRUCTION COSTS	Detail	Div. Subtotal
1	GENERAL CONDITIONS		\$1,139,644
2	SITEWORK		\$111,180
	A. Excavation/Backfill/Site Prep	\$20,162	
	B. Concrete Paving & Walkways	\$38,818	
	C. Concrete Benches & Tops	\$11,088	
	D. Flagpoles	\$4,500	
	E. Landscaping/Seeding/Grading	\$5,000	
	F. Site Demo	\$17,110	
3	CONCRETE		\$176,235
	A. Footings	\$24,200	
	B. Slabs	\$110,184	
	D. Structural precast	\$18,864	
4	MASONRY		\$165,691
	A. Block	\$84,050	
	B. Brick	\$35,676	
	C. Arch. precast	\$24,353	
5	METALS		\$903,870
	A. Structural steel	\$749,799	
	B. Misc. steel/handrails/stairs	\$36,175	
6	WOOD & PLASTICS		\$89,732
	A. Rough carpentry	\$7,500	
	B. Millwork & finish carpentry	\$60,350	
7	THERMAL/MOISTURE PROTECTION		\$552,861
	A. Roofing	\$182,656	
	B. Caulking & waterproofing	\$7,000	
	C. Aluminum Composite Panel	\$291,093	
8	DOORS & WINDOWS		\$429,909
	A. Hollow metal/Hardware/wood doors	\$96,715	
	B. Alum. & glass	\$277,119	
9	FINISHES		\$1,015,242
	A. Metal studs & drywall	\$192,915	
	C. Acoustic ceilings	\$155,506	
	D. Flooring & base	\$446,665	
	E. Painting	\$87,733	
9A	Convert Counseling to Admin		\$9,249
9B	Convert Library Conf. to counseling		\$12,842
9C	Convert Admin to Classrooms		\$50,807
10	SPECIALTIES		\$221,280
11	EQUIPMENT		\$748
12	SPECIAL CONSTRUCTION (Temporary Student Route During Construction)		\$92,000
12A	FIREPROOFING (Existing building)		\$8,000
13	MECHANICAL		\$2,054,676
	A. Piping Systems Plumbing	\$150,000	
	B. HVAC Sheet Metal Systems	\$1,270,000	
	C. Fire Sprinkler (Base Bid)		
	i) First Floor	\$228,447	
	ii) Second Floor	\$138,228	
14	ELECTRICAL		\$1,581,250
	A. Power & Lighting	\$1,175,000	
	B. Special Systems (AV& Lighting in Lecture Hall)	\$200,000	
15	DEMOLITION		\$122,056
	A. Existing Admin. and adjacent area	\$95,000	
	B. Admin conversion to classrooms	\$11,136	
	PROJECT TOTAL		\$8,737,272

AGENDA SUMMARY SHEET

Agenda Item: Approval of 2014-15 Compensation Program for Non-Union Employees

Meeting Date: June 2, 2014

Department: Human Resources

Title & Brief Description: 2014-15 Compensation Program for Non-Union Employees. This includes Administrators, Food Service Employees, and Professional Technical Employees.

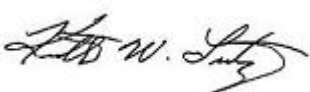
Action Desired: Approval

Background: Two of the groups represented by unions (Teachers and Nurses) are settled for the 2014-15 school year at an estimated 3.6% total package. One group represented by unions (Custodial / Maintenance / Grounds) is not yet settled. The fourth union group (Paraprofessionals) is tentatively settled at an estimated 3.6% total package, pending Board approval. We are recommending that non-union employees receive the same estimated 3.6% total package increase. The proposed total package increase would be in line with budget parameters.

Options And Alternatives: Accept, Reject, or Amend.

Recommendation: It is recommended that the Salary and Benefits program for all Administrators, Food Service Employees, and Professional Technical Employees be approved with each group receiving a 3.6% total package increase.

Responsible Person: Chad Meisgeier, Jim Sutfin, Keith Lutz.

Superintendent's Approval: _____  _____

AGENDA SUMMARY SHEET

Agenda Item: Approval of Educational Paraprofessional Association of Millard Negotiated Agreement for 2014-15

Meeting Date: June 2, 2014

Department: Human Resources

Title & Brief Description: The District and the Educational Paraprofessional Association of Millard ("EPAM") have reached tentative agreement for the 2014-15 school year. EPAM voted for approval of the tentative agreement on May 27, 2014. The proposed agreement includes the following changes:


- **Estimated 3.6% total package;**
 - Salary Increase (including estimated training incentives) = 0.91% total package increase;
 - Health Insurance Rates (including estimated possible Affordable Care Act Penalties) = 2.52% total package increase;
 - Other (Dental, Life, FICA, NPERS, etc.) = 0.14% total package increase;
- Health Insurance Changes same as teachers (proportionately at 60%);
- Language cleanup.

Recommendation: It is recommended that the Negotiated Agreement for Paraprofessionals with the Educational Paraprofessional Association of Millard for the 2014-15 school year be approved.

Background: Wage increases are in line with budget parameters.

Options and Alternatives: Return to the bargaining table.

Responsible Persons: Chad Meisgeier, Jim Sutfin, Ken Fossen, Duncan Young, Kevin Chick, Keith Lutz

Superintendent's Approval: _____  _____

COLLECTIVE BARGAINING AGREEMENT

THIS AGREEMENT, made and entered into by and between the **Educational Paraprofessional Association of Millard**, hereinafter referred to as EPAM, and **School District Number 17, Douglas County**, also known as the Millard School District, hereinafter referred to as the District.

ARTICLE I Recognition

The District recognizes EPAM as the sole and exclusive bargaining agent for all full-time and part-time hourly employees employed by the District in the following job classifications: (1) general educational paraprofessionals; (2) orthopedic educational paraprofessionals; (3) preschool educational paraprofessionals; and (4) special education paraprofessionals.

ARTICLE II Management Rights

Section 1. The management and direction of the District and direction of the employees covered by this agreement, including the right to hire, fire, suspend, discharge, make assignments of work, transfer employees, to change job assignments, to determine hours of work and all other acts and actions related to the administration and direction of the employees covered by this agreement are vested exclusively in the District; and the District specifically reserves all rights and prerogatives not abridged, delegated, or amended by the terms of this Contract.

Section 2. The District shall not discriminate against any employee covered by the agreement because of sex, disability, race, color, national or ethnic origin, religion, age, marital status, political affiliation or participation or nonparticipation in any organizations, as set forth in District Policies and Rules, local laws, the laws of the State of Nebraska, and the laws of the United States.

ARTICLE III Wages

(a) For the 2014-15 school year, the District shall pay to each employee employed by the District during the 2013-14 school year a wage increase of ten cents per hour (\$0.10). Pay raises will be effective with the August 20, 2014 payroll date.

(b) Each employee assigned by the District to work in the critical needs areas set forth below and other critical needs areas determined by the District will receive a stipend. Stipends shall be paid only if the critical needs assignment is the sole assignment of the paraprofessional and shall not be paid for temporary, substitute, or "fill in work" done by paraprofessionals. In the event the critical needs area is assigned to an employee, but is not the sole assignment for the paraprofessional, the District may: (1) pay no stipend; (2) pay the full stipend; or (3) split the available stipend among multiple employees. Each stipend referenced in this paragraph shall be above his or her regular base wage for each hour worked. In order to receive the stipend for working in a VI classroom, the eligible paraprofessional must be fluent in Braille. Identification of such assignments will be solely at the discretion of the District. The stipend will be removed if and when the employee is reassigned to a non-qualified position or if the District determines that the assignment no longer qualifies for such a stipend. Critical needs area stipends shall be as follows:

- (i) 70¢ per hour for each employee assigned to BD, ACP, VI, and ECSE special education classrooms;
 - (ii) 20¢ per hour for each employee assigned by the District to a Title I building or program;
 - (iii) 20¢ per hour for each employee assigned by the District to a health room; and
 - (iv) An amount between 20¢ and 70¢ as determined by the District for other critical needs area stipends.
- (c) Minimum pay shall be \$10.43 per hour and maximum pay shall be \$16.15 per hour plus applicable stipends.
- (d) Each paraprofessional who completes 36 clock hours of District approved training shall receive a training stipend wage increase. The training stipend wage increase shall equal a three percent (3%) increase. A paraprofessional may request the training stipend by completing the District's *Application for Training Stipend for Paraprofessionals*. The building principal and a personnel administrator must approve the application. Training hours must have been completed within 48 months of the date of application. Each paraprofessional is limited to one training stipend wage increase every three years (e.g. each paraprofessional who received a training stipend in 2012-13 or in 2013-14 shall not be eligible for a training stipend in 2014-15). Each year is defined as a school year. Each employee who is required by his or her supervisor to attend training shall be paid while at training. If the required training is scheduled outside the employee's normal work hours, the employee may receive additional hours of pay or the employee's schedule may be flexed during the week training takes place. Each employee who elects to attend training which is not required by the supervisor shall do so on his or her own time and shall not be paid for these hours by the district. A paraprofessional and a supervisor may agree in advance that the employee will participate in training "off-the-clock" (without pay) with the cost of the tuition paid by the supervisor. In these cases, the paraprofessional must agree to reimburse the District should he or she fail to complete the training. Of the 36 hours, no more than ten (10) hours may be for personal wellness activities related to fitness, exercise, or diet. All remaining hours must be directly related to the paraprofessional's job responsibilities.
- (e) In the event an employee is assigned to substitute for another paraprofessional, the employee shall be paid his/her normal rate of pay while substituting.

ARTICLE IV

Insurance

Each paraprofessional who is employed at least 20 hours per week or more shall be eligible to participate in the Health, Dental, and Life insurance Plans provided by the District. For eligible paraprofessionals, the District shall pay 60 percent (60%) of the amount of the District premium contribution levels in the Agreement with the Millard Education Association. The District contribution amount shall be dependent upon the plan option elected by the paraprofessional and shall include a proportionate increased premium contribution for voluntary participation in the District's wellness program. Participation in the District's health and dental plan shall be contingent upon the eligible employee electing participation, agreeing to pay, and actually paying the remainder of the elected health premium.

The policies, procedures, implementation, amendments to, and all decisions related to the wellness program shall be the responsibility of the District.

The District shall contribute sixty percent (60%) of the single premium towards either single or family dental coverage, provided the eligible employee elects participation and agrees to pay, and does pay, the remaining premium.

The District will pay the full premium for basic \$50,000 term life coverage.

ARTICLE V

Hours of Work

Each employee shall be paid for each hour or fraction thereof the employee works. The normal workday shall not be more than eight (8) hours. The normal workweek shall not exceed forty (40) hours. Each employee required to work beyond forty (40) hours in one week shall be compensated for each hour in excess of forty (40) hours at the rate of one and one-half the employee's normal hourly rate.

Each employee is to work those hours as requested by the Principal and approved by the Human Resources Office. Actual hours worked shall be recorded accurately through a time clock or on time cards issued by the Payroll Office. Except for emergency situations, reasonable advanced notice shall be given to the employee if the employee is required to work beyond 5:00 p.m. on any given day. Employees shall not be required to take work home unless the work at home and the hourly payment for the work at home is approved by the building administrator.

In the event an employee is required to work more hours than his or her normal work day, employer may schedule an equal number of hours off during the same work week and the timecard or timeclock for such employee shall reflect the actual hours worked for each day by each employee.

Each employee who is employed five (5) hours or more per day shall be given a lunch period of at least one-half (0.5) hour, unless the administrator supervisor determines that a lunch period is not feasible due to the need to ensure continuous supervision of students. Such lunch period shall be without pay and the employee shall be free to leave the premises during such period. In the event a lunch period is not afforded, the paraprofessional shall be paid for the actual hours worked.

Each employee will receive one (1) fifteen (15) minute paid-break per four (4) hours worked. All breaks, including the lunch period, must be scheduled and approved by the principal or designee. Breaks shall not be taken within one (1) hour of the beginning or end of the shift and such breaks may not be used to extend the lunch period. Breaks shall be on-premises so the employee is available for general supervision of students if the need arises.

ARTICLE VI

Holidays

Each Employee covered by this Contract shall be granted time off with pay for the following seven (7) holidays subject to the conditions hereinafter set forth:

- Labor Day
- Thanksgiving
- Friday following Thanksgiving
- December 25
- New Years Day
- One day during Spring Break (actual date determined annually by the Superintendent)
- Memorial Day (if Memorial Day is after the end of the contract year, paraprofessionals will get paid as if it were within the contract year).

(a) The employee will be given the same amount of time off with pay equal to the work-hours scheduled had the day not been a holiday.

(b) An employee must be employed by the District twenty (20) working days immediately prior to the holiday to be eligible for holiday pay; provided, however, the twenty (20) working days may include days of paid leave; and, provided further, the twenty (20) working days immediately prior to Labor Day may include working days immediately prior to the end of the previous school year.

ARTICLE VII

Sick Leave

(a) At the conclusion of each bi-weekly pay period covered by this agreement, each employee shall earn paid leave equal to one-half (1/2) the average daily hours scheduled per day in a five day work week, and further be allowed any unused and accumulated leave from the previous year to a maximum total of 336 hours of leave with pay. Paid leave shall be credited at the end of each employee's first 18 bi-weekly pay periods covered by this agreement. Paid leave may be used for personal illness, illness of a member of the employee's immediate family (ten days per school-year maximum), death of a member of the employee's immediate family (four days per occurrence maximum), and business and emergency leave (three days per school-year maximum). The rules for use of leave are established in Board Policy and Rule. In addition to the sufficient grounds currently listed in Board Rule, Business and Emergency Leave may be approved for: (a) District approved college course work; (b) graduations, college visits, or competitions in which the employee's children participate; (c) serious illness of a friend or non-immediate family member; and (d) weddings of a friend or non-immediate family member (subject to single day restrictions in Board Rule). Additional clarification of business and emergency leave consistent with these parameters may be established in Board Policy or Rule.

(b) Upon resignation from employment or retirement, the District shall pay to any employee covered by this agreement \$7.50 for half of the employee's unused paid leave hours in excess of 40 hours; provided such resignation/retirement does not occur between July 1 and October 1. No payment shall be made for the first 40 hours of unused paid leave.

(c) After payroll has been processed for the 1st bi-weekly pay period in October, each employee who is actively employed by the district on that date and who, as of that date, has unused paid leave in excess of two hundred fifty (250) hours shall be reimbursed for those hours in excess of two hundred fifty (250) hours at the rate of \$7.50/hr. The employee's leave accumulation shall then be reduced to 250 hours. The District shall establish procedures for reimbursement.

ARTICLE VIII

Miscellaneous

Each employee covered by this Contract shall be entitled to all the applicable rights and privileges of the employees of the District as set forth in Board Policies and Board Rules.

ARTICLE IX

Inclement Weather

Each employee covered by this Contract will comply with the following procedures whenever there is an official closing of the Millard Public Schools by the Superintendent because of inclement weather:

(a) When staff are instructed to report to work, each covered employee will be expected to report to work and will be paid for each hour or fraction thereof the employee works.

(b) When staff is instructed not to report to work, each covered employee will not report to work and will not be paid. Each covered employee will be allowed the option to make up any time missed from work; provided, however, the covered employee follows administrative directions concerning the employee's responsibility to report to work; and provided the time and date of make-up shall be with the approval of the administration.

ARTICLE X
Term of Contract

This agreement shall be in full force and effect from August 1, 2014 through July 31, 2015.

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be executed on June, 2014.

School District No. 17
Douglas County, Nebraska

Educational Paraprofessional
Association of Millard

BY _____

BY _____

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: June 2, 2014

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Assistant Principal

ACTION DESIRED: Approval

BACKGROUND: The position was advertised on Millard's job posting website and the NCSA website. Thirteen internal and thirty-one external applications were received. The applications were reviewed by Dr. Jim Sutfin and Dr. Keith Lutz. Four internal and two external candidates were interviewed for the position. The interview team included Dr. Jim Sutfin, Dr. Keith Lutz, Kevin Chick, Dr. Nancy Johnston, Jeff Alfrey, Shawn Hoppes, Mitch Mollring, Dr. Kim Saum-Mills, Scott Ingwerson, Dr. Beth Fink, Dr. Bridget Stevens, Carmen Worick, Michelle Costello, Julie Williams, Suzanne Palma, John Spehn, Josh Hennagir, Mary Kok-DeVries, Theresa Ryan, Heather Jewell, Jeanine Beaudin, Eric Grandgenett, Jennifer Parker, Eric Depue, Angela Schramm, Ryan Butler, Pam Ruhlman, and Susan Benson.

RECOMMENDATION: The Superintendent's recommendation is approval of Megan K. Septak for Assistant Principal at Millard Central Middle School. Ms. Septak currently teaches Grade 7 Math at Central Middle School. (2011-present) Previously she taught Math at Liberty Middle School, Tampa, FL (2007-2011); Middle School Math at St. Pius V Catholic School, Providence, RI (2006-2007); and Language Arts teacher at Kiewit Middle School, MPS (2004-2006).

Education: BA – University of Nebraska, Lincoln, NE – Education (2004)
MA – Doane College, Omaha, NE – Educational Leadership (2014)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Dr. Jim Sutfin

SUPERINTENDENT APPROVAL: _____  _____

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: June 2, 2014

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Assistant Principal

ACTION DESIRED: Approval

BACKGROUND: The position was advertised on Millard's job posting website and the NCSA website. Sixteen internal and thirty-two external applications were received. The applications were reviewed by Dr. Jim Sutfin and Dr. Keith Lutz. Four internal and two external candidates were interviewed for the position. The interview team included Dr. Jim Sutfin, Dr. Keith Lutz, Kevin Chick, Dr. Nancy Johnston, Jeff Alfrey, Shawn Hoppes, Mitch Mollring, Dr. Kim Saum-Mills, Scott Ingwersen, Dr. Beth Fink, Dr. Bridget Stevens, Carmen Worick, Michelle Costello, Julie Williams, Suzanne Palma, John Spehn, Josh Hennagir, Mary Kok-DeVries, Theresa Ryan, Heather Jewell, Jeanine Beaudin, Eric Grandgenett, Jennifer Parker, Eric Depue, Angela Schramm, Ryan Butler, Pam Ruhlman, and Susan Benson.

RECOMMENDATION: The Superintendent's recommendation is approval of Anna M. Thoma for Assistant Principal at Millard North Middle School. Ms. Thoma is currently the Dean of Students for Bellevue Public Schools. (2011-present) Previously she taught Spanish for Bellevue Public Schools (2006-2011) and also South Sarpy School District #46. (2003-2006)

Education: BA – Augustana College, Sioux Falls, SD – Spanish, Secondary Education (2003)
MA – Augustana College, Sioux Falls, SD – Education (2005)
MA – University of Nebraska, Omaha, NE – Educational Administration and Supervision (2011)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Dr. Jim Sutfin

SUPERINTENDENT APPROVAL: _____  _____

AGENDA SUMMARY SHEET

Meeting Date: June 2, 2014

Department Human Resources

Action Desired: Approval

Background: Personnel items: (1) Resignation; (2) Recommendation to Hire;
(3) Contract Amendment

**Options/Alternatives
Considered:** N/A

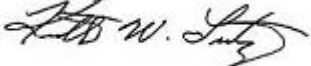
Recommendations: Approval

**Strategic Plan
Reference:** N/A

**Implications of
Adoption/Rejection:** N/A

Timeline: N/A

**Responsible
Persons:** Jim Sutfin, Ed.D.

Superintendent's Signature: _____  _____

June 2, 2014

RESIGNATIONS

Recommend: The following resignation be accepted:

1. Richard Mintken – Social Studies teacher at Millard North Middle School. He is resigning at the end of the 2013-2014 school year to take a teaching/coaching position with Bellevue Public Schools.
2. Brooke Boyd – Grade 1 teacher at Disney Elementary School. She is resigning at the end of the 2013-2014 school year because of family relocation.
3. Patricia E. Sears – World Language teacher at Central Middle School. She is retiring at the end of the 2014-2015 school year.

June 2, 2014

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2014/2015 school year:

1. Faith A. Rasmussen – Educational Specialist – University of Cincinnati. School Psychologist for Millard Public Schools for the 2014-2015 school year. Previous Experience: Cincinnati Public Schools (2011-present)
2. Julia L. Ziegler – BA – University of Nebraska, Omaha. Grade 1 Teacher at Reeder Elementary School for the 2014-2015 school year.
3. Bridget Kratz – BA – University of Nebraska, Omaha. Grade 2 teacher at Cottonwood Elementary for the 2014-2015 school year. Previously on a short-term contract in the same position. (2013-present)
4. Patrick D. Haney – MA+36 – University of Nebraska, Omaha. Math teacher at Millard South High School for the 2014-2015 school year.
5. Raymond A. LaBlanc – BA+36 – University of Nebraska, Omaha. Business teacher at Horizon High School for the 2014-2015 school year. Previous Experience: Millard Public Schools (2011-2013)
6. Jill M. Kimbrough – BA+12 – University of Nebraska, Kearney. Math teacher at Beadle Middle School for the 2014-2015 school year. Previous Experience: Grand Island Public Schools (2013-2014)
7. Trev N. Fiedler – BA – Black Hills State University. Industrial Tech teacher at Millard West High School for the 2014-2015 school year.

June 2, 2014**AMENDMENT TO CONTINUING CONTRACTS****Recommend: Amendment to the following contracts:**

1. Julie Reineke – (.5) Title I teacher at Holling Heights Elementary School. Amend contract from (.5) FTE to (1.0) FTE to include (.5) Math Interventionist at Disney Elementary School for the 2014-2015 school year.
2. Anne C. Miller – (.5) SLP teacher at Disney and Cody Elementary Schools. Amend contract from (.5) FTE to (1.0) FTE for the 2014-2015 school year.

AGENDA SUMMARY SHEET

AGENDA ITEM: Enrollment Report

MEETING DATE: June 2, 2014

DEPARTMENT: Educational Services: Assessment, Research, & Evaluation

TITLE: Enrollment Report

BRIEF DESCRIPTION: Report states the district and building enrollment reflective of data pulled on May 20, 2014.

ACTION DESIRED: ___ Approval X Information/Discussion

BACKGROUND: Enrollment data pulled on/near the 20th of each month in session is reported to the Millard Board of Education for public record. Enrollment data is stored in our student information system, Infinite Campus.

