

GREENSPUN JUNIOR HIGH SCHOOL



Course Catalog 2023-2024

HOME OF THE DOLPHINS

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Assistant PrincipalShannon Dawson

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7th GradeKari Lopez
8th GradeNathan Murdock

SPECIAL EDUCATION INSTRUCTIONAL FACILITATOR

Rocio Salas-Beltran

SITE BASED TECHNICIANS

Noah Miller and Patrick Cooper

SCHOOL LIBRARIAN/INFORMATION LEARNING SPECIALIST

Andrew Slocum

DEPARTMENT CHAIRPERSONS

Electives.....Alex Matthews
English Language ArtsKim Maurent
MathematicsDana Martin
Performing ArtsHeather Scobie
Physical Education/Health.....Sara Smith
ScienceKate Litzenberg
Social StudiesMichelle Walter

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MESSAGE TO GREENSPUN FAMILIES

Dear Students and Parents,

We would like to welcome you to Barbara and Hank Greenspun Junior High School. Please review our outstanding curriculum offerings contained in this course catalog that ensures that every student in every classroom excels at his or her grade level. You will get an opportunity to see 6th - 8th grade level course selections and view the instructional programs at Greenspun Junior High School. Our school guidance counselors are also available to assist you with your course selections; additionally, they will assist you with planning and can help you make wise decisions about courses to take in junior high school.

Our goal at Greenspun JHS is to ensure every student receives a high quality education from highly qualified teachers. We want to expose our students to rigorous curriculum and offer electives to help prepare them for their next step in life, whether that is attending a college, university or training school or immediate entrance into the job market. We are proud to have dedicated staff to understand student differences and individuality to help them through this process. Again, we want to provide a course catalog to help students plan and be successful from the 6th grade into a high school program and welcome them to Greenspun Junior High School!

Sincerely,

Greenspun JHS Staff

ATTENDANCE POLICY

CLARK COUNTY SCHOOL DISTRICT • REGULATION 5113

Attendance enforcement is a shared responsibility between the Clark County School District and the student's parent or legal guardian. The parent, legal guardian, or other person in the state of Nevada having control or charge of any student is required to send the student to school during all times that the public school is in session (NRS 392.040). The Clark County School District requires that students enrolled for school in the Clark County School District attend school regularly in accordance with the Nevada Revised Statutes. Each student is expected to attend school for the entire school day.

1. Secondary students who exceed ten (10) unapproved absences in any course during the semester shall receive a **failing** semester grade for that course.
2. All prearranged absences in excess of ten (10) during a school year shall be considered unapproved. All prearranged absences for which the makeup work was not completed and submitted as specified by the teacher shall be considered unapproved.
3. Referral to an alternative program may be initiated for any student who has been denied credit due to excessive absenteeism.

An unapproved absence for one or more class periods or the equivalent of one or more class periods during a school day shall be deemed a truancy (NRS 392.139 (2)).

If a student has been declared truant three times for unapproved absences, the principal of the school shall report the student to a school police officer or the local law enforcement agency for investigation of habitual truancy and issuance of a citation, if warranted, in accordance with NRS 392.149 (NRS 392.144). The Nevada Revised Statutes do not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian.

Bob Miller students demonstrating poor attendance habits, which are in violation of Clark County School District guidelines, may be placed on a notice of Required Parent Conference as determined by the Dean of Students and approved school district policy.

GRADING POLICY

CLARK COUNTY SCHOOL DISTRICT - Overview of Grading Expectations

The Clark County School District (District) is committed to student success by embodying the core values of equity, accountability, and high expectations for all students. The District is committed to ensuring grades are an equitable and accurate reflection of student learning through sound grading practices. The updated grading regulation includes the utilization of a balanced grading scale, separation of academic achievement and learner behaviors, and guidance for providing students additional opportunities to demonstrate mastery through reassessment opportunities.

Mindset

A collective mindset is essential to ensure students' grades are accurate, meaningful, and consistent. This mindset is focused on the following principles:

- A. Grading practices will be equitable and supportive of student learning.
- B. Grades will be based on a body of evidence aligned to the Nevada Academic Content Standards/Nevada Academic Content Standard Connectors (NVACS/NVACS Connectors) and District curriculum.
- C. Grades will be a measure of achievement of the NVACS/NVACS Connectors and District curriculum, thus eliminating behaviors from grades.
- D. Students will have reassessment opportunities to demonstrate proficiency after new learning has occurred.

Quarter Grades will be imported into one of two categories: formative or summative. The percent of the two grading categories will total 100%. The use of a "no grade" category is allowed as it does not impact the grading category percentages.

Formative 10%, Summative 90%

Middle School semester grades will be based on the following criteria:

1st/3rd Quarter Grade	50%
2nd/4th Quarter Grade	50%

High School credit course semester grades will be based on the following criteria:

1st/3rd Quarter Grade	45%
2nd/4th Quarter Grade	45%
Semester Exam	10%

All High School credit - bearing courses are required to have semester exams that are comprehensive of the material covered during the semester.

<i>Formative: Assessment for Learning</i>	<i>Summative: Assessment of Learning</i>
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<ul style="list-style-type: none"> • Used by educators and students during instruction to provide actionable feedback and inform ongoing teaching and learning strategies. • Low stakes; carries little to no weight in the Grade Book. • Includes informal classroom-based assessments (e.g., exit tickets, classwork, quizzes, observations, checklists). • Excludes universal screeners, diagnostics, or the District interim assessment (e.g., MAP Growth). 	<ul style="list-style-type: none"> • Used to measure mastery of standards after learning has occurred. • High stakes; the majority of the student's grade is based on summative evidence. • Includes formal classroom-based assessments (e.g., quizzes, entrance/exit tickets, unit tests, projects, presentations, performance tasks, semester exams). • Excludes District and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).
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Summative Assessments

Each department will develop a variety of multiple common summative assessments, as well as grading rubrics. To ensure students have equitable opportunities for success, teachers will use the same summative assessment to assess standards. Common assessments will also provide an opportunity for teachers to assess summative data at PLCs to guide instruction and revise teaching strategies when necessary. Formative assessments are at teacher discretion.

