Justice Myron E. Leavitt Middle School

Home of the Patriots
Course Catalog 2025-2026

Justice Myron E. Leavitt Middle School
4701 Quadrel St.
Las Vegas, NV 89129
Phone: 702-799-4699

CCSD
CLARK COUNTY
SCHOOL DISTRICT

TABLE OF CONTENTS

6th Grade Required Courses

MATHEMATICS 6

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

ACCELERATED MATHEMATICS 6

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

DOUBLE ACCELERATED MATHEMATICS 6

This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Geometry H in middle school. This compacted course includes grade six and seven curriculum as well as a portion of the currently adopted CCSS grade eight curriculum. This course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) developing understanding of and applying proportional relationships; 3) extending the properties of operations and the relationships between addition and subtraction, and multiplication and division to the system of rational numbers, which includes negative numbers; 4) understanding and analyzing expressions and linear equations; 5) working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 6) 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.

ENGLISH LANGUAGE ART 6 BLOCK

This one-year, two-period 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, clarifying ideas, and/or developing 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 and digital media is an integral part of this course. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

ACCELERATED ENGLISH LANGUAGE ARTS 6 BLOCK

This one-year, two-period 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 knowledge and critical-thinking skills through close reading of texts; writing to support claims, clarifying ideas, and/or developing 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 and digital media is an integral part of this course. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

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.

PHYSICAL EDUCATION 6

This one-year 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.

7th Grade Required Courses

MATHEMATICS 7

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

ACCELERATED MATH 7

This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes 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.

ALGEBRA I (7TH GRADE)

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 numbers, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

ENGLISH LANGUAGE ARTS 7 BLOCK

This one-year, two-period 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 by 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 and digital media is an integral part of this course. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

ACCELERATED ENGLISH LANGUAGE ARTS 7 BLOCK

This one-year, two-period 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 by 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 and digital media is an integral part of this course. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

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; Energy; Space Systems; 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; Energy; Space Systems; 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.

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.

8th Grade Required Courses

PRE-ALGEBRA

This one-year course is designed to focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for eighth-grade students.

ALGEBRA I

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

GEOMETRY I

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

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 by combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the eighth-grade English requirement.

ACCELERATED ENGLISH 8

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course is designed to build on knowledge and skills through close reading of texts, learning by 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.

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.

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.

HEALTH 8

This one-quarter 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, human reproductive system, HIV/AIDS, related communicable diseases, and sexual responsibility. 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. This course fulfills the health requirement for eighth-grade students.

PHYSICAL EDUCATION 8

This one-quarter 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 eighth-grade students.

COMPUTER SCIENCE AND APPLICATIONS

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.

ELECTIVES 2025-2026

In addition to the required course curriculum for grades 6,7 and 8, students will be able to choose one elective for one period. Electives depend on registration needs, student choice, and staffing projections. Courses may be added, canceled, or replaced due to student interest and staffing. On the registration form for 6th, 7th, and 8th grade, students will be asked to designate first, second, third, and fourth choices for electives. *Students are NOT guaranteed their first choice for their elective. In addition, students will be required to remain enrolled in their assigned elective for the entire school year. Identified students will be placed in Enrichment and will have no elective choice.*

FEE SCHEDULE FOR ELECTIVE CLASSES:
$40 ART BEGINNING/INTERMEDIATE/ADVANCED
$40 BAND BEGINNING/INTERMEDIATE/ADVANCED
$40 CHOIR BEGINNING/INTERMEDIATE/ADVANCED
$40 GUITAR BEGINNING/INTERMEDIATE/ADVANCED
$40 ORCHESTRA BEGINNING/INTERMEDIATE/ADVANCED
$40 EXPLORATION STEM 6
$40 INTERMEDIATE STEM 7-8 (3-D Printing (CAD) and Aerospace II)
$40 ADVANCED STEM 7-8 (Robotics II & PLTW Gateway to Medical Detectives)
$40 BUILDING ENGINEERS I & II
$40 PE FEE (SHORTS AND SHIRT INCLUDED)

ACADEMIC LANGUAGE EXPANSION 6-8
This one-year course is designed for English Language Learners and provides instruction in the Nevada Academic Content Standards in English Language Arts with the addition of linguistic support structures. This course addresses the needs of limited English proficient students by providing the additional time and linguistic support needed to meet grade-level standards. Emphasis will be on the acquisition of academic English through the use of purposefully planned discourse structures. 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 grade 6 and may not be repeated.