RECOMMENDATIONS: None

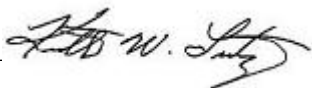
**STRATEGIC PLAN
REFERENCE:** None

**IMPLICATIONS OF
ADOPTION OR REJECTION:** None

TIMELINE: None

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Tami Williams, and Sharon Freeman

**SUPERINTENDENT'S
APPROVAL:**

_____  _____

May 20, 2014
Millard Public Schools
Total Enrollment

								SpEd	Current	Current	YTD	Official 13/14
		K	1	2	3	4	5	Cluster	Total	Change	Change	Enrollment
Elementary								Prgm				
Abbott	(3 unit)	80	64	64	66	71	91		436	0	2	434
Ackerman	(4 unit)	71	61	80	70	89	92		463	0	0	463
Aldrich	(3 unit)	70	88	72	72	95	71		468	0	-2	470
Black Elk	(4 unit)	80	47	66	82	92	86		453	1	9	444
Bryan	(3 unit)	61	64	65	62	64	66		382	1	6	376
Cather	(3 unit)	67	70	64	83	73	66		423	0	-10	433
Cody	(2 unit)	36	27	43	31	30	34	14	215	-1	7	208
Cottonwood	(3 unit)	38	41	47	66	60	56		308	-1	1	307
Disney	(3 unit)	49	42	52	41	33	38	13	268	2	5	263
Ezra Millard	(3 unit)	77	63	67	59	58	66	12	402	-1	-1	403
Harvey Oaks	(2 unit)	32	44	40	46	51	50		263	-3	-3	266
Hitchcock	(2 unit)	50	32	43	38	34	32	11	240	-1	0	240
Holling Heights	(3 unit)	70	67	51	62	67	68	10	395	1	3	392
Montclair	(4 unit)	94	86	84	96	86	76		522	2	-4	526
Morton	(3 unit)	59	41	45	57	57	50	9	318	0	4	314
Neihardt	(4 unit)	89	88	86	81	97	87		528	-1	6	522
Norris	(3 unit)	61	56	64	65	62	61		369	-1	4	365
Reagan	(4 unit)	108	127	132	111	111	127		716	-2	0	716
Reeder	(4 unit)	98	102	86	99	106	72	15	578	-2	-13	591
Rockwell	(3 unit)	38	54	48	51	48	54	11	304	-2	0	304
Rohwer	(3 unit)	82	58	66	71	74	72	12	435	0	1	434
Sandoz	(3 unit)	56	47	61	46	49	53		312	-2	-3	315
Upchurch	(3 unit)	121	112	108	109	117	86		653	-2	-1	654
Wheeler	(4 unit)	73	80	90	76	102	106	18	545	0	2	543
Willowdale	(3 unit)	63	60	66	63	70	71		393	1	8	385
Totals		1723	1621	1690	1703	1796	1731	125	10,389	-11	21	10,368

								SpEd	Current	Current	YTD	Official 13/14
		6	7	8				Prgm*	Total	Change	Change	Enrollment
Middle												
Andersen MS		279	326	265				0	870	-1	-7	877
Beadle MS		393	396	355				22	1144	0	-3	1147
Central MS		238	257	251				17	746	0	0	746
Kiewit MS		293	325	306				0	924	1	11	913
North MS		293	254	262				20	809	0	-6	815
Russell MS		282	292	297				0	871	0	-1	872
MS Alternative		8	14	11				0	33	-2	10	23
Totals		1786	1864	1747				59	5397	-2	4	5393

High		Grads	YTD		9	10	11	12				
North HS		17			613	612	610	541	14	2376	-2	-31
South HS		45			508	526	489	440	38	1963	-5	-67
West HS		52			629	570	583	526	29	2308	-1	-87
Horizon HS		41			5	25	44	47	0	121	-8	-20
Totals		155			1755	1733	1726	1554	81	6768	-16	-205

***SpEd Program Included in MS/HS Grade Level totals**

Itinerant & Contracted Pre-K included in Official 13/14 Enrollment: **53

Itinerant & Contracted Pre-K included in Current Enrollment: **73

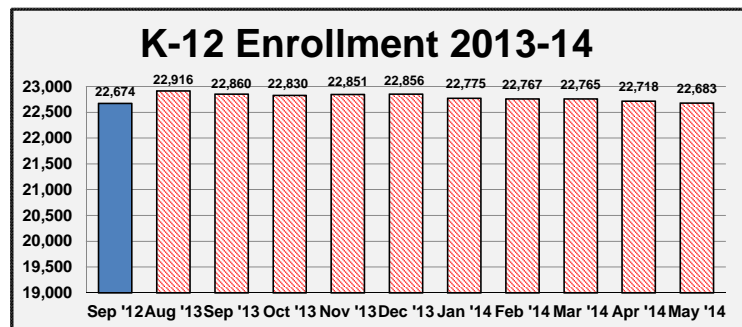
Preschool	SpEd	Not SpEd	Total	Official 13/14
Bryan	7	25	32	34
Cody	53	43	96	91
Cody Early Start	5	7	12	14
Disney	12	11	23	24
Hitchcock	27	10	37	35
Holling Heights	1	17	18	18
Montclair	24	10	34	31
Montclair Montessori	4	74	78	84
Neihardt	11	52	63	64
Norris ELL	0	18	18	18
Norris Montessori	0	27	27	28
Rockwell	0	18	18	18
Sandoz	10	9	19	20
Sandoz ELL	3	33	36	35
Wheeler	26	13	39	39
Homebased Infants	132	0	132	90
TOTAL			682	643

Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	5	10	5		20
Education	8	13	20		41
Entrepreneurship	7	7	7		21
Health Sciences	17	26	49		92
Dist/Log Mgmt	3	5	17	1	26
Ombudsman	(Primary and Secondary Assignment)				30

Contracted SpEd	42	-1	1	41
Rule 18 Interim	15	1	7	8
Young Adult Program	48	0	-1	49
Ombudsman (Primary)	24	-6	3	21
Total District K-12	22,683	-35	-170	22,853
Total District PreK-12**	23,438	-34	-111	23,549

5/20/2014	
Elementary	10,389
Middle School	5,397
High School	6,768
Contracted & Rule 18	57
Young Adult	48
Ombudsman (Primary)	24
TOTAL	22,683

9/20/2013	
Elementary	10,371
Middle School	5,390
High School	6,979
Contracted & Rule 18	50
Young Adult	49
Ombudsman (Primary)	21
TOTAL	22,860



Elementary	Classroom Enrollment											Class Size w/out SpEd					
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment							
Abbott	20	22	21	21	23	23											
	20	21	21	23	24	22											
	21	21	22	22	24	23											
	19					23											
Total Students	80	64	64	66	71	91	436	0	2	434	436						
Total Teachers	4	3	3	3	3	4	20				20						
Classroom Avg	20.00	21.33	21.3	22.5	23.7	22.8	22				22						
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment							
Ackerman	24	20	19	22	22	22											
	23	20	19	24	25	23											
	24	21	20	24	22	24											
			22		20	23											
Total Students	71	61	80	70	89	92	463	0	0	463	463						
Total Teachers	3	3	4	3	4	4	21				21						
Classroom Avg	23.7	20.3	20.0	23.3	22.3	23.0	22				22						
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment							
Aldrich	22	23	24	24	24	24											
	24	21	24	24	25	24											
	24	21	24	24	22	23											
		23			24												
Total Students	70	88	72	72	95	71	468	0	-2	470	468						
Total Teachers	3	4	3	3	4	3	20				20						
Classroom Avg	23.3	21.7	24.0	24.0	23.8	23.7	23				23						
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment							
Black Elk	18	23	22	20	22	21											
	20	24	22	21	24	22											
	21		22	21	23	21											
	21			20	23	22											
Total Students	80	47	66	82	92	86	453	1	9	444	453						
Total Teachers	4	2	3	4	4	4	21				21						
Classroom Avg	20.0	23.5	22.0	20.5	23.0	21.5	22				22						
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment							
Bryan	20	22	23	21	22	22											
	21	21	23	21	20	23											
	20	21	19	20	22	21											
Total Students	61	64	65	62	64	66	382	1	6	376	382						
Total Teachers	3	3	3	3	3	3	18				18						
Classroom Avg	20.3	21.3	21.7	20.7	21.3	22.0	21				21						
	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Cather		23	23	15	23	19	22	23	21	25	25	24					
				18			22	24	20	25	25	23					
Total Students	0	23	23	33	23	19	67	47	41	50	50	47	423	0	-10	433	423
Total Teachers	0	1	1	2	1	1	3	2	2	2	2	2	19				19
Classroom Avg		23.0	23.0	16.5	23.0	19.0	22.3	23.5	20.5	25.0	25.0	23.5	22				22
	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment						
Cody	19	14	22	16	14	16	6										
	17	13	21	15	16	18	8										
Total Students	36	27	43	31	30	34	14	215	-1	7	208	201					
Total Teachers	2	2	2	2	2	2	2	14				12					
Classroom Avg	18.0	13.5	21.5	15.5	15.0	17.0	7.0	15				17					
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment							
Cottonwood	20	22	23	22	19	18											
	18	19	24	22	20	18											
				22	21	20											
Total Students	38	41	47	66	60	56	308	-1	1	307	308						
Total Teachers	2	2	2	3	3	3	15				15						
Classroom Avg	19.0	20.5	23.5	22.0	20.0	18.7	21				21						
	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment						
Disney	24	20	17	21	17	18	7										
	25	22	18	20	16	20	6										
			17														
Total Students	49	42	52	41	33	38	13	268	2	5	263	255					
Total Teachers	2	2	3	2	2	2	2	15				13					
Classroom Avg	24.50	21.00	17.33	20.50	16.50	19.00	6.5	18				20					

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Ezra Millard	19	22	21	20	19	23	6					
	19	19	23	20	20	20	6					
	20	22	23	19	19	23						
	19											
Total Students	77	63	67	59	58	66	12	402	-1	-1	403	390
Total Teachers	4	3	3	3	3	3	2	21				19
Classroom Avg	19.3	21.0	22.3	19.7	19.3	22.0	6.0	19				21

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Harvey Oaks	17	22	21	23	26	24						
	15	22	19	23	25	26						
Total Students	32	44	40	46	51	50		263	-3	-3	266	263
Total Teachers	2	2	2	2	2	2		12				12
Classroom Avg	16.0	22.0	20.0	23.0	25.5	25.0		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Hitchcock	25	17	22	19	18	16	6					
	25	15	21	19	16	16	5					
Total Students	50	32	43	38	34	32	11	240	-1	0	240	229
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	25.0	16.0	21.5	19.0	17.0	16.0	5.5	17				19

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Holling Heights	24	23	17	22	22	24	4					
	22	23	16	19	23	23	6					
	24	21	18	21	22	21						
Total Students	70	67	51	62	67	68	10	395	1	3	392	385
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	23.3	22.3	17.0	20.7	22.3	22.7	5.0	20				21

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Montclair	22	22	21	24	23	21	16	23	18					
	24	23	19	24	23	24	16	21	15					
							16	22	19					
								23	19					
								23						
								21						
Total Students	46	45	40	48	46	45	48	133	71	522	2	-4	526	522
Total Teachers	2	2	2	2	2	2	3	6	4	25				25
Classroom Avg	23.0	22.5	20.0	24.0	23.0	22.5	16.0	22.2	17.8	21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Morton	20	21	20	19	18	25	4					
	21	20	25	19	19	25	5					
	18			19	20							
Total Students	59	41	45	57	57	50	9	318	0	4	314	309
Total Teachers	3	2	2	3	3	2	2	17				15
Classroom Avg	19.7	20.5	22.5	19.0	19.0	25.0	4.5	19				21

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Neihardt	21	21	21	22	24	22						
	23	22	21	20	25	22						
	22	23	22	19	24	22						
	23	22	22	20	24	21						
Total Students	89	88	86	81	97	87		528	-1	6	522	528
Total Teachers	4	4	4	4	4	4		24				24
Classroom Avg	22.3	22.0	21.5	20.3	24.3	21.8		22				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Norris	19	19	21	20	20	22	12	23	19					
	18	16	21	19	22	22	12	24	18					
								22						
Total Students	37	35	42	39	42	44	24	69	37	369	-1	4	365	369
Total Teachers	2	2	2	2	2	2	2	3	2	19				19
Classroom Avg	18.5	17.5	21.0	19.5	21.0	22.0	12.0	23.0	18.5	19				19

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Reagan	21	22	22	23	18	26						
	19	21	22	23	19	24						
	22	20	22	22	24	24						
	23	21	22	21	26	26						
	23	22	22	22	24	27						
	21	22										
Total Students	108	127	132	111	111	127		716	-2	0	716	716
Total Teachers	5	6	6	5	5	5		32				32
Classroom Avg	21.6	21.2	22.0	22.2	22.2	25.4		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Reeder	20	19	21	21	22	23	6				597	
	20	22	21	21	21	25	9					
	17	21	22	18	21	24						
	20	20	22	20	22							
	21	20		19	20							
Total Students	98	102	86	99	106	72	15	578	-2	-13	591	563
Total Teachers	5	5	4	5	5	3	2	29				27
Classroom Avg	19.6	20.4	21.5	19.8	21.2	24.0	7.5	20				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Rockwell	17	18	17	25	24	19	6					
	21	18	16	26	24	17	5					
		18	15			18						
Total Students	38	54	48	51	48	54	11	304	-2	0	304	293
Total Teachers	2	3	3	2	2	3	2	17				15
Classroom Avg	19.0	18.0	16.0	25.5	24.0	18.0	5.5	18				20

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Rohwer	21	20	21	23	25	24	6					
	21	19	23	24	24	24	6					
	21	19	22	24	25	24						
	19											
Total Students	82	58	66	71	74	72	12	435	0	1	434	423
Total Teachers	4	3	3	3	3	3	2	21				19
Classroom Avg	20.5	19.3	22.0	23.7	24.7	24.0	6.0	21				22

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Sandoz	20	16	20	22	16	17						
	19	16	21	24	17	18						
	17	15	20		16	18						
Total Students	56	47	61	46	49	53		312	-2	-3	315	312
Total Teachers	3	3	3	2	3	3		17				17
Classroom Avg	18.7	15.7	20.3	23.0	16.3	17.7		18				18

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Upchurch	24	23	24	23	25	20						
	23	24	18	21	20	19						
	26	21	25	20	21	24						
	24	23	21	22	25	23						
	24	21	20	23	26							
Total Students	121	112	108	109	117	86		653	-2	-1	654	653
Total Teachers	5	5	5	5	5	4		29				29
Classroom Avg	24.2	22.4	21.6	21.8	23.4	21.5		23				23

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Wheeler	24	21	21	18	22	27	6					
	25	19	22	18	20	27	7					
	24	19	23	20	21	28	5					
		21	24	20	18	24						
					21							
Total Students	73	80	90	76	102	106	18	545	0	2	543	527
Total Teachers	3	4	4	4	5	4	3	27				24
Classroom Avg	24.3	20.0	22.5	19.0	20.4	26.5	6.0	20				22

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Willowdale	21	20	22	22	23	24						
	20	20	23	21	24	23						
	22	20	21	20	23	24						
Total Students	63	60	66	63	70	71		393	1	8	385	393
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	21.0	20.0	22.0	21.0	23.3	23.7		22				22

Elementary Totals												SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5						
Students	1723	1621	1690	1703	1796	1731	62	66	74	60	48	125	10389	-11	21	10368	10264
Teachers	83	76	77	77	80	76	9			6		21	505				484
Classroom Avg	20.8	21.3	21.9	22.1	22.5	22.8						6.0	20.57				21.21

	6	7	8				SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Andersen MS	279	326	265				0	870	-1	-7	877	
Beadle MS	393	396	355				22	1144	0	-3	1147	
Central MS	238	257	251				17	746	0	0	746	
Kiewit MS	293	325	306				0	924	1	11	913	
North MS	293	254	262				20	809	0	-6	815	
Russell MS	282	292	297				0	871	0	-1	872	
MS Alternative	8	14	11					33	-2	10	23	
Totals	1786	1864	1747				59	5397	-2	4	5393	
				9	10	11	12					
North HS				613	612	610	541	14	2376	-2	-31	2407
South HS				508	526	489	440	38	1963	-5	-67	2030
West HS				629	570	583	526	29	2308	-1	-87	2395
Horizon HS				5	25	44	47		121	-8	-20	141
Totals				1755	1733	1726	1554	81	6768	-16	-205	6973
Contracted SpEd								42	-1	1	41	
Rule 18 Interim								15	1	7	8	
Young Adult Program								48	0	-1	49	
Ombudsman (Primary Enrollment)								24	-6	3	21	
Total District Enrollment								22683	-35	-170	22853	

AGENDA SUMMARY SHEET

AGENDA ITEM: Multicultural Education Report

MEETING DATE: June 2, 2014

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: 2013-2014 Report on Multicultural Education

ACTION DESIRED: X Information

BACKGROUND: Nebraska Department of Education Rule 10 stipulates that “The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10.”

Rule 10 requires (sections 004.01F and 004.01F1-F5) that:

- The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
- The district curriculum guides, frameworks, or standards incorporate multicultural education.
- The district multicultural education program includes a process for selecting appropriate instructional materials.
- The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.
- The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

In addition, building principals were asked to respond to three questions:

1. List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.
2. List and describe those provided for students that are beyond those called for by district curriculum.
3. List and describe those called for by the building’s site plan, if applicable.

The building reports are included herein.

Finally, the Multicultural report and the activities identified by the buildings are reflective of the changing face of the Millard Public Schools. The following demographic data should be noted in conjunction with this report.

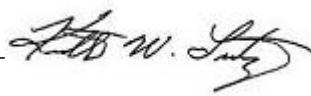
	Millard Public Schools Ethnic Diversity						
	Percentage of Total Enrollment						
	01-02	03-04	05-06	07-08	09-10	11-12	13-14
White	94.00	92.45	90.54	88.13	87.56	82.72	81.06
Black or African American	1.70	2.25	2.55	3.12	3.19	2.99	3.04
Hispanic	1.82	2.26	3.14	4.23	4.32	6.52	7.14
Asian	2.21	2.78	3.46	4.17	4.51	4.55	5.12
Am. Indian/Alaskan Native	0.28	0.27	0.31	0.35	0.42	0.35	0.31
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	0.28	0.22
Two or More Races	N/A	N/A	N/A	N/A	N/A	2.59	3.11

RECOMMENDATIONS: NA

STRATEGIC PLAN REFERENCE: None

TIMELINE: An annual report to the Board of Education is required by Rule 10

RESPONSIBLE PERSON(S): Mark Feldhausen, Nancy Johnston, Andy DeFreece,
and Building Principals

SUPERINTENDENT'S APPROVAL: _____  _____

BOARD ACTION:

2013-2014 Report on Multicultural Education

Presented to the Board of Education

June 2, 2014



Millard Public Schools Multicultural Education Report 2013-2014

Nebraska Department of Education Rule 10 stipulates that “The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10.”

In addition, Rule 10 requires (sections 004.01F and 004.01F1-F5) that:

- The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
- The district curriculum guides, frameworks, or standards incorporate multicultural education.
- The district multicultural education program includes a process for selecting appropriate instructional materials.
- The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.
- The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

Board of Education Policy 6610 and Rule 6610.1, Curriculum, Instruction, and Assessment: Multicultural Education, address these requirements including the mission of the Multicultural Education Program as defined by a District task force and approved by the Board of Education on October 17, 1994.

In addition, Multicultural Education continues to be one of several filters or screening variables within each of the four phases of the Millard Education Program curriculum model. In this way, the District meets the requirements of Rule 10 ensuring that multicultural instructional materials are identified and secured, staff development provided, and all curriculum documents incorporate multicultural education components.

An example of multicultural incorporation into the curriculum and instructional materials is provided by the matrix for Scott Foresman Science and the Guidelines for the Scott Foresman Reading Street program.



Curriculum, Instruction, & Assessment
Policy 6000

Category: Curriculum, Instruction, and Assessment

Policy: Multicultural Education

6610

The instructional program of the Millard Public Schools shall incorporate multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans with special emphasis on human relations and sensitivity toward all races.

Related Rule: 6610.1

Legal Reference: Neb. Rev. Stat. § 79-7 19 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10 Section 004.01G

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008

Millard Public Schools
Omaha, NE



Curriculum, Instruction, & Assessment
Policy 6000

Category: Curriculum, Instruction, and Assessment

Policy: Multicultural Education

Rule: Multicultural Education **6610.1**

The Multicultural Education Program shall comply with the requirements of Nebraska law and the accreditation rules of the Nebraska Department of Education.

I Statement of Philosophy

A. Multicultural Education is essential in meeting the mission of the Millard Public Schools. Students will be provided with opportunities:

1. to gain knowledge and appreciation of their own unique racial and ethnic heritage
2. to gain knowledge, understanding and respect for the racial and ethnic diversity of our country, our world and its peoples.

II. Program Parameter

A. The Multicultural Education Program shall be incorporated into the Millard Education Program, all curriculum frameworks and course guides, and include a process for selecting appropriate instructional materials, providing staff development, and periodic assessment of the program.

An annual report shall be provided to the Board of Education.

Related Policies and Rule: 6100, 6120, 6610, 6120.1

Legal Reference: Neb. Rev. Stat. § 79-703, 79-719 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10, Section 004.01G

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008

Millard Public Schools
Omaha, NE

**Multi-Cultural Representation in Scott Foresman Science
and Pearson Scott Foresman Reading Street Language Arts Series**

Grade Level	Examples of Multicultural Ties
All Grade Levels	<p><u>Teacher Support for working with different cultures:</u></p> <ul style="list-style-type: none"> • TEs -Professional Development section that addresses how to support diversity in Science Education • “Every Student Learns” support book addresses working with ELL students. <p><u>All print materials:</u> student and parent, including songs are in Spanish</p> <p><u>Student DVDs:</u></p> <ul style="list-style-type: none"> • Discovery School (content knowledge), Activity (inquiry) <p><u>People represented</u> – African American, Asian, East Indian, Hispanic; <u>Regions of the world</u> - All 7 continents</p>
Kindergarten	<p><u>Careers/Scientists:</u> <u>African American, Asian, Hispanic:</u> Astronauts, Medical Professionals, Inventor - Stoplight</p> <p><u>Children and Families in Big Books and Flip Chart:</u> African-American, Asian, East Indian, Hispanic</p>
First Grade	<p><u>Careers/Scientists:</u> <u>African American, Asian, East Indian, Hispanic:</u> Marine biologist, Physician, Meteorologist, NASA Rocket engineer, Electrical Engineer, Astronaut, Computer engineer</p> <p><u>Children and Families in Big Book:</u> African American, Asian, East Indian, Hispanic</p> <p><u>Leveled Readers:</u> Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>
Second Grade	<p><u>Careers/Scientists:</u> <u>African American, Hispanic:</u> Marine biologist, Aerospace engineer, Meteorologist, Professional Athlete, Creator of Lunar Rover</p> <p><u>Children and Families in Text:</u> Asian, African, East Indian, Hispanic</p> <p><u>Leveled Readers:</u> Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>
Third Grade	<p><u>Careers/Scientists:</u> <u>African American, East Indian:</u> Fire fighter, Computer Engineer, Park Ranger</p> <p><u>Children and Families:</u> African American, Asian, East Indian, Hispanic, Native American</p> <p><u>Leveled Readers:</u> Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar Regions</p>
Fourth Grade	<p><u>Careers/Scientists:</u> <u>African American, Hispanic:</u> Analytical Chemist, NASA Research Scientist, Astronaut, Inventor – Pacemaker</p> <p><u>Children and Families:</u> African American, East Indian, Asian, Hispanic, Native American</p> <p><u>Leveled Readers:</u> Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar Regions</p>
Fifth Grade	<p><u>Careers/Scientists:</u> <u>African American, Asian, Hispanic:</u> Inventor – blood-mobile, Research Scientist, Research Physicist, Jet engineer, Space Shuttle Specialist</p> <p><u>Children and Families:</u> African American, East Indian, Asian, Hispanic</p> <p><u>Leveled Readers:</u> Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions</p>

2008-2014 Culturally Responsive Teaching Training in Millard Public Schools

In 2007, Millard Public Schools (MPS) formed a professional relationship with University of Nebraska at Omaha professors, Dr. Nancy Edick, Dr. Sarah Edwards and Dr. Laura Schulte. The goal of this relationship was to provide culturally responsive teaching training to all certificated staff in MPS. Drs. Edick & Edwards are well known in the education field for their research and expertise on culturally responsive teaching. Recently retired, Dr. Laura Schulte was one of UNO's experts in the areas of research and statistical analysis. The cultural responsive teaching training was scheduled for a multi-year implementation that would take MPS staff from an awareness phase to an internalization phase. By investing in this professional development, MPS fulfilled many goals including but not limited to the state requirements for the poverty plan and supporting the District strategic plan and mission.