Retake Opportunities

Assignment retakes for formative assessments will be at the discretion of the teacher, as outlined in the teacher's course expectations. Teachers will provide one (1) retake opportunity for each summative assignment, for all students. Students have up to five (5) school days from the date of receiving their grade to communicate with their teacher about utilizing the retake opportunity. If a student has a proficient grade of 69% or lower after their initial retake, they will be allowed additional retake opportunities until they have reached a minimum mastery grade of 70%. A Retake Reflection Form is required for additional retakes on summative assignments and must be submitted prior to each retake. Retake Reflection Forms must be linked to teacher homepages.

Homework

Homework is intended as practice for specific skills and is not required for each subject or content area. When assigning homework, educators must consider relevancy and the actual time it takes for students to complete homework, rather than their estimation of what can be completed. Completion status of homework will carry no weight in the Grade Book; progress will be reported as a learner behavior/habit of work under Citizenship, not as an academic grade. **Assignments started in class and completed at home are allowed to carry a grade in the Grade Book.**

Late Assignments

Teachers will set due dates for each assignment and the guidelines for turning in late assignment submissions, as outlined in their course expectations. Scores will not be reduced on assignments or assessments submitted past the due date, however citizenship grades will be impacted by late/missing assignments. Assignments not turned in by the assigned due date will be marked with an 'M' in the grade book, and will receive a minimum 50% grade. When a student turns in the missing assignment the 'M' will be changed to an 'L' for late and the earned grade will be entered. **The latest deadline for all graded work is three days prior to the end of each grade posting period (the Wednesday before Progress Reports and Quarter Grades are submitted).**

Minimum 'F' Policy

Missing assignments not turned in by the end of the grading deadline, as outlined in course expectations, will receive a minimum 50% grade. At the end of the quarter, students who have an overall grade below 50% will have their grade adjusted to a minimum 50% grade.

No Extra Credit

Extra credit is not permitted. Students can improve their grade by using retake opportunities and turning in missing assignments prior to assigned deadlines.

Reporting Behaviors

Academic grades will not include learner behaviors/habits or work (e.g., homework completion, attendance, late or missing assignments, participation, responsibility).

Incidents of Cheating

Incidences of cheating/forgery/plagiarism will be addressed through the Students Code of Honor (see below). Students will be provided with an opportunity to demonstrate their learning to ensure accuracy in academic reporting while also receiving targeted support to improve the behavior. Students may receive a minimum grade on the assignment or task based on the severity of the incident.

Student/Family Communication

Weekly communication regarding student progress is a vital component to ensuring students receive the support needed to be successful. Teachers will update grades on a weekly basis to allow students time to improve their grade prior to the end of the marking period. Teachers will include a parent/guardian phone call as a primary communication intervention.

SCHOOL DISTRICT CALENDAR

This calendar is subject to change. Please review the current calendar online at: <https://ccsd.net/district/calendar/>

PATHWAY TO GRADUATION FOR STUDENTS

1. Complete coursework designed around your individual goals and the Core Enrollment Expectations
2. Take the ACT with Writing in eleventh (11th) grade, at no cost (or take the NAA for Alternative Diploma students)
3. The following page contains information about the credit requirements for the high school diplomas available to you. You must meet all of the requirements for at least one diploma to graduate from high school

High School Graduation Diploma Credit Requirements	Advanced Diploma	College and Career Ready Diploma ^a	Standard or Alternative ^b Diploma
Area of Study	Credit(s)	Credit(s)	Credit(s)
English	4	4	4
Mathematics	4	4	3
Science	3	3	2
World History/Geography	1 ^c	1 ^c	-
United States History	1	1	1
United States Government	1	1	1
Physical Education	2	2	2
Health	½	½	½
Use of Computers	½	½	½
College and Career Flex Credit	-	-	2 ^d
Arts/Humanities/Occupational Ed	1	1	1 ^c
Electives	6	6	6
Total	24	24	23
GPA Requirement	3.25 unweighted	3.25 weighted	-

^a Additional College and Career Ready Diploma requirements:

- One (1) of the mathematics credits must be Algebra II or higher, and
- Proficiency in two languages, or two (2) credits in: AP* courses, IB* courses, Dual Enrollment/Dual Credit courses, a CTE* program of study, Work-Based Learning courses, or a world language course, and
- Earn a College-Ready endorsement or a Career-Ready endorsement, or earn both.

^b Students with significant cognitive disabilities may earn the Alternative Diploma through participation in the NAA* instead of the ACT. This diploma is included in a school's graduation rate, and students remain eligible for IDEA* services until their 22nd birthday.

^c CCSD students must take World History or Geography to earn either the Arts/Humanities/CTE credit for the Standard Diploma or the World History/Geography credit for the other diplomas.

^d Flex Credits are: a 2nd or 3rd year CTE* course, or a 4th year of mathematics (Algebra II or higher), or a 3rd year of science, or a 3rd year of social studies. World History will only be a Flex Credit if a student also takes Geography.

SCHEDULE CHANGES

To ensure students receive the required amount of instruction to earn credit, schools may only change courses until a predetermined specific date each semester, as determined by the school's schedule. The school will communicate with students and their families about these deadlines. Please contact your school counselor with questions.

Courses may only be changed with administrative approval. Distance learning and online coursework (e.g. Apex, Edgenuity) allow students to earn credit through digital instruction and are excluded from these guidelines. A unit of credit is awarded for a course containing at least 120 hours of instruction or 60 hours per semester. Courses contain 120 hours of classroom instruction, excluding passing periods.

SOURCE: NAC 389.040

STUDENTS' CODE OF ETHICS

DISCIPLINE PHILOSOPHY

The essence of good discipline is respect; respect for authority, respect for others, respect for self, and respect for rules. It is an attitude, which begins at home, is reinforced at school, and applied throughout life.

