



# **BOB MILLER MIDDLE SCHOOL**

## **Course Catalog 2026-2027**



2400 Cozy Hill Circle - Henderson, NV. 89052 – Phone: 799-2260 Fax: 799-1309

### **ADMINISTRATION**

Principal .....Joshua Wikler  
Assistant Principal .....Dianne Bolton  
Assistant Principal .....Zenon Brooks  
Assistant Principal .....Chris Miller

### **COUNSELORS**

6<sup>th</sup> Grade .....Lauren Argier  
7<sup>th</sup> Grade .....Patty Edwards  
8<sup>th</sup> Grade .....Julie Davidson  
Safe Schools Professional ..... Karen Davis

### **SPECIAL EDUCATION INSTRUCTIONAL FACILITATOR**

Gina Elizondo

### **SITE BASED TECHNICIAN**

Ernesto Pereda

### **INFORMATION LEARNING SPECIALIST**

LaRenda Norman

### **DEPARTMENT CHAIRPERSONS**

Art .....Jen Seitz  
English Language Arts .....Jodi Peterson/Kelli Odom  
Foreign Language .....Erick Ekker  
Mathematics .....Autumn Slowik/Jennifer Warner  
Performing Arts .....Katie Sanders  
Physical Education .....Kielee Kinghorn  
Science .....Carolyn Avery  
Social Studies .....Lynn Yee  
Special Education .....Kailli Mitchum  
Informational Literacy Specialist.....Larenda Norman

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Chamber Orchestra

## MISSION

The mission of Bob Miller Middle School (BMMS) is to create a pioneering learning environment that will nurture, stimulate, and challenge adolescent minds in preparation for the future through the development of essential life and academic skills.

## SCHOOL DISTRICT CALENDAR

This calendar is subject to change. Please review the current calendar online at:

<https://ccsd.net/district/calendar/>

## ATTENDANCE POLICY

### CLARK COUNTY SCHOOL DISTRICT • REGULATION 5113

Attendance enforcement is a shared responsibility between the Clark County School District (CCSD) 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 CCSD requires that students enrolled for school in the CCSD 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.

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

## 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 CCSD, 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** require 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 include:

- 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.

## 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 BMMS is committed to providing a rigorous course of study for our most academically gifted students. These courses include the Advanced Accelerated Math Program, the Advanced Accelerated Science Program, Math Counts, Algebra I Acc, Geometry Acc, 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 BMMS, the counselors use a process called Data Driven Academic Placement (DDAP) 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 (GPA) 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.

## **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 the approval of the administration. Distance learning and online coursework 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. NAC 389.040

## **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 truanies (NRS 392.130).

### **STATE LAW**

If your son/daughter is a habitual truant (3 or more unexcused absences), the truanies 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 and the end of course exams. The Nevada State Board of Education and the CCSD have adopted promotion standards and regulations to ensure students are academically prepared.

# 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.

## 6th Grade

Reading  
English  
Mathematics  
Science  
Middle School Wellness  
Physical Education  
Elective

## 7th Grade

Reading  
English  
Mathematics  
Science  
Social Studies  
Elective

## 8th Grade

English  
Mathematics  
Science  
Social Studies  
Health  
Physical Education  
Elective  
\*Computers

\*Students who have not previously taken and passed Computer Science and Applications prior to the 2024-2025 school year will be required to take the course in Grade 8 with Health (1 quarter) and PE (1 quarter).

## Students enrolled in Grade 6 or Grade 7

**Clark County School District Policy and Regulation 5123 – Promotion, Retention, and Demotion of Students – sets the standard for promotion from sixth to seventh grade, from seventh to eighth grade.**

- A student 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) that need to be repeated. No student may be retained more than once in the sixth grade.
- A student 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.

CCSD Regulation 5123 and NAC 389.445

*Final curriculum and elective offerings will depend upon staffing and enrollment at BMMS.*

## Students enrolled in Grade 8

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

A student 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 III.B. 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

A Grade 8 student not meeting the criteria for promotion to Grade 9 and not meeting the criteria for academic probation may be retained in Grade 8 for the following school year. A retained Grade 8 student may not be promoted midyear. A Grade 8 student may be retained for more than one year. A retained student may not be promoted mid-year.

A Grade 8 student who has not met the promotion requirements may be promoted to Grade 9 on academic probation, provided at least one of the following criteria has been met:

- a. Criterion-Reference Test scores meet or exceed standards in the area(s) of credit deficiency; or
- b. 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
- c. A student reaches 16 years of age before, on, or after the first day of school.