All 1800 certificated staff participated in the multi-year training. The training had two phases. Due to the size of MPS staff included, the staff development was planned to be implemented by grade levels of elementary, middle and high school. Phase one included a four hour awareness workshop and one hour focus group. Phase two included a year of on-line learning that can be repeated each year with updated materials/activities. The charts below reflect the staff involved in each phase by year.

Phase 1

Summer 2008	2008-2009	2009-2010	2010-2011
Building & District Administrators	Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff	Middle School Staff New Elementary Staff New PK-12 Psychologists New PK-12 SpEd Itinerant Staff New Administrators	High School Staff New Middle School Staff New Elementary Staff New PK-12 Psychologists New PK-12 SpEd Itinerant Staff New Administrators

Phase 2

2009-2010	2010-2011	2011-2013 – <i>Reaching Each Student</i>
Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary Administrators	Middle School Staff Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary & Middle School Administrators	<p>In 2011-2013 veteran staff participated in culturally responsive staff development also called <i>Reaching Each Student</i>. This staff development was differentiated to each building needs and directed by their building leadership. An ANGEL Community Group called <i>Reaching Each Student</i> was populated with a wealth of resources for buildings to utilize.</p> <p>In 2011-2012- new staff participated in an introductory class called <i>Reaching Each Student</i>. The new staff met face to face and via ANGEL during the second semester of their first year. The primary goals of this class were to 1) consider cultural lenses of teachers and students (age, gender, race, poverty); 2) identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model; and 3) consider possible changes to Culturally Responsive Teaching practices.</p> <p>In 2012-2013 new staff did not participate in this same class. We moved this required training to 2nd year staff responsibilities so these 2012-2013 hires participated in 2013-2014.</p>

2013-2014

In 2013-2014 ***Culturally Responsive Teaching*** became a 2nd year staff member commitment. All 2nd year staff members were invited to a class during Fall Workshop taught by UNO Professor, Dr. Sarah Edwards. The primary goals of this class were to 1) consider cultural lenses of teachers and students (e.g. age, gender, race, poverty); 2) identify current ***Culturally Responsive Teaching*** practices in alignment with the Millard Instructional Model; and 3) consider possible changes to ***Culturally Responsive Teaching*** practices. Any 2nd year staff members who did not attend this session were asked to complete an ***Introduction to Culturally Responsive Teaching via ANGEL***, our on-line learning management system.

In 2013-2014 all 1800 salaried staff members continued their differentiated experiences based on their Building Staff Development Plans. Principals were asked to create a plan that met the needs of their staff and students. These staff development plans are entitled ***Reaching Each Student***. Parameters for these 2013-2014 staff development plans are listed below.

1. Differentiate your plan by building.
2. Collaboratively create & communicate plan with stakeholders by pre-assessing building needs (e.g. review school data, survey staff, survey community).
3. Establish S.M.A.R.T. goal/plan to improve culture of building and close the gap in student achievement. The S.M.A.R.T. goal will help buildings measure their success.
4. Office of Staff Development will provide several resources in the ANGEL community group Reaching Each Student. Administrators or designee may enroll by PIN using section ID: RES_2011.
5. These resources can be copied and/or developed in your building ANGEL community groups and/or used in face-to face sessions.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Grace Abbott Elementary School

Principal: Erik Chaussee

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- RES (Reaching Each Student): Each grade level and specialists presented an RES topic from Angel. We meet about once a month for this. As an example, fifth grade summarized an article on the left and right brain and how it applies to instruction and learning styles. Another example: Economic differences in families from third grade.
- SWAMP time- a cross-grade level time with all students led by all certified staff and some classified staff. We meet monthly and each month has a different theme or topic that is related to the 40 D.A. This culminates in a year-end work day around the school planting, cleaning, raking, etc. for an hour.
- Abbott's RtI+I data team and presented a professional development workshop that provided our staff with better understanding of the RtI+I process, why some students are placed in special education while some are not, and more experience and ideas for interventions as we look at greater implementation of the RtI + I philosophy and greater diversity. An emphasis was on parent participation.
- First grade teachers and one fourth grade teacher attended a writing conference. The guest speaker was Barry Lane who suggests multi-cultural writing activities.
- Dean Jacobs' presentation to the school on his travels all over the world.
- A guest speaker from Project Harmony to the staff on Abbott's changing demographics.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Food tasting around the world activities. A few parents who have lived in other countries did this. This is done during Geography Week.
- Hanukkah and Kwanzaa stories and activities.
- Martin Luther King writing.
- State fire day and other grade-level activities as assigned by state law and/or district curriculum. Second grade visited the fire station in downtown Omaha.
- Safari Montage on immigration.
- Bell ringing for the Salvation Army at Hy-Vee including guest speaker from the SA to describe who the raised funds benefits.
- A variety of novels read aloud to students and read in novel groups.
- Scholastic News: Ruby Bridges and Martin Luther King, Jr.
- "The World is a Market Place" theme for our annual economic fair.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Geography week speakers, such as an exchange student from China and one from Thailand. (Strategy #2, Action Plan #1).
- Second grade Flat Stanley project. Postcards were received from all over the world (Strategy #2, Action Plan #1).
- Folk tales from different countries (Strategy #2, Action Plan #1).
- A parent from Thailand spoke to 2nd graders (Strategy #2, Action Plan #1).
- Guest speakers from South Korea and France (Strategy #2, Action Plan #1).
- Skyped a scientist (Strategy #2, Action Plan #1).
- Two students whose parents are from South Korea (Strategy #2, Action Plan #1).
- American Indian Day (Strategy #2, Action Plan #1)

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Ackerman Elementary School

Principal: Skip Hanlon

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Reaching Each Student staff development.
 - 4 hour staff development experience involving the viewing of the movie, “Bully,” a presentation given by Jennifer Vest on bullying as it relates to students with disabilities/autism, and grade-level reflective conversations about the impacts of the learned information at Ackerman.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- 5th Grade:
 - Colonial days stations on slavery
 - Civil War scrapbook lessons
 - Childrens Respite Care Center partnership with a 5th grade class
 - Optional French Club after school in the spring
 - Black History Month Read Aloud books
- 4th Grade:
 - Choral reading for the first Thanksgiving
 - Engineering in science research Jordan lifestyle
 - Time For Kids extension activities
 - Sensitivity/Tolerance with Shelly Pick (BIST consultant)
- 3rd Grade Multi-cultural activities:
 - 1.) Linus Blanket service project
 - 2.) Research and report on Martin Luther King
 - 3.) Native American research and projects- medallions and Totem Poles
- 2nd Grade:
 - Iditarod activities: Reading activities correlating to the race in Alaska, cultural learning about the history of Alaska, the American Indian people of Alaska and a presentation on “mushing.”
 - “Spanish Culture” unit
 - “Holidays Around the World” unit
 - “Rybol’s Road Trip” – Class writing activities involving a teacher’s dad who drives around the country for his job
- 1st Grade:
 - Studied Martin Luther King and his beliefs around MLK Day.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Aldrich Elementary School**

Principal: **Dr. Susie Melliger**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

Reaching Each Child

Goal: By April 2014, all staff will identify culturally responsive teaching strategies that provide a safe learning environment and positively impacts student achievement in order to prepare students to be life-long learners and global citizens.

Actions	Person Monitoring	Evidence	Date
Once a semester our “asset builders” will provide asset information to parents. The information will draw the connection between reaching each student by building assets in internal and external areas.	Kathy deBoer Lisa Bertagni	Copies of school communication	November 19, 2013 February 25, 2013
Grade level teams will develop lessons for students related to cultural awareness, sensitivity and celebration of diversity.	Susie Melliger Sharon Epstein	Complete IB PYP planners	Wednesday IB PYP reflection meetings
Millard Instructional Model and meeting the needs of all students.	Susie Melliger Sharon Epstein Lisa Bertagni	Teachers demonstrate the MIM: Practices That Promote Successful Student Learning	October 17, 2013
PLC Effective Implementation	Sharon Epstein Lisa Bertagni	PLC teams meet regularly to review and analyze data, focus on learning, inquire into best practices and develop plans for improvement.	September 10, 2013
Develop a database of local resources, guest speakers and field trip information that would enhance students’ understanding of different cultural perspectives.	Sharon Epstein	Database of resources and guest speakers	On-going
Staff will review and revise current plans to increase engagement among students, staff and parents.	Susie Melliger	Increase Gallup Engagement results	TBA

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

1. The IB PYP Learner Profile is the heart of the Primary Years Programme. The Learner Profile outlines the ten most important attributes of an international person. In the classroom, the teachers model these attributes and intertwine the learning and fostering of ways to develop these characteristics in all areas using a variety of strategies.
2. The Primary Years Programme has identified six themes of knowledge that are considered to be of lasting significance for students in PYP schools anywhere in the world. These themes provide a framework for teachers to design units of inquiry that incorporate district/state standards as well as opportunities for students to develop the skills, attitudes, concepts and knowledge needed to become internationally-minded people and life-long learners.
3. Personal Cultural Identities: Several of our units of inquiry allow our students to examine their own histories and how their culture has influenced their lives.
 - K-5th all school assembly: Martial Demonstration by San-Mai Martial Arts
 - Kdg.
 - i. A study of their families and how individuals around the world are united by their common, physical, social and emotional needs provided students with the opportunity to share information about their own cultures.
 - 1st Grade
 - i. A study of how we use maps and globes resulted in students reading about several countries around the world and how their global location influences their daily life.
 - ii. Students researched their cultural heritages, beliefs, values and ways of life. As a culminating activity, students completed a visual presentation sharing information about their cultural identity.
 - 2nd Grade
 - i. Student inquiry into the rights and responsibilities of citizens resulted in parents sharing experiences about becoming US citizens.
 - ii. As part of their “All Star” sharing week, students explain their cultural background and things they do that are special about their culture
 - iii. Students inquired into communities around the world by sending Flat Stanley around the world
 - 3rd Grade
 - i. An inquiry into how our culture shapes how we understand ourselves and others resulted in students researching a country with a different culture than their own.
 - 4th Grade
 - i. As a result of an inquiry into how geography influences a person’s needs, culture, opportunities, choices, interests and skills, students who went to China and India shared cultural information about their native cultures. They shared contributions of their culture, significant individuals, events and cultural holidays and daily life; past and present. Students also generated a personal list of the 5 most important characteristics of a region (geography, accessibility, productive resources, people and cultures). Then students revealed their list to a group of their peers and discussed pros and cons of all ideas presented.

- ii. Students participated in the Continental Drift Go Noodle activity/dance which includes clips from around the globe.
 - 5th Grade
 - i. Exhibition – Students are required to engage in a collaborative, inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students. One of the most important components of the PYP Exhibition is taking action. As a result of learning, students are inspired to take actions that will begin to resolve the issues they are passionate about. Action can take many forms, such as volunteering in the community or organizing a charitable event. Finally, students communicate to various audiences what they have learned. Sharing their learning with the community takes many forms, including written pieces, visual displays, creative performances, oral presentations and the use of technology.
4. Cross Cultural Studies: **Olympic Day: Celebrating the World-** For the past 20 years, Olympic Day: Celebrating the World has evolved at Aldrich Elementary. When we first began this project, each classroom was assigned a country that they studied throughout the school year. Students learned about the language, geographical location, economics, holidays, entertainment and customs of their country. When we became an International Baccalaureate Primary Years Programme World School, the study of these countries became a part of each grade level's units of inquiry. Now students study gender, class, family structures, types of communities, etc. We have several guest speakers who meet with individual countries where they share their expertise in that country. As a culminating activity, students participate with their teams on Olympic Day. This day is modelled after the actual Olympic Games. Opening ceremony includes the Parade of Nations and the Aldrich Pledge. Throughout the day, teams rotate through different centers and participate in a variety of activities. At the end of the day, students reflect upon the day and what they have learned.
 5. Integration of International Experiences and Materials: Varieties of resources, reflecting a wide range of cultural perspectives have been purchased and is integrated into our units of inquiry.
 6. Spanish is taught twice a week for 25 minutes to Kdg.-3rd grade and 30 minutes to 4th-5th grade. In addition, students explore the cultural traditions, geography, art and music of Spanish speaking countries.
 7. Curriculum and instruction at Aldrich are structured to meet the needs of English-language-learners. Depending on their level of English acquisition and their grade placement, ELL need varying degrees of additional support in areas such as oral language, English phonology, vocabulary, background information, and the academic language of the school. In addition, we believe that mother tongue language is crucial for maintaining cultural identity and emotional stability. It is our responsibility to recognize and support each and every aspect of language development and provide opportunities for individual students, parents and families to share their heritage with us. Our library media specialist has purchased resources to support other languages being spoken at home. These resources can be checked out by students and/or parents to help reinforce their mother tongue and culture.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Strategy 3 – Action Plan 2:
 1. Develop and implement a plan to utilize our diverse parent, student and local community populations to enhance students' understanding of different cultural perspectives.
 2. Provide opportunities for student learning that strengthens the student's own cultural identity and celebrates and fosters understanding of different cultures.
- Strategy 3 – Action Plan 3:
 1. Embed internationalism into the programme of inquiry that includes the student of host or home country, the culture of individual students and the cultures of others, including their belief systems.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Black Elk Elementary School**

Principal: **Jason Farwell**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Discussion of multi-cultural mentor texts to support students during writers workshop, shared by staff at literacy team meetings and weekly PLC's

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Multi-Cultural night held at school in March 2014, 17 countries represented with people, food, cultural events, singing, and dancing. We had Native American dancers, Scottish bag pipe players, New Zealand didgeridoo player and a group of Kindergarten students performed a Mexican dance.
- Holidays around the world unit in 2nd grade. Guest speakers came into classrooms from different countries to talk about their holidays.
- Native American guest speaker for 2nd and 3rd grades.
- Martin Luther King Jr. day projects for Kindergarten students

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Multi-Cultural night held at school in March 2014, 17 countries represented with people, food, cultural events, singing, and dancing. We had Native American dancers, Scottish bag pipe players, New Zealand didgeridoo player and a group of Kindergarten students performed a Mexican dance.
- Martial Arts International (PAYBAC partner) instructor came out to our PE classes and demonstrated different moves, techniques, and styles. Also discussed the history of marital arts and how it came to America.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Bryan Elementary School**

Principal: **Dr. Brad Sullivan**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Fiesta Friday - which includes Spanish words, art and Mexican Culture
- Some Students read "Journey to Topaz" which is about the American Japanese encampment during World War II
- Thanksgiving feast to portray the Native Americans and Pilgrims first Thanksgiving.
- We read books about and discussed various ways different cultures celebrate various winter holidays (Kwanzaa, Hanukkah, Chinese New Year), etc.
- State reports with foods from different parts of the US
- Durham Field Trip
- Joslyn Field Trip
- Chinese New Year extension activities
- Fifth graders chose a country, researched the culture, government, lifestyles, flag, language attractions, weather/climate, customs and traditions and presented the final project in class. Many students added food to their presentations.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- All school assembly- Holiday Time Around the World

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Cather Elementary School

Principal: Dr. Paula Peal

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- PLC's –In the PLC's, teachers discuss ways of helping the students achieve to their highest ability.
- Through the 40 assets training, staff is made aware of the different needs of students and how to help them be successful in the diversified society

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- First grade teachers read books from other countries and help them locate the countries on maps and discuss their customs.
- Kindergarten focuses on the different customs of celebrating Christmas.
- Third grade covered a reading unit that had fiction and nonfiction pieces about children from other countries. Then they had the children research their own cultural background, plot these on a world map, and share the information with the rest of the class.
- Fifth grade studies Japan. Customs and holidays were addressed along with a celebration of Girls Day and Boys Day in the classroom.
- Cinco de Maya is celebrated at school with activities and food.
- Multicultural dances and customs are taught in the music/PE classes.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- The Core Academy Kindergarten classrooms have beginning Spanish vocabulary, culture, and conversation.
- This year, we hosted a Multicultural Night which included songs and dances from 12 different countries. We had over 120 attendees and many staff. The students and adults were able to find out more about the different cultures that were represented.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Cody Elementary School

Principal: Ryan Saunders

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- On Dr. Martin Luther King, Jr. Day, Cody staff members participated in an afternoon of service at the Heartland Food Bank. We assembled bags of food that were used in the “backpack” program provided by the food bank. Staff members found the experience to be rewarding on many levels. Doing service is rewarding in itself, but when our staff realized how many Millard families are served by this program, many from our own school, they were “moved”. We were making an impact on our own community.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- The Durham Museum brought Kim and Reggie Harris, consummate musicians and storytellers, to Cody. The program, “Dream Alive: A Celebration of African American History”, combined traditional African-American spirituals and freedom songs with original folk songs. Kim and Reggie sang of life, love, the quest for freedom and care for the environment. The stories of people such as Harriet Tubman and Dr. Martin Luther King Jr. were well chronicled in the story of African Americans who helped to build our country. Educators, artists, scientists, poets, inventors and other key contributors who are not well known were brought to life in this interactive and engaging presentation.
- 4th grade: In preparation for the Durham visit mentioned above, students studied Harriett Tubman and the Underground Railroad and Dr. Martin Luther King, Jr.
- Multiple grade levels studied “Holidays Around the World”.
 - Guest speakers, from different countries, came and explained the traditions that accompany many of the holidays observed in their native countries. Students compared and contrasted their family traditions with those of other countries.
- 1st grade: During their Fairy Tale Unit, teachers shared different versions of Cinderella (Mexico, China, Africa, Algonquin Indian, France and Russia). Students then compared and contrasted the versions.
- 3rd grade: Teachers shared many informational books about different cultures as well as traditional literature, folktales, fables, poetry, tall tales, and fantasies that come from

these same cultures. For black history, students also read biographies of African Americans and then wrote and shared reports.

- Music: All Cody music classes experienced music and movement activities from areas throughout the world. This included vocal, instrumental, and dance experiences. The Cody Choir performed music from Latin America, Europe, Africa, and several genres of American music. The Cody music club learned and performed music from the Caribbean on drums and recorders.
- Media: 3rd and 4th graders researched a culture that was different from theirs. 5th graders created a holiday power point covering many holidays that are celebrated throughout the world.
- Resource: 3rd and 5th grade students participated in a St. Patrick's Day unit. Kindergarten, 3rd, and 5th grade students also participated in a Native American dancing unit.
- PBIS: In a PBIS celebration, students participated in a luau. They experienced food, music and dancing from the Polynesian culture.
- Preschool: Students made masks and listened to zydeco music for Fat Tuesday. They experience foods from different cultures: tortillas and moon cakes.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Cottonwood Elementary School

Principal: Gina Rudloff

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Staff focused on anti-bullying education. During staff development we focused on characteristics of students who are often the victim of bullying as well as the characteristics of those students who bully others.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Kindergarten students were matched with high school students from Millard North Child Development Class- completed monthly learning activities
- 3rd Grade took a field trip to Rotella's Bakery. During their tour Rotella's shared its role in providing bread worldwide and also to American Soldier abroad.
- 5th Grade Students Interviewed the Residents at Remington Retirement Center and completed a biography of the resident they interviewed.
- Amazing Artist Program: Our resident artist, Sherry Reese taught students about several artists and their art media. Artists included Jacob Lawrence, Vincent Van Gogh, Elizabeth Berrien
- 2nd Grade Students are participating in an art experience at the Joslyn Art Museum
- A parent speaker talked with the third and fifth grade students about the Russian culture.
- A guest speaker talked with 4th and 5th grade students about British culture.
- Watchdog Langmaack read books written in German while the kindergarten teacher read the English version of the book.
- Offered Saturday Art Sessions for both adults and students.
- 3rd Grade completed country research reports in conjunction with the Olympics
- 3rd Grade students researched their heritage and what influenced their family to come to America and specifically Omaha. They wrote an essay and presented this information to others.
- 4th Grade students entered an essay contest about Chief Standing Bear.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Pawsome Readers Peer Tutoring Program. 4th and 2nd graders were teamed up to learn reading skills together
- Implemented a successful Watchdog Program:
- Staff focused on anti-bullying education. During staff development, we identified characteristics of students who are often the victim of bullying as well as the characteristics of those students who bully others.
- Trooper Bell presented information on bullying and bully prevention to the 4th and 5th Graders
- Anti-Bullying guest speaker, Jeff Quinn addressed how to respond correctly to a bully.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-14**

School: Disney Elementary School

Principal: Bethany Case-Magana

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- PLC planning and Data Team discussions - culturally responsive awareness for differentiation planning
- Staff meeting and PLC planning of multicultural activities and Disney grant team planning year-long activities.
- Staff Development Opportunities utilizing district ANGEL program for optional selection to include culturally responsive teaching. Discussions during data team meetings, staff meetings and the socioeconomic impact on student achievement. Recognizing student performance and backgrounds of students celebrating individuality in the classrooms, throughout the year.
- Embedded cultural awareness of our changing demographics of our school and planning events to bring in all families with appreciation of diversity.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Embedded multi-cultural discussions and experiences throughout the school year
- Cultural studies and discussions in Social Studies lessons
- Opportunities for families to come into the classroom, share world experiences and cultures, staff sharing experiences and slide show presentations.
 - PACE/Parent Family Engagement Nights – All families invited/interpreters provided for families if needed
 - Cinco de Mayo Celebration discussions, stories and activities in multiple grade levels
 - Chinese New Year and recognizing various cultural celebrations of families
 - Author studies and scientist discussions from various regions of the world
- Classroom lessons discussions across the curriculum, culture, history and diversity awareness, Weekly Reader Activities, and cultural activities during classroom instruction and field trips
- 2nd Grade cultural studies and African American History Month lessons included in media lessons. Martin Luther King, Jr. Birthday, historical study 2nd Grade. Featuring Black History Month in the library utilizing a variety of genre.
- Multicultural lessons, activities and technology lessons by the Teacher Librarian

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Ezra Millard Elementary School**

Principal: **Roberta Deremer**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- In the summer of 2013 we had six members of our staff attend the P19 Service Learning Workshop at UNO.
- Reaching Each Student- We focused on embedding a service learning definition into our culture. In conjunction with our site plan, staff members spent time during their February professional development to volunteer at the Nebraska Humane Society, Kid Can, Heron Haven and City Sprouts. Staff members took tours and learned about the organizations and the support they need from the community. Staff members organized books, planted seedlings, and made dog treats. After this opportunity staff members reflected on the experiences and shared with other staff members.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- One School One Book project - We read the book Poppy by Avi. Staying with the animal theme we had a service dog join us for our OSOB kick-off. Students learned about what it takes for the trainer and the dog to become certified. Service dog, Rosie, enjoyed greeting the students and watching them make dog toys for the Humane Society.
- World Languages – Children had the opportunity to take eight weeks of Spanish, French or American Sign Language.
- Ezra University – Cooking, Pottery, Magic and Legos
- First through Fourth grade “Informances” include the study of music and movements from different cultures.
- Fifth grade Musical-Winter Olympic theme, learning background of modern-day Olympics including location and when new sports were introduced
- Vocal Music – Students focus on a Musician of the Month from various backgrounds and genres of music.
- BEAT—Music from different cultures. In BEAT, we usually have one dance from a different country.
- In music, we usually talk about the culture, where it is on the map, the language(s) that the people living there speak, some activities that they do (sports, style of living), etc. I discuss with 2nd grade and up how the different instruments we use (Orff barred instruments) are originally from Germany. Many of the ones we play were built in Germany and sent over to the U.S.