As a secondary student in the Clark County School District, students will strive to demonstrate at all times the five qualities of moral character fundamental to human conduct: **INTEGRITY, RESPECT, RESPONSIBILITY, JUSTICE, AND MANNERS.**

- **INTEGRITY** requires that students stand up for what is right instead of just trying to go along with the group.
- **RESPECT** requires that students treat themselves and others with honor and that they obey school rules and the laws of the country.
- **RESPONSIBILITY** requires that students are responsible for their own actions and the effects the actions have on themselves and on others.
- **JUSTICE** requires fairness to others as well as to oneself, balancing praise and blame in accord with one's actions.
- **MANNERS** requires that students follow the fundamental principles of good manners. Students should be conscientious of and respectful to adults and to each other at all times.

General discipline rules established for students in most classrooms are:

- Students are to be punctual; tardies are recorded per class period.
- Students are to come to class prepared with appropriate materials, homework, paper, pencils, etc.
- Students are to respect the learning rights of other students by not distracting others or the teacher from instructional activities.
- Students are to raise their hand and wait to be recognized before speaking out.

Furthermore, within the instructional environment, when students are addressing the classroom, students stand to reinforce their abilities to confidently verbalize their thoughts, answers, or learning processes.

CODE OF HONOR

Nevada Department of Education

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize, and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people

positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing, or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.

ACADEMIC PLACEMENT POLICY

The administration of Greenspun Junior High School is committed to providing a rigorous course of study that will excel students into a post-secondary or workforce beyond their school years. These courses include the Algebra I, Geometry H, Spanish I and Spanish II H. Unfortunately, there are a limited number of seats available in these classes, and the selection process for enrollment is highly competitive. At Greenspun JHS, the counselors use a process called Data Driven Academic Placement (DDAP), which includes MAPs, semester grades, and teacher recommendations to determine the most qualified students for these advanced classes. Once students are recommended by teachers for advanced classes, they are entered into a pool of candidates. The counselors then review each candidate's current Grade Point Average and standardized test scores. After all criteria have been considered, the students are rank ordered and those with the highest overall GPA and test scores are selected for enrollment. Specific details are listed in each course description.

TRUANCY NRS 392.130

When a student between the ages of 7 and 17 is absent from school without a valid excuse or did not secure prior permission for the absence, the absence is deemed unapproved or unexcused. In accordance with state law, unexcused (unapproved) absences may be declared truanancies (NRS 392.130).

STATE LAW

If your son/daughter is a habitual truant (3 or more unexcused absences), the truanancies must be reported to law enforcement by the school and a citation will be issued by law enforcement. Habitual truancy can result in fines of \$100 or more, community service, and/or the suspension of the student's driver's license or future privilege of obtaining one. Students in grades 6-12, who have excessive absences and failing grades, may be retained at their current grade level. Please contact the school to discuss your son's/daughter's attendance.

PROMOTION /RETENTION

Throughout middle school, a well-balanced educational program including mathematics, English, reading, science, social studies, career and technical education, fine arts or exploratory classes, health, and physical education is emphasized. Students who successfully complete all middle school coursework are prepared for the rigors of high school. The Nevada State Board of Education and the Clark County School District have adopted promotion standards and regulations to ensure students are academically prepared.

STATE OF NEVADA REGULATION FOR PROMOTION TO HIGH SCHOOL

STUDENTS ENROLLED IN GRADE 8

Per CCSD Regulation 5123 and Nevada Administrative Code (NAC) 389.445:

A pupil who enters Grade 8 must complete three semesters with a passing grade in mathematics, three semesters with a passing grade in English or reading, two semesters with a passing grade in science, and two semesters with a passing grade in social studies during the seventh- and eighth-grade years for promotion to high school. An eighth-grade student who does not meet promotion requirements may be promoted to high school on academic probation provided the student meets the criteria for academic probation as defined in Subsection F. A parent or guardian may elect not to place his/her child on academic probation but to remain in Grade 8.

HIGH SCHOOL ACADEMIC PROBATION

Per CCSD Regulation 5123 Subsection F:

Although a student may be promoted to high school on academic probation, summer school credit retrieval is recommended to improve academic skills and to prepare for success in high school. Successful completion of required summer school courses may remove a student from academic probation.

An eighth grade student who has not met the promotion requirements may be promoted to the ninth grade on academic probation provided at least one of the following criteria has been met:

1. CRT scores meet or exceed standards in the area(s) of credit deficiency; or
2. Credits have been earned in the core area(s): English or reading, mathematics, science, and social studies; however, the student is deficient in one semester of the five total credits required for promotion; or
3. A student reaches the age of sixteen before, on, or after the first day of school.

High School Academic Probation will consist of the appropriate remediation in the subject area(s) in which the student failed to pass in middle school. Remediation may include, but is not limited to a minimum of one semester of remedial

instruction in the deficient subject area(s) during the ninth grade year. The student must earn a passing grade in the remediation course(s) in order to be removed from academic probation. A student may be placed on academic probation for more than one semester.

An eighth grade student not meeting criteria for promotion to 9th grade and not meeting the criteria for academic probation may be retained in the eighth grade for the following school year without limitation.

A retained student may not be promoted mid-year.

STUDENTS ENROLLED IN GRADE 6 OR GRADE 7

CLARK COUNTY SCHOOL DISTRICT POLICY AND REGULATION 5123

Clark County School District Policy and Regulation 5123 – Promotion, Retention, and Demotion of Students – sets the standard for promotion from Grade 6 to Grade 7 and from Grade 7 to Grade 8.

- A pupil in Grade 6 must complete one semester with a passing grade in mathematics, English or reading, and science for promotion to seventh grade. The principal has the authority to determine the course(s) which need to be repeated. No student may be retained more than once in the sixth grade.
- A pupil in Grade 7 must complete one semester with a passing grade in mathematics, English or reading, science, and social studies for promotion to eighth grade. The principal has the authority to determine the course(s) that need to be repeated. No student may be retained more than once in the seventh grade.

SOURCE: Nevada Administrative Code (NAC) 389.445, CCSD Regulation 5123

MIDDLE SCHOOL ENROLLMENT EXPECTATIONS

The enrollment expectations for middle school students are listed below by grade level. Middle schools may vary the curriculum in an effort to provide additional opportunities for students to succeed within the school.

