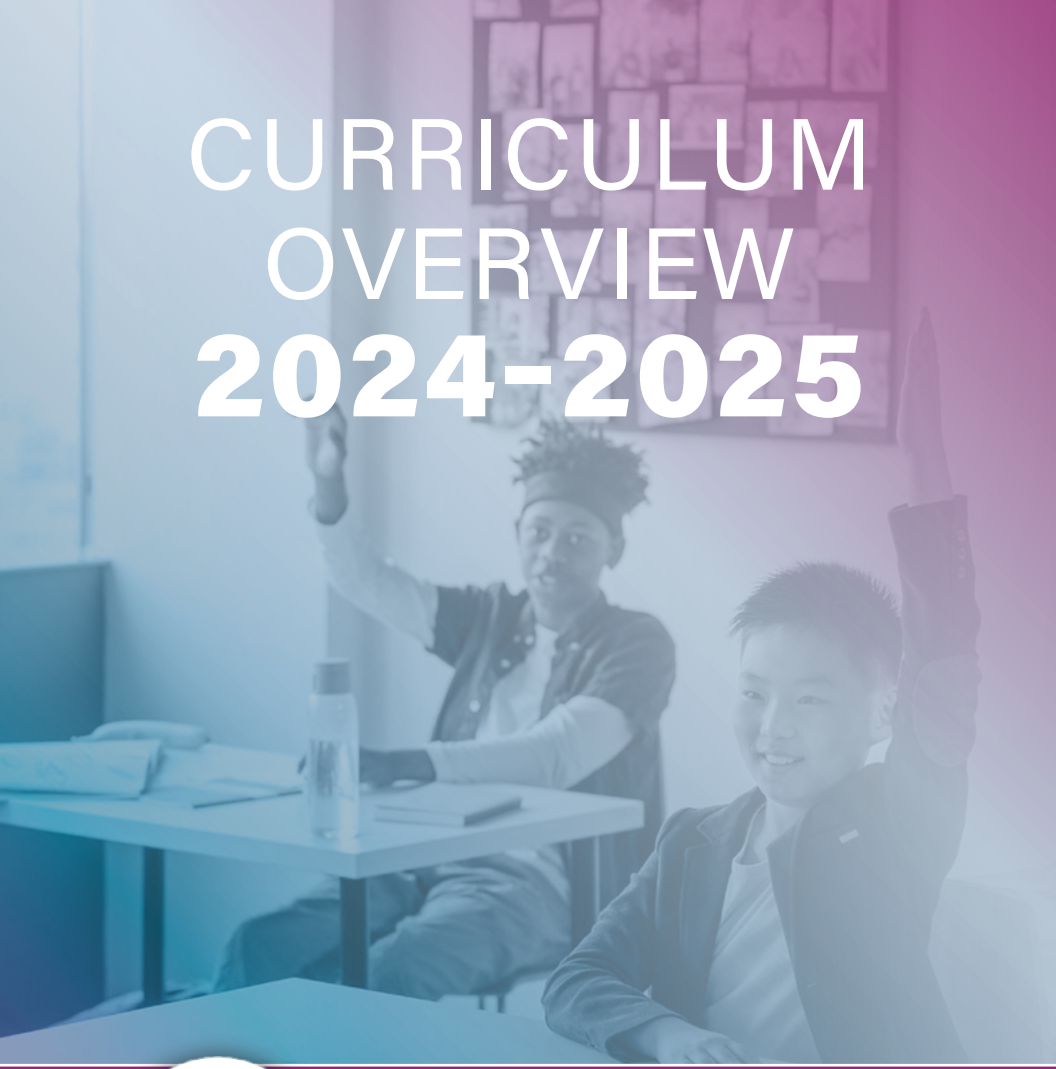
CURRICULUM OVERVIEW 2024-2025



We are CCSD

Grades 6-8

GAC 3836.4

CCSD
CLARK COUNTY
SCHOOL DISTRICT

BOARD OF SCHOOL TRUSTEES

Evelyn Garcia Morales
President

Irene Bustamante Adams
Vice President

Lisa Guzmán
Clerk

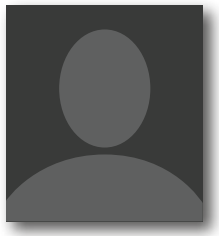
Lola Brooks
Member

Linda P. Cavazos
Member

Ramona Esparza-Stoffregan
Member

Adam Johnson
Member

Lisa Satory
Member



Isaac Barron
Member

Brenda Zamora
Member

INTERIM SUPERINTENDENT OF SCHOOLS

Brenda Larsen-Mitchell Ed.D.

TABLE OF CONTENTS

MIDDLE SCHOOL COURSE PROGRESSION

Throughout the middle school years, Clark County School District (District) values and emphasizes a well-balanced educational program. The middle school course progression is provided in the table below.

