

March 2009

Dear Beadle Students and Families,

Welcome to Beadle Middle School! We are excited to share our building with our new students and their families as we begin our ninth year at Beadle. We continue with the fine traditions started our first year, as we always strive towards continuous efforts with our building mission.

We are excited to be planning for our third Beadle Site Plan, which will guide us through the upcoming transitions while also creating our visions for the next five years. We want to thank all of the Beadle staff members and parents who have been actively involved in this process.

For the first time in recent memory, we have no summer projects in the building. However, we will be working to re-seed the north field. The field will be closed to use throughout the summer. All of the additions to Beadle have been completed and we are ready for our biggest group of students in the fall of 2009. We continue to add quality staff members to meet the needs of our growing population.

Parents continued to provide their support along with their appreciation, dedication and encouragement over the years. Their involvement is evident at Beadle Middle School. We are proud of our unique middle school Parent Organization, which is open to all parents of Beadle students, and meets regularly throughout the school year. Please be active in this organization as it sends a powerful message to our young adolescents when they can see parents taking time to be involved in their school.

Academically, our students continue to do well on district, state and national tests and assessments. When a student struggles, teachers and parents quickly work together to provide needed strategies and support in a collaborative effort to assist the student in becoming more successful. We have begun implementing bench mark testing at all three grade levels to better assess the progress of each individual student. Opportunity Time is an after school intervention that will allow students to work one-on-one with a teacher to address academic concerns. We will again offer our BASE service, Beadle After School Exploration, for students who need to stay at school past 3:30 due to parents working and being able to be part of a safe, activity enriched after school program. Please see page 5 for more information about BASE.

The Beadle Middle School staff members have dedicated themselves to making Beadle a middle school where students are always at the center of the decisions we make and what we practice, while providing high expectations within a supportive and welcoming environment. After you have the chance to work with them, I am sure you will feel the same about these caring, dedicated and well-qualified professionals that have been selected to be part of the Beadle Middle School staff.

We look forward to our work together and welcome your continued support during the next school year.

Sincerely,

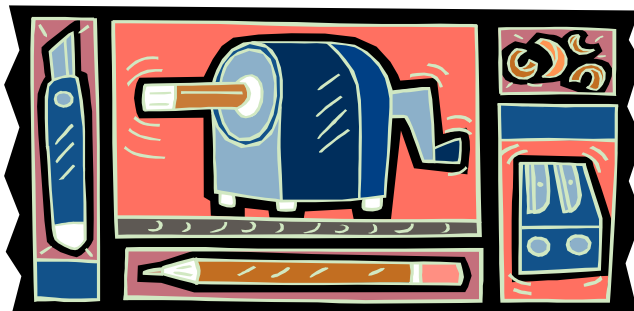
Mr. John Southworth
Principal

Mr. Scott Butler
Assistant Principal

Dr. Tami Williams
Assistant Principal

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Created January 15, 2001

High Academic & Life Skill Expectations

- High academic expectations through differentiation
- All kids can learn . . . given the opportunities
- Believe and practice the "I can" attitude
- Belief and practice in meeting individual needs
- Varied instructional strategies . . . as part of routine
- Curriculum delivery models lend themselves to exploration opportunities
- Involved students learn
- Connections across disciplines are a common practice
- Assessment is part of achievement = achievement is part of assessment

Student Ownership & Empowerment

- Sense of school pride and respect is present through daily practices
- Student led conferences empower students to share and set direction for their learning
- Student involvement is evident in all that is done
- Opportunities for involvement are open to all students
- Student opportunities for involvement in decision-making processes
- Opportunities for students' voices to be heard

Positive School Climate

- Practice what we believe
- Welcoming all while keeping a small culture as we grow
- Visibility of the principal throughout daily experiences
- Building open to all
- Connections between home and school are evident and effective
- Transition activities assist in helping students feel welcome and at ease as they come to and leave Beadle Middle School
- Treating students "where" they are in grade level progression will assist in having them ready for "where" they go in the future
- Students and staff modeling appropriate manners and life skills is common practice
- Recognition for all making reasonable efforts
- Recognizing and accepting individual differences is paramount
- No one has the right to hurt another's feelings

Involved Grade Level Teams

- Grade level teams are designed to fit student and staff needs
- Grade level teams are small, safe environments within a large, safe environment
- Specialists are connected to grade level teams and shared decision making teams
- Grade level teams practice community living within the school environment
- Grade level teams exist as their own community within the larger school and general community
- Grade level teams foster effective, efficient advisory practices through varied team building practices, activities, and opportunities centered around the middle school child
- Shared decision making teams are a collection of student and staff members working towards mutually agreed upon goals

Adult Connections

- Educators committed to children
- Teaching is an art . . . for all to practice and model daily
- Educators committed to accepting all children for whom they are
- Adults who are excited to be members of a committed, exceptional, dedicated staff
- Adults who model and practice school pride and respect
- Adults with high expectations for themselves, other adults, and their students
- Adult advocates for all students
- Staff accountable for their own success and that of their students
- Adults committed to life-long learning and self-reflection

Schedule Around Student Needs

- Flexibility needs to be present in order for students to benefit from extended learning opportunities and varied activities
- Staff and students need to have empowerment while working within the master schedule
- Leaders think first about children and second about professional growth of adults and systems after that
- Schedules based and designed around student needs are most successful
- Each grade level and each team can be different . . . choice for students and staff
- Advisory is a belief . . . time needs to be a priority
- Limited amounts of students in the halls at the same time promote efficient, effective, safe practices
- Common class for starting and ending day allows students to organize for the day and for the evening

Beadle Middle School Mission Statement

Beadle Middle School will pursue world class educational excellence by the collaborative use of innovative and effective strategies designed to challenge our learning community. We guarantee that each student will achieve his or her highest potential academically, emotionally, socially and physically as responsible citizens of a global society.



Beadle Middle School Objectives

- All students will meet or exceed district and state standards while overall performance on district and state assessments improve annually.
- Each student will participate in setting and achieving challenging educational goals tailored to his or her abilities, interests and aspirations.
- The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.
- All students will make a successful transition from one level of education to the next.
- The percentage of students engaging in negative social behavior such as substance abuse, harassment and or acts of aggression will decrease annually.



Beadle Middle School NCA Objective

All students will annually improve their reading skills on all district, state and/or national reading assessments.