Grade 6

Reading
English
Mathematics
Science
Physical Education (1 semester)
Elective
Elective

Grade 7

Reading
English
Mathematics
Science
Social Studies
Elective

Grade 8

English
Mathematics
Science
Social Studies
Health (1 semester)
PE (1 semester)
Elective
*Computers (1 semester)

*Students who have not previously taken and passed Computer Science and Applications prior to the 2023-2024 school year will be required to take the course in Grade 8 with Health (1 quarter) and PE (1 quarter).

ENGLISH LANGUAGE LEARNER (ELL)

The identification and registration of English Language Learner students in the Clark County School District begins with the completion of a home language survey. Upon completion of this survey, students shall attend classes while awaiting an initial language assessment by the English Language Learner liaison. Once the students are assessed, they are placed in classes according to their competency in the English language.

SPECIAL EDUCATION

The goals of Greenspun Junior High School are consistent with the standards set forth in the Individuals with Disabilities Education Act (IDEA). All special education services are provided in the “least restrictive environment.” An Individual Education Program Committee, which actively involves parents and staff, works together to establish and maintain the most appropriate Individual Education Program (IEP) for each student. The student’s schedule is developed from his/her IEP. The cooperative/consultative teaching model is used as a supplemental approach to the delivery of special education services for mainstreamed students. The primary goal of the cooperative/consultative teaching model is to meet the needs of students who are eligible for special education and whose IEP includes placement in regular education classes. A special education teacher provides assistance with instructional techniques and adaptations appropriate for the regular classroom and the regular classroom teacher. Further assistance for special education students can be made in a resource room environment.

NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

CCSD does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age, in admission or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boy Scouts of America Equal Access Act.

MILLENNIUM SCHOLARSHIP

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or http://www.nevadatreasurer.gov/GGMS/GGMS_Home/. Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

CCSD GUIDANCE AND COUNSELING WEBSITE

The [Guidance and Counseling website](#) provides students and parents/guardians with information on school counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions. Information on diploma requirements, scholarship opportunities, and post-secondary opportunities are just a few examples of information available on the website.

Three-Year Course Plans

Each sixth grade student must have an approved three-year academic plan. The academic plan must set forth the specific education goals the student intends to achieve before promotion to high school.

The sixth-grade student and his/her parent or legal guardian will have the opportunity to work in consultation with a school counselor to develop an academic plan. It is imperative that parents or legal guardians log into their parent

portal in order to approve their child's academic plan. In addition, students in seventh and eighth grade are required to review the academic plan at least once each school year in consultation with a school counselor and revise the plan, if necessary.

SOURCES: CCSD Regulation 5123

EARNING CREDIT

Nevada law states that students may earn a unit of credit for the successful completion of a course containing at least 120 hours of instruction or the equivalent. The Clark County School District (CCSD) has a variety of ways for students to earn credit. Internal credits are taken at a CCSD school, and external credits are taken outside of the school district. External credits are limited to 6.0 total credits for high school coursework, and must be pre-approved by the school of full-time enrollment.

SOURCE: NAC 389.040

ACCELERATED, HONORS, ADVANCED PLACEMENT (AP), AND INTERNATIONAL BACCALAUREATE (IB)

In middle school, accelerated course work is available to students who demonstrate above-average proficiency in core coursework. Each middle school may offer a different set of accelerated courses to benefit their students.

The CCSD Honors, AP, and IB course offerings are designed to challenge students to enroll in more demanding and rigorous coursework and to improve advanced academic achievement of students demonstrating accelerated educational potential.

Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the AP or IB examinations for each course.

Parents or guardians may waive the testing requirement related to AP and IB by informing the school administration in writing.

SOURCE: CCSD Regulation 5127

HIGH SCHOOL TAKEN IN MIDDLE SCHOOL

Certain coursework taken in middle school (grades 6-8) may be counted as credit required to graduate from high school. Common courses include, but are not limited to:

- Computer Science and Applications
- Algebra I, Geometry Honors
- World Languages

CONCURRENT CREDIT

Concurrent credits are credits a student earns from another CCSD school while still attending the school of full-time enrollment. A student may not be enrolled in two or more instances of the same course concurrently. All concurrent course enrollments require prior approval from the student's school counselor. There is no limit on earning concurrent credits. See a school counselor for more information on the following concurrent programs:

NEVADA LEARNING ACADEMY

For specific information, including fees, call (702) 855-8435 or visit <http://nvlearningacademy.net/>

SUMMER SCHOOL

Middle school students may earn middle school credit during the summer only as remediation for failed course work. Students who have finished their 8th grade year and are being promoted to high school may begin to take high school credit summer school coursework to accelerate their learning. Registration information is available in the counseling office in the spring. Additional information is available at <http://ccsd.net/schools/summer-school/>.

DUPLICATE COURSEWORK - REPEATING COURSES

A student may repeat a course where the student took a course for high school credit but shall not receive additional credit for the repeated course. When repeated, the higher grade for the course shall be recorded on the permanent record and the lower grade replaced with a repeated course (RP) notation.

A student may repeat a high school failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of an "F" will only be removed once. If applicable, all other "F's" will remain on a transcript.

POSTSECONDARY OPTIONS

NEVADA UNIVERSITY ADMISSIONS

The Nevada Board of Regents set the requirements for admission to Nevada System of Higher Education (NSHE) institutions.

- 3.0 GPA (weighted or unweighted) in 13 High School Courses:
 - 4 credits in English
 - 3 credits in math
 - 3 credits in social studies
 - 3 credits in natural science
- SAT or ACT Test Scores:
 - The new SAT Critical Reading and Math combined score of 1120
 - The ACT Composite score of 22
- Nevada Advanced Diploma

FOUR-YEAR COLLEGE OR UNIVERSITY

- A public or private educational institution where you can earn a bachelor's degree
- Schools vary in size, admissions criteria, academic standards, course offerings, student population, location, and cost
- In most colleges or university programs, you are expected to sample a variety of courses during the first two years and then focus on your major in the last two years
- Requirements for graduation differ, although most colleges require a certain number of credits in English and foreign languages

PUBLIC COMMUNITY COLLEGE

- Ability to live at home while adjusting to college classes
- Simpler admissions requirements (High School Diploma or GED, Registration, Placement Test)
- Opportunity to sample college classes
- A chance to build a better academic record
- Lower tuition and other costs than at a typical four-year college