FOCUSED LANGUAGE STUDY 6-8

This one-year course prepares English Language Learner newcomer students with limited English proficiency for successful participation in the general education program and emphasizes the ability to listen, speak, read, and write English with reasonable comprehension. The course provides practice in the correct usage of basic language structures. Instructional practices incorporate an integration of diversity awareness including appreciation of all cultures and their important contribution to society. The appropriate use of technology and digital media are integral part of this course. Students use what has been previously learned while extending knowledge of vocabulary, grammar, and usage. This is a non-repeatable elective and does not fulfill the middle school English or reading requirement for a promotion.

ENRICHMENT ELECTIVE 6-8

This course is designed for students in all middle school grades. It is self-paced, however weekly completion of work is required and grading is based on both time in the program and progress toward completion and passing of unit assessments. Students needing remedial Math and English practice will be able to gain the necessary skills to continue progressing in the advancement of concepts, with instruction, practice, and assessments. Concepts are explored through the use of manipulative learning tools, and hands-on applications. 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 may be taken in grades 6-8 or in each grade as determined by a school counselor.

PUBLICATIONS: YEARBOOK 7-8

This one-year course is an introduction to journalism and layout design. Concepts of journalism are applied through the publication of the school newspaper and 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 part of this course.

LEADERSHIP (STUDENT COUNCIL)6-8

The one-year course provides middle school students with the opportunity to develop leadership skills. Time is used in and out of class for students to implement projects associated with their responsibilities. Instructional practices 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.

SPANISH I 7-8

This one-year course is designed to facilitate a student's acquisition of the target language at the novice-mid 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 the 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 either one of the elective credits or the Arts/Humanities credit required for high school graduation.

SPANISH II 7-8

This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-mid 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 novice-high 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 the 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 either one of the elective credits or the Arts/Humanities credit required for high school graduation.

STUDENT CAFETERIA WORK EXPERIENCE 7-8

This one-year course is designed to allow students to train in the school cafeteria. Under the direction of a food supervisor and a certified educator, students will gain experience in food service and handling, handling money, being responsible for customer service, and following directions. 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 grade eight.

STUDENT AIDE 8

This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are limited to one credit.

VIDEO PRODUCTIONS (PTV) 7-8

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. Interview required.

BEGINNING BAND 6-8

This one-year course is designed for students with no previous 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. The school may provide instruments. **There will be a fee for all band students in order to purchase music books and materials. At least two required evening performances will be scheduled during the year and parents will be notified well in advance.**

INTERMEDIATE BAND 7-8

This one-year course is designed for students who have successfully completed the skills required in beginning band. 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. The school may provide instruments. **There will be a fee for all band students in order to purchase music books and materials. At least two required evening performances will be scheduled during the year and parents will be notified well in advance.**

ADVANCED BAND 7-8

This one-year course is designed for students who have successfully mastered intermediate band skills. The course involves applying both intermediate and advanced 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. The school may provide instruments. **There will be a fee for all band students in order to purchase music books and materials. At least two required evening performances will be scheduled during the year and parents will be notified well in advance.**

BEGINNING GUITAR 6-8

This one-year course introduces students to playing the guitar on a beginner level and learning many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat-picking, rhythmic patterns, chord study, finger-picking styles, musical forms, improvisation, and performing experiences. 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 inevitable part of this course. **Instruments can be provided for at-home practicing and school concerts. There will be a fee for materials and a concert shirt. Two evening performances will be scheduled in the spring and fall. Parents will be notified well in advance.**

INTERMEDIATE GUITAR 7-8

This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar Syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability, and skills inherent to performance. 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. **Instruments can be provided for at-home practicing and school concerts. There will be a fee for materials and a concert shirt. Two evening performances will be scheduled in the spring and fall. Parents will be notified well in advance.**