GEORGE BEADLE MIDDLE SCHOOL

School Address: 18201 Jefferson Street
Omaha, NE 68135

Main Office Phone: 715-6100

School Fax: 715-6140

Administrators: Principal: Mr. John Southworth
email: jdsouthw@mpsomaha.org



Assistant: Mr. Scott Butler
email: sbutler@mpsomaha.org

Counselors: Mrs. Jenny Powers
email: jepowers@mpsomaha.org

Dr. Tami Williams
email: tjwilliams@mpsomaha.org

Mrs. Liz Dickson
email: edickson@mpsomaha.org

Miss Susan Nelson
Email: senelson@mpsomaha.org

Secretaries: Mrs. Rhonda Hildebrand @ 715-6100
Mrs. Patty Griebel @ 715-6101
Mrs. Pam Ferdig @ 715-6100

School Hours: 7:45-2:45

School Web Site: <http://www.mpsomaha.org/beadle/index.htm>

Sneak Peek Day: May 1, 2009
Current Beadle students will be dismissed early so that incoming fifth grade students can join us for lunch and transition activities. Invitations will be sent home for this activity.

Fall Orientation: August 3 & 4, 2009
Fall Orientation Days provide an opportunity for students to pay fees, return completed emergency cards, health forms, pick-up schedules, and have their school pictures taken. New students and families will also be provided tours of the building. Information about this activity will be sent in a summer mailing.

School Starting Date: August 12, 2009

Birth Certificate: By state law that any student moving into a new school district provide the school with a certified (original) birth certificate, which has the raised seal. The original will be copied and returned.

Bus Transportation: Less than two miles: Call First Student (Formerly Laidlaw Bus Company): 896-0142
More than two miles and students east of 168th Street: Coupon books will be sold before school in the main office. Please make checks payable to First Student.

Health Form: Forms will be collected during Fall Orientation. Physical exams must have taken place after June 1, 2009, in order to be valid for athletic participation during the 2009-2010 school year.

Lunch Program: Some students may qualify for free or reduced price lunch. If you feel your child may qualify, please notify the office. Forms will be mailed to you.

Student lunch accounts are run through a computerized system. Students can deposit money into their account at school or parents can add money to their child's account through www.mylunch.com. If a student wants to add to his or her account, he or she must do so when arriving to school in the morning. If paying by check, please make the check payable to Millard Hot Lunch. When purchasing a meal and items, the cost is then subtracted electronically through the student's account.

HIGHLIGHTS FOR STUDENTS & PARENTS

BASE: Bulldog After School Exploration

BASE is held everyday when school is in session from 3:00-5:00 p.m. BASE is a program and opportunity we believe provides a safe, focused and more secure after school time for those students and parents needing an after school service. The BASE schedule includes time devoted to Academic Exploration while students work on homework, activities or projects with assistance from a teacher or paraprofessional. In addition to Academic Exploration, Enrichment Exploration are planned activities in the areas of art, technology, sports, recreation, communication skills, and skill building.

Similar to the Kids Network Program at the Elementary Level, there is a cost for students participating in BASE which will provide monies for materials, snacks and supervision. Any student not staying for a club, teacher or athletic practice/game after 3:30 p.m. will be expected to attend BASE with compensation provided by parents on a weekly basis. As with Kids Network, parents will need to come into the building to sign their child out for the day. Registration for BASE will be included in the Summer Mailing packet.

Locker Room, PE Shirts and Intramurals

PE shirts are an option for students to purchase to wear during their physical education classes. The cost for a PE Shirt is \$6.50. Sixth and seventh grade students have PE class throughout the school year while meeting every other day. Students are expected to change for class. Each student receives an assigned locker and lock to use for his or her gym clothes and shoes. Middle level students do not shower after gym class. Body spray or deodorant is a needed item for all middle school students. These are stored in their gym lockers.

Intramurals will take place throughout the year. Please see the Activities and Athletic section of this handbook for more information.

Special Education Services

We provide a continuum of services depending on the needs of each child. We have inclusion classes, where a student participates in a general education class with his or her peers while a special education teacher, paraprofessional or speech language pathologist team teaches within the class. We also have resource taught classes where a student will go to a classroom to be part of a small group while working with a special education teacher. Speech and language services are delivered in multiple settings ranging from working with a student in the regular classroom to working one on one with a student on articulation skills.

We also have three classrooms for students with more involved special needs. Students in these classrooms spend a large portion of their day there. However, again based on each student's needs, he or she will be in exploratory classes, speech language class, social skills class, PE, music and lunch.

Student Code of Conduct

Most of our students never have a behavior infraction which requires an office referral. However, when it does occur, teachers and administrators follow the parameters set forth in the Millard Public Schools Student Code of Conduct. The two infractions most committed at Beadle include Bullying/Harassment and Pushing/Shoving. Both of these infractions are serious and can have a huge impact on the learning environment in school.

MILLARD PUBLIC SCHOOLS SCHOOL ENROLLMENT REQUIREMENTS 2009/2010

Based on Nebraska Statutes:

1. A child will not be admitted into kindergarten unless such child has reached the age of five years or will reach such age on or before October 15 of the current year with the following exception:

The Board may admit a child who will reach the age of five between October 16 and February 1 of the current school year if the parent or guardian requests such entrance and provides an affidavit stating that:

- (a) the child attended kindergarten in another jurisdiction in the current school year; or
 - (b) the family anticipates a relocation to another jurisdiction within the current school year; or
 - (c) the child has demonstrated through recognized assessment procedures approved by the Millard Board of Education that he or she is capable of carrying the work of Kindergarten or the beginner grade.
2. A state certified birth certificate from the Bureau of Vital Statistics is required upon entrance into school.
 3.
 - a. The School Board requires evidence of physical examination by a qualified physician within 6 months prior to the entrance of a child into the beginner grade and seventh grade, or in the case of a transfer from out-of-state to any other grade of school.
 - b. No such physical examination shall be required of any child whose parents or guardian object thereto in writing.
 - c. The cost of such physical examination shall be borne by the parent or guardian of each child who is examined.

NEW STATE RULES AND REGULATIONS REGARDING IMMUNIZATIONS

<u>Student Age Group</u>	<u>Requirements for the 2009-2010 school year</u>
Students entering school for the first time (K or 1st Grade),	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday, 3 doses of Polio vaccine, 2 doses of MMR vaccine, given on or after 12 months of age and separated by at least one month,
Students entering 7th Grade,	3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age.
Transfer students from outside the State of Nebraska, regardless of grade (includes any foreign students).	1 dose of varicella (chickenpox) if given on or after 12 months of age and prior to 13 years of age. If given at over 13 years of age, 2 doses of varicella, separated by at least one month. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. (This includes students in grades K, 1, 2, 3, 7, 8, 9 and 10, plus all out of state transfer students.)
All students not listed above (grades 1 through 6 and 8 through 12)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4 th birthday, 3 doses of polio vaccine, 2 doses of MMR vaccine, given on or after 12 months of age and separated by at least one month, 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if the student is 11-15 years of age. Varicella is required for students in grade K, 1, 2, 3, 7, 8, 9, and 10, plus all out of state transfers.