The principal of the sending middle school in agreement with the principal of the receiving high school, may determine if a student in Grade 8 is placed on academic probation. Academic probation will consist of the appropriate remediation in the subject area(s) in which the student failed to pass in middle school.

CCSD Regulation 5123 and NAC 389.445

## **SPECIAL EDUCATION**

The goals of BMMS are consistent with the standards set forth in the Individuals with Disabilities Education Act (IDEA). All special education services at BMMS 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 at [http://www.nevadatreasurer.gov/GGMS/GGMS\\_Home/](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.

## **PATHWAY TO GRADUATION FOR STUDENTS**

1. Participate in academic planning meetings with a school counselor.
2. Enroll in coursework that will help to achieve your educational goals.
3. Parents/Guardians must review and approve the Academic Plan.

Alternative Diploma (a)		Standard Diploma		Standard Diploma		Advanced Diploma and College and Career Ready Diploma (b)	
Cohorts 2026, 2027, 2028, 2029		Cohorts 2026, 2027, 2028		Cohort 2029 and beyond		Cohorts 2026, 2027, 2028, 2029	
Categories	Credits	Categories	Credits	Categories	Credits	Categories	Credits
English	4	English	4	English	4	English	4
Mathematics	3	Mathematics	3	Mathematics	3	Mathematics	4 (c)
Science	2	Science	2	Science	2	Science	3
Wrld Hist/Geo/Hum	1	Wrld Hist/Geo/Hum	-	Wrld Hist/Geo/Hum	1	Wrld Hist/Geo/Hum	1 (e)
US History	1	US History	1	US History	1	US History	1
American Govt	0.5	American Govt	0.5	American Govt	0.5	American Govt	0.5
Economics and Fin Lit	0.5	Economics and Fin Lit	0.5	Economics and Fin Lit	0.5	Economics and Fin Lit	0.5
Physical Education	2	Physical Education	2	Physical Education	2	Physical Education	2
Health Education	0.5	Health Education	0.5	Health Education	0.5	Health Education	0.5
Computer Ed & Tech	0.5	Computer Ed & Tech	0.5	Computer Ed & Tech	0.5	Computer Ed & Tech	0.5
Arts/Hum/CTE	1	Arts/Hum/CTE	1 (d)	Arts/Hum/CTE	1	Arts/Hum/CTE	1
Electives	5	Electives	6	Electives	5	Electives	6
Flex Credit	2 (e)	Flex Credit	2 (e)	Flex Credit	2 (e)	Flex Credit	-
Total	23	Total	23	Total	23	Total	24
GPA Requirement	-	GPA Requirement	-	GPA Requirement	-	GPA Requirement	3.25 weighted

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

(b) 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.

(c) One of the four units of mathematics must be Algebra II or higher.

(d) District students must take World History or Geography to earn either the Arts/Humanities/CTE credit for the Standard Diploma through 2028 or the World History/Geography credit for the other diplomas.

(e) 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.

A district-approved computer science course may count as either a 4th year of math or a 3rd year of science (one credit total) only after successful completion of the required math or science coursework. Please see your school counselor for details. Senate Bill 200, 2017.

The maximum weighted GPA that can be earned is 4.950; this is achieved by earning a 4.0 unweighted GPA and 0.950 bonus points.

\*AP: Advanced Placement, IB: International Baccalaureate, CTE: Career and Technical Education, NAA: Nevada Alternate Assessment, IDEA: Individuals with Disabilities Education Act, GPA: Grade Point Average.

NAC 390, District Regulation 5127, High School Graduation Requirements, Nevada Board of Regents, Senate Bill 200, 2017.

## THREE-YEAR COURSE PLANS

Each Grade 6 student must have an approved three-year academic Plan. The academic plan must set forth the specific educational goals the student intends to achieve before promotion to high school. The Grade 6 student and their parent/guardian are required to:

Work in consultation with a school counselor to develop an academic plan; and

Review the academic plan at least once each school year in consultation with a school counselor and revise the plan if necessary.

CCSD Regulation 5123



## EARNING CREDIT

Nevada law states that students may earn a unit of credit for successful completion of a course containing at least 120 hours of instruction or the equivalent. The 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 course work, 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 course work. 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 Credit 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 Acc, Geometry Acc
- 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/>.

### ***Repeating Courses***

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

A student may repeat a high school credit-bearing, non-repeatable course one time to improve a grade, and repeat a failed course multiple times to pass the course. 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

### ***Career Plans***

Planning for life after high school is one of the most important decisions you will make. The right path is unique for every student, and there are many exciting options. Your journey should align with your interests, skills, and career goals. In this section, you'll find information on postsecondary pathways.