Grade 6	
▪ MATHEMATICS ▪ SCIENCE ▪ PHYSICAL EDUCATION (P.E.)	▪ ENGLISH LANGUAGE ARTS (ELA) ▪ READING ▪ ELECTIVE
Grade 7	
▪ MATHEMATICS ▪ SCIENCE ▪ ELA ▪ READING	▪ HISTORY and GEOGRAPHY 7 ▪ ELECTIVE ▪ P.E.
Grade 8	
▪ MATHEMATICS ▪ SCIENCE ▪ COMPUTER SCIENCE and APPLICATIONS *(one semester for high school credit)* ▪ P.E./HEALTH	▪ ELA ▪ HISTORY and GEOGRAPHY 8 ▪ ELECTIVE

For specific information on the promotion and retention of students, refer to District Regulation 5123, Promotion, Retention, and Demotion of Students *https://ccsd.net/district/policies-regulations/pdf/5123_R.pdf*.

GRADE 6

ENGLISH LANGUAGE ARTS

Below is a sample of content your student should know and be able to do by the end of Grade 6.

READING - Literature and Informational Text

- Read various texts for various audiences and purposes to examine how authors use evidence from the text to support their arguments and analyze the strength of the author's argument.
- Read to determine a theme or central idea of a literary text and how it is conveyed through specific details used by the author.

WRITING

- Write arguments to support claims with clear reasons and relevant evidence. Students will form an opinion, create a claim to support that opinion, research information to support it and create essays that demonstrate their research.
- Write narratives that develop real or imagined experiences or events using an event sequence that unfolds naturally and logically.
- Compare and contrast thematically-based texts in different genres (e.g., poems, historical novels, and fantasy stories).
- Write routinely over short and extended time frames for various tasks, purposes, and audiences.

LANGUAGE

Recognize variations from standard English in their own and others' writing and speaking and apply that knowledge to their own writing and speaking.

To learn more about the Nevada Academic Content Standards (NVACS) for ELA, refer to *https://doe.nv.gov/offices/office-of-teaching-and-learning/english-language-arts*.

NVACS for ELA reflects a shift to college and career readiness to better prepare students for opportunities after high school in the following areas:

- Complexity: practice regularly with complex text and its academic language.
- Evidence: ground reading, writing, and speaking in evidence from text, both literary and informational.
- Knowledge: build knowledge through content-rich nonfiction.

To learn more about the shifts, refer to *https://achievethecore.org/category/419/the-shifts*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Explore texts brought home from the school library that interest your student. Librarians and teachers in District schools are great resources for connecting your student with various texts.
- Play board games with your student to promote reading comprehension and vocabulary development. These games include Scrabble, Boggle, Monopoly, Life, crossword puzzles, etc.
- Participate in a gathering, such as a meal with friends, to practice listening skills and making conversation.

MATHEMATICS

Below is a sample of content your student should know and be able to do by the end of Grade 6.

RATIOS AND PROPORTIONAL RELATIONSHIPS

- Understand ratio concepts and use ratio reasoning to solve problems (e.g., unit rates involving such topics as pricing and speed).

THE NUMBER SYSTEM

- Apply and extend understandings of multiplication and division to dividing fractions by fractions.
- Compute fluently with multi-digit numbers.
- Apply and extend number understanding to include the rational number system (positive numbers, negative numbers, decimals, and fractions).

EXPRESSIONS AND EQUATIONS

- Apply and extend previous understandings of arithmetic to expressions with variables.
- Reason about and solve one-variable equations and inequalities (e.g., solve for x if $2x = 6$, since $2 \times 3 = 6$, then $x = 3$).
- Represent and analyze quantitative relationships between dependent and independent variables (e.g., distance and time).

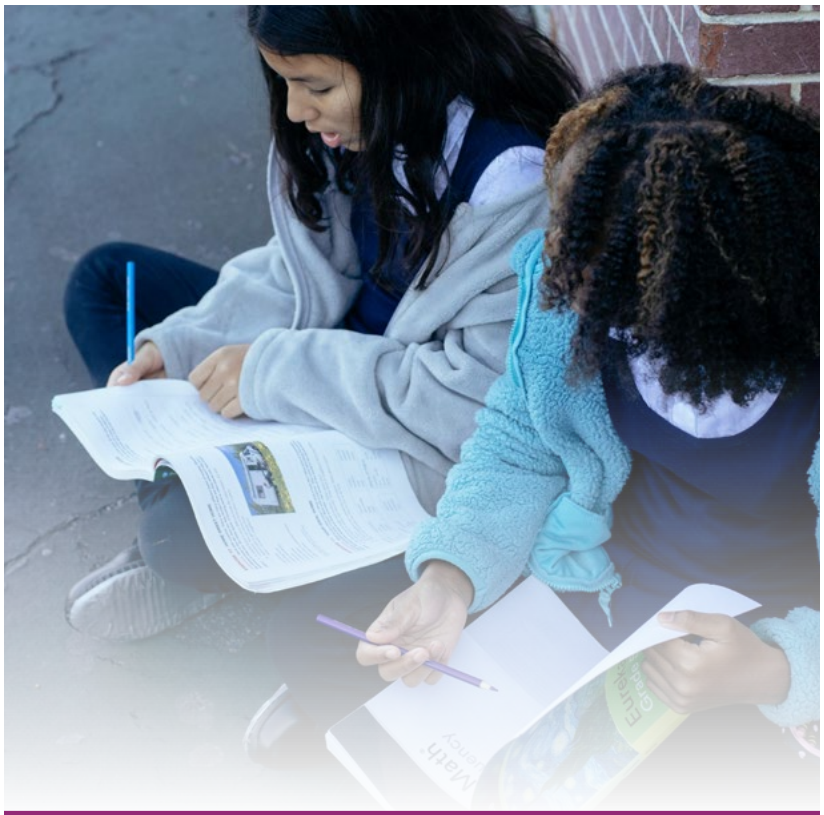
GEOMETRY

Solve real-world and mathematical problems involving area, surface area, and volume.