- Second grade did a lesson on Holidays Around the World. Lessons include Greek Epiphany, Chinese New Year, Kwanzaa, Christmas, Hanukkah
- Several grade levels have parents present on their cultures and heritage. Ex. Chinese, Muslim
- Our Engineering units connect back to different places around the world.
- Second grade went to the Rose Theater to see an African folktale.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Service Learning-Students participated in Service learning projects through the Humane Society and Food Allergy organization FARE.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Harvey Oaks Elementary School

Principal: Dawn Marten

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Reaching Each Student: Monthly, Harvey Oaks staff facilitated student learning teams, called Pack Time, by incorporating 40 Developmental Assets, Student Engagement, and RES components by implementing developed lessons.
- Staff focused on learning the eight categories of the 40 Developmental Assets. Our goal was to use the terminology when working with students during our new Pack Times.
- Staff members were reintroduced to the PBIS and BIST model for classroom management throughout the year.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Kindergarten studied Martin Luther King Jr., as well as the Native American culture.
- First grade students studied holiday customs around the world and cultures of our nation
- Second grade discussed ethnic backgrounds during a social studies unit with creation of flags representing each student's ancestors. They also discussed Black History through the stories: George Washington Carver, Just Like Josh Gibson and Follow the Drinking Gourd.
- Third Grade learned about a number of cultures, including Egypt, Native American, Russian, Japan, Australia, and Korean, using games, art, books and projects. They also studied the Underground Railroad and Harriet Tubman incorporating a technology project.
- The fourth grade studied history of entering our country through Ellis Island. They also studied famous Nebraskans and how they have contributed to our state and society. Multicultural literature is incorporated through language arts throughout the year. Native American culture is taught through NE unit in Social Studies
- Fifth grade researched a famous African American. In this project they incorporated literature, writing, art and technology. Studied various Americans, cultures through the reading selections and Social Studies curriculum. (Ch'i-lin Purse-Japanese Folktale, Underground Railroad, Passage to Freedom, Satchel Paige, etc.)

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

2007 Site Plan

- Strategy 4.1.8 READ-A-THON Week – Theme Read for America
- Strategy 4.3.1 and 2 Third grade Sister School Project focused on cultures.
- Strategy 4.3.1 and 2 Fourth grade Sister School Project taught history of entering our country through Ellis Island.
- Strategy 4.2.2 4th and 5th grade students had the opportunity to participate in a Geography Club and the annual National Geographic Geo Bee.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Hitchcock Elementary School

Principal: Mandy Hartz

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- PK Students held a multicultural festival in the fall
- Kindergarten and fourth graders learned basic Spanish words, sang Spanish songs, learned about different Spanish countries and tasted Spanish foods
- Fifth graders studied Native American cultures and as well as the struggles they experienced.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Holling Heights Elementary School

Principal: Nancy Nelson

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Reaching Each Student
- 40 Asset Staff Development
- English Language Learner Staff Development (Vocabulary Development)
- Teaching Children of Poverty (Ruby Payne)
- Book study *Lost at School* for specialists

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- World Drumming Activity Class
- ELL cultural field trips
- Grade level musical programs that include multicultural songs
- Extra Curricular Choir focus on multicultural songs
- Veterans Day program

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Enrichment Classes such a World Drumming, Art and Cooking
- 40 Asset Rallies throughout the year to emphasize cultural awareness
- Rose Theatre partnership

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Montclair Elementary School

Principal: Alicia Feist

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- A staff member traveled to Haiti to help build a soccer field. She shared her presentation with the staff on the culture, poverty, and gentleness of the people.
- Two staff members partnered ELL students with elderly citizens from the Montclair Community Center to do puzzles together on a monthly basis. They shared their learnings about generations in relation to different cultures.
- Learned more and reflected about millennial parents in relation to cultures

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Holidays around the world/research
- Black History Month studies
- Book studies such as “Everybody Cooks Rice”
- Classrooms partnered across programs (Montessori and Traditional) for Service Learning opportunities such as food drives, creating Valentines for the elderly, and gathering eye glasses to take to Haiti
- Hosted 40 Asset nights (movie night, dance night) to bring families together and share 40 assets
- “Sensitivity Towards Others” lessons in Guidance (Making Friends is an Art; The Power of One; Cliques, Phonies and Other Baloney, etc.)
- MLK Day – speech/video; paint color swabs of skin tones activity
- Famous African Americans Research; posters displayed in hallways
- Family flags to show traditions and cultures
- Journal entries from the perspective of European explorers
- Artwork from different countries
- MLK and Cesar Chavez – comparison of the two men’s lives and struggle for social injustice
- All about my family here and there – comparing and contrasting students’ experiences in the US and abroad
- New Year’s Celebrations Around the World
- Love in many language – a unit on how different cultures celebrate love around the world (such as Valentine’s Day)
- Studies of historical people (MLK, George Washington Carver, Rosa Parks, Jackie Robinson)

- Creation of trade beads
- Community quilt themed “We Belong to Many Groups”
- Presentation of West African culture including artifacts (kente cloth, mask, wood carving, money and jewelry)
- Fairy Tales from Around the World
- Diversity Day – each student made a paper doll to represent their heritage
- Omaha unit on Native Americans
- Culture Grams to research different countries
- Orchestra music performances including music from: France, Czech Republic, Wales, and England

Multicultural Experiences: (List and describe those called for by the building’s site plan, if applicable.)

- N/A

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Morton Elementary School**

Principal: **Julie K. Bergstrom**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Literature Review (monthly)
- 40 Developmental Assets
- Culturally Responsive Teaching (executive functioning processes, delays, strategies, etc.)

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Spanish Club (HAL students 3-5)
- Enrichment Day (historical art)
- Team Time
- Time for Kids and Scholastic News publications
- School-wide service projects that benefit our community
- Native American study (stories, Safari Montage videos, Thanksgiving feast in kinder)
- Holidays, traditions and customs in different parts of US and world
- Studied different homes, cultures & transportation around the world
- Martin Luther King, Jr. celebration (stories, video, contributions)
- Helen Keller (stories, discussion of disabilities and how they don't limit anyone)
- Read Alouds, discussion & application to our lives (The Rag Coat; Grandfather's Journey; The Orange Shoes; Molly's Pilgrim; My Louisiana Sky; stories about Jackie Robinson, Helen Keller, Cesar Chavez, Nelson Mandela, Ruby Bridges, Jesse Owens; stories by Tomie dePaol, Henry's Freedom Box, Martin's Big Words)
- Field Trip to Museum of Natural History
- Native American pictography project
- Studied the history of the Powwow
- Study of inventions by women and those of different ethnicities
- Tandy Leather Presentation (history and cultures across the Midwest)
- Mini-Society Project (local businesses and cultural influences)
- Learned about the Japanese festival of drums
- Biography research papers on famous people from different cultures
- Star Students bring in special items to share connected to his/her culture, family and traditions
- Discover how people from all over the world came to Omaha
- Field trip to Joslyn Art Museum

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Morton's mission statement

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Neihardt Elementary School**

Principal: **Carrie Novotny-Buss**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Strategies for working with students and parents in poverty
- Strengths Finder staff development (on-going)
- BIST staff development: processing, protective plans, class meetings, early intervention
- Autism Awareness Training for support staff
- Carolyn Dweck: Mindset and perseverance for kids who are struggling
- Youth Frontiers Purpose Retreat
- Targeting of Students with Autism: Jennifer Vest

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Buddy Room Activities to build 40 Developmental Assets
- 5th Grade Kindness Retreat- focus on tolerance and acceptance of others
- 4th grade: lenses and teamwork retreats
- Kids on the Block: K, 1,2, 3
- Respect group: 1st/3rd grade
- Holiday customs around the world discussion/activities in 2nd grade
- Card making for people in need
- Compliment Cards and class meetings
- Service Learning Projects (i.e., Pennies for Patients, Project Wee Care, United Way, Project Linus)
- Autism Awareness and Support through Circle of Friends Groups
- Monthly Student Assemblies: respect, tolerance, diversity of others, and kindness

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- 3rd grade multi-cultural food fair
- TypeCast ReCast Art Exhibit Field Trip: select 4th and 5th grade students.
- Martin Luther King Jr. studies in 2nd, 5th, and 4th grade
- Extension activities on American Indians (i.e., tribes, reservations, aboriginal art): 4th grade
- Marimba band: drumming
- Immigration

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Norris Elementary School

Principal: Colleen Ballard

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Our RES goal was very important for our student population. With a somewhat higher level of poverty, we are finding that many of our students are more sedentary than we would like to see and we see that impacting focus and attention in the classroom. Our goal, all staff and students will participate in monthly wellness activities to increase health awareness, as well as daily brain breaks throughout the course of the year, provided many opportunities for increased activity for our students.
- Professional development on best teaching practices for learners on the autism spectrum

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Counseling – lessons on diversity and accepting others' differences at each grade level including preschool
- Black History month – lessons provided by media specialist covering Martin Luther King, Jr. Day and accomplishments of other African American
- Multicultural winter holidays units in third grade: Asian Art unit, Mandalas around the world art, Black History art unit, Mexican Calavera Day of the Dead Art
- Continent projects by many grade levels
- Students of the week in first grade share family traditions
- Intermediate Montessori: Early Man, Pangaea, explorers from early centuries
- Native American studies
- 4th grade field trip to Joslyn Art Museum
- Multicultural art lessons – Japanese Vases
- Black History Month PowerPoint presentations daily at student lunches and trivia accompanying the presentations
- St. Patrick's Day history

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Art/Multicultural night for families in April, 2014

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Reagan Elementary School

Principal: Melissa Poloncic

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Heart Kettle Activities/ Professional development centered on student, staff, and family engagement- Aligned to building site plan action plans
- Research and professional development of school wide behavior plan, Behavior Kettle- Aligned to the building site plan and district strategic plan

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Holidays Around the World
- Ruby Bridges
- French/French Creole
- Spanish
- Native American
- Russian program music
- Sign Language
- Russian Ballet
- English Folk Dancing
- Hungarian
- French Folk Dance
- Canadian Folk Dancing
- African/American Spirituals
- Jazz & Rock History
- English Sea Chanteys
- Native American Dance
- Japanese Drumming
- African Drumming
- Spanish Dancing
- African Dancing (several tribes)

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- N/A

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Reeder Elementary School**

Principal: **Paige Roberts**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Richard Lavoie video series *Fat City* (all grade levels)
- Sign language lessons from a deaf educator (for one grade level)
- Alternate Curriculum Program classroom buddies

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Rose Theater presentation of *Holidays Around the World*
- Studies in Black history for Black History month
- Martin Luther King studies for Martin Luther King Day
- Art activity: Australian boomerangs (Kindness Boomerangs)
- Nebraska History Museum visit (Native Americans)
- Projects re: various foreign countries
- Studies of holiday cultural celebrations during winter

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Alternate Curriculum Program student pairing in the general education classroom integrated with sign language activities
- Native American presentation by the Young Spirit Dancers

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Rockwell Elementary

Principal: Joycilyn Y. Rozelle

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Staff participated in All About Boundaries training

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

Kindergarten

- We learn about different types of transportation and homes all around the world.
- Each classroom invites students to bring in a family picture and they get a chance to share who is in their family. We also do this with our Star of the Week and All about Me books.
- We learned about Martin Luther King Jr.
- In December we learned about different holidays around the world and how families might celebrate those holidays.

1st Grade

- First grade is required to share something with the school about MLK Day.
- We do so by selecting students from each class to read a passage during the morning announcements about MLK.
- We also complete activities throughout the week. This includes writing about his dream, reading books, and making a mini book about his accomplishments.
- We also have paint samples of different colors and complete a class activity about what it was like to be left out due to your color.

2nd Grade

- Students learned about holidays around the world during the month of December.
- During 1st quarter, 2nd grade students participated in Spanish Club.
- During November, students learned about Native American customs and history.
- 2nd grade students learned about Harriet Tubman, Martin Luther King, Jr., and Rosa Parks (among other famous African Americans)
- In May, 2nd grade students participate in a unit on the culture, customs, and language of Mexico (coincides with Cinco de Mayo).
- Veterans Day program: Students learned the history of Veteran's Day and learned related music.

3rd Grade

- Native American buffalo skins art project
- Artifact sharing-shared about their culture
- Holiday traditions around the world
- Indian Corn art project for Native American day
- Studied about Harlem in Soc. Studies and listened to jazz music

4th Grade

Native American Studies:

- reports/Power Points
- art projects: pinch pots, par fleche
- Field trip NE City: Earth lodge experience
- Pioneer Day: earth lodge construction

5th grade

- Day of the Dead celebrations. This is a Mexican tradition celebrated on Nov.1st and 2nd.
- Cinco De Mayo celebrations with food and presentation by 5th grade teacher
- Russian Architecture/history/artwork
- Greek/Roman Mosaic history in art
- Famous Woman/African American Research Project
- Holidays around the world research project
- Civil War history/projects
- Revolutionary War history/projects
- Early American history/projects

3-5 Alternate Curriculum

- Learned about winter holidays from around the world including countries in Europe, South America, and Australia. Celebrated Chinese New year and learned about culture and customs.
- Will celebrate Cinco de Mayo.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- N/A

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Rohwer Elementary School**

Principal: **Nancy Brosamle**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- PBiS Behavior Staff Development—teachers were given strategies that can be used in behavior management situations with all students

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Rohwer students learned about disabilities to build their understanding of students who are enrolled in the Alternate Curriculum Program
- Thanksgiving feast with a variety of foods
- Muffins for Moms and Donuts for Dads celebrations
- Display of photos of different types of families
- Photo display of WATCHD.O.G.S.
- Celebration of Chinese New Year—students ate food with chop sticks
- Study of holidays in Germany, Egypt, England, Mexico
- Students in 5th grade studied the roots of jazz, gospel, and rhythm and blues
- 5th grade study of the Holocaust and learned about the Jewish culture including customs, traditions, music, language, and history. Students were able to try matzo bread
- 5th grade students researched famous scientists and inventors from all over the world

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Sandoz

Principal: Dr. Heidi Penke

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- All certificated and classified staff facilitate monthly multi-age learning teams, called PACK time, by teaching lessons that incorporate the 40 Developmental Assets, student engagement, BIST, and Reaching Each Student components.
- Several staff members attended a Poverty Forum and a conference about Strategies to Use when Working with Children Who Live in Poverty.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Family Spotlight-families are encouraged to share multicultural traditions with the class
- Family Cultural Flag Art Activity
- All school display about OUR dream to make this world a better place
- Discuss where students are from, label it on a map, discuss their home languages and customs
- Australia Day
- Worked with Millard South ELL students on Ukraine, Mexico, and Japan activities
- Peace Corp presentation on Mozambique
- Field Trip for all 4th grade students to Rose Theater for “Jackie and Me”
- Read books about civil rights
- Martin Luther King, Jr. celebration with books and activities
- Wrote biographies as a class about our own culture
- Student of Week/Top Tiger program which helps celebrate differences
- Poetry Unit with haikus and couplets
- Writing about Martin Luther King, Jr.
- I Have a Dream speech

Multicultural Experiences: (List and describe those called for by the building’s site plan, if applicable.)

- This school year, we began implementing the Strategy: Develop and implement plans to recognize and celebrate the diversity at Sandoz and the Specific Result: Create an

understanding of the demographics of our school community. During the school year, we created a diversity action team. The team administered a survey to the Sandoz community to learn more about each family. We showcased recipes from different cultures weekly in the Tiger Times newsletter. We held a culture night to learn and celebrate different countries and the different cultures.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Upchurch Elementary School

Principal: Susan Anglemyer

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Reaching All Students – Staff Development Opportunity
- PBIS – Forging Relationships/Inclusive Relationships / Gallup Engagement Embracing Strengths

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- **Kindergarten:** Thanksgiving Feast – relationships between Native American and pilgrims
- **1st Grade:** Thanksgiving
Martin Luther King, Rosa Parks, Harriet Tubman, Ruby Bridges
- **2nd Grade:** Native American Jingle Dancer
- **3rd Grade:** Danish – Students read and learned about Denmark as they discovered the Engineering process.
Art – Pencil Pouch /Native American
Relief Sculpture / Egyptian Art
Baltic Art / India
- **4th Grade:** Native American Studies
River City Round-up
Nebraska History Museum, Lincoln, NE
- **5th Grade:** Native American Studies
Aztec, Mayas, and Incas Studies
Early Spanish Influence on the Americas
French influence on America
Effects of Slavery in Early America including impact on African Americans.
Multiple Multicultural Studies in Reading Book, including in-depth study of African American influence on Music (Jazz, blues, Gospel)
- **Music:** German Folktale Hansel and Gretel – Attended an Opera
- **Orchestra:** 4th and 5th grade performed folk music from France, Czech Republic, Wales and England
- **Media Center:** Multicultural books are ordered each year, as well as read aloud to students.

- **Olympic Season:** Grade levels studied and shared information

Kindergarten> Canada	3 rd Grade> Russia
1 st Grade> France	4 th Grade> Germany
2 nd Grade> Sweden	5 th Grade> Japan

 (PTA Sponsored Leaper-Limpics during the Olympic seasons.)
- **Physical Education:**
 - Yoga – India
 - Olympic Theme – Games/Sports/Skills, Metal Board Kept

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- **Community Engagement Sponsored By BLAST Club:**
 - Coin Wars Project - Collect money to benefit the Millard Business Association's Project Wee Care
 - Coins for Cancer - Collection money to benefit the Omaha Children's Hospital
 - Can Food Drive - Collection benefitted Salvation Army
- **Upchurch PAYBAC:**
 - Barnes and Noble Nights to promote multi-cultural reading
 - Hy-Vee Dinner Nights – Student Council members rang bells and interacted with a wide variety of individuals while hosting
- **Upchurch All School Assembly:**
 - Dale Jacobson - Rainforest Visits

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Wheeler Elementary School

Principal: Tracy Logan

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Multicultural books purchased and available in the Library
- Support staff training devoted to reaching all students
- Certified Staff training and emphasis on reaching all students

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Third grade fairy tale writing unit
- Fifth grade folk story unit (studying stories from other cultures and writing their own)
- Field trip to the Durham Heritage Museum
- Various author/artist studies
- HAL book groups featuring multicultural issues

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Fifth graders have worked with Gallup to identify and recognize each other's unique strengths
- HAL Dreams for the future program featured book reports from different cultures

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Willowdale Elementary School

Principal: Susan Kelley

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Curiosita Inservice with Kathy Wischow
- ELL Training
- Action Team Planning with Strategy 2: Inclusive Community

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- As an ELL site with students in all grade levels and classrooms – students formally and informally share their cultures
- KINDERGARTEN: The following units include alternate gender roles, cultural regions, and religious groups: Gingerbread Man Unit: Tales of Matzo Ball Boy, Gingerbread Girl, Cajun Cornbread Boy, Gingerbread Cowboy; Alternate Fairy Tales Unit (Somebody and the 3 Blairs, Ruby and the 3 Osos, Cinderlad, Princess and the Pizza, Goldilocks has Chickenpox
- FIRST GRADE: Nationalities/Traditions Music Program, Show and Tell with objects/information from different countries
- SECOND GRADE: Culture Fair with Unit 6, Social Studies; Joslyn Art Unit; Dave Ogden, Speaker on Negro Leagues; Parent, Mrs. Westin presented Native American jingle dancing; Open Door Mission speaker and bake sale for them with Unit 3, Social Studies
- THIRD GRADE: Native American Totem Poles, Studied South American pottery and made clay pots in Art, Japanese Origami, Native American Independent Study, The Big Lie Novel Study, HAL Greek and Latin Root Word Study, Cinderella Study (imminent women of different cultures)
- FOURTH GRADE: Nebraska Artist in Residency, Storyteller Rita Paskowitz did Native American week-long unit; Black History Lesson (MLK); Taste of Southwest – Hispanic Culture & Food; Time for Kids activities
- FIFTH GRADE: Art projects, Newsbowl questions from around the world, Country Research Project

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- All School Assemblies: World Bicycle Tour (Volcanoes Around the World)

- KINDERGARTEN: Luau (Family involvement, 40 Developmental Assets)
- FOURTH GRADE: Taste of Southwest; Field Trip – Native American's Role in Nebraska History
- FIFTH GRADE: Celebration of New Year's around the world

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Andersen Middle School**

Principal: **Jeff Alfrey**

Report prepared by: Jeffrey S. Kerns: Curriculum & Instruction

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Gallup Results
- SPARKS Presentation and staff/student connection
- Energy Bus Activities
- Speaker from Project Harmony (Nick Zadina)
- Co-Teaching Implementation and Support

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- 7 Reading: American Civil Rights Movement and its relationship to current events (Tell All the Children Our Story) Antebellum South from multiple perspectives
- Counterfactual Thinking and thinking from multiple perspectives on topics of explorers, medical history, and global mysteries
- 8th Grade Foods - We have recipes and learning activities that hone in on 8 different countries/regions. They not only describe the region's food traditions but the land and climate that are responsible for their food choices.
- 8th Grade Design has a video/written activity that goes into great detail how culture and custom affect our clothing choices.
- Health (all grades) we discuss openly how people do not look the same nor have the same customs, traditions, and celebrations. It is part of discussing being proud of who you are and the value of being unique. It also can affect our decision-making - people make choices based on family values, which can differ from one culture to the next.
- These would be discussions and in some cases, diagrams or written work
- 40 Asset Leaders in PrimeTimes
- 7th Computers: Each of my 7th grade classes are required to do a presentation on a country other than the US...part of the assignment is to learn and report about the culture, customs, holidays, etc...
- AMS bands perform two to three different cultural compositions each year, using authentic instrumentation practices.
- Guest speaker from Guatemala (Reina) for our Central America unit
- Alternative energy resource projects

- Women In History Projects
- Media specialist does multicultural book talks and shares a variety of multicultural books with teams
- Spanish classes do a study on immigration, causes/pros and cons. We also have food/country research projects.
- Reading 6: Birmingham 196, Watson's, Civil Rights Study. We are One bio of Bayard Rustin,
- 6th SS Cinco De Mayo activities and Chinese New Year with a Chinese Lantern project at the end.
- Spanish classes we learned about two Mexican holidays: Day of the Dead and Cinco de Mayo. We made papel picado for our fiesta. We learned about Carlos Santana and listened to his music. Cinco de Mayo culinary traditions students were taught different Tortilla folding methods for Tacos, enchiladas, burritos, quesadillas and chilaquiles.
- German: We have spent time speaking about how schools are different between the U.S. and Germany, the difference in food and many other cultural topics.
- In April, one student's German cousin came to visit our class, where students had the opportunity to talk to her about differences between the countries, hear the German language from a native speaker and practice German themselves.
- All Choirs, have to sing at least one song in a different language. (Usually we do 2). They have also done readings, listening to CDs and singing of multicultural music all year.
- 7th English: Glory Road - color barrier in college basketball, Very Important Person Essay, Mythology and the effects of stories, Yes Ma'am about Harlem and a boy from a troubled home who wants to do right
- 7th Grade Social Studies: Speaker from England ... talked about culture in the UK. Regions studied throughout the year include: Canada, Australia, Western Europe, South America, Central America, Caribbean Islands, and Mexico
- As some extra multicultural lessons, I have all classes listen, discuss and sometimes sing music from other cultures.
- PE incorporates games from other countries
 - English 8: We have chosen supplementary novels which show the struggles of various cultures to achieve equality: Native American, Jewish (during World War II), and African-American, Diary of Anne Frank.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- There are none called for in our site plan during this cycle.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Beadle Middle School**

Principal: **John Southworth**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Multiple PBIS building plan development full staff in-service.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- 6th grade Kindness Retreat facilitated by Youth Frontiers for all 6th graders by team.
- 7th grade Courage Retreat facilitated by Youth Frontiers for all 7th graders – cross teamed.
- 7th grade – National Geographic room sized floor map of North America and week-long activities related to geographical and cultural issues.
- Optional all school book read (65+ families participated) Where the Mountain Meets the Moon – Chinese folktales. Included book discussions, activities, Skype with author, and family night.
- MWHS AP French students presented information on the provinces and cultures of France to grade 8 French classes.
- During our unit on the solar system I read stories to the class from "Keepers of the Earth" and "Keepers of the Animals", Native American stories on the creation of the sun, moon, sky, and solar system.
- When studying earthquakes, 6th grade science teachers read my students Native American creation stories and had them write one of their own.
- 8th grade Geometry – talk about Archimedes, Pythagoras, Plato, Aristotle, Euclid, Gauss, Pascal, Polya, Fibonacci, Uler, Arabic numbers.
- Spanish 8 – Celebrate Day of the Day and create sugar skulls.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Local Chinese Folklore dancers performed for One Beadle One Book.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Central Middle School

Principal: Dr. Beth Fink

Report prepared by: Dr. Bridgette Stevens

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- At Central Middle School, our mission has always been to educate every child. We did so through a book study with our building Instructional Team related to ‘making hope happen’ which would improve staff understanding of our increasing Latino population. During the 2013-2014 school year we examined ways to increase hope and student engagement of our Latino population.
- In October, in order to focus on student engagement for all students, our building instructional team attended Kagan training and staff development for all staff occurred related to Kagan and the research that supports promoting student engagement in the classroom. This has given the teachers the opportunity to think through the struggles this sub group of students experience as well as engage in conversations about their own experiences with their students.
- Check for understanding activities were administered in order to understand teachers’ use and level of comfort in using Kagan to synthesize the content related to promoting student engagement.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

Social Studies:

- Students completed a heritage project in American History class and shared it with other students so they could learn about each other’s ethnicities.
- Students learned about diversity in America throughout history. .
- Students learned about Judaism and the Holocaust while reading *The Diary of Anne Frank*. Additionally a Holocaust survivor delivered a moving presentation to the entire 8th grade class.
- For the month of February, teachers had students compete in a contest on famous African Americans. At the end of the month this information was discussed and the importance of these contributions were emphasized.
- Throughout the year there has been focus on immigrants, their struggles, racism, and how laws and amendments helped protect minorities rights

Computer Applications:

- In the Computer Applications, 6th grade students chose a foreign country and created a PowerPoint presentation which included cultural information about that country. These were shared with their classmates

Choir:

- “Hosanno Deo” by Greg Gilpin and “Chapua Kali Desemba” by John Parker and David Lantz were practiced and performed by students.