A student is exempt if the required immunizations are medically contraindicated based on a physician's statement or are in conflict with the student's religious beliefs based on a notarized affidavit from the student or the minor student's parent or guardian. The written statement is to be kept in the student's school file.

Provisional enrollment is permitted under two circumstances: (1) Students who have begun the required immunizations and continue to receive the necessary immunizations as rapidly as is medically feasible. The immunizations must be completed within 9 months. (2) Students who are children or wards of active duty military transferring from another state or foreign country. Parents must provide a signed statement that the student has the required immunizations and present written evidence within 60 days in order for the students to continue school.

The school district cannot pay doctors' bills for these services. If parents are unable to pay for immunizations, they should contact the Nebraska Department of Health, Immunization Program, in Lincoln, or the Omaha-Douglas County Health Department. According to law, students who do not comply with the regulations, will not be allowed to continue attending school.

SIXTH GRADE

LANGUAGE ARTS

0650 Reading 6

1 Year

Students will learn to use comprehension strategies to apply while reading a variety of narrative, informational, and non-print texts. Students will develop their fluency, word analysis and vocabulary skills, and demonstrate comprehension of text. This course prepares students for Reading 7.

0600 English 6

1 Year

Students will read, write, and communicate through a variety of media, with diverse purposes and audiences. Students will refine the writing process to plan, draft, revise, edit, and publish by analyzing both fiction and nonfiction models and examples. This course focuses on expository writing and speaking, and prepares students for English 7.

MATHEMATICS

2600 Math 6

1 Year

Students will study addition, subtraction, multiplication and division of whole numbers, decimals and fractions; measurement; graphing; statistics; geometry and problem solving. Students are also introduced to percents, ratio and proportion, and one-step equations.

2610 Challenge Math 6

1 Year

Students will study addition, subtraction, multiplication and division of whole numbers, decimals, fractions and integers. They will also study one-step equation solving, problem solving, statistics, ratio, proportion, percent, and 2- and 3-dimensional geometry. This course consolidates the arithmetic of previous grades and prepares students for Pre-Algebra.

Prerequisites: Qualifying test scores on Orleans Hanna test, Terra Nova scores, and other factors are considered.

2620 Pre-Algebra

1 Year

Students will study number theory, operations with rational numbers, scientific notation, solving one-step and multi-step equations and inequalities, statistics, ratio, proportion, percent, geometry and coordinate graphing. This course prepares students to take Algebra.

Prerequisites: Qualifying test scores on Orleans Hanna test, Terra Nova scores, and other factors are considered.

SCIENCE

3600 Science 6

1 Year

Students will use scientific inquiry to investigate the natural world and understand the connections among physical, life, and earth sciences. Students will also explore the role of science in society. Concepts included in sixth grade science are light and sound, the structure of earth, diversity and adaptation of organisms, and the structure and function of living systems including plants.

SOCIAL STUDIES

4600 Social Studies 6

1 Year

Students will study cultures of the Eastern Hemisphere from Pre-history through the Middle Ages incorporating geography, history, culture, government and economics. Geography and current events will be included throughout the year.

WORLD LANGUAGE

1600 World Language Survey

Alternate Days, 1 Year

World Language Survey gives students a brief, unique opportunity to learn about three languages: French, German and Spanish. This class, consisting of three 12-week segments, meets on alternate days and provides a basic introduction to each language. Students participate in activities related to the language and customs of each culture. As with any language course, some memorization is necessary. Students will demonstrate learning through various activities and projects.

PHYSICAL EDUCATION

8600 Physical Education 6

Alternate Days, 1 Year

The sixth grade physical education program is co-educational. This course provides students opportunities to gain knowledge and skills necessary to maintain lifelong participation in physical activities. Sixth grade physical education emphasizes continued development of skills and lead-up games in a variety of lifetime activities with a concentration on individual physical fitness.

ART

7650 Art 6

6 Weeks

Sixth grade art is an introductory course designed to give students an overview to the elements of art: shape, line, color, value, texture, space, and form. Included in this course are two-dimensional and three-dimensional experiences, some of which may be painting, drawing, and sculpture. Students will explore the influences of art from other times and cultures.

MUSIC

Required

7610 General Music 6

6 Weeks

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

Elective

In addition to General Music 6, students may choose one or more of the following electives. Administrators and music teachers will assist with the most appropriate scheduling options for each student. The following courses are electives offered in conjunction with Guided Study.

Band 6 (1 Year)

Orchestra 6 (1 Year)

Chorus 6 (Trimester or Year)

7600 Band 6

1 Year

Sixth grade band is a continuation of the instrumental music studies begun in 5th grade. In addition to improving individual playing skills, students will begin to learn group-playing techniques. Every band student will learn proper rehearsal behavior (attentiveness, respect, good posture, etc.), three major and three minor scales, the chromatic scale, fundamentals of music theory, tone production, breath control, and the importance of practicing for improvement. Percussionists will also learn 12 rudiments. Students are required to turn in weekly practice records and perform at all scheduled concerts.

7620 Orchestra 6

1 Year

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

7630 Chorus 6

Trimester or Year

This is a performance-oriented course which includes required concert participation. This class develops the student's ability to sing two-part choral literature. Students will be introduced to vocal technique, theory and sight-reading. Participation in Chorus 6 is a firm building block for successful participation in Chorus 7 and lifelong involvement in music.

FAMILY & CONSUMER SCIENCES

Students will take one of the following courses in 6th grade and the other in 7th grade.

5610 Foods, Nutrition & Family Living

6 weeks

Students will learn food preparation skills to prepare snacks and simple meals. Students will use consumer skills and nutrition information to select snacks and meals for busy teens. Students will learn safe practices to stay alone or to care for younger children.

5620 Textiles, Clothing & Design

6 weeks

Students will learn skills to care for clothing and home environments. Students will learn to operate sewing equipment to complete a project.

HEALTH

8610 Health 6

6 weeks

This course provides an introduction to the promotion of good health and well-being. Activities emphasize the positive choices one makes related to personal health, nutrition, fitness, safety and first aid, drugs, environmental health, and human growth and development.