STATISTICS AND PROBABILITY

- Develop an understanding of statistical variability.
- Summarize and describe distributions based on various attributes, such as measures of center (median and mean) and measures of variability (interquartile range and mean absolute deviation).

To learn more about NVACS for Mathematics, refer to *https://doe.nv.gov/Nevada_Academic_Standards/Math/Standards/*.



SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Determine the best value per ounce of various items at the store.
- Compute the distance between towns on a map using the map's scale or legend.
- Create a statistical question (How many text messages do you send per day? How many text messages to do you send for an entire week?), record the answers in a chart, and then graph your results.
- Find real-world applications for parallel, perpendicular, and intersecting lines. Where and when are these lines used?
- Look at various graphs in the newspaper or on the Internet. Describe what each graph shows, the scale used, and the relationships shown in each graph. Put the steps developmentally in order.
- Calculate the amount of ingredients needed for a recipe. If a recipe uses two cups of sugar to make four dozen cookies, how many cups of sugar would be needed to make ten dozen? (Answer = 5)

SCIENCE

Below are the phenomena-driven science units your student will learn by the end of Grade 6.

- Microbiome
- Metabolism
- Metabolism: Engineering Internship
- Traits and Reproduction
- Thermal Energy
- Ocean, Atmosphere, and Climate
- Weather Patterns
- Earth's Changing Climate
- Earth's Changing Climate: Engineering Internship

NVACS for Science identify eight practices of science and engineering and seven crosscutting concepts that are essential for every student to use. Their purpose is to help students deepen their understanding of science content and develop a coherent, scientifically-based view of the world.

Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Crosscutting Concepts

- Pattern
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation
- Structure and Function
- Stability and Change

For information on NVACS for Science, refer to *https://doe.nv.gov/offices/office-of-teaching-and-learning/science*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Observe, ask questions, experiment, and seek an understanding of natural and human-made phenomena.
- Look at a weather map and predict the weather for tomorrow in a few different cities around the United States and the world.
- Brainstorm a list of things you can do as an individual to help protect the environment.
- Describe the importance of how body systems work together to perform life functions. Choose your favorite animal. How do their body systems compare to a human? Look for similarities and differences.
- Visit local science sites like the Wetlands Park, the Springs Preserve, or the Las Vegas Natural History Museum.
- Evaluate the thermal properties of household items to compare their uses.
- Synthesize the information available on a weather map to analyze, compare, and predict the weather in a few different cities around the United States and the world.

GRADE 7

ENGLISH LANGUAGE ARTS

Below is a sample of content your student should know and be able to do by the end of Grade 7.

READING - Literature and Informational Text

- Read to determine an author's point of view or purpose in a nonfiction work; analyze how the author takes a position different from other authors.
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to understand how authors of fiction use or alter history.

WRITING

- Organize writing, including supporting statements and conclusions, focus on evidence, and show that the evidence is accurate and reliable.
- Write narratives that use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Conduct short research projects using multiple sources to answer and generate additional related questions for further investigation.
- Develop arguments with clear reasons and relevant evidence.

LANGUAGE

Determine the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content by choosing from a range of strategies, such as using context clues, applying Greek or Latin affixes (e.g., replace, replaceable, irreplaceable) or consulting reference materials, such as dictionaries and glossaries.

To learn more about NVACS for English Language Arts (ELA) refer to *https://doe.nv.gov/offices/office-of-teaching-and-learning/english-language-arts*.

NVACS for ELA reflect a shift to college and career readiness to better prepare students for opportunities after high school in the following areas:

- Complexity: practice regularly with complex text and academic language.
- Evidence: ground reading, writing, and speaking in evidence from text, both literary and informational.
- Knowledge: build knowledge through content-rich nonfiction.

To learn more about the shifts, refer to *https://achievethecore.org/category/419/the-shifts*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Research a family activity by using the Internet or library to explore the museums, parks, or special events in your community. Have your student plan a day of local exploration through their research for you and your family to enjoy.
- Share articles or current events from national news organizations, both in print and online, and ask your student about their opinions. Ask your student to find facts from the articles to support their opinions.
- Read together to find out what type of books your student likes to read. Does your student enjoy literary or nonfiction texts? If your student enjoys specific hobbies or genres, encourage them to read books or find websites that provide more information on specific interests. Encourage your student to find a book on a topic they enjoy, and schedule time for your student to tell you about what they learned from the text.
- Encourage writing by having your student keep a daily journal. Your student may wish to keep a private journal, or they may wish to write to a friend or distant relative describing their activities.

MATHEMATICS

Below is a sample of content your student should know and be able to do by the end of Grade 7.