### ***College***

Going to college means continuing your education after high school, typically to earn a degree or certificate. This path can lead to a wide variety of careers and offers diverse learning experiences. Nevada has specific requirements for admission to its public institutions, but options exist for all students.

#### Public and Private

- Public colleges are funded by the state, so tuition is generally lower, especially for in-state residents.
- Private colleges rely on tuition and donations. Their tuition is often higher, but they may offer more financial aid.

#### College and University

- Colleges typically focus on undergraduate (bachelor’s) and are often smaller, providing a more intimate learning environment. Many are private institutions, and most degrees take four years to complete.
- Universities are usually larger, offering a wider range of undergraduate and graduate programs (master's, doctoral). They often have a strong emphasis on research.

#### Two-Year Colleges

- Also known as community colleges or junior colleges, these schools offer associate degrees and certificates. They are a good option for those who want to save money, stay close to home, or improve their academic record before transferring to a four-year school.

#### Liberal Arts Colleges

- These four-year schools focus on a broad curriculum, including humanities, social sciences, and natural sciences, to provide a well-rounded education.

#### Specialized Institutions

- Some colleges have a specific focus, such as arts colleges, single-sex colleges, or religiously affiliated colleges. There are also institutions designated to support specific communities, like Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs).

For more information, visit: [bigfuture.collegeboard.org](https://bigfuture.collegeboard.org).

### ***Nevada Public College Admission Requirements***

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

#### University of Nevada, Las Vegas (UNLV) and Reno (UNR)

- 3.0 GPA in 13 core units:
  - English - 4
  - Math - 3
  - Social Studies - 3
  - Natural Science - 3 , or
- ACT Composite of 22 or SAT of 1120, or
- Earned an Advanced Diploma or a College and Career Ready Diploma

Nevada State University (NSU)

- 2.5 unweighted GPA, and
- 12 core units:
  - English - 4
  - Math - 3
  - Social Students - 3
  - Natural Science - 2

For more information, visit: [nshe.nevada.edu/nshe-institutions/](https://nshe.nevada.edu/nshe-institutions/).

### ***Career Training Programs***

Career training programs, also known as vocational or trade schools, offer focused, hands-on education for a specific career field. This pathway is a great option for students looking for a cost-effective way to gain valuable skills to start well-paying careers without the time and financial commitment of a traditional college degree.

- Programs are typically much shorter than a four-year degree, often taking a few months to two years to complete.
- The curriculum is centered on real-world, job-specific skills with a strong emphasis on hands-on training.
- Instead of a degree, students earn a certificate, diploma, or industry-specific credential that demonstrates competency to employers.
- These programs are available for a wide range of industries, including:
  - Skilled Trades (e.g., electrician, plumber, HVAC technician)
  - Healthcare (e.g., medical assistant, dental hygienist, phlebotomist)
  - Technology (e.g., web developer, IT support, cybersecurity)
  - Culinary Arts, Cosmetology, Automotive, and more.

For more information, visit: [gowinn.nv.gov/programming](https://gowinn.nv.gov/programming).

### ***Apprenticeship***

An apprenticeship is a unique "earn-while-you-learn" pathway that combines paid on-the-job training with classroom instruction. It's an excellent option for students who learn best by doing and want to secure a high-paying, in-demand career without the burden of student debt.

- An apprenticeship is a full-time job. You are an employee from day one, earning a paycheck and often receiving benefits like healthcare and retirement plans. Wages typically increase with more skills and experience.
- You work alongside an experienced professional, a journeyman, who provides one-on-one mentorship and teaches the skills of the trade.
- In addition to working, you attend classes, which may be at a local community college, a trade school, or a union training center. This instruction complements the hands-on work.
- Upon completion, you earn a nationally recognized credential (often at no cost) that proves mastery, which can lead to high-paying jobs and long-term career stability.
- Apprenticeships are most common in the skilled trades like construction and electrical work, but they are expanding into new fields such as healthcare, IT, and advanced manufacturing.

For more information, visit: [www.apprenticeship.gov](https://www.apprenticeship.gov).

### ***Employment***

For many students, entering the workforce directly after high school is an excellent and immediate path to financial independence and career growth. This option allows you to start earning a paycheck, gaining valuable real-world experience, and building your professional network without the cost or time commitment of further education.

- You can start earning money right away, which helps you become financially independent.
- You gain hands-on skills and work experience that are highly valued by employers.
- You can bypass the cost of tuition and avoid student loans, giving you a strong financial start.
- Working in different jobs can help you explore your interests and discover a career path you're passionate about before committing to long-term training or education.