Industrial Technology:

- This multicultural lesson’s objective was to develop cooperative habits and attitudes through working in harmony with other students. The module partners developed five questions on an index card and exchanged them. On day two they discussed the answers with their partner.
 - Of what heritage or background are your parents and grandparents?
 - What television shows does your family enjoy watching?
 - What is a family tradition that you celebrate over the holidays?
 - What is a special type of food your family enjoys to eat that is unique?
 - What is your favorite hobby?

World Language Club:

- The World Language Club activities included information sharing the culture, food, and languages of the following countries: Togo, Indonesia, France, Germany, Austria, Japan, Ireland, Italy and Peru.
- The Togo presentation was given by parents of one of our 6th grade students. She shared her heritage and cooked a delicious dessert for all participants. Other presenters were members of the World Language Club.

Family Consumer Science:

- In Family Consumer Science students engaged in a multicultural foods unit. The objective was to enable students to experience the customs, foods, and traditions from various countries. Eighth grade students watched the video, "Food a Multicultural Feast," and discussed the origin of different recipes. Students followed recipes for the following items: Chinese fried rice and tacos.

Spanish:

- In 6th and 7th grade Spanish classes there was a discussion about the Mexican Independence Day, Cinco de Mayo. Further discussion revolved around why we have the immigration/illegal alien controversy in the US. Dia di lo Muertos vs. Halloween/Memorial day to the 7th grade.
- In 8th grade Spanish Classes, students and staff were provided with Hispanic Heritage Month activities. The instructor also took students to the Masa Conference and the Latino Summit. Additionally, students engaged in the following events:
 - El Dia de Los Muertos vs Halloween/Memorial Day
 - Winter Celebrations Around the World

- el Carnaval/ Mardi Gras Around the World
- The custom of a quinceñera
- Cinco de Mayo celebrations here and other places in the US.

Reading:

- In 6th Grade the students read We Are One about civil rights forerunner and leader Bayard Rustin, the fiction book The Watsons go to Birmingham-1963, and the short story, “Branch Rickey Signs Jackie Robinson.”
- In 7th Grade the students read Esperanza Rising by Pam Muñoz Ryan. This book examines the plight of the Mexican farm workds during the time of the American Great Depression.

ELL After School Program:

- The ELL After School Program engaged in activities and learning field trips which promoted community understanding and engagement for ELL students.

Guidance Department:

- All CMS homerooms did a lesson on cultural differences and competence (11/28). There was also a discussion about treating everyone fairly which was imbedded in our anti-bullying curriculum. CMS sponsored a *Mix It Up Homeroom* to cultivate student appreciation of the development of new relationships (12/5).

Multicultural Experiences: (List and describe those called for by the building’s site plan, if applicable.)

- ELL Family Nights in collaboration with the MPS District ELL Community Nights were planned and implemented.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Kiewit Middle School**

Principal: **Dr. Heather Phipps**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- **Social Studies recognitions of:** Seasonal Christian, Jewish, Islamic, Hindu and other specific religious holidays. This usually includes discussion in class and perhaps a tie-in to current curriculum.
- **September/October:** Hispanic Heritage Month
- **January:** Martin Luther King Day connections to Social Studies.
- **February:** Black History Month.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- **Grade 6** - In addition to the social studies classes which consistently highlighted cultural aspects of the world, students participated in a multicultural math game, a study involving the cultural aspects of clothing, and participated in an interdisciplinary unit about the Iditarod with an emphasis on the Alaskan/Eskimo cultures. "Justice for All," a Hal Unit, was offered to qualified students working with reading books and activities on Japanese internment during WWII. In addition to those activities, "The Great Fire" (core curriculum) focused on immigrants, along with the division of ethnic groups, within a large city. The students also read a story of Bayard Rustin which incorporated the civil rights movement of the early 1960's. In English, some multi-cultural short stories were read like "The Red Guard," "First Emperor," "Digging Up the Past," "Under the Royal Palms: A Childhood in Cuba," "Eleven," "Tuesday of the Other June," and "Aaron's Gift." Students also made personal collages about what makes each one of them unique. While studying Ancient Greece, students participated in an Olympic-based competition. The competition started with a traditional opening ceremony with each team member wearing the same colors, performed a chant, and waved their flag. Before competing, traditional oaths were taken by the athletes (students) and judges (teachers). Students competed for gold, silver, and bronze medals in a final awards ceremony replicating the Greek Olympic culture. A few students reviewed the Hebrew alphabet and practiced the symbols and pronunciation. Math 6 students learned how to use the Sieve of Eratosthenes efficiently and researched other major math contributions of this fine mathematician. In addition, sixth grade pre-algebra students discussed Greek customs while learning about the Pythagorean Theorem and Pythagorean Triples. Students incorporated their knowledge of the French, Spanish, and German languages during a math class activity. Students worked with the Egyptian number system, in addition to learning about many of the mathematical advancements of the ancient Egyptians.

- **Grade 7** - Diverse cultures were discussed via current events through political cartoons and CNN discussions. Current events devoted to Martin Luther King, Jr. Day on/around date. Seventh graders also researched the diversity of other cultures by “visiting” a country of their choice for four days and sharing what was learned about such topics as language, traditions, customs, clothing, economy, and government. Beyond the Social Studies curriculum itself, teachers have also incorporated News Quiz Bowl, current political/editorial cartoons, reading about and discussing 'Closing the Gap: Indigenous Groups of the South Pacific, extensive Black History Month activities, Hispanic Heritage Month activities, and possible MLK day speaker(s) and activities. Social Studies' classes discuss parallels with readings in Reading and Language classes to give students an historical perspective to the reference of time that is indicated in the story(ies). In 7th grade English, students read "Rikki-Tikki-Tavi by Rudyard Kipling. Students are provided with background knowledge regarding life in Colonial India and climate in India. Culture is discussed with each 7th grade Chapter in terms of the eight elements of Culture, with personal and national history being one of them, along with religion, social groups, language, daily life, art, government and the economy.

Reading class now requires that students read books of cultural diversity as part of their genre requirement and the teachers give book talks on that genre. Along with the reading requirements, the Plugged into Non-Fiction Reading program has several books that deal with black American History including: “Tell All the Children Our Story” by Tonya Bolden, “Birmingham, 1963” by Carole Boston Weatherford, and “Kids Make History” by Susan Buckley and Elspeth Leacock. All three of these books immerse the students in cultures not similar to their own. Students also read the novel “Watson’s Go to Birmingham” which familiarizes students about life in the South for African Americans in the early 1960’s during the time of the bombing in Birmingham, Alabama which killed four innocent girls in their church. In one of their reading texts, the students explore a variety of themes/stories related to ancient worlds and minorities. In addition to the regular reading requirements, one class read the following stories regarding multi-cultural education: “Baseball Saved Us” by Ken Mochizuki, “The Dragon’s Pearl” retold by Julie Lawson, “from Elena” by Diane Stanley, “Richard Wright and the Library Card” by William Miller, “El Chino” by Allen Say, “I Prove Myself a Hunter: from Wise Words of Paul Tiulana” autobiography, “Jaime Escalante: Math Teacher”, “Chief Joseph of the Nez Perce” biography, “The Sacred Well” by Judy Donnelly, “Matajuro’s Training” by Eric Kimmel, “The Cow-tail Switch: folktale from Africa”. Team 7C read a book, “The Circuit” and completed two murals with UNO students and One World Community Center participants, as part of their service learning project. Contributions of scientists from various countries were also shared. Math students learned about Greek life and philosophers through the study of the Pythagorean Theorem and learned how to write the variable, x, in multiple languages

- **Grade 8** - The social studies classes highlighted various cultural aspects of the world. In history, students read about Harriet Tubman, wrote Native American poems, and studied immigration. The 8th grade curriculum lends itself to multicultural education as the curriculum includes instruction on African American history, simulations of the slave ships, assembly lines, Native American culture, etc. Teams completed ethnic pie graphs as well as comparing and contrasting activity on how different ethnic, religious and race groups have had a positive or negative effect on the growth of America. English classes read The Diary

of Anne Frank and discussed the Holocaust. Again this year, team 8C arranged for a guest speaker, Mrs. Bea Karp who is a Holocaust survivor to speak to the entire 8th grade class. Living through this time period, Mrs. Karp offered great insight of what it was like to live during that time. Students also read “Ashes of Roses” which was a story about immigration. 8th grade English students choose a variety of multicultural topics for their MLA research papers and read a variety of short literature from authors of various backgrounds and cultures. In 8th grade science the students discussed contributions made by different cultures to astronomy and in the environmental unit the student’s studied habitats from all over the world. One team had over 70 students perform ‘Living Statues’ at a KMS evening function. Students dressed up acting out the role of the person they researched and then gave a 3-5 minute speech performing how the character would have been during that time.

- **Exploratory and Specialists** - In Spanish classes, our students regularly learn about the customs, attitudes, greetings and traditions of the 21 Spanish-speaking countries in the world, which includes discussion of different holidays, comparison of opinions involving current events and laws, stereotypes, immigration, the importance of learning other languages, differences and similarities between the U.S. and Spanish-speaking countries, and common values such as family and justice, with the goal of making our students more rounded members of a global society. Students in German are offered the opportunity to attend the German Convention every spring where they can participate in cultural activities. German students also study customs, attitudes, greetings and traditions of five countries where German is an official language.

Students in **music** classes learn about music from various cultures including how African Americans contributed to blues and jazz and how that eventually evolved into rock n' roll. Dances from different countries were also introduced to students. The countries included Norway and Israel. A little time was also taken to learn and listen to World Music and then discussed how it affects and influences the music in the United States. Each year all chorus classes sing one song in a foreign language each semester. This year the languages included Latin, Japanese, Italian and Zulu. Students also sang a couple of spirituals about hope, escaping slavery, and keeping a steady beat while working in the fields. They also sang some folk songs and talked about how these originally were passed along verbally, often not written down, so there can be different versions of the same song. Orchestra often plays music from countries around the world. For example, *Postcards from Russia* (Russian folk music), *Castle Lore* (Castles of Ireland), and *Caribbean Delight*.

Physical Education classes integrated sports, games, and dance from around the world—Middle East, Europe, and Africa. Examples include, Bocce Ball (Italy), Horse shoes (America), Badminton (England), and Cricket (India).

The 8th grade “**Know Yourself**” class included lessons on stereotyping, discrimination, and sexism along with two of the seven core values taught are equality and social justice, which allows for discussion on these topics various times during the hexter.

In **Computers**, sixth grade students planned a vacation to a Wonder of the World, including figuring out where, what it is, costs of lodging, food, transportations and converting currency from dollars to whatever their country uses.

In **FCS**, the creation and importance of the American Food Pyramid was discussed. Food pyramids from different cultures such as Asian, Hispanic, Native American, and Mediterranean were also studied and given equal recognition. Herbs and spices from various parts of the world were explored for the medicinal and culinary properties. At every grade level, students discuss the life style of vegetarianism for personal as well as religious reasons. Various religious and cultural aspects of food selection are explored and respectively acknowledged. Students are given an opportunity to explore various cuisines through restaurant menus in the Omaha area. They explore various cultures by participating in food labs representative of a certain culture, religion or geographical area.

In 7th and 8th grade **sewing**, students view a video on ethnic styles of dress. The video goes into details of the origins of clothing and how certain styles came about over time for specific countries. We also discuss the fact that there are no gender specific careers in the areas of clothing and textiles. In 8th grade Designing Spaces class, we study the elements and principles of design. Students are shown a video on color which addresses the meaning of several colors for multiple countries and what each of those colors represents for that country. When we study careers that are in the field of interior design, I also stress there are no gender specific careers in this fields.

The **Art** department continues to highlight various artistic aspects of the international world with a strong focus on Native American pottery and African American masks. Students studied Egyptian art, Spanish tile design, Aboriginal art, Islamic Art, Mexican folk art, and African art with an emphasis on quilt stories. Students also studied batik textile designs used in India and Africa. Sixth grade students participated in “Artist of the Week” reports which included various artists who represented different cultures, nationalities, and genders. Eighth graders completed Master Sketch assignments in drawing and painting which included reading about and duplication of styles and techniques from artists around the world. Printmaking classes study the culture of their ancestors to incorporate into a print. Japanese and Chinese prints are highlighted in Printmaking.

In **Industrial Technology**, students discussed rocketry modules and the space race between the United States and Soviet Union/Russia as well as the development of rocketry beginning in China. The Eco-Architecture module discusses different types of architecture used around the world as well as green technology that has been used for ages throughout the world.

The students who participated in the KCC, Kiewit’s after school program, volunteered at the Open Door Mission. They also made blankets for patients at Children’s Hospital.

Library activities included displays of Literature tied to cultural diversity. Students can access lists of Multicultural titles for their independent book selections on the Kiewit Library website. Selection and Acquisition of books for our collection includes looking for titles that are diverse and unbiased. Students are taught to use databases that display information on World Cultures. Using Culturegrams online database, students have first- hand information for all their classroom research experiences.

Volunteer club students held a penny drive in the fall. Our proceeds went to Project Wee Care, which is an organization benefitting local families in need due to lost jobs, illness, death, abuse or unforeseen circumstances.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-14**

School: Millard North Middle School

Principal: Scott Ingwerson

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Out of district presenter, Megan Smith facilitated diversity training for select staff.
- MNMS provides co-taught inclusions classes at all levels in English, reading, math, science and social studies...
- MNMS World Language department hosts a Culture Night, providing students of all ethnicities the opportunity to showcase traditions and cultures from their family's heritage. This event is held in the evening and community and staff members are invited to attend. Attending teachers complete a reflection form following the event describing their learning, participation and how the experience will influence their classroom/teaching.
- Teachers who were not able to attend the Culture Night read an article on poverty and learning, "The Myth of the culture of Poverty" by Paul Gorski and completed a reflection describing their learnings, and how the knowledge gained will influence their classroom/teaching.
- Members of RESPECT2, an Out of district group, facilitated a discussion and activities with all 6th grade students on Bullying/Harassment awareness and avoidance.
- GRR Workshop (Reading Dept. RtI+I) with Jan Dahlgaard

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

German Teacher

- Sixth grade German survey students finish their two hexters of German with a small German "Picknick." This is an opportunity for students to try small German snacks and learn more about German foods. On this particular day, the students also discuss the similarities and differences between German foods and they explore the influence of German-made products in America.
- Seventh grade German students learn about German holiday traditions and customs. For example, students learned about Oktoberfest, winter holiday traditions, and Karneval traditions. We connected these holidays to our celebrations here in the US and in Omaha. Students also created their own Karneval masks when learning about this holiday.
- Throughout the year, German students received other opportunities to experience German culture here in Omaha. For example, students were invited to participate in the German convention at the beginning of April.

Art Teacher

- **6th Grade-** We study many artists and art forms from other cultures such as Picasso, Durer, African masks, Japanese Notan art, and Matisse.
- **7th Grade-** We study many artists and art forms from other cultures such as Riely and Irish Celtic Knots.
- **Pottery-** We study Native American pottery and South American ceramic artists, Japanese artist Jun Kaneko, Chinese Bronze Vessels. We also discuss how different cultures use pottery in a variety of functional and non-functional ways.
- **Printmaking-** We study various printmaker's from around the world. We also look at how fibers are woven in various cultures from around the world. We discuss how different cultures use fibers in different functional and non-functional ways.
- **Painting-** Aboriginal art

8th Grade English

- The Contender – Completed with black history month
- Freedom poem “What freedom means to me”-connected to Chains novel
- Holocaust extension of Anne Frank
- What shapes me? Collages – Author’s Perspective Unit

8th Grade Science Teacher

- HAL students were required to present a current event each week and many times they were reporting on science issues around the world.

Music Teacher

- Filipino Folk Dance: (Students learn and perform “Tininkling”, a dance in $\frac{3}{4}$ time which moves in and out of bamboo poles which are tapped on the ground.)
- “The Lion Sleeps Tonight” African Folk Song: (Students learn an “a capella” folk song and learn to accompany it with chordal harmony)
- Siyahamba (We are Marching) South African: (Students learn and perform a song of “Unity and Self-determination” which originated in South Africa and is sung during Kwanza.
- “Away to America” (Students learn and sing a song about immigration to America)
- “De Colores” and “Las Mananitas” (Students will learn Spanish Folk songs of “equal rights” and the beauty of morning.
- “Taos Round Dance” : (Students will learn and perform a Native American dance which has been passed down through their culture)
- “Canoe Song” (Students will learn and perform a round which is a work song of the indigenous people of Canada)
- Multi-Cultural perspectives on Ragtime: Correlated lesson to the Music of the 1900’s unit on the cultural origins of Ragtime music.
- Multi-Cultural perspectives on the Blues: Correlated lesson to the Music of the 1920’s unit on the cultural origins of Blues.
- Playing for Change: “Stand by Me” students play chords and sing along with world music.
- “Fiddler on the Roof” Students explore cultural and social issues of Jewish people during the Russian Revolution
- “Sound of Music” Students explore cultural and social issues of Austria at the beginning of World War II

PE Teacher

- 8th Grade Winter Olympic project
- Watched and promoted the Olympics

6th Grade Social Studies

- Discuss current events in Homeroom via CNN Student News
- Culture Night
- 6th Grade Service Learning

French Teacher

- French students at Millard North Middle School experience an in-classroom tasting of traditional French snacks. Sixth grade survey students do this at the end of the trimester. Seventh and eighth grade students plan and bring commercially prepared snacks to 3 picnics each year, and speak in basic French during the picnic.
- French 1A and 1B students (7th and 8th grade) have the opportunity to participate in the National French Exam (Grand Concours) to evaluate their French ability in a challenging exam offered nationally. This occurs every March. Our students have done well at the State and National level
- French 1B students (8th grade) have a lesson in making traditional French crepes as part of their foods and eating vocabulary studies. We have been fortunate to have the use of the crepe makers and have made the crepes in our Foods Room, or in the school cafeteria kitchen, thanks to wonderfully collaborative staff cooperation. Students bring their own individual fillings for their crepes, but make the crepes in a Gradual Release of Responsibility group setting, with a provided recipe. This event occurs late in the Spring Semester. This opportunity is framed in French beforehand, but takes place mostly in English for safety reasons in the kitchen areas.
- French 1B students (8th grade) have the opportunity to travel to Quebec, Canada with French teachers from Millard Middle Schools in the summer following 8th grade year.

FCS Teacher

- 8th Grade Sewing-How the World Dresses-Students explore the dress of areas throughout the globe, the symbolism of cultural garments, the effects of the physical climate on dress, and the evolution of culture and clothing.
- 8th Grade Design-Global Habitats, students study the effects of climate on living spaces as well as culture and history.
- 6th/7th Grade Foods-Students reflect on the foods of other areas of the globe, differences and similarities to their native culture.