RATIOS AND PROPORTIONAL RELATIONSHIPS

Solve real-world problems using fractions, decimals, percents, and rates.

THE NUMBER SYSTEM

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers (fractions, decimals, and positive and negative whole numbers).

EXPRESSIONS AND EQUATIONS

- Use properties of operations to generate equivalent expressions (e.g., Using the following, since $3 \times 21 = 3(20 + 1) = (3 \times 20) + (3 \times 1) = 60 + 3$).
- Solve problems involving rational numbers (positive, negative, fractions, decimals) and algebraic expressions and equations.

GEOMETRY

- Draw, construct, and describe geometric figures (angles, triangles, prisms, pyramids, etc.) and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

STATISTICS AND PROBABILITY

- Use random sampling to draw inferences about a population.
- Draw inferences about populations based on samples.
- Compute the theoretical probability of chance events and compare this with experimental results.

To learn more about NVACS for Mathematics, refer to *https://doe.nv.gov/NevadaAcademicStandards/Math/Standards/*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Make a scale drawing of a room. Compute the perimeter, area, and volume of the room, objects, etc.
- Use magazine illustrations to find objects that form angles of various degrees. Measure the angles with a protractor.
- Flip a coin 50 times and record the results. Then, spin the coin on a hard surface 50 times and record the results. Compare the results of the experiments to each other and determine the number of times you would expect each result to occur.
- Create a comic strip or cartoon about supplementary and/or complementary angles.
- Determine the cost of an item when an item is on sale at a percent discount.

SCIENCE

Below are the phenomena-driven science units your student will learn by the end of Grade 7.

- Geology on Mars
- Plate Motion
- Plate Motion: Engineering Internship
- Rock Transformations
- Phase Change
- Phase Change: Engineering Internship
- Chemical Reactions
- Populations and Resources
- Matter and Energy in Ecosystems

NVACS for Science identify eight practices of science and engineering and seven crosscutting concepts that are essential for every student to use. The purpose is to help students deepen their understanding of science content and develop a coherent, scientifically-based view of the world.

Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Crosscutting Concepts Pattern

- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation
- Structure and Function
- Stability and Change

For information on NVACS for Science, refer to *https://doe.nv.gov/offices/office-of-teaching-and-learning/science*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Ask questions to link material learned in science class to real-world scenarios: How are mountains formed? Why do eclipses occur? What materials are mined in Nevada?
- Help with recycling in your home (paper, plastic, metal).
- Visit local treasures like Red Rock Canyon or Lake Mead National Recreation Area and identify geological features and wildlife.
- Visit local science sites like the Wetlands Park, the Springs Preserve, or the Las Vegas Natural History Museum.
- Discuss sources of energy and how energy is used in your home.
- Practice chemistry at home. When you cook, discuss the changes in matter that occur. What does the energy do?

SOCIAL STUDIES

History and Geography 7 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 cross-disciplinary sources. Students will construct organized arguments using researched evidence and reasoning for various audiences and purposes.

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.

NVACS for Social Studies identifies six disciplinary skills and six key social studies disciplines essential for students to understand the world around them. Their purpose is to create lifelong learners with the skills and knowledge to shape our nation and respond to future challenges.

Disciplinary Skills

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

Key Disciplines of Social Studies

- History
- Multicultural
- Civics
- Geography
- Economics
- Financial Literacy

For more information on NVACS for Social Studies, refer to *https://doe.nv.gov/offices/office-of-teaching-and-learning/social-studies*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Read primary source documents related to historical events.
- Explore museums related to Nevada history.
- Discuss the importance of voting and participating in society.
- Study the founding documents of American history.
- Explain what it means to be a leader.
- Discuss the sources of information used to form an opinion.
- Connect family history to historical events discussed in class.

GRADE 8

ENGLISH LANGUAGE ARTS

Below is a sample of content your student should know and be able to do by the end of Grade 8.

READING - Literature and Informational Text

- Cite evidence from text that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play.
- Analyze how differences in the points of view of characters and the audience or reader create such effects as suspense or irony.

WRITING

- Plan and conduct research projects that include several steps, use many credible and documented print and/or digital sources, progress through multiple drafts, and produce a written report or multi-media presentation.
- Write narratives that engage the reader by establishing a clear point of view, introducing a narrator and characters, and organizing a sequence of events that unfolds logically and naturally.
- Write arguments using a formal style to support claims with clear reasons and relevant evidence.
- Draw evidence from literary or informational texts to support analysis and research.

LANGUAGE

Form and use verbs in the active and passive voice by selecting verbs that best fit the purpose and mood of sentences that make up a written composition.

To learn more about NVACS for English Language Arts (ELA), refer to *https://doe.nv.gov/offices/office-of-teaching-and-learning/english-language-arts*.

NVACS for ELA reflect a shift to college and career readiness to better prepare students for opportunities after high school in the following areas:

- Complexity: practice regularly with complex text and its academic language.
- Evidence: ground reading, writing, and speaking in evidence from text, both literary and informational.
- Knowledge: build knowledge through content-rich nonfiction.