ADVANCED GUITAR 7-8

This one-year course is designed for students who have successfully completed the skills outlined in the Guitar Level II syllabus. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. 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. **Instruments can be provided for at-home practicing and school concerts. There will be a fee for materials and a concert shirt. Two evening performances will be scheduled in the spring and fall. Parents will be notified well in advance. Students are also required to participate in the CCSD Guitar Festival.**

BEGINNING ORCHESTRA 6-8

This is a one-year course 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. The school may provide instruments. **There will be a fee for music books and materials. At least two required evening performances will be scheduled during the year and parents will be notified well in advance.**

INTERMEDIATE ORCHESTRA (Concert) 7-8

This one-year course is designed for students who have successfully completed a 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. The school may provide instruments. Recommended Prerequisites: Students should be able to play D and G Major scales one octave. Students should be able to count and play rhythms using whole, half, quarter, and eighth notes and rest. **There will be a fee for music books and materials. At least two required evening performances will be scheduled during the year and parents will be notified well in advance.**

ADVANCED ORCHESTRA (Chamber) 7-8

This one-year course is designed for students who have successfully completed an 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. The school may provide instruments. Recommended Prerequisites: Students should be able to play D, G, C, and F Major scales and B, E, A, and D minor scales one octave. Students should be able to count and play rhythms using whole, half, quarter, eighth, and sixteenth notes and rest. They should also be able to count and play dotted and syncopated rhythms. **There will be a fee for music books and materials. At least two required evening performances will be scheduled during the year and parents will be notified well in advance.**

BEGINNING CHOIR 6-8

This one-year course is designed as a study in vocal production music fundamentals with opportunities to sing a variety of choral literature. Emphasis will be placed on healthy singing and providing each student with an array of performance experiences. **There will be a fee for music books, choir shirts and materials. At least two required evening performances will be scheduled during the year and families will be notified in advance**.

INTERMEDIATE CHOIR 7-8

This one-year course is designed as a study in vocal production of music fundamentals with opportunities to sign a variety of choral literature. Emphasis will be placed on healthy singing and providing each student with an array of performance experiences. **There will be a fee for music books, choir shirts, and materials. At least three required evening performances and one choral festival during the school day will be scheduled during the year and parents will be notified well in advance.** This ensemble also has an opportunity to travel on our annual choir trip.

CHAMBER CHOIR 7-8

This one-year course is designed to offer advanced music students in-depth opportunities with rehearsal and performance practices stylistic of the particular ensemble literature. **There will be a fee for music books, choir shirts, and materials. At least three required evening performances and one festival performance will be scheduled during the year and parents will be notified well in advance.** This ensemble also has an opportunity to travel on our annual choir trip.

BEGINNING ART 6-8

This one-year course develops basic knowledge and skills in visual art techniques through the introduction to a variety of media and subject matter. Various styles and artists are considered within their historical context. Problem-solving, creativity, and originality will be developed through planning, art-making, and reflection. Students will learn principles and practices of aesthetics and critique. Through discussion 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 course. **There is a fee for this course.**

INTERMEDIATE ART 7-8

This one-year course is for students who have successfully completed beginning art and will expand their skills in visual art techniques through a variety of media and subject matter. Various styles, artists, and historical periods will be investigated and demonstrated. Students will continue to develop problem-solving skills, creativity, and originality through art-making and discussion. Students will apply knowledge of principles and practices of aesthetics and critique. Through collaboration and production, connections will be made between visual art 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 **There is a fee for this course.**

ADVANCED ART 7-8

This one-year course is for students who have successfully completed beginning and intermediate art and will apply advanced skills in visual art techniques through an expanded variety of media and subject matter. Diverse styles, artists, and historical periods will be analyzed and incorporated into production. Students will implement creativity, originality, and innovation through problem-solving and art-making. Students will demonstrate an extended knowledge of aesthetics and will effectively critique their own work and the artwork of others. Through collaboration and production, connections will be made between visual art and 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. This course will fulfill one elective credit. **There is a fee for this course.**