Finding your first job is about more than just a high school diploma. You should create a resume that highlights your academic achievements, extracurricular activities, volunteer work, and any part-time jobs you've had. Many entry-level positions don't require previous experience but value skills like communication, a strong work ethic, and a willingness to learn. Job opportunities for high school graduates are available in many fields, including:

- Retail and Customer Service
- Hospitality and Food Service
- Administrative and Office Support
- Skilled Trades (often through entry-level roles that can lead to an apprenticeship)
- Logistics and Transportation
- Healthcare Support (e.g., medical assistant, with certification)

For more information, visit: [employnv.gov](http://employnv.gov).

### ***Military Service***

Choosing to serve in the military is a demanding but rewarding career path that provides immediate employment, valuable training, and a clear sense of purpose. It is a structured option for students who are ready to serve their country and want a clear path to professional and personal growth.

- Service members receive extensive training in a specific job, which can be applied to a civilian career later.
- The military offers significant educational benefits, including tuition assistance while you serve and the GI Bill, which can pay for college tuition, housing, and books for up to 36 months after your service ends.
- Servicemembers receive a steady paycheck, and may be eligible for bonuses, housing allowances, and a comprehensive benefits package that includes healthcare, dental, and life insurance.
- You may have the opportunity to travel the world, gain leadership experience, and develop discipline and a strong work ethic that will benefit you for life.

For more information, visit:

- Army: [www.goarmy.com](http://www.goarmy.com)
- Navy: [www.navy.com](http://www.navy.com)
- Air Force: [www.airforce.com](http://www.airforce.com)
- Coast Guard: [www.gocoastguard.com](http://www.gocoastguard.com)
- Marines: [www.marines.com](http://www.marines.com)
- National Guard: [www.nationalguard.com](http://www.nationalguard.com)
- Space Force: [www.spaceforce.mil](http://www.spaceforce.mil)

### ***Gap Year/Service Mission***

A gap year or a service mission is an intentional period of time taken between high school and the next step in your life, such as college or the workforce. This pathway involves taking a deliberate break to explore, learn, and grow, often with the goal of gaining clarity and valuable life experiences.

For more information, visit: [bigfuture.collegeboard.org](http://bigfuture.collegeboard.org) and search: gap year.

### ***Nevada Scholarships***

#### ***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. 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.

A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or visiting [http://www.nevadatreasurer.gov/GGMS/GGMS\\_Home/](http://www.nevadatreasurer.gov/GGMS/GGMS_Home/).

### ***Nevada Promise Scholarship***

The Nevada Promise Scholarship aims to make a college education more accessible and affordable by providing last-dollar financial aid to Nevada students attending one of the state's four community colleges: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, or Western Nevada College. The scholarship helps eligible students pay for up to three years of tuition and mandatory fees.

Please contact your school counselor with additional questions, or visit [www.csn.edu/promise](http://www.csn.edu/promise).

### ***Public Education Foundation***

The Public Education Foundation offers a variety of scholarships to help students pursue higher educational goals. In many cases, the scholarships make the college and university experience accessible to students who might not otherwise dream of a college education. The Public Education Foundation offers more than 260 different scholarship opportunities for Southern Nevada's high school seniors to attend both in-state and out-of-state schools.

Scholarship donors are corporations, associations, organizations, foundations and individuals who want to create a brighter future by encouraging education. Each donor has the opportunity to determine the criteria of their scholarship and plays an active role in selecting the scholarship recipients. The Foundation provides professional assistance in establishing the scholarship funds at no cost, including advertising and promotion, clerical support, and an awards recognition luncheon in May. The luncheon provides donors and scholarship recipients with the opportunity to meet, if they haven't already done so during the selection process. To date, the Foundation has awarded over 6,100 scholarships, totaling nearly \$12 million.

For more details, please visit <https://thepef.org/scholarships/>.

### ***Postsecondary Planning for Middle School Students***

#### ***Grade 6***

- ☐ Learn your way around! Get to know your schedule, where your classes are, and who your teachers are.
- ☐ Start using a planner or calendar to record homework assignments and due dates. This helps you complete your work before the deadline.
- ☐ Find a new club, sport, or activity that sounds cool. Never played an instrument? Join the band! Never played soccer? Try it out!
- ☐ Learn how to check your grades using Infinite Campus. If you receive a low grade, ask your teacher for help right away.
- ☐ Think about what you really enjoy and what you're good at. Do you love animals? Are you awesome at drawing? Discuss with your school counselor.
- ☐ Talk to adults you know about their jobs. Ask, "What do you actually do all day?" and "Did you have to go to college for that?"
- ☐ Meet with your counselor to review promotion requirements and discuss your career plan.
- ☐ Complete a 3-year academic plan aligned with your career plan. Don't forget about electives!