To learn more about the shifts, refer to *https://achievethecore.org/category/419/the-shifts*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Use time in your family's schedule for discussions about events in the community, in our nation, or worldwide. Encourage your student to research solutions to issues in school or the community to be informed about how to address common concerns.
- Visit the University of Nevada, Las Vegas, the College of Southern Nevada, or other local college campuses. Talk to your student about different college opportunities. What does your student expect from college? What high school courses must your student pass to prepare for college?
- Keep books and magazines around the house to learn from and enjoy reading.
- Find an outlet for your student to publish a book review. When your student finishes a book, encourage them to write a review for a family or school newspaper, magazine, or website that features book reviews. Your student could also try posting a review at a local bookseller or online retailer.

MATHEMATICS

Below is a sample of content your student should know and be able to do by the end of Grade 8.

THE NUMBER SYSTEM

- Know that there are numbers that cannot be written as fractions. These numbers are called irrational numbers (e.g., π and $\sqrt{2}$).
- Compare irrational numbers, locate them on a number line approximately, and estimate the value of expressions (e.g., 2π).

EXPRESSIONS AND EQUATIONS

- Use exponents and square roots (e.g., $\sqrt{36} = 6$ and $\sqrt{20} = 2\sqrt{5}$) and cube roots (e.g., $\sqrt[3]{27} = 3$) to represent and solve equations (e.g., $x^2 = 64$, $\sqrt{x^2} = \sqrt{64}$, $x = \pm 8$).
- Understand slope and graph linear equations.
- Analyze and solve linear equations and systems of linear equations (e.g., solve for x, $3x + 2 = 23$).

FUNCTIONS

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

GEOMETRY

- Understand congruence and similarity.
- Use the Pythagorean Theorem to compute the lengths of sides of right triangles.
- Solve real-world and mathematical problems involving the volume of cylinders, cones, and spheres.

STATISTICS AND PROBABILITY

Find patterns between two characteristics of a set of objects (e.g., car weight and miles per gallon).

To learn more about NVACS for Mathematics, refer to *https://doe.nv.gov/NevadaAcademicStandards/Math/Standards/*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Explain what the exponent (2 or 3) means in square centimeters (cm^2) or cubic centimeters (cm^3).
- Record the time you watch television and the type of programs you watch over one week. Create as many graphs as possible depicting the data collected.
- Find the volume of an object, such as a baseball. Determine the dimensions of boxes that could hold 3, 6, and 12 counts of the object. Arrange the objects in various ways inside the boxes and then calculate the dimensions of the boxes that use the least amount of cardboard.
- Deal two cards face up. Create the largest possible number using addition, subtraction, multiplication, division, or exponents. Black cards are positive, and red cards are negative.

SCIENCE

Below are the phenomena-driven science units your student will learn by the end of Grade 8.

- Harnessing Human Energy
- Force and Motion
- Force and Motion: Engineering Internship
- Magnetic Fields
- Light Waves
- Earth, Moon, and Sun
- Natural Selection
- Natural Selection: Engineering Internship
- Evolutionary History

NVACS for Science identify eight practices of science and engineering and seven crosscutting concepts that are essential for every student to use. The purpose is to help students deepen their understanding of science content and develop a coherent, scientifically-based view of the world.

Science and Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Crosscutting Concepts

- Pattern
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter: Flows, Cycles, and Conservation
- Structure and Function
- Stability and Change

For information on NVACS for Science, refer to *https://doe.nv.gov/offices/office-of-teaching-and-learning/science*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Relate forces and motion to the movement of a car.
- Find an article about a scientific discovery and synthesize what it tells you.
- Research how a cell phone or garage door opener really works.
- Read an article from a scientific journal and evaluate the claims made by the author.
- Make observations about seasons, the position of the sun, movement in the night sky, and phases of the moon.

SOCIAL STUDIES

History and Geography 8 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 cross-disciplinary sources. Students will construct organized arguments for various audiences and purposes.

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.

NVACS for Social Studies identifies six disciplinary skills and six key disciplines of social studies that are essential for every student to understand the world around them. The purpose is to create lifelong learners with the skills and knowledge to shape our nation and respond to future challenges.

Disciplinary Skills

- Constructing compelling questions
- Creating supporting questions
- Gathering and evaluating sources
- Developing claims and using evidence
- Communicating and critiquing conclusions
- Taking informed action

Key Disciplines of Social Studies

- History
- Multicultural
- Civics
- Geography
- Economics
- Financial Literacy

For more information on NVACS for Social Studies, refer to *https://doe.nv.gov/offices/office-of-teaching-and-learning/social-studies*.

SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can:

- Read primary source documents related to historical events.
- Use maps while traveling, and practice giving directions.
- Discuss the importance of culture and how it impacts history.
- Examine the culture of your family.
- Study the important geographic features around the world.
- Discuss appreciation and understanding of other cultures within the community.

LEARNING BEYOND THE CORE

Each middle school has a library with resources to support learning in the classroom. The library promotes lifelong learning through:

INFORMATION LITERACY

Students access information to solve an information problem or question using various digital and printed resources. They recognize accurate, relevant, and comprehensive information in stating both broad and specific questions. They develop a plan to use various sources and can explain the kinds of information found in each, distinguishing between fact, point of view, and opinion.