COMPUTER APPLICATIONS

2660 Computer Applications 6

6 Weeks

This course provides students with an exploratory experience in the world of computers. It provides a review of keyboarding skills; work with an integrated software package incorporating word processing, database, and spreadsheet; use of the internet; e-mail; and multimedia software that integrates text, graphics, sound, and video. Ethical use of computer systems and software is stressed at all times.

INDUSTRIAL TECHNOLOGY

6600 Industrial Technology 6

6 Weeks

Students will be introduced to several areas of technology. Each area is called a Mission. Twenty-one missions are offered (see list below). Paired students work for three days on a Mission. Each day students complete a “hands on” activity. Creative problem solving is taught through Discovery Day activities that occur between Missions.

Sixth Grade Missions

Architecture

Automation

Balloons

Communications

Computer Drafting

Desktop Publishing

Drafting

Electrifying

Engineering

Hang Gliding

HoverCraft

MagLev

Manipulation

Processing Plastics

Resources

Robotics

Rockets

Simulation

Transportation

Visual Communications

Wall Construction

SPECIAL EDUCATION

Recommended by student's Individual Educational Plan

9610	Essentials of English 6	1 Year
9615	Essentials of Reading 6	1 Year
9620	Essentials of Math 6	1 Year
9630	Essentials of Science 6	1 Year
9640	Essentials of Social Studies 6	1 Year
9910	Fundamentals of English	1 Year
9915	Fundamentals of Reading	1 Year
9920	Fundamentals of Math	1 Year
9930	Fundamentals of Science	1 Year
9940	Fundamentals of Social Studies	1 Year

RETEACHING OPPORTUNITIES

Millard Public Schools provides many opportunities for students to be successful in their courses and on district and state assessments. In order to provide additional learning opportunities for middle level students, there may be times when a student schedule is adjusted for additional instruction within the school day. Communication between teachers, parents and students will occur prior to schedule changes due to the addition of a reteaching course.

SEVENTH GRADE

LANGUAGE ARTS

0750 Reading 7 **1 Year**

Students will learn to use comprehension strategies, word meanings, critical thinking skills and to develop and enjoyment of reading. Emphasis will be placed on active reading and practicing strategies independently through a variety of text.

0700 English 7 **1 Year**

Students will read, write, and communicate through a variety of media, with diverse purposes and audiences. Students will refine the writing process to plan, draft, revise, edit, and publish by analyzing both fiction and nonfiction models and examples. This course focuses on persuasive writing and speaking, and it will prepare students for English 8.

MATHEMATICS

2700 Math 7

1 Year

Students will study addition, subtraction, multiplication and division of whole numbers, decimals, fractions and integers. They will also study one-step equation solving, problem solving, statistics, ratio, proportion, percent, and 2- and 3-dimensional geometry. This course consolidates the arithmetic of previous grades and prepares students for Pre-Algebra.

2710 Pre-Algebra

1 Year

Students will study number theory, operations with rational numbers, scientific notation, solving one-step and multi-step equations and inequalities, statistics, ratio, proportion, percent, geometry and coordinate graphing. This course prepares students to take Algebra.

Prerequisites: Challenge Math

2720 Algebra

1 Year

Algebra is a course designed for those students who have mastered the basics of arithmetic and pre-algebra, and who understand mathematics in a more abstract form. This is a typical first-year algebra course.

Prerequisites: Pre-Algebra

SCIENCE

3700 Science 7

1 Year

Students will use scientific inquiry and technology to demonstrate an understanding of the unifying concepts and processes of the natural world. Students will identify the relationships among the personal, social, and historical aspects of science. Concepts included in seventh grade science are motion and forces, energy and energy transfer, geological processes, and the structure and function of living systems with emphasis on cells and human body systems.

SOCIAL STUDIES

4700 Social Studies 7

1 Year

This course helps students develop critical thinking and problem solving skills. Students will investigate the physical geography, climate, economy, political systems and demographics of countries in the Western Hemisphere, South Pacific and Western Europe. The importance of current events will be emphasized throughout the year.

Students select Success Strategies or one of the following world languages.

WORLD LANGUAGE

1710 French I-A

Alternate Days, 1 Year

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the French-speaking countries. This course begins in seventh grade, meeting on alternate days, and will continue every day in French I-B in eighth grade. French I-A/I-B is a two-year course and equivalent to French I taught in high school.

1730 German I-A**Alternate Days, 1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the rich German heritage within the United States. This course begins in seventh grade, meeting on alternate days, and will continue every day in German I-B in eighth grade. German I-A/I-B is a two-year course and equivalent to German I taught in high school.

1720 Spanish I-A**Alternate Days, 1 Year**

In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required. This course begins in seventh grade, meeting on alternate days, and will continue every day in Spanish I-B in eighth grade. Spanish I-A/I-B is a two-year course and equivalent to Spanish I taught in high school. Move-in students who did not have the opportunity to take Spanish I-A in seventh grade may take first semester of Spanish I in High School Summer School in order to be prepared for Spanish I-B in eighth grade.

SUCCESS STRATEGIES**0710 Success Strategies****Alternate Days, 1 Year**

Students will explore strategies for success. Discover facets of study skills, skills to help with memorization, test-taking skills, note-taking, vocabulary development, and ways to determine your own learning styles.

PHYSICAL EDUCATION**8700 Physical Education 7****Alternate Days, 1 Year**

This co-educational course is designed to expose students to a variety of team and individual activities. The purpose of the 7th grade program is to provide students continued opportunities to develop skills and individual fitness through physical activity.

ART**7750 Art 7****6 Weeks**

The elements of art will be used to develop an understanding of the principles of design: balance, rhythm, movement, contrast, emphasis, repetition, and unity. Included in this course are two-dimensional and three-dimensional experiences, some of which may be painting, drawing, and sculpture. Students will continue to explore the influences of art from other times and cultures.

MUSIC

Required

7710 General Music 7

6 Weeks

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

Elective

In addition to General Music 7, students may choose one or more of the following electives. Administrators and music teachers will assist with the most appropriate scheduling options for each student. The following courses are electives offered in conjunction with Guided Study.

Band 7 (1 Year)

Orchestra 7 (1 Year)

Chorus 7 (Trimester or Year)

7700 Band 7

1 Year

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

7720 Orchestra 7

1 Year

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

7730 Chorus 7

Trimester or Year

This is a performance-oriented course, which includes required concert participation. This class develops the student's ability to sing two-part and/or three-part choral literature. Students will continue their studies of vocal technique, theory and sight-reading. Participation in Chorus 7 is a firm building block for successful participation in Chorus 8 and lifelong involvement in music.

FAMILY & CONSUMER SCIENCES

Students will take one of the following courses in 6th grade and the other in 7th grade.