#### ***Grade 7***

- ☐ Learn how to study smarter. Try different ways to prepare for tests (flashcards, drawing pictures, quizzing a friend).
- ☐ If you love a subject (like math or science), ask your counselor if there are accelerated classes you can take.
- ☐ Pick one to two activities you love and stick with them. Look for small ways to be a leader, like organizing a team lunch or running a club fundraiser.
- ☐ Take an online quiz or consult with your counselor to discover careers that align with your favorite subjects and talents.
- ☐ Keep a simple list on your phone or computer of any awards, great grades, volunteer work, or activities you do.

- ☐ Start learning about the different high school classes, like CTE (Career and Technical Education) that teach you hands-on job skills (like coding or mechanics).

### **Grade 8**

- ☐ Ensure you're passing all your classes and have all the necessary requirements to officially promote to high school.
- ☐ Do a formal Career Interest Inventory (your school may offer one) to help match your personality to career clusters (like Business, Health, or Arts).
- ☐ Look into any special programs your district offers, like magnet programs and Career and Technical Academies. Attend the recruiting events at your school to learn about them.
- ☐ Be ready when it's time to pick your high school classes! Be sure to check with your school counselor to determine the exact date and time this will occur.
- ☐ Visit the website of the high school you plan to attend. Research the sports, clubs, and extracurricular activities they offer and decide which ones you want to try out.

## **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.

**A \$15.00 fee for novels and materials**

### **ACCELERATED MATH 6**

This one-year\* course is designed to prepare students for the increased rigor of Algebra I in middle school. This accelerated course includes the grade six mathematics curriculum as well as a portion of the grade seven mathematics curriculum. This course focuses on connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; developing understanding of statistical thinking; developing understanding of and applying proportional relationships; and 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, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for middle school.

**A \$15.00 fee for novels and materials**

**Prerequisite: Consideration will be based on prior math performance, test scores, teacher recommendation and performance on a placement exam**

**\*Students enrolled in the Science, Technology, Engineering, and Mathematics (STEM) Fields Path will complete this course in one semester via a double-period block to be followed by a double-period block of Accelerated Math 7 in the second semester. Enrollment is 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: 5<sup>th</sup> grade teacher approval is required for this course. Consideration will be based on test scores, performance, and teacher recommendation.**

### **ADVANCED ACCELERATED SCIENCE 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 Nevada Academic Content Accelerated Science 6 Standards (NVACS), it will emphasize scientific inquiry at a deep level, enhanced engineering and designing (STEM) activities and student collaboration and discourse aimed at high level problem solving. Successful completion of this course will enable the student to enroll into Advanced Accelerated Science 7 as a 7<sup>th</sup> grader.

**Prerequisite: Consideration will be based on prior science performance, test scores, teacher recommendation and performance on a placement exam. Enrollment is by invitation only.**

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

**A \$15.00 fee for novels and materials**

### **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.

**A \$15.00 fee for novels and materials**

**Prerequisite: 5<sup>th</sup> 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 \$14.00 fee for a BMMS PE uniform is required; an optional towel service is offered for \$10 per semester. Rotates with Middle School Wellness.**

### **MIDDLE SCHOOL WELLNESS**

This one-semester course provides students an introduction to personal, community, and environmental health, mental and emotional health, nutrition and physical activity, substance use and abuse, safety practices, injury prevention, CPR/AED, personal safety. Topics include analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self-management, and advocacy. Instructional practices integrate the Motivational Framework for Culturally Inclusive Teaching, to establish inclusion of all cultural and linguistic backgrounds, develop a positive learner disposition toward learning, enhance meaning through engaging experiences, and engender competence of subject matter among all students. The appropriate use of technology is an integral part of this course

**A \$20.00 fee will be charged for CPR. CPR certification is optional. Rotates with Physical Education 6.**

## **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.

**A \$15.00 fee for novels and materials**

### **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 Acc in middle school. This compacted course includes a portion of the grade seven curriculum as well as all of the currently adopted CCSS grade eight curriculum. 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 seventh-grade students.