INDEPENDENT LEARNING

Students explore a range of sources to find information of personal interest or wellbeing and apply the information to real-life purposes. They read various genres of literature, including mythology, short stories, drama, poetry, fiction, and non-fiction. They evaluate the information-seeking process at each stage as it occurs and make adjustments as necessary to improve the process and the product. They revise, improve, and update their own work.

SOCIAL RESPONSIBILITY

Students organize information into formats for presentation, whether working individually or in groups. They help to organize and integrate the contributions of all group members into an informational product. Students use ethical behavior in regard to information and information technologies, plagiarism, and citation of sources. Students explore a range of sources to find information of personal interest or wellbeing and apply the information to real-life purposes. Other areas of learning beyond the core areas of reading and writing, mathematics, science, and social studies include:

COMPUTER SCIENCE and APPLICATIONS (Grade 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 8–12. This course fulfills the one-half computer science credit required for high school graduation.

HEALTH (Grade 8)

Students focus on human wellness's mental, physical, social, emotional, and environmental aspects. They learn lifelong skills to enhance overall health and wellbeing, including communication, decision-making, and goal-setting. Students examine the following health education topics: wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and environmental and consumer health.

Students receive instruction on human immunodeficiency virus, human reproductive system, related communicable diseases, and sexual responsibility. This one-semester course fulfills the health requirement for Grade 8.

Note: A signed parent/guardian permission slip for the sex education unit of instruction is required.

PHYSICAL EDUCATION (Grades 6–8)

Students focus on developing a health-enhancing level of physical fitness while participating in various physical activities. They develop motor skills, manipulative skills, and movement patterns while focusing on safety. Health-enhancing fitness concepts will be explored through personal goal-setting and self-evaluation.

Students are moderately to vigorously physically active for fifty percent of the instructional time. One semester of physical education is required in Grades 6–8.

WORLD LANGUAGE

Proficiency in another language enhances cognitive abilities, boosts spatial math reasoning, expands opportunities for education and careers, and fosters connections with diverse communities.

World language instruction is available in select elementary schools. Students may experience a world language as part of the humanities rotation. Students receive introductory language skills that motivate them to continue learning another language.

At many schools, students in Grades 6–8 may take an exploratory course that provides an introduction to world language in District high schools. In addition, students may begin taking high school credit-bearing world language courses beginning in Grade 6.

The goals of the secondary world language program are to develop students' communicative skills in the target language and to lead students to intermediate and/or advanced-level proficiency. The primary focus is on communication in the target language, which encompasses understanding the target cultures, interdisciplinary connections, native language comparisons, and active engagement in multicultural communities. It is strongly advised that at least ninety percent of classroom instruction be delivered in the target language.

Based on student requests and teacher availability, courses may be offered in the following languages:

- American Sign Language
- Arabic
- Chinese (Mandarin)
- Filipino (Tagalog)
- French
- German
- Italian
- Japanese
- Korean
- Latin
- Russian
- Spanish
- Spanish Literacy

Note: Many out of state colleges and universities require a minimum of two to three years of study in the same language to fulfill entrance requirements.

FINE ARTS EDUCATION (Grades 6–8)

For students who elect to participate in fine arts courses, middle school sites provide a variety of opportunities to develop individual and group skills to create, perform, respond, and connect in the disciplines of music, dance, theatre, and the visual arts. Standards-based, sequential instruction in the arts is offered to all students and provides the basis for continued high school study and career opportunities. Programs of study may include:

- **Dance:** Beginning, Intermediate, and Advanced
- **Music:** Band, Orchestra, Choir, Guitar, Mariachi, and Jazz Band
- **Theatre:** Beginning, Intermediate, and Advanced
- **Visual Arts:** Beginning, Intermediate, and Advanced

COMPUTER SCIENCE (Grades 6–8)

- Design meaningful solutions for others, incorporating data from collaborative team members and the end user, to meet the end user's needs.
- Systematically identify and fix problems with computing devices and their components.
- Collect data using computational tools and transform the data to make it more meaningful and useful.
- Identify risks associated with sharing information digitally (e.g., phishing, identity theft, hacking).
- Explain how physical and digital security measures protect electronic information.

COMPUTER ACCESS

All District students will be provided a computing device, a Chromebook. The District will provide home Internet connectivity solutions (or subsidies) to families who qualify. Parents/Guardians should inform their student's school if they are in need of these services.

MULTI-TIERED SYSTEM OF SUPPORTS

The Multi-Tiered System of Supports (MTSS) is an educational framework designed to provide a structured approach to addressing the diverse academic and behavioral needs of students in Pre-Kindergarten–Grade 12. Comparable to constructing a robust educational foundation, MTSS operates on three tiers:

Tier I (Universal Level): At this foundational level, all students receive high-quality, standards-based instruction, employing evidence-based teaching practices and engaging activities.

Tier II (Targeted Level): Recognizing that some students may require additional support, Tier II interventions involve targeted strategies such as small group instruction or specialized activities to address student-specific learning needs.

Tier III (Intensive Level): This tier assists students who need additional time and instruction to demonstrate adequate progress or growth, necessitating intensified interventions. This level may involve smaller groups or individualized attention tailored to the student's needs.