5710 Foods, Nutrition & Family Living

6 weeks

Students will learn food preparation skills to prepare snacks and simple meals. Students will use consumer skills and nutrition information to select snacks and meals for busy teens. Students will learn safe practices to stay alone or to care for younger children.

5720 Textiles, Clothing & Design**6 weeks**

Students will learn to care for clothing and home environments. Students will learn to operate sewing equipment to complete a project.

HEALTH**8710 Health 7****6 Weeks**

This course helps students develop and maintain healthy lifestyles. Emphasis is placed on information and the positive choices they can make to promote good health, now and throughout their life. Health class focuses on personal wellness, stress management, diseases, nutrition, physical fitness, drug misuse and abuse, and body systems.

COMPUTER APPLICATIONS**2760 Computer Applications 7****6 Weeks**

This course provides students with an exploratory experience in the world of computers, building on previously acquired skills. Students will experience a variety of digital processes used with computers. The course includes work with an integrated software package incorporating word processing, database, and spreadsheet; use of the internet; and multimedia software that integrates text, graphics, sound, and video. Ethical use of computer systems and software is stressed at all times.

INDUSTRIAL TECHNOLOGY**6700 Industrial Technology 7****6 Weeks**

Students will continue to explore technology through “hands on” activities. There are 27 courses, called Modules (see list below). Paired students work for seven days on a Module. In addition to the “hands on” Module activities, students complete a pre-test, 12 research challenges and a post-test. Each student will be assessed three times during each Module, demonstrating to the instructor concepts learned and projects completed. Creative problem solving strategies are taught during Discovery Days, which occur between each Module rotation.

Seventh Grade Modules

Alternative Energy	Digital Transportation	Interior Design
Applied Physics	Digital Video	Music & Sound
Audio Broadcasting	Electricity	Personal Finance
CADD	Electronics	Practical Skills
CNC Manufacturing	Energy Power & Mechanics	Production
CNC Milling	Engineering Bridges	Research & Design
Computer Graphics & Animation	Engineering Towers	Robotics
Creative Solutions	Engines	Rocketry & Space
Digital Design	Flight Technology	Weather

SPECIAL EDUCATION

Recommended by student's Individual Educational Plan

9710	Essentials of English 7	1 Year
9715	Essentials of Reading 7	1 Year
9720	Essentials of Math 7	1 Year
9730	Essentials of Science 7	1 Year
9740	Essentials of Social Studies 7	1 Year
9910	Fundamentals of English	1 Year
9915	Fundamentals of Reading	1 Year
9920	Fundamentals of Math	1 Year
9930	Fundamentals of Science	1 Year
9940	Fundamentals of Social Studies	1 Year

RETEACHING OPPORTUNITIES

Millard Public Schools provides many opportunities for students to be successful in their courses and on district and state assessments. In order to provide additional learning opportunities for middle level students, there may be times when a student schedule is adjusted for additional instruction within the school day. Communication between teachers, parents and students will occur prior to schedule changes due to the addition of a reteaching course.

EIGHTH GRADE

LANGUAGE ARTS

0800 English 8 **1 Year**
Students will continue to improve their reading, writing, speaking, and multiple literacy skills. Students will continue to use the six traits of writing (ideas, organization, voice, sentence fluency, word choice, and conventions) to improve their academic and personal writing. This course prepares students for the State Standard Descriptive Writing Assessment, Speaking Assessment, and English 9.

MATHEMATICS

2800 Pre-Algebra **1 Year**
Students will study number theory, operations with rational numbers, scientific notation, solving one-step and multi-step equations and inequalities, statistics, ratio, proportion, percent, geometry and coordinate graphing. This course prepares students to take Algebra.

2810 Algebra **1 Year**
Algebra is a course designed for those students who have mastered the basics of arithmetic and pre-algebra, and who understand mathematics in a more abstract form. This is a typical first-year algebra course.
Prerequisites: Pre-Algebra

2820 Geometry**1 Year**

Students will learn traditional geometric facts, applications of those facts, and the axiomatic method used to derive those facts.

Prerequisites: Algebra

SCIENCE**3800 Science 8****1 Year**

Students will learn the connections among physical, earth, and space sciences. Students will explore the concepts of electricity and magnetism, the solar system, and properties and changes in properties of matter. Students will demonstrate their understanding of these concepts through scientific inquiry and the use of technology.

SOCIAL STUDIES**4800 American History 1776-1914****1 Year**

Eighth grade American History consists of a chronological approach emphasizing the social and political impact on the development of the United States. This course begins with a review of English colonization, the American Revolution and the United States Constitution. A detailed study of the United States from 1776 through 1914 then follows. Included within appropriate context will be units of study about Nebraska history and Native Americans. Special emphasis will be placed on geographical concepts, current events, writing and interdisciplinary units. In the ninth grade, students will continue the study of the United States from 1914 to the present.

PHYSICAL EDUCATION**8800 Physical Education 8****3 Hexters**

The 8th grade physical education program is designed to expand the student's exposure to team and individual activities with a concentration on individual fitness. This program emphasizes application of skills and sport knowledge through game participation.

HEALTH**5880 Know Your Self****6 weeks**

This required class gives students the opportunity to learn more about themselves in units covering personality/self-concept, communication, family, friends/cliques, eating disorders, and human sexuality. The unit on human sexuality focuses on seven basic values: equality, honesty, respect, responsibility, promise-keeping, self-control and social justice. The theme throughout the human sexuality unit is abstinence.

Students select Success Strategies or one of the following world languages.

WORLD LANGUAGE**1810 French I-B****1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices

relating to the French-speaking countries. This course meets daily and is a continuation of the French I-A course begun in seventh grade. French I-A/I-B is a two-year course. Students who want to take French I in middle school must begin in seventh grade.

1830 German I-B

1 Year

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the rich German heritage within the United States. This course meets daily and is a continuation of the German I-A course begun in seventh grade. German I-A/I-B is a two-year course. Students who want to take German I in middle school must begin in seventh grade.

1820 Spanish I-B

1 Year

In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required. This course meets daily and is a continuation of the Spanish I-A course begun in seventh grade. Spanish I-A/I-B is a two-year course. Students who want to take Spanish I in middle school must begin in seventh grade.

1822 Spanish I

1 Year

In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required. The outcomes of this course are the same as the two-year Spanish I-A/I-B that begins in seventh grade; however, because this eighth grade course is taught in just one school year, some content will 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 I-A during seventh grade may take this course in eighth grade with administrator approval.

SUCCESS STRATEGIES

0810 Success Strategies

1 Year

Students will explore strategies for success. Discover facets of study skills, skills to help with memorization, test-taking skills, note-taking, vocabulary development, and ways to determine your own learning styles.