**A \$15.00 fee for novels and materials**

**Prerequisite: Students must earn a grade of B or higher in their Accelerated Mathematics 6 course. Current math teacher approval is required for this course. Consideration will be based on test scores, performance and teacher recommendation.**

**\*STEM Fields Path students will complete this course in a single-semester double-period block immediately following Accelerated Math 6. Students must earn a grade of B or higher in their Accelerated Math 6 course. Enrollment is by invitation only.**

### **ALGEBRA I ACCELERATED**

This course is designed for middle school students who have successfully completed Mathematics 6 Accelerated and Mathematics 7 Accelerated with a grade of "B" or higher. This accelerated course includes grade eight mathematics curriculum as well as high school Algebra I curriculum. 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 manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

**A \$15.00 fee for novels and materials**

**Prerequisite: Students must earn a grade of B or higher in their Accelerated Mathematics 7 course. Current math teacher approval is required for this course. Consideration will be based on test scores, performance and teacher recommendation.**

### **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: Students must earn a grade of B or higher in their Accelerated Science 6 course. Current science teacher approval is required for this course. Consideration will be based on test scores, performance and teacher recommendation.**

### **ADVANCED ACCELERATED SCIENCE 7**

This unique course is designed for the highly motivated, highly gifted seventh grade student. As a yearlong course, in addition to covering the increased rigor of the Nevada Academic Content Accelerated Science 7 Standards (NVACS), it will emphasize scientific inquiry at a deep level, enhanced engineering and designing (STEM) activities and student collaboration and discourse to demonstrate students' rigorous application of skills. Successful completion of this course will enable the student to enroll into Advanced Accelerated Science 8 as an 8<sup>th</sup> grader.

**PreRequisite: Students must have earned a grade of B or higher in Advanced Accelerated Science 6 or prior science performance. Current math teacher approval is required for this course. Consideration will be based on test scores, performance and teacher recommendation. Enrollment is by invitation only.**

### **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-grade reading requirement.

**A \$15.00 fee for novels and materials**

### **ACCELERATED READING 7**

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 seventh-grade reading requirement.

**A \$15.00 fee for novels and materials.**

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

### **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.

**A \$15.00 fee for novels and materials**

### **ALGEBRA I Acc**



This course is designed for middle school students who have successfully completed Mathematics 6 Accelerated and Mathematics 7 Accelerated with a grade of “B” or higher. This accelerated course includes grade eight mathematics curriculum as well as high school Algebra I curriculum. 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 manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

**A \$15.00 fee for novels and materials**

**Prerequisite: Students must earn a grade of B or higher in their Accelerated Math 7 course. Current math teacher approval is required for this course. Consideration will be based on test scores, performance and teacher recommendation.**

### **GEOMETRY ACCELERATED**

This course is designed for middle school students who have successfully completed Algebra I Accelerated with a grade of “B” or higher. This accelerated course includes grade eight mathematics curriculum as well as high school geometry curriculum. This 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 manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

**Prerequisite: Students must earn a grade of B or higher in their Algebra Acc course. Current math teacher recommendation required. Consideration will be based on test scores, performance and teacher recommendation.**

### **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: Students must earn a grade of B or higher in their Accelerated Science 7 course. Current science teacher recommendation required. Consideration will be based on test scores, performance and teacher recommendation.**



## **ADVANCED ACCELERATED SCIENCE 8**

This unique course is designed for the highly motivated, highly gifted eighth grade student. As a yearlong course, in addition to covering the increased rigor of the Nevada Academic Content Accelerated Science 8 Standards (NVACS), it will emphasize scientific inquiry at a deep level, enhanced engineering and designing (STEM activities) and student collaboration and discourse to demonstrate students' rigorous application of skills.

**Prerequisite: Students must earn a grade of B or higher in their Accelerated Science 7 course. Current science teacher recommendation required. Consideration will be based on test scores, performance and teacher recommendation. Enrollment is by invitation only.**

## **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.

**A \$15.00 fee for novels and materials.**

## **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.

**A \$15.00 fee for novels and materials.**

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

## **JOURNALISM / ACCELERATED ENGLISH 8**

This one-year course will expand students' writing abilities and strengthen critical thinking skills. All lessons will relate to the process of writing. Grammar and mechanics will be taught as essential elements of writing as a process. Literature will be used to generate and model writing and critical thinking skills. The scope of this course syllabus encompasses the state standards and performing standards. Students also participate in the application of their writing skills with the publishing of the student school newspaper. This course is classified as an accelerated 8<sup>th</sup> grade English course. Placement is based on current level of performance, teacher recommendation, completed written essay exam and students' DDAP scores. This course fulfills the English requirement for eighth grade students.