PRIVATE JUNIOR COLLEGE

- An opportunity to live away from home in a supportive environment
- Small classes with opportunities to improve academic skills
- Easier entrance requirements than a typical four-year college or university

CONTINUING EDUCATION CLASSES

- Provides a way to explore subject areas
- Opportunity to build academic study skills without worrying about grades
- Allows students to experience and explore college as an option

LIFE SKILLS TRAINING PROGRAMS

- Learn necessary daily living skills
- Practice independent living
- Be part of a college or university

APPRENTICESHIPS

- Begin working immediately
- Receive training on the job and take classes
- Earn money and benefits when you work
- Learn skills that will make you employable anywhere

CAREER, VOCATIONAL, OR TECHNICAL EDUCATION

- Minimal admissions requirement (high school graduation may or may not be required)
- All classes relate to skills needed for jobs in a particular occupational area
- Learn marketable skills

JOB CORPS

- Vocational, academic and social skills training
- Room, board, and stipend
- Job/college support after leaving Job Corps

CITY YEAR AND AMERICORPS

- Monthly stipend
- Educational Award for a complete year of service
- Opportunity to gain job skills and work experience
- <http://www.cityyear.org/>
- <http://www.americorps.gov/>

MILITARY

- Learn valuable job skills
- Earn money for future education
- Army: <http://www.goarmy.com>,
- Navy: <http://www.navy.com>,
- Air Force: <http://www.airforce.com>,
- Coast Guard: <http://www.gocoastguard.com>,
- Marines: <http://www.marines.com/>,
- National Guard: <http://www.nationalguard.com/>

SOURCE: <https://www.heath.gwu.edu/awareness-postsecondary-options>

REQUIRED COURSES - GRADE 6

MATHEMATICS 6

This one-year course is designed to focus on four critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; and 4) developing understanding of statistical thinking. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for sixth-grade students.

ACCELERATED MATH 6

This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes the grade six curriculum as well as a portion of the currently adopted CCSS grade seven curriculum. This course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing understanding of statistical thinking; 5) developing understanding of and applying proportional relationships; and 6) developing understanding of operations with rational numbers and working with expressions and linear equations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for sixth-grade students.

Prerequisite: 5th grade teacher approval is required for this course. Consideration will be based on test scores, performance and teacher recommendation.

DOUBLE ACCELERATED MATH 6

This unique course is designed for the highly motivated, highly gifted sixth grade student. As a yearlong course, in addition to covering the increased rigor of the Common Core State Standards (CCSS) as Mathematics Accelerated 6, it will emphasize mathematical inquiry in problem solving, logical reasoning and mathematical communication. Technology will be integrated within the learning process. Successful completion of this course will enable the student to enroll into Algebra I as a 7th grader. This course fulfills the mathematics requirement for sixth grade students.

Prerequisite: Consideration will be based on prior math performance, test scores, teacher recommendation and performance on a placement exam; BY INVITATION ONLY.

SCIENCE 6

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 6 include Energy; Structure and Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course.

Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth-grade science requirement.

ACCELERATED SCIENCE 6

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 6 Accelerated include Energy; Structure and Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth-grade science requirement.

Prerequisite: 5th grade teacher approval is required for this course. Consideration will be based on test scores, performance, and teacher recommendation.

ENGLISH 6

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth grade English requirement.

ACCELERATED ENGLISH 6

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the faster instructional pacing and depth of content. This course is designed to build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth grade English requirement.

Prerequisite: 5th grade teacher approval is required for this course. Consideration will be based on test scores, performance, and teacher recommendation.

READING 6

This one-year course emphasizes the development of critical reading skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text independently. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate reading, writing, speaking, listening, and language use. This course fulfills the sixth-grade reading requirement.

ACCELERATED READING 6

This one-year course emphasizes the development of critical reading skills. This course is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced reading skills. Students enrolled in this accelerated course read, comprehend, and interpret a variety of grade level and above grade level text independently and proficiently. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate their reading, writing, speaking, listening, and language use. This course fulfills the sixth-grade reading requirement.

Prerequisite: 5th grade teacher approval is required for this course. Consideration will be based on test scores, performance, and teacher recommendation.

PHYSICAL EDUCATION 6*

This one-semester course provides students the opportunity to develop a health-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students develop motor skills, movement patterns, and safety within the course. Health-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the physical education requirement for sixth-grade students.

This is a required course for sixth grade students. A \$20.00 fee for a Greenspun JHS PE uniform is required.

REQUIRED COURSES - GRADE 7

MATHEMATICS 7

This one-year course is designed to focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

ACCELERATED MATH 7

This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes grade seven curriculum as well as a portion of the currently adopted CCSS grade eight curriculum. This course focuses on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) drawing inferences about populations based on samples; 5) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; and 6) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

Prerequisite: current math teacher approval is required for this course. Consideration will be based on test scores, performance and teacher recommendation.

ALGEBRA I (for 7th grade)

This one-year course is designed for the highly motivated, highly gifted seventh grade student who has demonstrated readiness for Algebra. It provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. **This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.**

Prerequisite: Current math teacher recommendation required. It is expected that the student has successfully completed ("B" or better) Accelerated Mathematics 6 in 6th grade. Counselors will utilize students' overall test scores before entering students in this class.

SCIENCE 7

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 7 include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement.

ACCELERATED SCIENCE 7

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 7 Accelerated include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement.

Prerequisite: current science teacher approval is required for this course. Consideration will be based on test scores, performance, and teacher recommendation.

ENGLISH 7

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh grade English requirement.

ACCELERATED ENGLISH 7

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the faster instructional pacing and depth of content. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh grade English requirement.

Prerequisite: current English teacher approval is required for this course. Consideration will be based on test scores, performance and teacher recommendation.

READING 7

This one-year course emphasizes the development of critical reading skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text independently. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate reading, writing, speaking, listening, and language use. This course fulfills the seventh-

HISTORY & GEOGRAPHY 7

This one-year course examines the development of the Western Hemisphere with an emphasis on the Americas. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course fulfills the seventh-grade social studies requirement.