ART

7850 Drawing

6 Weeks

Students will explore the Elements of Art and Principles of Design, concentrating on a variety of drawing skills and techniques to further their cultural and historical visual arts awareness.

Materials include, but are not limited to, pencils, pen and ink, oil pastels, chalk and charcoal. Assignments vary from still life, portraits, landscapes, perspective, and creative compositions.

7860 Painting

6 Weeks

Students will explore the Elements of Art and Principles of Design, concentrating on a variety of painting skills and techniques to further their cultural and historical visual arts awareness. Materials include, but are not limited to, oil pastels, watercolors, tempera and acrylic paintings. Assignments vary from still life, portraits, landscapes, perspective, and creative compositions.

7870 Pottery/Sculpture

6 Weeks

Students will explore the Elements of Art and Principles of Design, concentrating on a variety of Pottery/Sculpture materials which include, but are not limited to clay, plaster, wood, papier mache, cardboard and wire. Assignments vary from pinch, coil and slab clay construction, carving and assemblage.

7880 Printmaking/Fibers

6 Weeks

Students will explore the Elements of Art and Principles of Design, concentrating on a variety of Printmaking/Fiber skills and techniques to further their cultural and historical visual arts awareness. Printmaking/Fiber materials include, but are not limited to yarn, jute, linoleum blocks, styrofoam, fabric, stamps and found objects. Assignments vary from tie-dye, batik, weaving, basket coiling and various printmaking methods.

MUSIC

7800 Band 8

1 Year

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

7820 Orchestra 8

1 Year

Students will study intermediate level repertoire from the string orchestra literature. The students will also study intermediate music theory and music history concepts as well as building artistry and skill in individual and group settings. Students enrolled in this class will be required to participate in several public performances with the group, most of which take place in the evening.

7810 Chorus 8

Trimester, Semester or Year

Eighth grade Chorus is a performance-oriented course, which includes required concert participation, develops the student's ability to sing three-part and/or four-part choral literature. There will be a continued emphasis on vocal technique, theory and sight-reading. Participation

in Chorus 8 is a firm building block for successful participation in the various high school choral ensembles and lifelong involvement in music.

FAMILY & CONSUMER SCIENCES

5810 Food for Teens 6 weeks

Students will use new food preparation techniques and equipment to prepare a variety of foods. Students will explore nutrition, food decision-making and cooking skills

5840 Super Sewing 6 weeks

Students will learn to use a pattern and the latest technology in sewing machines and sergers to make simple apparel. Learn to make consumer decisions related to clothing.

5830 Designing Spaces 6 weeks

Students will use elements and principles of design to create a bedroom floor plan. Create crafts and accessories to decorate a room. Explore textile, design and housing related careers.

5820 Career Planning 6 weeks

It's never too early to think about future career goals. This course will assist students in making decisions regarding educational career choices that will prepare them for their future. Students will identify interest areas, explore clusters of occupations, practice interviewing, learn positive job skills, and interview members of the community about their careers. Exploring a variety of career options will assist students as they develop their educational plans for high school and beyond.

5850 Managing Money 6 weeks

Students will prepare for life's financial realities. Students will explore the relationship between earning money and spending it. Smart consumer behavior will be discussed. Students will be introduced to managing a checkbook, creating a budget and planning for large expenditures. Students will apply math skills through the calculation of discounts, taxes, interest income and more.

INDUSTRIAL TECHNOLOGY

6800 Industrial Technology 8 6 Weeks

Students will continue to explore technology through "hands on" activities. The Modules and Module activities offered are the same as 7th grade; however, eighth graders cannot take the same Modules covered in seventh grade. Creative problem solving strategies are taught during Discovery Days, which occur between each Module rotation.

Eighth Grade Modules

Alternative Energy
Applied Physics
Audio Broadcasting

CADD
CNC Manufacturing
CNC Milling

Computer Graphics &
Animation
Creative Solutions

Digital Design

Digital Transportation
Digital Video
Electricity
Electronics
Energy Power &
Mechanics
Engineering Bridges
Engineering Towers
Engines
Flight Technology

Interior Design
Music & Sound
Personal Finance
Practical Skills
Production
Research & Design
Robotics
Rocketry & Space
Weather

COMPUTER APPLICATIONS

2861 Web Design **6 weeks**

Students will apply design elements to create web pages with computer graphics.

2863 Graphic Design **6 weeks**

Students will apply design elements to create animated and still multimedia products.

2860 Desktop Publishing **6 weeks**

Students will design and create printed or electronic publications.

SPECIAL EDUCATION

Recommended by student's Individual Educational Plan

9810 Essentials of English 8 **1 Year**

9815 Essentials of Reading 8 **1 Year**

9820 Essentials of Math 8 **1 Year**

9830 Essentials of Science 8 **1 Year**

9840 Essentials of Social Studies 8 **1 Year**

9910 Fundamentals of English **1 Year**

9915 Fundamentals of Reading **1 Year**

9920 Fundamentals of Math **1 Year**

9930 Fundamentals of Science **1 Year**

9940 Fundamentals of Social Studies **1 Year**

RETEACHING OPPORTUNITIES

Millard Public Schools provides many opportunities for students to be successful in their courses and on district and state assessments. In order to provide additional learning opportunities for middle level students, there may be times when a student schedule is adjusted for additional instruction within the school day. Communication between teachers, parents and students will occur prior to schedule changes due to the addition of a reteaching course.

ACTIVITIES AND ATHLETICS

There are many opportunities available to Beadle Middle School students. The Beadle staff made our co-curricular program a priority as we opened our building in order to maximize school involvement for all students. Students involved in activities and athletics are required to demonstrate appropriate behaviors during these opportunities.

Students involved in athletics are also required to demonstrate sportsmanship at all practices and during games or matches. Middle level Activity Directors and coaches provide athletic competitions to all interested students, whether they have participated in community athletic organizations or not, thus enabling all students the opportunity to explore various sports. All adults, including spectators, involved in middle level athletic competitions are expected to model good sportsmanship practices.

We encourage our students to participate in as many activities and athletic programs they feel they can handle throughout the school year. This is their opportunity to explore these programs and organizations as they determine what they might like to further concentrate on in future years.