**A \$15.00 fee for novels and materials.**

**Prerequisite: Students must earn a grade of B or higher in their Accelerated English 7 course. Current English teacher recommendation required. Consideration will be based on test scores, performance, teacher recommendation, and an application process.**

## **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: Students must earn a grade of B or higher in their Accelerated History & Geography 7 course. Current History & Geography teacher recommendation required. Consideration will be based on test scores, performance, and teacher recommendation**

### **COMPUTER SCIENCE & APPLICATIONS 8**

This one-semester course provides students with skills in computer science and applications. Areas of emphasis include computer science, computational thinking, productivity applications, digital citizenship, and integrated technology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course is appropriate for grades eight through twelve. **This course fulfills the one-half computer science credit required for high school graduation. Rotates with Health 8 and Physical Education 8.**

### **HEALTH 8**

This one-quarter 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. **A \$20.00 fee will be charged for CPR. CPR certification is optional. Rotates with Computer Science & Applications 8 and Physical Education 8.**

### **PHYSICAL EDUCATION 8**

This one-quarter 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 \$14.00 fee for a BMMS PE uniform is required (unless the student already owns a uniform). An optional towel service is available for \$10 per quarter. This course is required for all eighth grade students. Rotates with Health 8 and Computer Science & Applications 8.

## **ELECTIVES 2026-2027**

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 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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.**

#### **BEGINNING ART (Semester Rotation with STEM 6 - Future Cities or Spanish Explorations)**

This one-semester course 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. **The fee for this course is \$20.0.**

#### **STEM 6 - FUTURE CITIES (Semester Rotation with Beginning Art)**

This one semester course is designed to introduce students to the principles and applications of practices within the field of engineering. This STEM (Science, Technology, Engineering, and Mathematics) course will engage students in hands-on projects, critical thinking, and collaborative problem-solving to develop innovative solutions that address real-world challenges with an emphasis on the skills needed to be successful in Future Cities Competitions. **The fee for this course is \$25.00.**

#### **SPANISH EXPLORATIONS 6 (Semester Rotation with Beginning Art)**

This one-semester course offers an exciting journey into the rich traditions, language, and cultural expressions of the Spanish-speaking world through an immersive experience that brings Hispanic cultures to life. It includes hands-on activities, creative projects, and engaging discussions.

#### **STEM BEGINNING 6**

This one-year course is designed 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 grades six through eight. **The fee for this course is \$50. Prerequisite: teacher recommendation.**

#### **EXPLORATIONS 6-7-8 LEAD - Leadership, Exploration, and Development (year long)**

This one-year course will focus on exploring our beliefs about our own ability and learning. We will also learn how to incorporate a growth mindset in our daily lives while empowering students to become confident, responsible, and effective members within their school community. Through a combination of interactive lessons, group activities, and real-world applications, students will develop essential leadership skills that will serve them well throughout their academic journey and beyond.

**Prerequisite: Counselor approval.**

### **LEADERSHIP 6-7-8**

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.

**Prerequisite: Teacher recommendation and completed application.**

### **INTERMEDIATE ART/EXPLORATIONS 7 (semester rotation)**

**Intermediate Art** is a one-semester class 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. **The fee for this course is \$20.00.**

**Explorations 7** is a one-semester course within one of the three content areas described. The course will consist of basic exposure and exploration of various content areas, which can lead to further study in upper grades. The semester course may include: Drama, Financial Literacy, or Ukulele. Depending on registration needs, courses may be canceled or replaced.

### **PHYSICAL EDUCATION 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 fulfills the physical education requirement for seventh-grade students.

**A \$14.00 fee for a BMMS PE uniform is required (unless the student already owns a uniform). An optional towel service is available for \$10 per semester.**

### **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 2.5 grade point average, good attendance and citizenship.**

### **PUBLICATIONS 7-8**

This one-year course is an introduction to journalism and layout design. Concepts of journalism are applied through publication of the school yearbook. 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 is an elective course for seventh and eighth grade students.

**Prerequisite: Teacher recommendation and completed application.**

### **STEM INTERMEDIATE 7-8**

This one-year 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 grades six through eight. **The fee for this course is \$50. Prerequisite: application.**

### **STEM ADVANCED 7-8**

This one-year course is designed for those students who have successfully completed STEM Intermediate 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 grades six through eight. **The fee for this course is \$50. Prerequisite: application.**

### **STUDENT CAFETERIA WORK EXPERIENCE 7- 8**

This one-year course is designed to allow 7<sup>th</sup> and 8<sup>th</sup> 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.**

### **ADVANCED ART 8**

This one-year course is for 8th grade 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. The fee for this course is \$40.00.**

### **EXPLORATIONS 8 - FITNESS (year long)**

This one-year course will take a deeper exploration into many different types of physical activity including aerobic, muscle strengthening, balance and flexibility training. Additionally this course will have a mindfulness component, including developing intention, attention and healthy attitudes.