Within the MTSS Framework, the District uses Positive Behavioral Interventions and Supports (PBIS) to improve all students' social, emotional, behavioral, and academic outcomes. Social and emotional learning also empowers students to manage emotions, set and achieve goals, demonstrate empathy, form positive relationships, and make responsible decisions.

MTSS is a systematic approach to ensure that every student receives the necessary resources and support to thrive academically, fostering an inclusive environment that accommodates various learning profiles and promotes overall student success.

MIDDLE SCHOOL CAREER AND TECHNICAL EDUCATION

Career and Technical Education (CTE) offers middle school students in Grades 6–8 a selection of one-semester courses designed to introduce various career areas. The available courses include Ag Ventures, Building Engineers, Business Innovators, Digital Designers, Everyday Heroes, and Teening to Adulting. These courses aim to familiarize students with potential high school programs of study, helping them explore career pathways through self-assessment and goal-setting activities. Additionally, students may have opportunities to participate in career days or industry tours.

MAGNET SCHOOLS

District magnet programs are designed to develop students' talents, interests, and abilities by offering specialized learning opportunities related to various themes. Students from across the district may apply to a magnet program regardless of the region in which they reside; however, transportation will only be provided to students living within the designated transportation boundary for the magnet program. The purpose of magnet programs is to improve student achievement, promote diversity, and create an awareness of career opportunities relative to the fields of study in which students may be interested, while also fostering their unique skills and passions. Families can explore these opportunities through a variety of events beginning in the fall of each year, such as magnet fairs, parent/guardian workshops, school tours, and shadowing opportunities. The application for magnet schools opens in the early fall and closes the second Tuesday of each January. For additional information, please visit *magnet.ccsd.net*.

NEVADA LEARNING ACADEMY AT CCSD

Nevada Learning Academy at CCSD (NVLA) offers both a comprehensive, full-time, online high school program open to any Nevada student and a full-time blended middle school program open to residents of Clark County, Nevada. Both programs are tuition-free for full-time students. NVLA is open to all District students. In addition to the full-time programs, all students in Nevada can take NVLA online courses part-time for a fee while enrolled at their current schools. Information on NVLA full-time programs can be found at *NVLearningAcademy.net*. NVLA offers all core courses for Grades 6–12 as well as a range of advanced courses and electives. Students should work with their school counselors to enroll or visit the NVLA website for additional information.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM OVERVIEW

As part of the instructional team, school counselors play an integral role in all students' academic, career, and social/emotional development. Through classroom lessons, small groups, and individual interventions, school counselors implement strategies and activities to support and maximize each student's learning ability and help prepare students to make informed choices regarding post-secondary options to complete future career goals. School counselors assist in providing resources to minimize barriers for students. The school counseling program also provides the foundation for personal social-emotional growth as students progress through school and into adulthood.

Resource documents for parents/guardians and students are available at *http://ccsd.net/departments/guidance-counseling/*.

DOCUMENT LIBRARY

The *Moving On to Middle School Transitional Planning Guide* provides incoming Grade 6 students with important information about the transition to middle school. Several documents are available on the guidance and counseling website to assist parents/guardians and students in planning for future coursework and preparing for post-secondary education. The *Moving On to High School Transitional Planning Guide* provides Grade 8 students with important information about the transition to high school.

TIPS FOR PARENTS/GUARDIANS

Support Your Child's Education provides a suggested list of activities to support your student's academic development.

Students, parents/guardians, and faculty throughout Nevada have access to SafeVoice, an anonymous reporting system used to report threats to the safety or wellbeing of students. SafeVoice was established by the Nevada Department of Education under Senate Bill (SB) 212 in 2017 to protect student wellness, prevent violence, and save lives. SafeVoice is found in Nevada Revised Statutes 388.1451 to 388.1459.

In partnership with the Nevada Department of Public Safety, the SafeVoice program provides students with a safe place to submit tips concerning their own safety or that of others. A fully trained professional team of experts responds in an appropriate manner 24/7/365. Tips always stay anonymous.

SafeVoice reports can be made through the hotline by calling (833) 216-SAFE (7233), electronically at *safevoicenv.org*, or through a free mobile app available in the app store for either Android or iPhone.

TALKING WITH YOUR STUDENT'S TEACHER

When you talk to your student's teacher about the learning expectations, here are some questions you may want to ask.

- How can we support what you're doing in the classroom at home?
- What would you like to know about my student that would help you as their teacher?
- In addition to the learning expectations in this document, what else is my student learning?
- May I see examples of my student's work and how it does or doesn't meet these learning expectations?
- How is my student's academic and behavioral progress measured throughout the year?
- Is my student on grade level? If not, what support will the school offer my student? How can I help at home?
- If my student is at or above grade level, what enrichment and support will the school offer? How can I help at home?

TALKING WITH YOUR STUDENT

Talking together often about school and progress toward learning expectations helps you know how to support your student's learning.