Athletics

Basketball	6 th & 7 th grade 8 th grade	Intramural Interscholastic
Football	7 th & 8 th grade	Interscholastic
Track	7 th & 8 th grade	Interscholastic
Volleyball	6 th & 7 th grade 8 th grade	Intramural Interscholastic
Wrestling	7 th & 8 th grade	Interscholastic

Clubs & Activities

Clubs and activities are open to all students that fall within the grade level requirements. The club structure is flexible and allows for the addition and deletion of curricular related organizations as dictated by student interest. Below is a list of clubs and activities along with a description of each of them. Sign-ups will occur in the fall and as new students join us.

Art Club	Book Circle Club	Chess Club
Cross Country Club	Dance Club	Debate Club
Drama Club	Environmental Club	FCS Club
Fitness Club	Future Educator's Club	Journalism Club
Photography Club	Science Olympiad Club	Scrapbook Club
Stock Market Club	Student Council & School Pride	Top Dawgs
Wits Clash/Knowledge Masters	Writing Club	Yearbook
Youth to Youth		

Performance Groups

Jazz Band	Swing Choir
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Art Club 6th, 7th & 8th

This is a great club if you like arts and crafts. We will be working together in many art forms in fun ways. You will have the chance to experiment in many art techniques, processes and ideas. You do not have to be good in art to be in this club . . . you just have to want to have fun!

Book Circle Club 6th, 7th & 8th

If you are a book lover, this is the club for you! We read, have snacks, and share ideas about books. Find out what your peers are reading, and hear their recommendations about good books and authors. Drop in occasionally or stay all year!

Chess Club 6th, 7th & 8th

No experience necessary for this club! Beginners are more than welcome. We will learn how to play chess and improve our chess playing skills. Our club will meet once a week. Later in the year we will participate in district and state tournaments.

Cross Country Club 6th, 7th & 8th

The Cross Country Club welcomes everyone! Have fun while learning a new sport, proper training techniques, and how to set goals. During the season, the club will train together two to three times a week and will participate in two or three Cross Country meets. This is a great way to explore this as a possible sport for high school.

Dance Club 6th, 7th & 8th

The Beadle Dance Club will provide an opportunity for you to learn routines that members of the club help write and create! If you feel creative, like to dance and want to promote school pride, this is the club for you! The Dance Club performs once or twice during home games and may perform at a school assembly.

Debate Club 6th, 7th & 8th

BMS Debate & Mock Trial Club is designed to teach students basic trial processes, judicial resolution of disputes and the development of oral advocacy skills. This club is designed to achieve the following:

- ~ increase proficiency in basic skills such as listening, speaking, reading, reasoning, and formulating an effective persuasive argument.
- ~ enhance understanding of the law and constitutional issues.
- ~ promote cooperation and healthy competition
- ~ provide hands-on experience from which you will have the opportunity to listen to legal and community leaders and participate in mini-mock trial competitions.

Drama Club 6th, 7th & 8th

The Drama Club will perform one or two plays during the school year. If you love to be on stage or are interested in working behind the scenes, we would love to have you. We will also be attending professional performances and work on acting skills through improvisation.

Environmental Club 6th, 7th & 8th

Environmental Club is a club for you if you are interested in planning activities for our school that promote the environment. The opportunities with this club are numerous. Come with your great ideas and be ready to kick-off Environmental Club at Beadle!

FCS (Family Consumer Science) Club 6th, 7th & 8th

You will meet once a month after school to make a recipe or craft project. If you like to spend time with friends while you learn to cook or sew, then you will want to join the FCS Club!

Fitness Club

6th, 7th & 8th

Fitness can be fun! From walking to skiing, together we will explore many ways to stay in shape. It is an opportunity to better your body while having a blast! Come join us for fun and fitness!

Future Educator's Club

6th, 7th & 8th

Do you think you'd like to be a teacher someday? Did you know there are activities and opportunities you can participate in that will help you decide if this is the career choice for you? If this is a possibility in your future, come join us!

Jazz Band

7th & 8th

In Jazz Band you will be given the opportunity to perform a variety of music, primarily jazz. Students currently enrolled in band or orchestra may audition for Jazz Band at the beginning of the new school year. Jazz Band performs numerous concerts and special engagements throughout the year. Rehearsals are on Monday and Thursday mornings at 7:00 a.m. See Mrs. Lindquist if you are interested in being a member of Jazz Band.

Journalism Club

6th, 7th & 8th

Do you enjoy writing and interviewing others? Do you like to participate in a project and see it come together into the final form? Do you like to think of things that would be of interest to Beadle students, staff and parents? Do you think you can handle deadlines? If these ideas interest you, then you are a potential Journalism Club member!

Photography Club

6th, 7th & 8th

If you are interested in exploring the digital camera and its many uses, this is the club for you! Learn to capture quality pictures and import them into slide show presentations, web sites, the newspaper and the Beadle Yearbook.

Science Olympiad

6th, 7th & 8th

Science Olympiad is a national club that involves science activities covering numerous topics. Students will be working on bottle rockets, battery buggies, astronomy and other activities. The goal is to compete in the State Science Olympiad Competition against other clubs from Nebraska. Students who like science, like to build and experiment and enjoy being creative are encouraged to join this fun club!

Scrapbook Club

6th, 7th & 8th

Scrapbooks are a great way to remember your school years. In the Scrapbook Club you will learn and share ideas on how to use craft scissors, colored and patterned paper, stickers and other materials to create scrapbook pages for your photos and momentos. We will meet once a month, so bring several photos and a friend to this fun & creative club!

Stock Market Club

6th, 7th & 8th

Stock Market Club meets during the second semester for ten consecutive weeks. The Nebraska Economic Council sponsors an on-line stock market game. We will compete with other middle school throughout Nebraska. Come learn about the Stock Market and compete with others!

Student Council

6th, 7th & 8th

Do you want to be a leader at BMS? Do you want to help promote school activities? Do you want to help make decisions about the future of Beadle? If you answered yes to any of these questions, then Student Council is the club for you! The Beadle Student Council is open to all students. We will meet monthly to plan events and activities. Some examples include dances, assemblies, community service projects, and many more!

Swing Choir

7th & 8th

Swing Choir is an auditioned group of seventh and eighth grade students who love to sing and dance. Swing Choir will meet before school two mornings a week and lasts the entire school year. The group will perform at most school concerts and a few other engagements. Auditions will be held in the spring for the following school year. Members will be asked to purchase a Swing Choir outfit. If you like to sing and want to have fun, audition for the Swing Choir!

Technology Club

6th, 7th & 8th

Technology Club offers the opportunity to use advanced skills in graphics, animation, and web design. Students who love learning new computer applications will enjoy technology club! All students are welcome!