ACCELERATED HISTORY & GEOGRAPHY 7

This one-year course examines the development of the Western Hemisphere with an emphasis on the Americas. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course fulfills the seventh-grade social studies requirement.

Prerequisite: current ELA teacher approval is required for this course. Consideration will be based on test scores, performance, and teacher recommendation.

REQUIRED COURSES – GRADE 8

PRE-ALGEBRA 8

This one-year course is designed to focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear

equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for eighth-grade students.

ALGEBRA I

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. **This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation. Due to this being a high school credit class, students earning a grade below a B will be required to repeat the course the following year.**

Prerequisite: Current math teacher recommendation required. It is expected that the student has successfully completed ("B" or better) Accelerated Mathematics 7 in 7th grade. Counselors will utilize students' overall test scores before entering students in this class.

GEOMETRY H

This one-year course provides students with a rigorous study of Euclidean geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. **Due to this being a high school credit class, students earning a grade below a B will be required to repeat the course the following year.**

Prerequisite: Current Algebra I teacher recommendation required. It is expected that the student has successfully completed ("B" or better) Algebra I in 7th grade. Counselors will utilize students' overall test scores before entering students in this class.

SCIENCE 8

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 8 include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; Space System; Growth, Development, and Reproduction of Organisms; Natural Selection and Adaptations; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the eighth-grade science requirement.

ACCELERATED SCIENCE 8

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated

by the enhanced instructional pacing and depth of content. The topics covered in Science 8 Accelerated include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; Space System; Growth, Development, and Reproduction of Organisms; Natural Selection and Adaptations; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the eighth-grade science requirement.

Prerequisite: 7th grade science teacher recommendation is required for this course. Consideration will be based on test scores, performance and teacher recommendation.

[ENGLISH 8](#)

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the eighth grade English requirement.

[ACCELERATED ENGLISH 8](#)

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the eighth grade English requirement.

Prerequisite: 7th grade ELA teacher recommendation is required for this course. Consideration will be based on test scores, performance and teacher recommendation.

[HISTORY & GEOGRAPHY 8](#)

This one-year course examines the development of the Eastern Hemisphere with an emphasis on global studies. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course fulfills the eighth-grade social studies requirement.

[ACCELERATED HISTORY & GEOGRAPHY 8](#)

This one-year course examines the development of the Eastern Hemisphere with an emphasis on global studies. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate

in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course fulfills the eighth-grade social studies requirement.

Prerequisite: 7th grade History & Geography teacher recommendation is required for this course. Consideration will be based on test scores, performance and teacher recommendation.

HEALTH 8*

This one-semester course provides students an introduction to the mental, physical, social, emotional, and environmental aspects of human wellness. Goal setting and decision making processes are the foundation of this course. Topics include wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the health requirement for eighth-grade students.

In accordance with NRS 389.065 and CCSD Regulation 6123, the Board of School Trustees authorizes the establishment of units of instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome (AIDS). Any materials used for instruction on the previously stated topics must be approved by the Sex Education Advisory Committee and the Board of Trustees. Prior to instruction, active parent/guardian permission must be obtained.

PHYSICAL EDUCATION 8*

This one-semester course focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the physical education requirement for eighth-grade students.

A \$20.00 fee for a Greenspun JHS PE uniform is required (unless the student already owns an outfit). This course is required for all eighth grade students.

**PE 8 and Health 8 meet for one semester each.*

ELECTIVES 2023-2024

In addition to the required course curriculum for grades 6, 7, and 8, students may choose an elective for one period. There are several categories of electives: general, explorations, foreign language, and performing arts which are available to students in all grades at various levels.

GENERAL ELECTIVES

General electives depend on registration needs, student choices and staffing projections. Courses may be added, canceled, or replaced due to student interest. On the registration forms for 6th, 7th, and 8th grade, students will be asked to designate first, second, third and fourth choices for electives. **Students are NOT guaranteed their first**

choice for their elective. In addition, students will be required to remain enrolled in their assigned elective for the entire school year.

ADVISORY 6-8 (non-credit)

This one-year, once a week non-credit bearing course, designed for sixth through eighth grade students to explore concepts such as organizational skills, goal setting, character building, and life lessons. Students begin to discover and develop self-discipline, decision making, and problem solving. Time during this class can be used for school-wide activities at the discretion of the principal. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. All students are required to take this course.

BEGINNING ART

Beginning Art is a one-year course that develops basic knowledge and skills in visual art techniques through the introduction of a variety of media and subject matter. Various styles and artists are considered within their historical context. Problem solving, creativity, and originality are developed through planning, art making, and reflection. Students learn principles and practices of aesthetics and critique. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. **A \$25.00 fee for materials will be charged for this one-semester elective course. This fee also includes an art department t-shirt.**

INTERMEDIATE ART

Intermediate Art is a one-year course where students will develop essential basic skills of expression and understanding of art. All art experiences are an extension of the elementary discipline-based art program and stress exploratory and experimental approaches to understanding, creating, and responding to art. Students will be exposed to art history, art criticism, aesthetics and art production as they continue to build the foundation of a quality art education. Students will work with a variety of artistic media that include colored pencils, paints, pastels and clay. Intermediate Art students will have their most successful artwork on display at the Art Show. **A \$25.00 fee for materials will be charged for this one-semester elective course. This fee also includes an art department t-shirt.**

ADVANCED ART

This one-year course is for students who have successfully completed beginning and intermediate art and will apply advanced skills in visual art techniques through an expanded variety of media and subject matter. Diverse styles, artists and historical periods will be analyzed and incorporated into production. Students will implement creativity, originality and innovation through problem solving and art making. Students will demonstrate an extended knowledge of aesthetics and will effectively critique their own work and the artwork of others. Through collaboration and production, connections will be made between visual art and disciplines outside of the arts. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one elective credit.

Prerequisite: Art teacher approval required. A \$25.00 fee for materials will be charged for this one-semester elective course. This fee also includes an art department t-shirt.