Band Teacher

- 7th Grade does a folk music project where they learn about their family's culture, research music from a culture and present it to the class and perform folk music at the concert.
- Students work on music history and the origins of music in all grades. We play multicultural pieces and learn about different countries, instruments, music, etc.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- North Middle School students celebrated the 2013 Culture Night in November. At Culture Night, the students get to share their cultures with the community and explore others' cultures through traditional dances, music, clothing, food, slide shows and artifacts.
- As a part of our 2013 Culture Night experience, we hosted an African art exhibit in the cafeteria. The exhibit consisted of huge reproductions of African artworks and pictures of African musical instruments and clothing. We hosted the exhibit during the week of Culture Night and students were able to complete scavenger hunt activities to learn more about African culture.
- NMS also offers the International Club, which meets once a month and highlights a particular culture or country. International Club meetings allow students to learn about other cultures throughout the year.
- Various Folk music is learned in band class, along with a Folk music project and concert.
- Multicultural music is incorporated in music class including history and cultural lessons.
- Maisons and Team names will soon be changed to a multi-cultural theme.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: **Russell Middle School**

Principal: **Mitch Mollring**

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- All About Boundaries and Digital literacy
- Read the book Wonder during Packtime and provided lessons for students focusing on bullying and diversity.
- Wellness Committee was utilized to address the action plan of the building. This committee addresses the wellness needs of the entire staff and student body.
- Demographic conversation during Grade Level meeting.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Read the book Wonder during Packtime (advisement) and provided lessons for students focusing on bullying and diversity.
- Counselors led a Challenge Day where they discussed different types of bullying, diversity, and had a trans-gender conversation with the students.
- Multicultural topics were addressed through extension activities throughout the curriculum. Speakers presented information about different cultures in world language classes, language arts classes and social studies classes.
- Wellness Wednesdays were developed to address the health needs of all students.
- Jennifer Vest came to speak to our teachers, provide resources, and answer questions in regard to working with students with Autism.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Counselors will analyze their 1st semester IC entry data, along with behavior data, and develop at least two extended Packtime lessons to address identified student issues at RMS in order to significantly lower the number of similar entries during the second semester.
- All teachers will utilize differentiated instruction and knowledge gained through staff development when addressing the needs of the variety of students in the classroom throughout the school year as indicated in at least two marked differentiated weekly lesson plans and seen during administrative walk-throughs.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Millard North High School

Principal: Brian Begley

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- National speaker Ryan Sallans spoke on transgender issues to our entire staff.
- Counselor attended the Anti Defamation League educator breakfast
- Counselor facilitated at Prejudice Elimination Workshop
- We are designated a No Place for Hate school
- Counselor and 25 students attended the Typecast/Recast event sponsored by the ADL.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- EDL – Student research of different ethnic and cultural grief and loss rituals/customs.
- Child D – Students visit kindergarten classes of different cultural backgrounds.
- FCCLA – Students work at Timberlake Center near Abbott Road and Rose Blumkin Center
- Adult Living/EDL – Dating in different cultures
- Adult Living – Budget Project socioeconomics aspect of US and world.
- Numerous topics in Ethnic Studies were covered: prejudice, discrimination, stereotypes, diversity, and studies of various ethnic groups, religions, women's issues etc.
- Employability Skills covered diversity in the workforce, laws that deal with discrimination, consequences of harassment, and social skills regarding the respecting of differences.
- In English, we read *I Have Lived A Thousand Years* which is a book about a Holocaust survivor. We do activities and have discussions about the Holocaust. We even did an experiment in one class where we slowly took away the rights of some students. At the end of a week, they realized what had happened, and it gave them a very small taste of what happened with the Jewish community at that time.
- The vocab journeys whole program focuses on the idea of multicultural. In one expedition we discuss how slaves used songs to map out the way to freedom in the North. In another expedition, all four stories are about foods, customs, clothing, etc. from many different cultures. There is even one on how the military has dealt with changes in who can enlist etc.
- Native American Unit (then and now—how have cultural issues affected them?)
- *Huck Finn*/Slavery Unit (comparing treatment of slaves to other short stories, like Narrative in the Life of Frederick Douglass—modern issues with language used towards people of color)

- Arrival/Immigrant Unit—compared the immigrants of Ellis Island to the new wave of immigrants today—the issues that have come from both situations
- *Secret Life of Bees*—Civil Rights discussions/documentaries.
- *To Kill a Mockingbird*—talking about segregation and stepping into other people’s shoes to truly understand them, the ugliness of racism—discussed Jim Crow laws.
- *I Have Lived a Thousand Years*—the holocaust and Jewish experience. Used Dr. Seuss’s book “Yertle the Turtle” to show examples of unjust hatred, watched documentaries, discussed Nuremberg Laws.
- *American Born Chinese*—talked about stereotypes and how hurtful they can be, talked about defeating stereotypes by trying to get to know people before judging.
- *The Things They Carried*—Had a fellow teacher and war veteran from Vietnam talk to my class about his experience in the war.
- Guest speakers from France, Japan, and Germany.
- Skype calls with Costa Rica with both IB Spanish and Honors Spanish 3 students.
- Honors 3 and IB Spanish students wrote back and forth with pen pals on www.epals.com in Argentina and Spain, learning the language and culture.
- Honors Spanish 3 students learned about curanderismo and Latin American concepts of health, including watching a video of some native Spanish-speakers from Mexico treating various health ailments.
- IB Spanish students read about and watched video clips discussing the varying concepts of beauty from culture to culture.
- South Omaha field trip/scavenger hunt, walk around 24th street L-Q streets in small groups, speaking in Spanish, learning about culture- all Honors Spanish 3 classes, IB Spanish students
- Spanish Club activities - Day of the Dead party - learn about other culture's concepts of death, dinners at a Salvadoran and a Mexican restaurant and speak Spanish with native speakers, a native Puerto Rican came and taught Spanish Club how to make an authentic meal.
- Spanish Honors Society required to perform community service to Spanish-speaking population, often requiring them to work in South Omaha with different social classes and nationalities.
- Spanish Honors Society raised money to help provide Guatemalan children with an education through a charity one of them learned about when he studied for 2 weeks in Guatemala.
- Mexican Independence Day - students were given opportunity to go to South Omaha and use to make up speaking points from class - observed culture, participated in celebrations
- Attended a Day of the Dead exhibit at Museum.
- Italian, Greek, Mediterranean cooking sessions.
- Celebrating Ancient Roman Holiday and how they translate to traditions today.
- Outing to Saint Cecilia’s to see Italian art (Michelangelo’s Pieta replica).
- Outing to Joslyn Art museum display on Egypt.
- Mock trial of Brutus using modern laws and legal system.
- Japanese students had pen pals.
- Students hosted and assisted Japanese exchange students through the year.
- International Business: Passport – Daily activities include: Examining the book Kiss, Bow, or Shake Hands and having the students fill out a passport with each country's gestures, cultural notes, appointments and other business-related items in International Business.

- **International Business:** Students also create Menus, complete a Project for each country, view Blunders in International Business, view the Amazing Race.
- **Marketing:** Activities include Class discussions about minority entrepreneurs, Activities on multicultural entrepreneurs, Class discussion about mainstreamed urban culture Class project on business culture, Video on international cultures, Video on global ethics, Video on international marketing, Class speaker on fashion marketing opportunities, Class discussion on female executives, Class project on demographics, Class discussion on multicultural celebrities.
- **Personal Finance:** Students research the global economy and discuss the most successful entrepreneurs from around the world. Students researched the life story of minority individuals such as Chris Gardner. Students learned of the negative effects of ineffective money management from professional athletes of various backgrounds and socio-economic systems.
- **MYP Technology:** Students created a Newsletter using Microsoft Word and using Microsoft Publisher.
- **Business Law:** Students researched the following laws: Racial Discrimination, Gender Discrimination, Age Discrimination, and Disability Discrimination.
- **Business Procedures and Technology:** Students learned about various topics in the workplace such as diversity, global marketplace, video conferencing, international business and travel, teamwork, competing for jobs in today's world, and more.
- **AP Macro Economics –** Students complete a unit on Foreign Exchange and exchange rates.
- **AP Micro Economics –** Students discuss the global money system and the labor market. The labor market discussion includes information on free trade and outsourcing jobs to other countries around the globe.
- **Art History:** class includes studies of traditional art worldwide and throughout history. Culturally specific and time period projects are ingrained in each unit as are differences in customs, beliefs, and traditions influence forms of art from painting to architecture. For example: Chinese, Japanese prints, Egyptian Hieroglyphic drawings, India, Australia (for student's independent reports), and French Impressionist paintings. Ethnic diversity is an integral part of our studies.
- **Pre IB Art** includes studies of Egyptian and Prehistoric Cave Art to present day practices in art. **IB Art** - Integrated into their studies; references and discussions of various cultures are an essential part of their evaluation criteria.
- **Pottery** classes created Grecian urns, Maria Martinez's pottery style/heritage highlighted and discussed art forms from the Southwest. Greek and Han Dynasty, China pottery units, Jomon and Haniwa style pottery, and various cultural masks.
- **Art Foundations** and **Color & Design** classes include specific multicultural outcome objectives (usually a 3D project) in addition to being inherent in units with examples discussed from various time periods and cultures. For example: 3D and pottery units exemplify Native American traditions of construction and symbolic designs, Mali sculptures called "Moco Jumbies", "Classical" still life examples, and studies of portrait painters such as Frida Kahlo (Mexico) include discussions of her life and culture where connections can be made to Hispanic traditions in America.
- **All Art classes** were involved in the 2014 International "Pinwheels for Peace" Day, Through the Pinwheels for Peace project, we enabled our students make a public visual statements toward their feelings about war/peace/tolerance/harmony/unity to, in some way, awaken the public and let them know what the next generation is thinking. Students helped "plant" their pinwheels outside in front of the school as a public statement and art exhibit/installation.

- Numerous topics in Ethnic Studies were covered: prejudice, discrimination, stereotypes, diversity, and studies of various ethnic groups, religions, women's issues etc.
- Employability Skills covered diversity in the workforce, laws that deal with discrimination, consequences of harassment, and social skills regarding the respecting of differences.
- Holocaust Speaker that came to visit this year was HIGHLY beneficial and taught my students a lot about the holocaust.
- Taught Russian, Scandinavian, Greek, and Shakespearean cultures in Honors English 9/ taught southern, civil-rights era culture in English 9.
- Many Israeli students and their rabbis came to visit Millard North and gave a presentation on Israel to my Theory of Knowledge classroom. They showed a video of the culture, geography, and culture of Israel, and then introduced themselves to us with facts about their families, their education, and their plans. We had time for a brief Q&A after they were done.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- 2.2 Utilize new and existing technologies to maximize student achievement
- 2.3 Improve student academic experiences
- 2.4 Develop a plan to establish effective, continuous teacher training and follow-up
- 4.2 Increase faculty, student, and family access to available resources
- 4.3 Improve current Ambassador program /TeenMates program to better welcome and mentor new/transfer students

**Millard Public Schools
Multicultural Education
Year End Report: 2013-14**

School: Millard South High School

Principal: Dr. Curtis Case

Report Prepared by Heidi Weaver, Assistant Principal

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- We continued to focus on our professional learning communities, which benefit all students' achievement. Our building continued training on Reaching Each Student as well as Response to Instruction and Intervention (RTI+I) focused on Best Learning Practices.
- Our ELL lead teacher Mrs. Shannon Cooley-Lovett sent out several e-mails to staff with articles on best practices for working with ELL students and also notification of diverse cultural events in our community.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

Art

Pottery, Adv. Pottery: Native American/Pueblo pottery-Maria Martinez, Greek pottery, Louise Nevelson, Pre-Columbian art, Wieki Somer / Consume or Conserve Sculptures, Isamu Noguchi / sculpture inspired by stories, Henri Moore / figure abstraction, Robert Arneson / Humor, Marilyn Levine / Trompe L'oeil (Spain), Claes Oldenburg.

Painting: Mexico-Frida Kahlo, Pablo Picasso-(Spain), Native American artists-Juane Quick-to-See-Smith, Emmi Whitehorse, Vik Muniz (Brazil)

Color & Design: Inuit Art, Architecture from around the world, Celtic and Islamic Art, Papier mache (Egypt, Middle East, Latin America)

Art Foundations: Japanese Printer-Hokusai, Karen Kunc-Nebraska, Islamic tile designs, Aaron Douglas (African American), (Dutch) Vincent Van Gogh, M.C. Escher (etchings and woodcuts), William H. Johnson and Aaron Douglas - both African American painters, Zig Jackson and James Luna (Native American conceptual and photographer), Banksy- UK, Wassily Kandinski-German, Kathe Kollwitz (German/woman), Japanese Sumi-e painters.

Drawing: Italian Renaissance, Leonardo Da Vinci, Albrecht Durer, Georgia O'Keefe, Frida Kahlo and Diego Rivera, Briana Sutton, Karen Kuhlman, American Women Quilters, Barbara Hepworth, Georges del la Tour

Advanced Drawing: Kandinsky and Chagall (Russian), Delacroix (French), Carman Lomas Garza (Hispanic American), Edgar Degas (French), Larry Schutte (Nebraska Artist), David Hammond (African American), Rembrandt and Leonardo da Vinci (Italy), Heiji (Japanese)

Commercial Graphic Design: History of Books-Non-codex books from Crete, Australian, Moche, Inca, Iroquois and Nigeria. Illuminated Text-Middle ages, Guttenberg (Bible-printing press) and the St. John's Bible (collaborative effort US and Wales), Barbara Kruger-Native American Photographer, Peter Max-graphic artist born Berlin, Germany (escaped to Shanghai), Art styles and their influence on graphic arts-Islamic, Asian, African and Northern European.

Advanced Studio: Native American, African, American artists, women artists; specifically Jacob Lawrence, Horace Pippin, Helen Frankenthaler, Judy Chicago, Deborah Butterfield, Frida Kahlo, Diego Rivera, Southwestern artists, Vigeland, Louise Nevelson, Mary Cassatt

Art History: Same artists as above introduced in art history class through a historical, cultural, and social context. In addition, local and regional artists representing multi-cultural and female artists

Business- Technology Magnet

Accounting I/II: Discussed business practices of United States companies using other countries for manufacturing to make a larger profit

Business Communications: Developed an awareness of how cultural differences can adversely affect communication. Researched business and social protocol in different countries and share findings and insights with each other Identified or demonstrated ways to show respect, understanding, and sensitivity to people of other cultures, in and out of the workplace

Graphics: Completed a famous photographer report, with one of the options a multicultural report

International Business: Discussed other cultures regarding international business (a report and presentation on different countries)

Keyboarding: Keyed letters in foreign languages during the MS Foreign Language Week
Keyed documents with names of different ethnic backgrounds

Marketing I: Discussed the implications of cultural differences in marketing and distributing products. Shared samples of ConAgra products (Orville Redenbacher popcorn) with language and graphic changes.

Marketing II: Discussion of racial discrimination on the job site

Personal Finance: Discussed other cultures regarding international business, particularly in the area of communication (i.e. presentation and acceptance of business cards from the Japanese.) Discussed how to do business with other countries, including a "hot" topic about out-sourcing of jobs in America Continued to learn about discrimination against other diversities (and laws to protect them) such as elders and women (the ECOA--Equal Credit Opportunity Act

Counseling

“A Better Future Today” is a group of students that our counseling office specially trained to customize skits and presentations for various classroom needs. Students presented sessions to classes dealing with diversity and individual differences.

College Multicultural Programs - advertised and encouraged students to attend special multicultural days held on the UNO, UNL, UNK, Creighton, and University of Kansas. And many other schools

Support the ELL students, staff and parents.

Promoted Latina – Week Long Workshop – College of St. Mary – Summer Program

UNL – Multicultural Dinner

Patriot Mentors facilitate different activities in Pride Time, some of which center on diversity and acceptance of others; examples of this would be Human BINGO, discussion/promotion Mix-It Up Day, and Guess Who.

Promoted “Prejudice Elimination Workshop” – daylong workshop for high school students dealing with tolerance and diversity

Advertised and promoted a number of minority scholarships for Millard South minority students. Examples of such are these: UNO – Isaacson Incentive Scholarship, Rick Davis Scholarship - UNO, UNL, UNK, United Latino Endowment Scholarship, Omaha Chapter of Links (African-American), Lambda Theta Nu (Latino) Creighton University – Black, Hispanic, Alpha Phi Alpha Fraternity, Fraser-Stryker Minority Scholarship, Herbert L. Davis Foundation Scholarship

ELL

Continued to work with the staff on learning about multicultural students and the best ways to meet their needs while being culturally aware and sensitive.

ELL classes went on a field trip to see Japanese Taiko drumming at the Orpheum in March 2014 and learned about Japanese culture and drumming during pre- and post- lessons.

ELL Advanced class did a cultural service learning project with a 5th grade classroom at Sandoz in April 2014.

Used multi-cultural curriculum.

Family and Consumer Science

Clothing and Apparel: Use of bi-lingual patterns. 2 projects were multi-ethnic: Camisa shirts and Comfort dolls.

Everyday Living: Cultural differences in relationships (dating, etc.) and the reasons for those differences are discussed. Communication unit also addresses ethnic and cultural differences and social customs. How faith and family values impact decision making.

Foods For Today: Customs of other countries are explored through role play and projects. Career choices and culture are also addressed.

Culinary: Exploration of food and religion.

International Foods: Impact of culture, geography, religion and resources on food choices.

Interior Design: Cultural influences on architecture and lifestyle. Cultural effects on housing choices. Housing choices in other countries.

Child Development: Differences in parenting and child care practices - cultural, religious, other countries.

Adult Living: Cultural influences on financial, career, lifestyle and child care choices.

Industrial Technology

World Architectural Styles/Advanced Architectural Concepts

World Famous Architects/Advanced Architectural Concepts/Drftg. & Design

World Famous Inventors/Manufacturing Tech, Comprehensive Metals, Welding & Advanced Welding

Language Arts

Drama I: Multicultural theatre -Cirque du Soleil (multiple cultures), rise of theatre history (Greek through Asian)

Drama II: Multicultural Theatre- August Wilson (African American Playwright), Cirque du Soleil, David Henry Hwang (Asian American Playwright) Rasa (East Indian Theatre) Students read various plays dealing with other cultures

Theatre Appreciation: Cirque du Soleil, Vaudeville (Jewish and African- American influence) Early American Theatre (African-American, Jewish influence) Sidney Poitier (Caribbean-American actor) Kabuki and Noh Theatre (Chinese-Japanese), Early Film (German Immigrant Expressionist movement)

Forensics: Members of the Forensics team ran multicultural pieces in literature interpretation competition

Contemporary Literature

Explore novels with characters who have different socioeconomic status, race and gender. The novel The Winterdance, tells the story of the Iditarod Trail Sled Dog Race and the culture that surrounds it. Many novels deal with a character facing adversity based on gender or status.

English 9

Read *To Kill a Mockingbird* by Harper Lee-Deals with the consequences of racism during the depression era

Read *The Piano Lesson* by August Wilson – Deals with a family who has been in slavery and the family's rise out of slavery

Read *American Born Chinese* by Gene Luen Yang – Graphic Novel dealing with Chinese tales and values

Read *Broken Moon* by Kim Antieua – Set in Pakistan and follows a girl trying to live in the society and find her brother

Studied the novel *Star Girl* by Jerry Spinelli, a novel about diversity in personalities of teens, acceptance, and popularity

I Have Lived a Thousand Years - narrative describing what happened to a 13-year-old Jewish girl when the Nazis invade Hungary in 1944.

Read *A Raisin in the Sun* by Lorraine Hansberry- struggles of socio-economic status and race.

English 10:

Read *To Kill a Mockingbird* by Harper Lee-Deals with the consequences of racism during the depression era

Read the Holocaust memoir, *Night* by American cultures. Elie Wiesel

Researched and wrote about living leaders, many of whom are leaders of minority groups in America

Also read some multi-cultural non-fiction selections: "Hair" from the *Autobiography of Malcolm X*, "It Can't Be Helped" from *Farewell to Manzanar* (about the Japanese during WW II, "Typhoid Fever" from *Angela's Ashes*

In English 10, we did an "I Have A Dream" activity based on a combination of the written words of Emmitt Till's mother and MLK's famous speech. Students were asked to then write their dreams on slips of paper, which are still displayed in the hallway outside my room.

Honors English 9:

Students also read *Night* by Elie Wiesel, *To Kill a Mockingbird* by Harper Lee, short stories such as "Thank You M'am" by Langston Hughes, and studied living leaders, including several multicultural leaders

Honors English 10:

*Read the novel *Warriors Don't Cry*

*Read *Civil Disobedience*

*Read the novel *Adventures of Huckleberry Finn*

Literacy Enrichment 10:

Read the following novels: *Night* by a Holocaust survivor Elie Wiesel, *Lord of the Flies* by William Golding, *Animal Farm* by George Orwell.

Holocaust speaker after reading the novel *Night*

English 11:

The Adventures of Huckleberry Finn by Mark Twain (depicts racial inequalities and supports tolerance through the Huck's relationship with Jim)

Fallen Angels by Walter Dean Myers (Details the experiences of African-American soldiers fighting in Vietnam)

The Secret Life of Bees

Multicultural Anthology

Poems and short story selections from the Anthology

In English 11, we read articles exploring the topic of modern-day usage of the "n-word" as well as the Donald Sterling comments.

In English 11, we (for reasons related to separate content) looked at 2 articles entitled, "Omaha in Black and White: Poverty Amid Prosperity" and "Omaha, Nebraska: Most Dangerous Place to Be Black."

In English 11, we did an "I Have A Dream" activity based on a combination of the written words of Emmitt Till's mother and MLK's famous speech. Students were asked to then write their dreams on slips of paper, which are still displayed in the hallway outside my room.

Literacy Enrichment 11:

Read multicultural stories, poems and plays

Created a Family Tree in which they have to research their heritage and roots

Know Your Neighbor activity in which they have to discover personal and cultural differences among their classmates

Multicultural food day in which students are urged to bring a food item to share from their own cultural background and tell how it is related to their family traditions and cultures

Read the following novels: *Huck Finn*, *A Lesson before Dying*, *Secret Life of Bees*, *Fallen Angels*

Speech:

Chose a topic that personally affects them that deals with race, gender, location, etc.

Listened to these speeches to be informed and/or persuaded

Debate:

Discussed issues of immigration policy, post-Katrina reconstruction policies in relation to race, treatment of women in the legal system, and the military's policy of "Don't Ask, Don't Tell"

AP Language and Composition:

Read several of the works of Sherman Alexie, especially his essay "Indian Education" and discussed the prejudice and injustice that Alexie experienced in the public schools as a Native American

Identified and wrote about instances of discrimination they see in their own school

Studied in detail the rhetoric of African-American leaders and abolitionists (Frederick Douglass, Alfred M. Green)

Rhetorical Analysis of King's "I Have a Dream" speech, Rhetorical analysis of Obama's inaugural address

Read following selections from our text *The Bedford Reader 9th Edition*

"Fish Cheeks" by Amy Tan

"Indian Education" by Sherman Alexie

"A Measure of Restraint" by Chet Raymo

"Everyday Use" by Alice Walker

"Size 6: The Western Women's Harem" by Fatema Mernissi
 "How to Poison the Earth" by Linnea Saukko
 "The Meanings of a Word" by Gloria Naylor
 "Being a Chink" by Christine Leong
 "Close Encounters with US Immigration" by Adnan R. Khan
 "Everything isn't Racial Profiling" by Linda Chavez
 "How the USA Patriot Act Defends Democracy" by Viet D. Dinh
 "Aria: A Memoir of a Bilingual Childhood" by Richard Rodriguez

AP Literature and Composition

Read, analyzed and discussed poetry from diverse African-American experiences including works by Gwendolyn Brooks, Langston Hughes, Countee Cullen and Lucille Clifton.
 Read analyzed and discussed short fiction from a variety of cultures including works by Jhumpa Lahiri, Alice Walker, Toni Cade Bambara, and Gabriel Garcia Marquez.
 Read, analyzed and discussed literature which addressed topics and themes such as racism, sexism, fascism, classism, and oppression.

Global Perspectives through Literature

Students study a variety of texts (including short stories, novels, poetry, drama, memoirs, graphic novels, film, and images), all of which come from countries other than the United States and Western Europe. Themes include *Wisdom and Knowledge*, *Hero's Journey*, *Individual in Society*, *Appearance vs. Reality*, *Women and Men*, and *Struggle Against Injustice* and all are discussed, many result in the creation of student-chosen projects, and most are written about in various formats throughout the course of the semester.
 Global Perspectives, we (for reasons related to separate content) looked at 2 articles entitled, "Omaha in Black and White: Poverty Amid Prosperity" and "Omaha, Nebraska: Most Dangerous Place to Be Black."
 Global, we did an "I Have A Dream" activity based on a combination of the written words of Emmitt Till's mother and MLK's famous speech. Students were asked to then write their dreams on slips of paper, which are still displayed in the hallway outside my room.

Math

SIOP techniques are used in Geometry and Algebra Foundations such as word walls, flash cards, vocabulary tools, etc.
 Algebra Foundations II teachers made variations in the statistics chapter to accommodate ELL students who were struggling with complex story problems and pulling out the appropriate information.
 Many of our textbooks give examples using multicultural names and reflect various ethnic groups.
 Several ELL students participated in math club and attended math competitions.

Music

Choir

The following titles were taught this year. A short statement about the cultural relevance taught to students is also given.