Top Dawgs

6th, 7th & 8th

Top Dawgs are a select group of students who are trained to help with special projects and outreach programs. Being a Top Dawg is a two-year commitment, and these students are selected via an application and interview process. These student leaders begin as a Top Dawg in the middle of their 6th grade year and fulfill their duties through the middle of their 8th grade school year. During the second semester, Top Dawgs go to the elementary schools and lead small group discussions with the fifth grade students regarding the transition to middle school. They also assist as mentors in the 6th grade Bulldog Blocks, lead activities during 5th grade Sneak Peek in May, and serve as guides during Fall Orientation in August.

Wits Clash & Knowledge Masters

6th, 7th & 8th

Wits Clash & Knowledge Masters is a club meant to help you use and expand your knowledge. We practice and compete against other middle schools in academic competitions. Come join us and expand your knowledge!

Writing Club

7th & 8th

Here's your chance to make history by publishing the Beadle Middle School yearbook! Whether you like to write, interview people, be a creative page designer or do all three, this is the club for you. Help record history by creating a yearbook that represents our school!

Yearbook Club

7th & 8th

Here's your chance to make history by publishing the Beadle Middle School yearbook! Whether you like to write, interview people, be a creative page designer or do all three, this is the club for you. Help record history by creating a yearbook that represents our school!

Youth to Youth

6th, 7th & 8th

Youth to Youth is a drug free club to promote a healthy drug, tobacco and alcohol free lifestyle. We take monthly trips such as ice skating, movies, bowling, etc. to show you how to have fun without drugs and alcohol. We also have periodic informational meetings to learn of specific dangers of using drugs, alcohol and tobacco. If you are someone who wants to have fun and learn why it's important to stay drug free than this is the club for you!

Organizational Skills

Parent Tips to Assist Your Young Adolescent

The best opportunity to foster the development of good organizational skills and habits comes at the *beginning* of the school year. If you, as a parent, can help your children develop an effective organizational system for studying and keep it going for six weeks, it is very likely that they will have developed the habits that will keep them organized for the rest of the school year. After each progress report and report card comes home is another good time to re-emphasize organization. Parents can help their children evaluate their systems for organizing, restock their supplies, and emphasize goals they may set for themselves.

Keep in mind that the key to being organized is staying organized. Students should evaluate and modify their systems for organizing papers, school supplies, and schedules.

In order to develop and maintain good study habits and organizational habits, your children will need your support. The following are some suggestions and guidelines that you may find helpful:

- Be sure that your children have the school supplies they need. Students should inventory and restock basic supplies, such as pencils and paper, every three to six weeks. Not having needed school supplies can be embarrassing and distracting and can lead to poor performance.
- It is a good idea to post a calendar that can be used to mark upcoming events, school related and otherwise. Field trips, tests, sports activities and any other appointments can be marked on the calendar. Your child should be actively involved in maintaining and checking the calendar. If you have several children, you may want them to keep individual calendars. The Millard District mails an activity calendar to Millard families. The Beadle office staff provides a calendar in the *News Beat* for you to post at home.
- Provide a place for your child to study that will help him or her be productive. We suggest an area that is well-lit, well-ventilated, structured, and free from distractions. It should be a place where he or she can store books and supplies in an organized way. A bookshelf, desk, and file organizer are ideal; however, a quiet work space in the home works well also.
- Avoid doing your child's homework for him or her. Students may not get all of the answers correct, but that experience is an important part of the learning process.



- When it comes to studying material, offer assistance. When your child is working to memorize or rehearse information, you can help by quizzing him or her over the material. When doing so, try to teach him or her some strategies for learning the information independently.
- Establish a regular block of time for studying for your child, one that takes place regardless of homework. During this time your child can complete homework, review lessons, plan for any upcoming projects, organize his or her materials, or read for leisure.
- Try not to scrutinize your child's work too much. If you are too demanding, your child may avoid you when it comes to school work. Instead, offer encouragement. This will keep your child coming back to you and the communication lines remain open. Encourage your child to use his or her time wisely at school. Don't wait for help. Have him or her ask a teacher when he or she needs assistance.

Being organized greatly reduces the amount of stress students experience and lets them focus on the learning tasks at hand. Study skills and organizational skills are life skills. These skills will not only help your children in school, they will also help them to become successful adults and life-long learners.

A strong communication link between home and school is the Beadle Middle School Student Agenda. Your child is expected to use the Student Agenda to write all given assignments and learning objectives throughout the school day. As assignments are completed your child "checks off" the assignment. Have your child get in the habit of bringing the Student Agenda back and forth between home and school. As a parent, ask your child to share his or her Student Agenda with you each night. It can be a great tool to spark conversation about your child's day!

An excellent resource book for parents to read is [How To Double Your Child's Grades In School](#), by Eugene M. Schwartz (revised edition 1999).



BEADLE MIDDLE SCHOOL

LOCKER DO'S & DON'TS

DO	DON'T
✓ Lockers include 1 shelf, which is pre-installed. <i>We are investigating the possibility of installing a second self in each locker, but can't guarantee this will be completed by the 2007-08 school year.</i>	✓ Beginning this year, due to growing damage to lockers and locks, students are no longer able to put any additional shelf units in their lockers.
✓ Keep your locker neat – clean it out periodically.	✓ Over fill your locker with unnecessary items.
✓ Make sure your things are placed in an orderly manner.	✓ Place objects directly behind the lock or in door jams.
✓ Treat your locker well so you prevent problems from happening.	✓ Slam the door to try to close with something in the way.
✓ Be patient while using your combination. Remember to slowly use your combo. You will get used to it!	✓ Move to each number too quickly. You will become better with practice!
✓ Ask for help if you think something is wrong. For example: knob is too hard to turn, door sticks, lock is loose, or if something accidentally gets stuck in the door jam.	✓ Do not be afraid to ask for help or let an adult know there is a problem.
✓ Ask help only from a staff member.	✓ Do not give your locker combination to anybody else - including your close friends!
✓ Use magnets to hang things inside.	✓ Use tape or write with erasable markers inside the locker. If you damage a locker, it could cost you or your parents money to be repaired.
✓ Keep your lunch in your locker until lunch time.	✓ Keep food or empty containers in your locker.
✓ Keep area above the lockers clear.	✓ Do not put books or other belongings on top of the lockers.

Tip For Opening Your Locker:

Spin the knob to the right a time or two to loosen it up, then steadily turn it to the first number and stop. Now turn the knob to the left, remembering to skip it once and then stopping on the second number. Turn the knob to the right stopping on the third and final number. Hold the knob and use your other hand to open the door using the ledge above the knob. Remember the locker is yours to use for the school year, and you are responsible for it. Keep in mind the Do's and Don'ts, and you will be able to enjoy it trouble free!