EXPLORATIONS 7: TECHNOLOGY & BEYOND (one-year)

This one-year course is designed to integrate coding, cybersecurity and AutoCad. The instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades seventh grade students.

[EXPLORATIONS 6: STEM/ROBOTICS \(each course meets one-semester\)](#)

This one-semester course is designed for those students who have successfully completed STEM Beginning and are interested in continuing to integrate Science, Technology, Engineering and Math (STEM). Areas of emphasis include robotics, coding, cybersecurity and AutoCad. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for six grade students.

[PHYSICAL EDUCATION 6-7](#)

This one-year course focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course also fulfills the physical education requirement for sixth and seventh grade students.

A \$20.00 fee for a Greenspun JHS PE uniform is required (unless the student already owns an outfit).

[PHYSICAL EDUCATION/FITNESS 7-8](#)

This one-year course focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the physical education requirement for eighth-grade students.

A \$20.00 fee for a Greenspun JHS PE uniform is required (unless the student already owns an outfit).

[FUNDAMENTALS OF MATHEMATICS](#)

This one-year intervention course in mathematics is designed for students who need additional instruction and support to master necessary middle school mathematics concepts. This course provides additional instruction in conjunction with the student's required mathematics course of study in grades 6, 7, and/or 8. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course is a repeatable elective course and does not fulfill the middle school mathematics requirement for promotion. **This course is a repeatable elective and does not fulfill the middle school mathematics requirement for promotion.**

FUNDAMENTALS OF READING AND WRITING

This one-year intervention course is designed for students who need additional instruction and support to master grade-level reading and writing skills and concepts. This course provides additional instruction in conjunction with the student's required reading and English course(s) of study in grades 6, 7, and/or 8. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. **This course is a repeatable elective and does not fulfill the middle school English or reading requirement for promotion.**

LEADERSHIP/STUDENT COUNCIL 7- 8

The purpose of this one-year course is to provide students with the opportunity to develop leadership skills. Time will be used in and out of class for students to implement projects associated with their responsibilities. The goals of this class are to develop and demonstrate effective communication skills, increase the student's understanding of group processes, gain an understanding of managerial skills needed to plan and implement projects, increase understanding and awareness of self and one's abilities, develop skills in problem solving and develop an understanding of the importance of promoting a positive school and community climate.

PEER ADVOCATE 7- 8

This course is designed to provide students the opportunity to work with individuals with special needs. Peer Advocates will help students who are challenged and require additional assistance in daily coursework. While in the classroom, they will serve as role models for students in this special population, assist the teacher in providing more individualized attention, and accompany students, as necessary, when outside the classroom. Peer Advocates may work with students in the lunchroom and will be expected to assist students in learning pre-vocational skills and following directions. Peer Advocates who accompany students to elective classes will be expected to follow the direction of the teacher and assist with helping the students reach their goals through guided assistance, and when necessary, hand over hand support. **Prerequisite: students need a 2.0 grade point average, good attendance and citizenship.**

EXPLORATIONS 7-8: TELEVISION PRODUCTION

This one-year course is designed to provide students with a general understanding and acquisition of basic skills in the technical, directorial, written, and historical aspects of television production. The operation of television cameras, lighting, audio, video, and computer graphics equipment is stressed, as well as set design, script development, and the history of the television medium. Students experience hands-on production tasks in a rotational system to become familiar with techniques used in the broadcast industry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades seven and eight and may be repeated.

EXPLORATIONS: DIGITAL STORYTELLING

This one-year course is designed to introduce students to digital storytelling and explores ways to enhance students' digital imaging and learning experiences. The course also provides a hands-on opportunity for learners to create their own digital stories. The course will provide a solid foundation to learn the fundamentals of publications and journalism. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for sixth grade students.

INTERMEDIATE ROBOTICS 7

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to robotics. This course is designed to extend and refine the skills students gained in Robotics 7–8. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for seventh-grade students.

ADVANCED ROBOTICS 7-8

This one-year course is to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to robotics. This course expands students' knowledge through the application of robotics principles and vocabulary. Students engage in kinesthetic project-based learning experiences, writing, and research projects. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for seventh and eighth grade students.

STUDENT CAFETERIA WORK EXPERIENCE 7- 8

This one-year course is designed to allow seventh and eighth grade students to work in the school cafeteria. Under the direction of a food supervisor, students will gain experience in food service handling, money handling, customer service, and following directions. These students will also receive free lunch.

Prerequisite: counselor approval.

STUDENT AIDE 8

Eighth grade students may apply to be a student aide for either a classroom teacher or a main office department. As a classroom aide, the student would be assisting teachers with various duties such as filing, creating bulletin boards, running errands, recording information, etc. As an office aide, the student would assist in a designated office by greeting adult visitors, conducting tours, working effectively with employees and learning proper office and telephone etiquette.

Prerequisite: good attendance and citizenship, and counselor approval.

FOREIGN LANGUAGE

VIRTUAL SPANISH I (7^a & 8^a Grade Only - High School Credit)

This one-year course is designed to facilitate a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **Due to this being a high school credit class, students earning a grade below a B will be required to repeat the course the following year.**

VIRTUAL SPANISH II H (High School Credit)

This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **Due to this being a high school credit class, students earning a grade below a B will be required to repeat the course the following year.**

PERFORMING ARTS

MUSICAL INSTRUMENTS

Greenspun JHS has many musical instruments available for student use in Band and Orchestra. Please see the directors of each program for availability. (A limited number of the larger instruments are available for loan through the school. Students are responsible for providing those instruments not available through the school.) Students in band will be required to pay fees for uniforms and student workbooks. Students who use school-owned instruments must also pay a cleaning fee when checking the instrument out and pay for all repairs before turning the instrument in. Performances outside of the school day are mandatory.

BEGINNING BAND

This one-year course is designed for any middle school student who desires to develop the ability to play a wind or percussion instrument. The course involves applying the basic fundamentals of music reading to the particular technique of the instrument being studied. The course may be repeated and is considered a preparatory course for progression into Intermediate and Advanced Band. We recommend that you provide your own instrument, as there are a limited number of school instruments available. When filling out the registration form, please make two instrument choices in case the first choice class has been filled. Percussion is not a beginning of the year option, as students must first prove they are able to dedicate themselves to learning to read music and demonstrate a hard work ethic. Percussion students are selected during the month of January by the band director.