EXPLORATIONS OF STEM 6

This quarter course is designed to integrate Science, Technology, Engineering, and Math (STEM). Areas of emphasis include robotics, coding, crime scene investigation/forensics, cybersecurity and AutoCad. Forensic Investigations focus on how science and medicine are used to solve crimes using DNA, trace materials, toxicology, and autopsy results. Students will be exposed to a variety of careers related to crime scene investigation, with an emphasis on criminalist experts in science and how these experts collect and test materials to assist law enforcement. 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. **There is a fee for this course.**

INTERMEDIATE STEM 7-8 (Robotics II and Aerospace II)

This two-semester course is designed for those students who have successfully completed STEM Beginning and are interested in continuing to integrate Science, Technology, Engineering and Math (STEM). Areas of emphasis include robotics, coding, cybersecurity, biomedical investigations, 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. In one semester of this course is designed as a continuation of the Introduction to Robotics course. It is designed to provide a more complex understanding of robotics and engineering in a fun and engaging way. Students will use VEXrobotic kits, VexCode, and advanced-engineering-based software applications to build robots, attach temperature-touch-light-ultrasonic-sound sensors, program robots to navigate obstacle courses, and log data taken from the environment. They will observe and record robot behavior, explore and compose short research projects, and further explore the field of robotics. A strong emphasis on integrated technology, mathematics, and science will be embedded in the course design. The appropriate use of technology is an integral part of this course. Students need to have completed Introduction to Robotics as a prerequisite for this course.

In one semester of this course, students will learn about Aerospace II, an engaging middle school course designed to deepen students' understanding of aviation and space science. The curriculum builds on foundational aerospace concepts, introducing topics such as advanced aerodynamics, rocket design, and space exploration technology. Students participate in hands-on projects, including model aircraft construction and simulated space missions, fostering critical thinking and teamwork. The class emphasizes real-world applications, inspiring interest in STEM careers related to aerospace and engineering.

ADVANCED STEM 7-8 (3-D Printing II (CAD) & Aerospace II)

This two-semester course is designed for those students who have completed STEM Beginning and are interested in continuing to integrate Science, Technology, Engineering, and Math (STEM). Areas of emphasis include robotics, coding, cybersecurity, biomedical investigations, and AutoCAD. Instructional practices incorporate the integration of diversity awareness, including an appreciation of all cultures and their important contributions to society.

In one semester, students will learn about the Aerospace II school curriculum. The curriculum typically focuses on advanced principles of flight, including aerodynamics, propulsion, and navigation. Students explore topics like rocketry, space exploration, and drone technology, often through hands-on projects and simulations. The course

encourages problem-solving, collaboration, and STEM-focused learning to deepen students' understanding of the aerospace field.

In one semester of this course, students will learn about Design and Modeling (DM) provides students with opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.
Lesson 1: Introduction to Design Students discover the design process as they complete an instant design challenge to create an ankle-foot orthosis. They learn thumbnail, orthographic, isometric, and perspective sketching as methods for communicating design ideas effectively without the use of technology. The use of a common measurement system is essential for communicating and fabricating designs. Students use both measurement systems and apply measurement skills while dimensioning sketches. They create and launch paper air skimmers and complete statistical analysis on their results. Students conduct a mechanical dissection in the lesson project to better understand how objects and parts interact while using sketches to communicate and document their findings.

Lesson 2: Solid Modeling In this lesson, students transfer a two-dimensional representation to a three-dimensional solid model with technology. Students learn how to use a computer-aided design (CAD) application to create solid models of various objects and designs. During the design project, students work in teams and apply the design process to create a puzzle cube. Students create a solid model of their design using the CAD application and fabricate their design solution for testing. Students use a dynamic mathematics program to complete statistical analysis from their testing results to determine if their design met the criteria and constraints.
Lesson 3: Design Challenge Within teams, students brainstorm and select a design solution to the Therapeutic Toy Design Challenge problem based on design requirements. They establish team norms, collaborate, and recognize that solving authentic problems involves interdisciplinary skills such as engineering and biomedical science. Using the design process, students create a solid model of their design, build a prototype for design testing, and make necessary design modifications based on testing results.