Voce di Forza

The Cost of Freedom – Song about the Civil War

Bella Voce

Esimano OlyaHe – African Prayer
 Bora Maisha (Life is the Best Gift) – Swahili Folk Song
 All Through the Night – Welsh Folk Song

Cantori

Go Where I Send Thee – arr. Moses Hogan – African American Spiritual
 Ahrirang – Korean Folk Song
 An African Song Game
 Dirait-on – French Poetry

Singers

Soneto de la Noche – Spanish Love Sonnet

Music Connections

Unit 3 The Emergence of Black Music
 Unit 6 Blues and Black Gospel
 Unit 8 Latin Music in the US
 Unit 10 Rhythm and Blues
 Unit 15 Latin Music since 1950
 Unit 20 A world of Music- Afro Pop, Global fusions, Celtic Fusions

Orchestra

Lion City – Soon Hee Newbold (Piece representing sounds from Singapore)
 Postcards from Russia (Russian folk tunes)
 Danny Rocks (Irish folk tunes)
 Escola de Samba – Tyler White (Latin American)

Bands

Overcome – arr. Locklear – Civil Rights movement
 Snake Charmer – by Randall Standridge – India culture and harmonic minor scales
 La Gazza Ladra – Rossini – Italian Opera Buffa
 Mannin Veen – Haydn Wood – Manx Tone poem
 Amparita Roca – Jaime Texidor – Mexican march

Physical Education

Multicultural games-soccer, bocce, badminton, yoga, pilates-we are able to explore the international origins and influences on these specific activities. Cultural influences determine how the games have evolved and travelled from place to place over the years.
 Integration of special needs students who are not mainstreamed into regular classrooms on a daily basis
 Peer mentoring for ELL students and foreign exchange students

Science

Discussion of the role of women and minorities in the development of physics as a separate field
 Discussion of women and minorities and their contributions to various fields of science
 Genetics, Biology – we research what traits and disorders are more common in certain ethnic groups

Biology – discussion of pathogenic organisms and where they are prevalent in the world
 Human Physiology – career highlights in textbook includes people of many diverse groups

Social Studies

*****The Social Studies curriculum is saturated in multicultural education. Specifically, we have a course called Ethnic Studies offered at Millard South High School, which is a historical and cultural study of the major ethnic groups that make up our pluralistic society in the United States.***

The following are some of the multicultural activities done in the Social Studies classrooms at Millard South High School:

I Have A Dream video, reading & discussion

Examination of the contributions of African Americans to U.S. Military

Significance of MLK day

Civil Rights Unit

Minorities in America

Supreme Court cases

Japanese Internment Camp

Discussions on prejudice, stereotypes and discrimination

Studies music, art & politics of countries

Speakers from different cultures

Studies of cultures & their religions

Book Group/Multicultural Club

Civil Rights Movements of Women, Mexican Americans, Japanese Americans, Hispanics, Native Americans

Great Black Migration

Immigration Diaries and New Immigration Readings

Study immigration & migration of various ethnic/racial groups

Black History & Diversity Month

Video on first interracial basketball in Louisiana

Video & discussion on Ruby Bridges

Video on Montgomery Bus Boycott

“Eyes on the Prize” & Civil Rights

Malcolm X, Booker T. Washington, W.E.B. DuBois

Discuss minorities in the workplace and on the police force

Economic Demise of the Soviet Union

Islamic speakers Bureau

Speakers from each of the following: Hindu Temple, Buddhist Temple, a Synagogue

Enrichment opportunities offered by Ethnic Studies and World Religions in the community; Also to visit local ethnic museums and events.

Religious diversity education in World Religions. Exposure to 5 major world religions in World Geography.

Western Art – Spain, France, Russia, Germany, Norway, Switzerland, Holland, Flanders, Japan and the music for each.

Russian, Chinese Middle Eastern History and the music

Ethnic Studies to Type cast Recast Art Exhibit--April 2014

Ethnic Studies partnered with the anti-defamation league.

Special Education

The special education department parallels the curriculum from the general education classes in the areas of: English, Science and Social Studies. Through this curriculum parallel the special education teachers include multicultural activities listed in the core areas.

World Languages

The World Language Department hosted a World Language Week in January. We invited speakers with various language and travel experiences to share insight about the importance of learning more than one language as well as understanding other cultures. One speaker shared his experiences as a Peace Corps worker in Ecuador. Another speaker shared his insight as a Peace Corps worker in the Dominican Republic as well as his travels to Machu Picchu. The owner of a bilingual marketing firm in Omaha talked to our students about the importance of understanding other languages and cultures. He also addressed our native-Spanish speakers about the need to embrace their bilingualism and how being bilingual has helped him to create his business. A UNL student shared her study abroad experiences in multiple countries. A former UNL student shared her experiences about studying abroad in Costa Rica. A former Millard South student spoke about how studying Spanish and living in Mexico has had an impact on his professional career. He is a bilingual lawyer in Omaha that has set up a program to help Spanish speakers receive free law advice. Another Millard South graduate shared his experience as a Fulbright scholar in Germany and about his current job which includes international business and travel. We were also fortunate to hear from an Omaha Police Officer about his experiences as a bilingual officer.

During World Language Week, students also participated in different language and cultural activities. They had the opportunity learn about the history of ballet and sing and listen to popular songs in all three languages. Students had the opportunity to make authentic French, German, and Spanish food. They also created authentic French, German, and Mexican crafts and played games from France, Germany, and Peru. Some students learned to dance the Merengue, la Danza Kuduro, the Polka, and the Waltz. They were also able to participate in a cultural trivia game with information about French, German, and Hispanic cultures. Students also participated in a trivia game addressing different means of communication in different cultures.

Several German & Spanish students from all levels attended the UNL Language and Culture fair in April presenting various skits, poems and posters for the judges and enjoying a culture-filled day.

French Club

In September, French club students gathered for a welcome petit déjeuner (breakfast). In October, we learned about the Paris flooding of the early 1900's and gathered to watch The French film "A Monster in Paris." We gathered before winter break to learn about and construct traditional French Yule log cakes called "Bûches de Noël." In March, French club students taught French games and songs to young children at the Black Elk Multicultural Fair. On Saturday March 29, students from various levels attended the biannual French convention at Creighton Prep High School, themed French Around the World. Students competed in French cooking, poetry recitation and posters, bringing home two second place ribbons! They experienced all manner of French culture, including songs, games, dance, food, and crafts/artwork from French cultures.

French Department Activities

All French I, French II, Honors French IV & AP students learned the history and meaning of the French National anthem--the Marseillaise and sang it repeatedly in class. French I students learned the main monuments of Paris and actually constructed their own edible monuments of Paris out of crackers. AP students attended a field trip to Omaha Film Streams where they learned about France during World War II and watched a screening of "Au Revoir Les Enfants" in French, then conducted a post-film discussion with students from other area schools. Honors French IV students learned about housing in France and Africa and acted out student written skits based on home-buying vocabulary and actual French residences that were for sale online. AP students used actual French short films, articles, poems and stories to enhance their understanding of French culture. Students from level I through AP learned about French Poetry with Honors IV students memorizing and reciting French poems of their choice.

German Club

In the fall, German Club held a reception to welcome all four exchange students at MSHS. This year all four of the students are from Germany. German food sampling included making and sampling Spaghetti Eis. Club members celebrated authentic German Christmas customs with their Niklaustag activity. At this activity students build gingerbread houses. Other cultural activities included German movies and games. In the spring, German Club members went to Black Elk Elementary School Multicultural Night to teach songs and games.

This year German students went to the Modern Language Fair at UNL where they compete in poetry recitation, skits, vocal and instrumental music. They also learn about other languages and cultures.

German Department Activities

The German teachers are involved in a travel exchange program with Helene-Lange-Gymnasium in Dortmund, Germany (one spring we host German students here, and the following year the MSHS students go to Germany in the summer.) In April, 20 students from Dortmund, Germany, visited Millard South. Twenty Millard South families hosted a German student in their homes for 10 days. Many activities were planned during their stay including a field trip to the zoo, a baseball game, a bonfire, a BBQ, and a family potluck dinner at the Joslyn Castle. Millard South students will go to Germany in June 2015. They will visit famous sites in Berlin and live with host families and attend school in Dortmund.

Spanish Club

This year, the Spanish Club experienced authentic food at La Mesa and España restaurants as well as the International Bakery. They also had the opportunity to visit El Museo Latino where they were able to see the Ofrenda for El Día de los Muertos. On a different occasion, students made sugar skulls, which is a decorative craft used for El Día de los Muertos. Several members organized and taught the World Language station at the Black Elk Multicultural Fair. Our students taught Spanish numbers and colors to elementary students while playing a musical game. They were also exposed to many different cultures as they had the opportunity to visit different activities at the Multicultural Fair.

Spanish Department Activities

Spanish students of all levels learn about the traditions and customs of el Día de Los Muertos. Some level 2 students participate in a clothing market which takes place in a Spanish-speaking

country. Students use foreign currency and bartering techniques to complete their purchases in Spanish. All level 3 students create a scene that would be typical of a Spanish soap opera. Some level 4 students have a Mexican Wedding (with authentic props) and learn about traditional courtship customs and divorce. Other level 4 students conduct a Wax Museum highlighting and telling about the lives of famous Hispanic Americans including Roberto Clemente, Carlos Santana, Eva Peron, Ellen Ochoa and many others.

Multicultural Experiences from Our Building's Site Plan

MSHS Mission: Our building mission statement is inclusive of all students.

“In the rich tradition of excellence and community at Millard South High School, we guarantee each student develops and demonstrates personal, social, and academic excellence through world-class opportunities and expectations.”

Information Center

Career book display with emphasis on women in non-traditional roles

Multicultural book talks

Created multicultural computerized reading lists for classes

Teamed with ELL teachers to assist ELL students locating multi-cultural themed reading

Collaborate with Omaha Public Young Adult Librarian presenting (Multicultural) related titles to students

Book of the Month/Book Club- multicultural literature selected for student independent reading

Multicultural Book Displays- Black History Month, New Fiction and Non-Fiction

Picturing America- Art chosen for its relationship to American History display of fine art prints.

Promoted Faces of America to staff

Other MSHS Activities and Clubs

LEO Club (The high school branch of the Lion's Club, with a focus on community service)

Participated in Ruth Sokolof Christmas party for Handicap and visually impaired

Volunteered at the Open Door Mission

Diversity Club

Hispanic American Month: butcher paper and 8x10 “awareness posters” were hung in all wings of the school.

American Indian Heritage Month: suckers with facts about and quotes from famous American Indians (and modern-day-word sources) glued around the stick were distributed to students in the Commons before the first bell.

Human Rights Day: parts of the UN's Declaration of Human Rights were hung around the halls on 8x11 sheets, butcher-paper posters were displayed, announcements were made during PRIDE Time, and teachers and club members were asked to wear blue ribbons in honor of the event.

Racial Discrimination Elimination Day: students and staff were asked to wear blue to show support for the elimination of racial discrimination (via 8x11 and butcher-paper posters as well as Twitter, Facebook, and PRIDE Time announcements). For participating staff members, the club delivered a bag of cookies with thank-you notes to acknowledge appreciation for their participation.

Black History Month: butcher paper posters were displayed and 8x11 posters with quotes from famous African Americans were hung throughout the hallways.

Yom Hashoah (Holocaust Remembrance Day): 8x10 posters of facts about the Holocaust were hung in all wings of the school.

Slam Poetry

- Slam poetry team engages in a competition designed to give voices to under-represented members of the community
- Students attended “Emergency,” a one man show by Dan Beaty exploring race relations in America (tickets were provided free from the Nebraska Humanities Council via our involvement with slam)

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Millard West High School

Principal: Dr. Greg Tiemann

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- College and Career Readiness Focus during our Professional Development time. Entire faculty involved with input, conversations and feedback on what College and Career Readiness means to our school and community. We even created our own Wordle for College and Career Readiness.
- College and Career Readiness breakfasts for our faculty to create key talking points, mission statement, belief statements on what College and Career Readiness means to our community.
- Millard West sponsored a Multicultural Fair in Fall 2013. We had our very own students organize and set up. They did a great job!
- RtI+I Staff Development to meet instructional needs of ALL students.
- Tech Ethics on-line workshop for all staff to be informed on best practices for ethical behavior for all cultures, gender, etc.
- Reaching Each Students SMART Goals established for staff and faculty to identify strategies to create a more culturally responsive and safe environment by analyzing building data and providing appropriate training.
- Training developed to meet the needs described in the Data Review. Use of Reaching Each Student ANGEL site as a resource to develop training.
- Our “asset builders” provided asset information for parents at each conference session. The information drew a connection between reaching each student by building assets in all.
- In the October 25 professional staff development meeting, participants were asked to reflect on College and Career benchmarks as part of staff meeting discussions. Specifically, what specific actions could we take to further infuse these concepts into our teaching with the goal of positively impacting student achievement and providing a more culturally responsive environment in order to meet post-secondary needs?
- School club activities involved diversity awareness through a web-site created to provide summaries of the clubs and activities at West for ALL.
- In the January 20 professional development meeting, entire faculty focused on best instructional practices and impacting student achievement and providing a more culturally responsive environment. Focus on 4-year options, 2-year options, and trade options for our students and how to tap into what is meaningful for our students.

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Quality discussions and opportunities for our students to reflect on their EXPLORE and PLAN results in our World Geography classes. This builds on meeting the diverse needs of each of our students and how they can capitalize on their strengths.
- Students reported on the school newspaper on the Multicultural Fair. It was a positive and energetic write up that showcased all of the great activities and events at our Multicultural Fair.
- The AP Lang/AP USH combo kids attended a showing of the Omaha documentary "A Time for Burning" which focuses on the struggle a local church has when the pastor calls for members in his white congregation to meet with couples from an African-American church also in Omaha in the 1960s. It features Ernie Chambers before he was a State Senator. The film was attended by students from Millard West as well as Omaha Central and featured an open discussion moderated by Councilman Ben Gray.
- In our Spanish classes, the teachers try to bring in supplementary learning experiences as well.
 - * Speak as much Spanish as possible at this level every day in class
 - * Readings about cultural activities in Spanish speaking countries
 - * Authentic readings from various Spanish speaking countries that show language and dialect similarities and differences
 - * Papel Picado decorations every month to hang in our classroom
 - * Posters that display cultural topics
 - * Dia de Los Muertos celebration with a video, questions, a reading and authentic foods
 - * Cinco de Mayo celebration with authentic foods with a video, questions, a reading and authentic foods
 - * Students investigate their own family cultures/heritages and report to the class in Spanish about the influences their ancestors had in Omaha. They discuss traditions, and prepare and bring in a typical food from their heritage to show that Omaha is a mix of cultures just as Spain and Mexico are.
- Millard West's Slam Poetry team has also spent quite a bit of time discussing the idea of both white privilege and male privilege and how that impacts their lives as students at Millard West and the lives of their Louder Than a Bomb peers who come from varied Omaha schools and a myriad of cultural backgrounds. Louder Than a Bomb itself also acts as a platform for students' voices who wish to challenge cultural perceptions, discuss cultural differences and celebrate cultural diversity-- I am SO excited that our students had the opportunity to embrace this multifaceted community!
- The Orchestra performed "Journey to Lenkai" on the April Concert. This African Folk Legend, with narration provided by Alexander Fields, was an interesting and colorful exploration of the need for peace and community. Students read the narration in class and the performance was well received.
- Millard West takes a trip to the UNL Language Fair each year. AP students from French, Spanish and German write and perform skits in the target languages and compete against other schools from around the state. Students also prepare poetry recitations in the target languages and can perform musical pieces of composers from countries where their target languages are spoken.
- Morgan Rogers from the Nebraska Attorney General's Consumer Protection Office spoke to ninth grade students about the dangers associated with the use of social media at their Wildcat Welcome day.

- Mr. Heys and Mr. Bull took 36 students to the Hindu Temple, Beth El Synagogue, St. John's Greek Orthodox Church, and St. Cecilia's Cathedral on April 30th as an extension of their World Religions classes.
- Cross-cultural experience: Students go to a restaurant owned by a foreigner and interview the owner about their experience as a foreign business owner in Omaha. They also eat at the restaurant and write about their experience and interview with the owner.
- Assessing Political Relations and Legal Restrictions Project: Students choose a country to research and determine the political relations with the U.S. and legal restrictions regarding importing, exporting and doing business in that country. Students then make a final recommendation about what types of businesses would be suitable for this foreign market, and which wouldn't
- International Food day: Students find authentic recipes from around the world, cook/bake them and bring them in to share with the class
- Various videos are shown throughout the semester regarding foreign culture, doing business overseas, trade, etc. (i.e. Fast Foods Gone Global, Outsourced (the movie), The People's Republic of Capitalism, Your Passport to International Business, Fair Trade, etc.)
- French Club volunteered to cook a French-inspired meal for families of sick children that were staying at the Rainbow house.
- Orchestra students performed for the Multi - Cultural Fair . Eclectics and Chamber Orchestra played a wide variety of songs, from several continents.
- Students were taken to volunteer to build houses with Habitat for Humanity.
- French Club volunteered to cook a French-inspired meal for families of sick children that were staying at the Rainbow house.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Strategy 2: We will develop and implement plans to address issues that impact the emotional health of our high school students. Contingencies are in place for our students who need emotional supports and resources.
- Strategy 3: We will develop and implement plans to increase academic achievement for each learner. – RtI+I focuses quality instruction and intervention for every single student in our building.
- Strategy 5: In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning. Promote and support school club activities that involve diversity awareness. Computer Science students have maintained a web site identifying club and activity information. CommonSense Media information given to our students and families.
- Graduates were surveyed to determine if Millard West has equipped these students with the knowledge/awareness of diversity and post-secondary preparation. Results will help the school to more effectively plan activities and prepare for post-secondary options for all students. Conversations continue.
- The Justice and Diversity League Club implemented an Annual Diversity Awareness Week and participate in the No Place for Hate Program. West received a No Place for Hate banner from the Anti-Defamation League. The school was decorated with ism posters explaining types of discrimination, and each classroom received a No Place for Hate poster in a different language.

**Millard Public Schools
Multicultural Education
Year End Report: 2013-2014**

School: Millard Horizon High School

Principal: Angie Craft

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- RtI+I: Best Learning Practices – Certificated staff participated in two district sessions designed to promote literacy for all students. In addition, building staff development supported this initiative and required implementation of literacy tools.
- RtI+I: Best Learning Practices – Certificated staff participated in a book study using *Better Learning through Structured Teaching: A Framework for Gradual Release of Responsibilities* designed to foster independent and collaborative learning in all students.
- PLC – Certificated staff participated in Professional Learning Communities. PLC's established SMART Goals related to literacy for all students and presented their experiences at faculty meetings.
- Reaching Each Student – Certificated staff participated in a professional development session specifically designed to develop mentoring relationships with each student. This was measured and shared with staff each semester.
- Reaching Each Student - Certificated staff participated in a professional development session specifically designed to improve comprehension of the impact of community organizations utilized by our students (ex: Project Harmony).
- Reaching Each Student – Certificated staff participated in a professional development session specifically designed to improve comprehension of the impact of drugs on students achievement.
- Reaching Each Student – Certificated staff participated in a book study using *Project-Based Learning Starter Kit* and incorporated a project-based learning activity in their instruction. Each project was shared with staff at a faculty meeting.
- RtI+I: Data Team – Select staff members met quarterly to discuss students and implement interventions. Discussions and interventions were related to literacy, math, science and social studies.
- RtI+I: Problem Solving Team – Select staff members met weekly to discuss support and interventions for struggling students.
- All About Boundaries Training – Staff participated in this district-sponsored training.
- Sexual Harassment Training – New staff participated in this district-sponsored training.

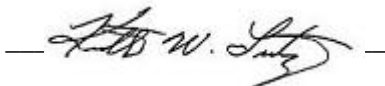
Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Get to know the MHHS staff bingo – A fun activity for families attending conferences.
- Visit to Bellevue University – Career speakers and higher education representatives met with students. Diversity of careers and opportunities for all was the focus of the presentation.
- Drug and Alcohol support group
- Anxiety Management support group
- Attendance support group
- Independent Living support group
- Project-based Learning experience with UNO featuring theatre of the oppressed and centered on bullying
- High on Life day – A half-day activity exploring options for living chemical-free.
- ACP Field Day – A day for Horizon students and younger ACP students to interact and participate in games and activities.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- We will develop and implement plans to increase attendance. This strategy includes possible action plan steps to identify and implement clubs (**done**), intramurals (**done**), and project-based learning (**done**). It also contains a possible action step to create peer groups for attendance monitoring (**done**), peer mentoring and conflict resolution.
- We will develop and implement plans to maintain a caring and welcoming community at Horizon. This strategy will focus on building camaraderie between students and staff (**on-going**), recognizing and celebrating positive student achievement (**on-going**), increasing student engagement through student voice (**on-going**), and consistency in expectations and discipline (**in process**).
- We will develop and implement plans to engage students in 21st Century learning experiences. This strategy calls for creating a culture that promotes cooperative learning (**on-going**), and implementing project-based learning (**on-going**).

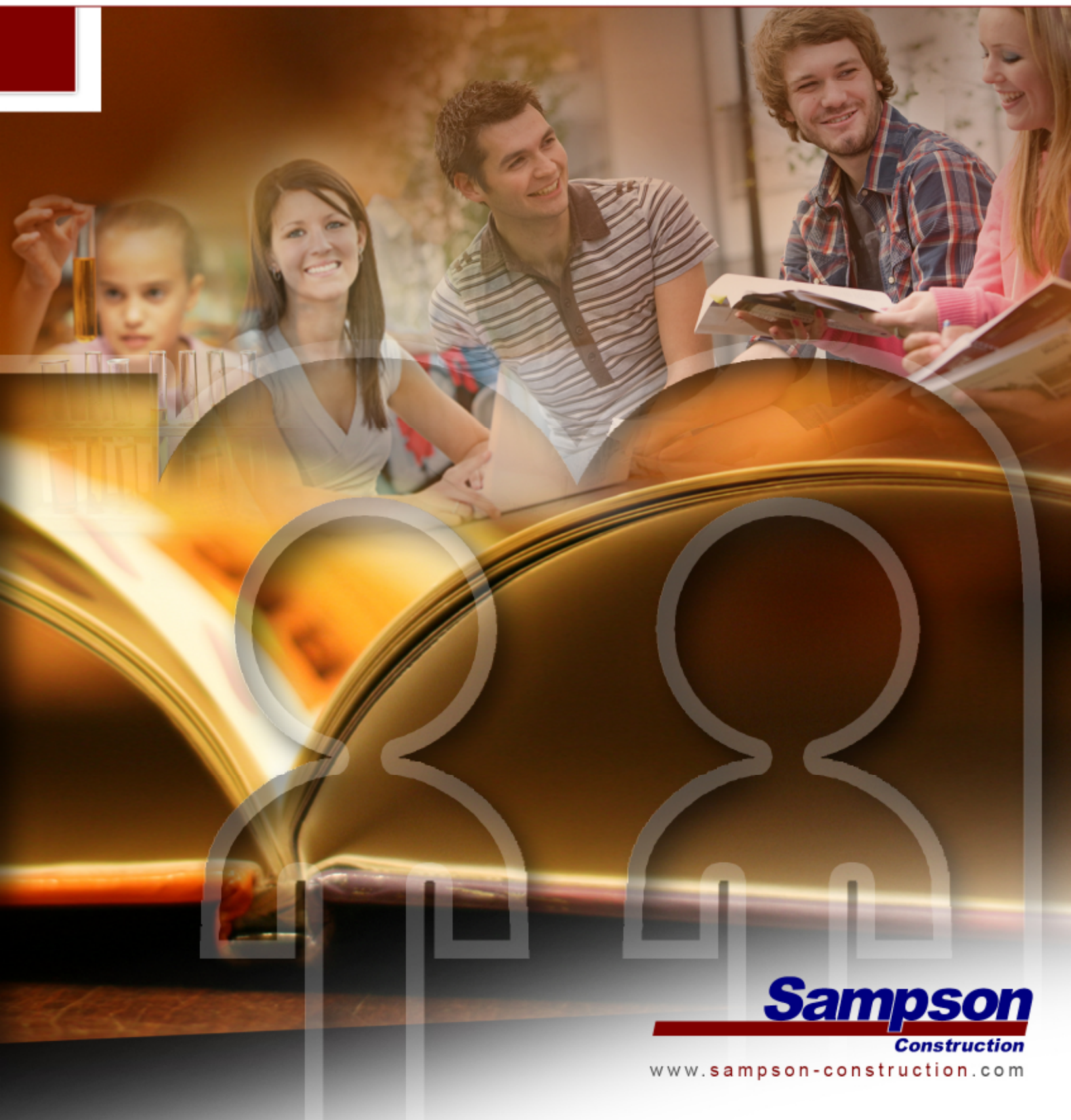
AGENDA SUMMARY SHEET

AGENDA ITEM:	Bond Construction Report
MEETING DATE:	June 2, 2014
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Construction Report – A report from the District’s construction management firm with regard to the progress on projects related to the 2013 bond issue.
ACTION DESIRED:	Approval <input type="checkbox"/> Discussion <input type="checkbox"/> Information Only <input checked="" type="checkbox"/> .
BACKGROUND:	<p>The District has engaged the services of Sampson Construction to act as the construction manager for the District’s construction/renovation projects related to the 2013 bond issue.</p> <p>Dave Cavlovic and/or Craig Geis (Samson Construction) will be present at the meeting to present the construction update (see attached) and to answer questions.</p>
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	n/a
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	n/a
RESPONSIBLE PERSON:	Sampson Construction (CMA), Ed Rockwell (Gen. Mgr. Support Services), and Ken Fossen, Associate Superintendent (General Administration)
SUPERINTENDENT’S APPROVAL:	

MILLARD PUBLIC SCHOOLS

Bond Construction Progress Report

June 2014



Sampson
Construction

www.sampson-construction.com

5/27/2014

Bond Construction Progress Report.