- Praise your student for hard work at school. Take time to read and discuss papers and projects your student brings home from school. Ask what your student has done that makes them the most proud.
- Ask your student to show you their work and talk about what they are learning in school. What does your student think is most interesting? What seems hard? Note any comments on work that the teacher makes.
- Ask questions to learn more about your student's thinking: How do you know? What do you notice? Why did you do it this way?
- Check progress reports and report cards for grades, attendance, and behavior, and ask your student about their thoughts on the report card. This information can be accessed by parents/guardians and students in Infinite Campus.

EXTENDING LEARNING AT HOME

Learning continues at home. Here are some ways you can support your student.

- Use this document to focus on the learning expectations. Try some of the suggestions for learning at home.
- Set up and maintain routines at home for homework, studying, and learning.
- Check to see that your student has done all the work assigned. Sign the homework if required by your student's school.
- Set up a quiet and comfortable place for you and your student to read and learn.
- Put books, puzzles, games, etc., in a special place your student can access whenever they want.
- Discuss activities your student can do at home that relate to what they are learning at school.

VEGAS PBS

Support your student's learning with resources from Vegas PBS at *http://vegaspbs.org/learn*. PBS LearningMedia makes learning easy and fun for students in Pre-Kindergarten–Grade 12 and beyond. The website offers free and easy access to free resources to help students excel in any subject: science, social studies, mathematics, ELA, and more. The educational content includes videos, pictures, interactive content, and educational games and activities based on favorite PBS KIDS programs. Hundreds of resources are also available in Spanish.

TOGETHER – PREPARING OUR STUDENTS

LEARNING EXPECTATIONS

This document presents learning expectations for students based on NVACS for ELA, mathematics, science, and social studies. Also included are learning expectations in the areas of health, library, music, physical education, world language, and fine arts education. The learning expectations presented in this document can help you know how your student is doing in middle school. Tips and activities are also provided to help your student learn at home. Contact your student's teacher to learn more and discuss how you can help your student meet these learning expectations.

NEVADA PROFICIENCY EXAMINATION PROGRAM – MIDDLE SCHOOL

The Criterion-Referenced Tests (CRT), more commonly referred to as the Smarter Balanced Assessments, are Nevada's system for assessing students in Grades 6–8 in mathematics and ELA. The computer-adaptive format and online administration of the assessments accurately indicate student success as learners work to meet the rigorous demands of college and/or career readiness. In addition, the Nevada science CRT is administered to Grade 8 students in an online environment. For additional information on Nevada state assessments, please visit *https://doe.nv.gov/Assessments/*.

INFINITE CAMPUS

The District's student information system is Infinite Campus. This system provides real-time information about student achievement and so much more. Parents/Guardians and students can access a student's Academic Plan from the Campus Parent/Student, which updates in real-time with information on grades, homework assignments, and class work. Parents/Guardians approve Student's Academic Plans annually. Parents/Guardians approve plans beginning on the first day of school and before the end of the first semester. Parents/guardians can view the plans from a calendar view that captures every student in the household enrolled in a District school.

FAMILY ENGAGEMENT DEPARTMENT

The Family Engagement Department provides all District families with valuable resources and learning opportunities. The mission of the Family Engagement Department is to empower and educate families to support their student's overall wellbeing and academic achievement.

University of Family Learning

The Family Engagement Department implements the University of Family Learning (UFL), which provides families of students of all ages with educational resources and support. There are over 100 UFL classes in four focus areas: parents/guardians as teaching partners, navigating the school system, involvement, leadership, advocacy, and promoting wellness and development. Classes are offered at the 11 Family Engagement Centers, all District school sites, throughout the community, and in digital/virtual formats. Check the UFL calendar at *engage.ccsd.net*, call (702) 799-0303, or contact your student's school for times and locations.

Family Engagement Centers

Title I Family Engagement Centers are located in nine Title I elementary schools, one Title I middle school, and one Title I high school throughout the district. In collaboration with community and district partners, these centers provide programs and resources to support student achievement and foster strong family-school partnerships. Families are invited to join us at any of our centers for early childhood classes for parents/guardians and 3-5-year-olds, English classes for adults, Rosetta Stone licenses, parent and adult workshops, and technology support. The Family Engagement Centers are free and open to the community. Services are offered in English and Spanish. For the locations of these centers, visit *engage.ccsd.net*, or call (702) 799-0303.

Family Academy

Family Academy events are free learning opportunities for all Title I District families and their students. Hosted on Saturdays, these events are designed to provide engaging workshops and practical resources for families to support the academic success and wellbeing of their student. Workshops include interactive experiences and in-depth discussions that provide families with tools to support learning at home and enhance the educational experience of their student.

Participants may attend sessions for adults only or sessions for families learning together. Childcare for District students will be provided for the adult sessions. Dates of upcoming Family Academy events are posted on *engage.ccsd.net*, or call (702) 799-0303.

Super Saturdays

Super Saturday events are family learning opportunities offered through the Family Engagement Department in collaboration with key stakeholders and community partners in Las Vegas. Open to all Title 1 families and students, each Super Saturday event is designed to allow families to gain valuable strategies, engage in rich learning experiences, and connect with free resources to support their student's academic success and wellbeing. Super Saturday evnets offer a platform for communities to come together for the common goal of student achievement. Dates of upcoming Super Saturday events are posted on *engage.ccsd.net*, or call (702) 799-0303.