### **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.**

### **TELEVISION PRODUCTION I (Mornings at Miller)**



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.

**Prerequisite: Teacher recommendation and completed application.**

## **FOREIGN LANGUAGE**

### **EARLY BIRD SPANISH I (7<sup>th</sup>/8<sup>th</sup> Grade – 8<sup>th</sup> Grade will receive first preference)**

This is the early bird offering of the Spanish I course as described above. It will open students' schedules to an additional elective slot which must be academically or arts based. Students are expected to be in class by 6:30 a.m. Space is limited. This course will fulfill either one Arts/Humanities credit or one of the elective credits required for high school graduation. Because satisfactory completion of this one-year class will fulfill one elective high school credit, students will be required to commit to remaining enrolled in the Early Bird Spanish class for the entire year.

**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: Counselor approval and test scores taken into consideration.**

### **SPANISH I (7<sup>th</sup> & 8<sup>th</sup> Grade Only)**

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.**

**Prerequisite: Counselor recommendation required and test scores taken into consideration.**

### **SPANISH II H**

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.

**Prerequisite:** teacher recommendation required and a successful completion of Spanish I.

## **PERFORMING ARTS**

### **BEGINNING BAND - BRASS 6-8**

This one-year course is designed for students with no previous band 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. This course is designed for any middle school student who desires to develop the ability to play a brass instrument and it applies the basic fundamentals of music reading to the particular technique of brass instruments. These instruments include: trumpet, French horn, trombone, euphonium (baritone), and tuba. The course may be repeated and is considered a preparatory course for progression into more advanced levels of band. **(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 - WOODWINDS 6-8**

This one-year course is designed for students with no previous band 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. This course is designed for any middle school student who desires to develop the ability to play a woodwind instrument. Woodwind instruments include: flute, clarinet, oboe, bassoon, and saxophone. The course involves applying the basic fundamentals of music reading to the particular technique of the woodwind instrument being studied. The course is considered a preparatory course for progression into more advanced levels of band. **(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 at the end of the year. Performances outside of the school day are mandatory.

### **BEGINNING BAND - PERCUSSION 6**

This one-year course is designed for students with no previous band 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. This course is designed for any middle school student who desires to develop the ability to play a percussion instrument. The course involves applying the basic fundamentals of music reading to percussion instruments being studied, such as bells, xylophone, snare drum, and symbols (not drum set). The course is considered a preparatory course for progression into more advanced levels of band.

**All beginning percussion students must rent or purchase a beginning percussion kit. Students in percussion will be required to pay fees for uniforms and student workbooks. Performances outside of the school day are mandatory. Space is limited to 20 students per class.**

## **INTERMEDIATE BAND 7-8**

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.

**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 7-8**

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.

**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. Enrollment is by audition only.**

## **EARLY BIRD JAZZ ENSEMBLE 7-8**

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.

## **BEGINNING CHOIR 6-8**

This one-year course is designed as an introductory study in basic vocal production and music fundamentals. Major topics include beginning vocal performance skills, live performance opportunities, and the study of basic vocal literature including a range of historical periods and cultures. 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 will be required to pay fees for uniforms. No audition is required. Performances outside of the school day are mandatory.**

## **ADVANCED CHOIR 7-8**

This one-year course is designed for middle school students who have successfully completed a beginning vocal music course, and/or have demonstrated competency by audition. Major topics include advanced vocal performance skills, live performance opportunities, and the study of advanced vocal literature including a range of historical periods and cultures. 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 is open to 7<sup>th</sup> and 8<sup>th</sup> grade students with at least one year of choral music experience and an audition with the teacher. Students will be required to pay fees for uniforms. Performances outside of the school day are mandatory. Students are placed based on director recommendation.**

### **BEGINNING ORCHESTRA 6-8**

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 7<sup>th</sup> and 8<sup>th</sup> 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. **The student may be asked to pass an audition by the director. Students in advanced orchestra will be required to pay fees for uniforms. Performances outside of the school day are mandatory.**

### **CHAMBER ORCHESTRA 7-8**

This one-year course is designed for middle school students who have successfully completed an advanced orchestra course and/or have demonstrated competency through audition and want to explore chamber ensemble performance techniques. Major topics include advanced small ensemble performance skills, live performance opportunities, and the study of orchestral chamber music in a range of historical periods and cultures. 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 may be asked to pass an audition by the director. Students in chamber orchestra will be required to pay fees for uniforms. Performances outside of the school day are mandatory.**