SCHOOL DISTRICT CALENDAR

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

PATHWAY TO GRADUATION FOR STUDENTS

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

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

[a] Additional College and Career Ready Diploma requirements:

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

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

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

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

MIDDLE SCHOOL EXPECTATIONS

SCHEDULE CHANGES

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

Courses may only be changed with administrative approval. Distance learning and online coursework (e.g. Apex, Edgenuity) allow students to earn credit through digital instruction and are excluded from these guidelines.

A unit of credit is awarded for a course containing at least 120 hours of instruction or 60 hours per semester. Courses contain 120 hours of classroom instruction, excluding passing periods.

SOURCE: NAC 389.040

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 Clark County School District have adopted promotion standards and regulations to ensure students are academically prepared.

STATE OF NEVADA REGULATION FOR PROMOTION TO HIGH SCHOOL

Students enrolled in Grade 8

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

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

High School Academic Probation

Per CCSD Regulation 5123 Subsection F:

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

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

1. CRT scores meet or exceed standards in the area(s) of credit deficiency; or
2. Credits have been earned in the core area(s): English or reading, mathematics, science, and social studies;

however, the student is deficient in one semester of the five total credits required for promotion; or

3. A student reaches the age of sixteen before, on, or after the first day of school.

High School Academic Probation will consist of the appropriate remediation in the subject area(s) in which the student failed to pass in middle school. Remediation may include, but is not limited to a minimum of one semester of remedial instruction in the deficient subject area(s) during the ninth grade year. The student must earn a passing grade in the remediation course(s) in order to be removed from academic probation. A student may be placed on academic probation for more than one semester.

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

A retained student may not be promoted mid-year.

Students enrolled in Grade 6 or Grade 7

CLARK COUNTY SCHOOL DISTRICT POLICY AND REGULATION 5123

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

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

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

ENROLLMENT EXPECTATIONS

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

Grade 6	**Grade 7**	**Grade 8**
Reading	Reading	English
English	English	Mathematics
Mathematics	Mathematics	Science
Science	Science	Social Studies
Physical Education	Social Studies	Health/PE & *Computers
Elective	Elective	Elective

*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).

ACADEMIC PLANNING

THREE-YEAR COURSE PLANS

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

The sixth-grade student and his/her parent or legal guardian are required to work in consultation with a school counselor to develop an academic plan. In addition, students in seventh and eighth grade are required to review the academic plan at least once each school year in consultation with a school counselor and revise the plan, if necessary.

SOURCES: CCSD Regulation 5123

EARNING CREDIT

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

SOURCE: NAC 389.040

Accelerated, Honors, Advanced Placement (AP), and International Baccalaureate (IB) In middle school, accelerated coursework is available to students who demonstrate above-average proficiency in core coursework. Each middle school may offer a different set of accelerated courses to benefit their students.

The CCSD Honors, AP, and IB course offerings are designed to challenge students to enroll in more demanding and rigorous coursework and to improve the 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::

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

Concurrent Credit

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

Nevada Learning Academy

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

Summer School

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

Duplicate Coursework – Repeating Courses

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

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

POSTSECONDARY OPTIONS

NEVADA UNIVERSITY ADMISSIONS

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

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

CONTINUING EDUCATION CLASSES

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

LIFE SKILLS TRAINING PROGRAMS

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

APPRENTICESHIPS

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

FOUR-YEAR COLLEGE OR UNIVERSITY

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

PUBLIC COMMUNITY COLLEGE

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

PRIVATE JUNIOR COLLEGE

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

CAREER, VOCATIONAL, OR TECHNICAL EDUCATION

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

JOB CORPS

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

CITY YEAR AND AMERICORPS

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

MILITARY

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

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. A fact sheet on policy guidelines and requirements for eligibility can

be obtained by calling 888-477-2667 or http://www.nevadatreasurer.gov/GGMS/GGMS_Home/. Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

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 to maintain 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.

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.