Woodwind	Brass	Flute	Trumpet
Clarinet	French Horn	Alto Saxophone	Trombone
Tenor Saxophone	Baritone	Oboe	Tuba

Students will have the opportunity to perform throughout the school year. Students will be required to pay fees for uniforms. No audition is required. Performances outside of the school day are mandatory. Students with previous training may be placed in an advanced band with the director's approval.

INTERMEDIATE BAND (Concert)

This one-year course is designed for students who have successfully completed the skills required in beginning band. Areas of emphasis include intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated.

This course includes guidance and direction in solving psychomotor problems relating to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles. The importance of sustained effort and practice is stressed for technical proficiency. This course may be repeated. **Band director recommendation is required for enrollment. Students enrolled in band will be required to pay fees for uniforms and student workbooks. Students who use school-owned instruments must also pay a cleaning fee when checking the instrument out and pay for all repairs before turning in the instrument. Performances outside of the school day are mandatory.**

[ADVANCED BAND \(Symphonic\)](#)

This one-year course is designed for students who have successfully mastered intermediate band skills. Areas of emphasis include fundamentals of music reading, specific performance techniques of the instrument being studied, and advanced concepts of tone production and intonation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. Emphasis will be placed on providing each student with a variety of performing experiences. This is an elective course appropriate for grades six through eight and may be repeated. **Band director recommendation is required for enrollment. Students enrolled in band will be required to pay fees for uniforms and student workbooks. Students who use school-owned instruments must also pay a cleaning fee when checking the instrument out and pay for all repairs before turning in the instrument. Performances outside of the school day are mandatory.**

[EARLY BIRD JAZZ BAND \(Advanced\)](#)

This one-year course is designed to introduce the instrumental music student to historical and contemporary jazz band literature and techniques. Students receive instruction in solving interpretation problems and are given an opportunity to experiment in the area of improvisation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **The student must pass an audition by the band director for placement into this advanced ensemble. Performances in and outside of the school day are varied and mandatory. Students enrolled in band will be required to pay fees for uniforms and student workbooks.**

Students are expected to be in class by 6:30 a.m. Students will be required to remain enrolled in the Early Bird Jazz Ensemble class for the entire year. Students in Jazz Band must be simultaneously enrolled in a regular band ensemble. (*Band director recommendation is required for enrollment.*)

[BEGINNING WOMEN'S CHOIR 6-8](#)

Beginning Women's Chorus is a one-year course designed as a study in vocal production of music fundamentals with opportunities to sing a variety of choral literature. Emphasis will be placed on providing each student with an array of performance experiences. This is an elective course for sixth, seventh and eighth grade students. Performances are required and are part of students' grades. This group may perform at school concerts and other school functions. **Students will be required to pay fees for uniforms. No audition is required. Performances outside of the school day are mandatory.**

[BEGINNING MEN'S CHOIR 6-8](#)

Men's Chorus is a one-year course is designed as a study in vocal production of music fundamentals with opportunities to sing a variety of choral literature. Emphasis will be placed on providing each student with an array of performance experiences. This is an elective course for sixth, seventh and eighth grade students.

Performances are required and are part of students' grades. **Students will be required to pay fees for uniforms. No audition is required. Performances outside of the school day are mandatory.**

VOCAL ENSEMBLE (CONCERT)

Concert choir is a year-long course that will further develop the musical fundamentals necessary for successful choral performance. This is a select mixed choir and is an audition-only group for advanced singers. This group sings in a wide variety of performances, and this class stresses individual vocal performance as well. Opportunities to sing for personal enjoyment and to perform various choral productions outside of the school day are required throughout the school year. **Students will be required to pay fees for uniforms. Performances outside of the school day are mandatory.**

**Audition required for enrollment.*

ADVANCED CHORUS (WOMEN'S)

This year long course is an audition-only group for advanced women's voices. This group performs a wide variety of musical literature and is designed as a study in vocal production of music fundamentals with opportunities to sing for personal enjoyment and perform a variety of choral literature. Emphasis will be placed on providing each student with a variety of performing experiences. There will be required performances outside of the school day.

Students will be required to pay fees for uniforms. No audition is required. *Audition required for enrollment.

ADVANCED CHOIR (MADIGRALS)

This is an early bird class that is made up of a select group of thirty-six to forty advanced seventh and eighth grade boys and girls. Admission to the group is by audition only. Music History, Advanced Music Fundamentals and Music Theory are explored, along with both advanced rhythmic and melodic sight reading. This class performs five concerts per year, extra caroling performances off campus, and sings four part advanced level music (SATB). This class explores foreign diction and performing in foreign languages. Performances are required and are part of students' grades. If interested, students in this class are encouraged to audition and participate in the Clark County School District Middle School Honor Choir, NMEA All-State Choir and Vocal Solo and Ensemble festival. **Students will be required to pay fees for uniforms. Performances outside of the school day are mandatory.*Audition required for enrollment.**

BEGINNING ORCHESTRA

This one-year course is designed for students with no previous orchestra experience. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students in orchestra will be required to pay fees for uniforms and student workbooks. A limited number of instruments are available for loan through the school. Performances outside of the school day are mandatory.**

INTERMEDIATE ORCHESTRA 7-8

This one-year course is designed for students who have successfully completed a middle school beginning orchestra course and/or demonstrated the required skills by audition. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **This is an elective course for 7th and 8th grade students who have at least one-year prior instrument experience. The student may be**

asked to pass an audition by the director. Students in intermediate orchestra will be required to pay fees for uniforms and student workbooks. Performances outside of the school day are mandatory.

ADVANCED ORCHESTRA 7-8

This one-year course is designed for students who have successfully completed a middle school intermediate orchestra course and/or demonstrated the required skills by audition. Areas of emphasis include advanced concepts in music reading, specific performance techniques of the instrument being studied, tone production, and intonation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Orchestra director recommendation is required for enrollment. Students in advanced orchestra will be required to pay fees for uniforms. Performances outside of the school day are mandatory.**