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5/27/2014



Executive Summary

All projects for construction in 2014 have been bid and some have construction already underway. The next round of Open-to-Close projects is being kicked off for design this week and will be under construction in the summer of 2015. North High School will begin the design development phase over the summer months.

As the City of Omaha moves toward adopting a new building code, it will be required to provide storm shelter space for additions based on that addition's occupant load. This will be incorporated into the design at North, South, and West High Schools.

Construction, to date has been impacted by rainy weather, but is starting to recover and progress is being made at both Black Elk and Bryan. The Open-to-Close projects will begin as soon as MPS staff has been able to move out of required areas, but no later than June 4th, 2014.

The coming month will see construction activity at all 2014 scheduled sites. This work has varying completion deadlines at the end of July, all with liquidated damages.

5/27/2014

Project #1

Bryan Elementary Interior and Exterior Renovations

5010 S 144th Street, 68137

Architect/Engineer: BCDM / Morrissey

General Contractor: F&B Constructors

Project Budget: \$4,300,956

Estimated Construction Budget: \$3,258,300

Construction Start: Spring 2014

Construction Completion: Summer 2015

Scope Description:

This project consists of the removal and replacement of the existing exterior curtain walls. This includes the glazing, electrical, and mechanical fin tubes. The building will get re-roofed with the exception of the North addition. Interior renovation will include two new ADA restrooms, finishes and lighting. The building will receive a new secure entry vestibule along with new kindergarten corridor openings. Other updates include upgrading fire alarm system, occupancy sensors, intercom system and mechanical systems as budget allows.

Project Photos:**Current Activity:**

Foundation Construction is occurring both on the East side of the school and the in the courtyard. Some electrical rough-in work has been occurring in the school after hours when students are not present. Masonry has begun on the East elevation and will move to the courtyard after Students are gone for the summer. Interior building demolition and abatement will also start at this time.

5/27/2014

Project #2/14

Black Elk Elementary Classroom and MP Room Additions6708 S. 161st Ave, 68135

Architect/Engineer: Carlson West Povondra/Morrissey

General Contractor: Prairie Construction

Project Budget: \$2,138,730

Estimated Construction Budget: \$1,620,250

Construction Start: Spring of 2014

Construction Completion: Fall 2014

Scope Description:

This project consists of a single story 6 classroom addition of approximately 6,000SF on the Southwest corner of the building, a 3,500SF multi-purpose addition on the North side of the building, and lockable classroom doors. Site work will be required to accommodate the additions.

Project Photos:**Current Activity:**

The classroom structure is up and roofing will begin shortly. Interior mechanical and electrical work is underway on the classroom addition. The gym concrete block walls are approximately 80% complete and gym roof structure is scheduled to begin in early June. The interior demolition and Open-to-Close portion of this project will begin next week as students are gone from the building.



5/27/2014



Project #3

North High School Connector Addition and Renovation

1010 S. 144th St., 68154

Architect/Engineer: BCDM / Morrissey

General Contractor:

Project Budget: \$11,574,756

Estimated Construction Budget: \$8,768,755

Construction Start: Spring 2015

Construction Completion: Summer 2016

Scope Description:

Scope includes the addition of the main and second level corridors between the North and South classroom wings. A new secure main entrance will be established along with a new administration/guidance program area. A lecture hall will be incorporated into the new layout. New paint and flooring in areas affected by construction. Fire sprinkler system will be provided as required by fire marshal.

Current Activity:

Schematic design for this project is being recommended to the Board for approval 6-2-14.



5/27/2014



Project #4

South High School Industrial Tech Addition and Renovation

14905 Q St., 68137

Architect/Engineer: BCDM / Morrissey

General Contractor:

Project Budget: \$2,679,712

Estimated Construction Budget: \$2,043,721

Construction Start: Spring 2016

Construction Completion: Fall 2017

Scope Description:

This project consists of a 5,000SF Industrial Technology addition and renovation of the existing Industrial Technology, Metal Shop, and Graphics space. The addition will be on the west and will begin in the spring of 2016. Finishes inside the existing building will be limited to the renovation of the previously mentioned spaces.

Current Activity:

Pending



5/27/2014



Project #5

West High School Industrial Tech Addition and Renovation5710 S 176th Ave, 68135

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$1,560,236

Estimated Construction Budget: \$1,181,997

Construction Start: Spring of 2016

Construction Completion: Fall 2017

Scope Description:

This project consists of a 4,800SF Industrial Technology addition and renovation of the existing Industrial Technology, Labs and Classroom space. The addition will be near the Southwest side of the building and will begin in the spring of 2016. This work will be on-going during the school year and will need to be completed prior to renovation work in the existing school being done. The renovation work will be scheduled at times when the school is not occupied, or at least the renovation area is not occupied. Finishes inside the existing building will be limited to the renovation of the previously mentioned spaces. The renovation space in this project is significantly smaller than that at South High School.

Current Activity:

Pending



5/27/2014



Project #6

Ron Witt Support Services Center Phase II Exterior Renovation

13737 Industrial Road, 68137

Architect/Engineer: BCDM / Morrissey

General Contractor:

Project Budget: \$696,767

Estimated Construction Budget: \$527,854

Construction Start: Summer 2014

Construction Completion: Winter 2014

Scope Description:

Project includes the renovation of the existing exterior conditions for the portion of the main building that was not remodeled in 2010. Remodel includes new TPO roof (approximately 53,000 SF), skylights, exterior hollow metal and overhead doors. Budget also includes replacing of corroded room and sidewall panels and repainting of sidewalls. Rebuild approximately 2,250 sf of the exterior walls at old cafeteria. And install new gutters and downspouts as well.

Current Activity

Recommendation to award the bid for this project will be presented to the Board 6-2-14.



5/27/2014



Project #7

Abbott Elementary Open to Close

1313 N. 156th St, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$849,734

Estimated Construction Budget: \$643,738

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Pending



5/27/2014



Project #8

Ackerman Elementary Open to Close

5110 S. 156th St, 68135

Architect/Engineer: Carlson West Povondra / Morrissey

General Contractor: F&B Constructors

Project Budget: \$235,636

Estimated Construction Budget: \$178,512

Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

This project was recently awarded to F&B Constructors and is in the material procurement stage in preparation for work to start in early June.



5/27/2014



Project #9

Aldrich Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: CLH / Farris

General Contractor: Holtze

Project Budget: \$647,812

Estimated Construction Budget: \$490,767

Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Current Activity:

This project was recently awarded to Holtze Construction and is in the material procurement stage in preparation for work to start in early June.



5/27/2014



Project #10

Cottonwood Elementary Open to Close

615 Piedmont Dr. 68154

Architect/Engineer: Purdy and Slack

General Contractor: Prairie Construction

Project Budget: \$962,391

Estimated Construction Budget: \$729,084

Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Current Activity:

This project was recently awarded to Prairie Construction and is in the material procurement stage in preparation for work to start in early June.



5/27/2014



Project #11

Ezra Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$842,346

Estimated Construction Budget: \$638,141

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Current Activity:

Pending



5/27/2014



Project #12

Harvey Oaks Elementary Open to Close

15228 Shirley St, 68144

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor: Hargrave

Project Budget: \$767,518

Estimated Construction Budget: \$581,453

Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Current Activity:

This project was recently awarded to Hargrave Construction and is in the material procurement stage in preparation for work to start in early June.



5/27/2014



Project #13

Hitchcock Elementary Open to Close5809 S. 104th St. 68127

Architect/Engineer: Reinhardt / Alvine

General Contractor:

Project Budget: \$198,238

Estimated Construction Budget: \$150,180

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Current Activity:

Schematic Design has been approved and design development is underway.



5/27/2014





5/27/2014



Project #15

Disney Elementary Open to Close506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: 2,009,568

Estimated Construction Budget: \$1,522,400

Construction Start: Summer 2015

Construction Completion: Summer 2016

Scope Description:

This project is currently scheduled for two summers of work due to the amount of new walls that will need to be added in order to close the classroom spaces. Renovations of finishes are still limited to the areas directly impacted. Mechanical work will be limited to that affected by the newly enclosed spaces

Current Activity:

Pending



5/27/2014



Project #16

Montclair Elementary Open to Close

2405 S. 138th St., 68144

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$1,859,352

Estimated Construction Budget: \$1,408,600

Construction Start: Summer 2014

Construction Completion: Summer 2015

Scope Description:

This project is currently scheduled for two summers of work due to the amount of new walls that will need to be added in order to close the classroom spaces. Renovations of finishes are still limited to the areas directly impacted. Mechanical work will be limited to that affected by the newly enclosed spaces. This project will most likely see less hard walls than shown in the RFP documents because of the Montessori Program.

Current Activity:

This project was recently awarded to Rife Construction and is in the material procurement stage in preparation for work to start in early June.



5/27/2014



Project #17

Neihardt Elementary Open to Close506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$3,491,400

Estimated Construction Budget: \$2,645,000

Construction Start: Summer 2016

Construction Completion: Summer 2017

Scope Description:

This project is currently scheduled for two summers of work due to the amount of new walls that will need to be added in order to close the classroom spaces. Renovations of finishes are still limited to the areas directly impacted. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Pending



5/27/2014



Project #18

Rockwell Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: BCDM / Morrissey

General Contractor:

Project Budget: \$1,121,604

Estimated Construction Budget: \$849,700

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

This project will enclose the classrooms with corridor walls and lockable doors. Renovation of finishes will be limited to those directly affected by construction. Mechanical Work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Pending



5/27/2014



Project #19

Upchurch Elementary Open to Close506 N. 162nd Ave, 68118

Architect/Engineer: CLH / Morrissey

General Contractor:

Project Budget: \$67,980

Estimated Construction Budget: \$51,500

Construction Start: Summer 2016

Construction Completion: Summer 2016

Scope Description:

This project will enclose the classrooms with corridor walls and lockable doors. Renovation of finishes will be limited to those directly affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Pending



5/27/2014



Project #20

Willowdale Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$1,013,232

Estimated Construction Budget: \$767,600

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

This project will enclose the classrooms with corridor walls and lockable doors. Renovation of finishes will be limited to those directly affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:











Pending















5/27/2014















Project: MPS Overall Date: Tue 5/27/14	Task		Summary		External Milestone		Inactive Summary		Manual Summary Rollup		Finish-only	
	Split		Project Summary		Inactive Task		Manual Task		Manual Summary		Deadline	
	Milestone		External Tasks		Inactive Milestone		Duration-only		Start-only		Progress	

Project: MPS Overall Date: Tue 5/27/14	Task		Summary		External Milestone		Inactive Summary		Manual Summary Rollup		Finish-only	
	Split		Project Summary		Inactive Task		Manual Task		Manual Summary		Deadline	
	Milestone		External Tasks		Inactive Milestone		Duration-only		Start-only		Progress	
Page 2												

ID	Project #	Description	Task Name	A / E Firm	Duration	Start	Finish	13	2014												2015												2016												2017																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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Project: MPS Overall Date: Tue 5/27/14	Task		Summary		External Milestone		Inactive Summary		Manual Summary Rollup		Finish-only	
	Split		Project Summary		Inactive Task		Manual Task		Manual Summary		Deadline	
	Milestone		External Tasks		Inactive Milestone		Duration-only		Start-only		Progress	

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Project: MPS Overall Date: Tue 5/27/14	Task		Summary		External Milestone		Inactive Summary		Manual Summary Rollup		Finish-only	
	Split		Project Summary		Inactive Task		Manual Task		Manual Summary		Deadline	
	Milestone		External Tasks		Inactive Milestone		Duration-only		Start-only		Progress	

Project: MPS Overall

Date: Tue 5/27/14

Task

Summary

External Milestone

Inactive Summary

Manual Summary Rollup

Finish-only

Split

Project Summary

Inactive Task

Manual Task

Manual Summary

Deadline

Milestone

External Tasks

Inactive Milestone

Duration-only

Start-only

Progress

		Construction					Soft Costs (22%)			Contingency (10%)		
Project Name	Total Project Budget	Construction Budget	Contract Award	Change Orders \$	Change Orders %	Latest Estimate	Soft Cost Budget	Soft Cost Committed	Soft Cost Balance	Contingency Budget	Contingency Change	Contingency Balance
Additions & Renovations (Sampson Cma)												
Bryan Elem	4,300,956	3,258,300	3,026,000	0	0.00%	3,026,000	716,826	418,172	298,654	325,830	232,300	558,130
Black Elk Elem	2,138,730	1,620,250	1,689,000	0	0.00%	1,689,000	356,455	246,530	109,925	162,025	(68,750)	93,275
North High	11,574,757	8,768,755	0	0	0.00%	8,768,755	1,929,126	778,967	1,150,159	876,876	0	876,876
South High	2,697,712	2,043,721	0	0	0.00%	2,043,721	449,619	200,083	249,536	204,372	0	204,372
West High	1,560,236	1,181,997	0	0	0.00%	1,181,997	260,039	96,604	163,435	118,200	0	118,200
Ron Witt	696,767	527,854	0	0	0.00%	529,022	116,128	85,739	30,389	52,785	(1,168)	51,617
Open to Closed Renovations (Sampson Cma)												
Abbott	849,734	643,738	0	0	0.00%	643,738	141,622	59,734	81,888	64,374	0	64,374
Ackerman	235,636	178,512	130,000	0	0.00%	130,000	39,273	28,621	10,652	17,851	48,512	66,363
Aldrich	647,812	490,767	350,750	0	0.00%	350,750	107,969	68,217	39,751	49,077	140,017	189,094
Cottonwood	962,391	729,084	380,000	0	0.00%	380,000	160,398	76,815	83,584	72,908	349,084	421,992
Ezra	842,346	638,141	0	0	0.00%	638,131	140,391	60,536	79,855	63,814	10	63,824
Harvey Oaks	767,518	581,453	351,012	0	0.00%	351,012	127,920	57,875	70,045	58,145	230,441	288,586
Hitchcock	198,238	150,180	0	0	0.00%	130,152	33,040	26,327	6,713	15,018	20,028	35,046
Black Elk	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above
Disney	2,009,568	1,522,400	0	0	0.00%	1,522,400	334,928	124,505	210,423	152,240	0	152,240
Montclair	1,859,352	1,408,600	1,385,533	0	0.00%	1,385,533	309,892	147,381	162,511	140,860	23,067	163,927
Neihardt	3,491,400	2,645,000	0	0	0.00%	2,645,000	581,900	191,854	390,046	264,500	0	264,500
Rockwell	1,121,604	849,700	0	0	0.00%	849,700	186,934	74,865	112,069	84,970	0	84,970
Upchurch	67,980	51,500	0	0	0.00%	51,500	11,330	16,816	(5,486)	5,150	0	5,150
Willowdale	1,013,232	767,600	0	0	0.00%	767,600	168,872	69,619	99,253	76,760	0	76,760
Total Sampson CMA	\$37,035,969	\$28,057,552	\$7,312,295	\$0	0.00%	\$27,084,011	\$6,172,661	\$2,829,260	\$3,343,402	\$2,805,755	\$973,541	\$3,779,296
Additions												
Rohwer	1,980,000	1,500,000	1,687,900	44,986	2.67%	1,732,886	330,000	290,708	39,292	150,000	(232,886)	(82,886)
Upchurch	1,830,605	1,386,822	1,469,972	59,968	4.08%	1,529,940	305,101	280,902	24,198	138,682	(143,118)	(4,435)
Total MPS Additions	\$3,810,605	\$2,886,822	\$3,157,872	\$104,954	3.32%	\$3,262,826	\$635,101	\$571,610	\$63,490	\$288,682	(\$376,004)	(\$87,321)
Electronic Security (MPS)												
13 Phase I Video Intercoms* **	915,840	429,400	780,469	(4,825)	-0.62%	775,645	443,500	458,003	(14,503)	42,940	(346,245)	(303,305)
14 Phase IIA Intrusion Detection **	956,905	466,732	284,126	16,949	5.97%	301,075	443,500	444,084	(584)	46,673	165,657	212,331
14 Phase IIB Intrusion Detection **	1,246,133	729,666	315,567	0	0.00%	315,567	443,500	444,147	(647)	72,967	414,099	487,066
15 Phase III Integration **	3,155,123	2,465,112	0	0	0.00%	1,363,937	443,500	443,500	0	246,511	1,101,175	1,347,686
Interior Security (MPS)												
13 Phase I HS Classroom Locks	144,896	109,770	17,700	0	0.00%	17,700	24,149	61,563	(37,413)	10,977	92,070	103,047
13 Phase II MS Classroom Locks	138,653	105,040	19,400	4,511	23.25%	23,911	23,109	60,989	(37,880)	10,504	81,129	91,633
13 Phase III Elem Classroom Locks	196,020	148,500	27,023	825	3.05%	27,848	32,670	157,023	(124,353)	14,850	120,652	135,502
14 Phase IV Panic Device Locks	670,164	507,700	15,689	0	0.00%	15,689	111,694	9,054	102,640	50,770	492,011	542,781
Total MPS Security	\$7,423,734	\$4,961,920	\$1,459,974	\$17,460	1.20%	\$2,841,371	\$1,965,622	\$2,078,362	(\$112,740)	\$496,192	\$2,120,549	\$2,616,741
Summer Projects (MPS)												
13 Buell Stair Railing Improvements	0	0	15,700	0	0.00%	15,700	0	21,362	(21,362)	0	(15,700)	(15,700)
14 Ackerman Roof Coat	184,800	140,000	104,493	0	0.00%	104,493	30,800	16,620	14,181	14,000	35,507	49,507

Project Name	Total Project Budget	Construction Budget	Contract Award	Change Orders \$	Change Orders %	Latest Estimate	Soft Cost Budget	Soft Cost Committed	Soft Cost Balance	Contingency Budget	Contingency Change	Contingency Balance
14 Cody Re-roof Phase I	531,300	402,500	211,778	0	0.00%	211,778	88,550	37,801	50,749	40,250	190,722	230,972
14 Neihardt Skylight	161,436	122,300	237,096	0	0.00%	237,096	26,906	14,679	12,227	12,230	(114,796)	(102,566)
14 Norris Phase I Roof	349,800	265,000	153,146	0	0.00%	153,146	58,300	27,801	30,499	26,500	111,854	138,354
14 Willowdale Paving	323,400	245,000	298,401	0	0.00%	298,401	53,900	50,515	3,385	24,500	(53,401)	(28,901)
14 CMS P2 Drain Imp	211,530	160,250	191,672	0	0.00%	191,672	35,255	27,750	7,505	16,025	(31,422)	(15,397)
14 CMS Fire Detec Rpl	231,000	175,000	186,670	0	0.00%	186,670	38,500	15,627	22,873	17,500	(11,670)	5,830
14 CMS Floor Repl Media	184,800	140,000	140,280	0	0.00%	140,280	30,800	30,350	450	14,000	(280)	13,720
14 KMS Track Repl	382,800	290,000	271,525	0	0.00%	271,525	63,800	47,538	16,262	29,000	18,475	47,475
14 KMS Int Key Conv	44,880	34,000	0	0	0.00%	0	7,480	17,496	(10,016)	3,400	34,000	37,400
14 NMS Kitchen & Fire Repl	135,960	103,000	97,900	0	0.00%	97,900	22,660	12,056	10,604	10,300	5,100	15,400
14 NMS Ext Door & Win Repl	27,720	21,000	16,995	0	0.00%	16,995	4,620	10,038	(5,418)	2,100	4,005	6,105
14 RMS Phase I Paving	204,600	155,000	159,240	0	0.00%	159,240	34,100	15,548	18,552	15,500	(4,240)	11,260
14 NHS Track Repl	145,200	110,000	108,144	0	0.00%	108,144	24,200	15,937	8,263	11,000	1,856	12,856
14 NHS Roof Coat	554,400	420,000	220,797	0	0.00%	220,797	92,400	29,068	63,332	42,000	199,203	241,203
14 NHS Pool Reno	2,059,200	1,560,000	1,860,000	20,235	1.09%	1,880,235	343,200	177,135	166,065	156,000	(320,235)	(164,235)
14 SHS P IV & V Roof	1,042,800	790,000	812,000	0	0.00%	812,000	173,800	86,223	87,577	79,000	(22,000)	57,000
14 SHS Tennis Resurf	70,752	53,600	97,874	0	0.00%	97,874	11,792	6,297	5,495	5,360	(44,274)	(38,914)
14 WHS Tennis Repl	501,600	380,000	497,940	0	0.00%	497,940	83,600	60,593	23,007	38,000	(117,940)	(79,940)
14 SHS P2 Elec Switch Repl	264,000	200,000	138,411	0	0.00%	138,411	44,000	19,107	24,893	20,000	61,589	81,589
14 Buell Seating	72,600	55,000	97,700	0	0.00%	97,700	12,100	6,652	5,448	5,500	(42,700)	(37,200)
14 DSAC P1 Paving	89,760	68,000	70,163	0	0.00%	70,163	14,960	25,260	(10,300)	6,800	(2,163)	4,637
Total MPS Summer Projects	\$7,774,338	\$5,889,650	\$5,987,925	\$20,235	0.34%	\$6,008,160	\$1,295,723	\$771,453	\$524,270	\$588,965	(\$118,510)	\$470,455
Future Years Summer Projects	23,920,354	18,121,480	0	0	0.00%	18,121,480	3,986,726	0	3,986,726	1,812,148	0	1,812,148
Total 2013 Bond Issue	\$79,965,000	\$59,917,424	\$17,918,066	\$142,649	0.80%	\$57,317,847	\$14,055,833	\$6,250,685	\$7,805,148	\$5,991,742	\$2,599,577	\$8,591,319

* Project Total Committed reflects Separate Funding from MPS Foundation

** Soft Cost Values do not reflect 22%

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Construction Manager	<i>Sampson</i>
Architect	<i>BCDM</i>
Engineer	<i>Morrissey</i>

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5210 Construction Contract	\$ 3,258,300	\$ 3,026,000	F&B	\$ 27,900	1% \$ 2,998,100
Subtotal	\$ 3,258,300	\$ 3,026,000		\$ 27,900	\$ 2,998,100
Project total	\$ 3,975,126	\$ 3,444,172		\$ 257,886	7% \$ 3,186,286

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Construction Manager	<i>Sampson</i>
Architect	<i>BCDM</i>
Engineer	<i>Morrissey</i>

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MILLARD PUBLIC SCHOOLS
PROJECT SUMMARY

5/31/2014

Project name: Black Elk Elementary(open-close)

All Information for the Open to Close project is included in the Addition project



Sampson
Construction

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