



# BOBCATS

## Course Catalog 2016-2017

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### ADMINISTRATION

Principal..... Nicole Donadio  
 Assistant Principal ..... Randi Macosko  
 Assistant Principal..... Debra Berg  
 Dean of Students..... Bill Bainbridge  
 Dean of Students..... Melanie Teemant

### COUNSELORS

6<sup>th</sup> Grade ..... Geri Martinez  
 7<sup>th</sup> Grade ..... Jennifer Manzanares  
 8<sup>th</sup> Grade ..... Jacki Dale

### SPECIAL EDUCATION INSTRUCTIONAL FACILITATOR

Marsha Lastwika

### LEARNING STRATEGIST

Wayne Lawson

### INFORMATION LEARNING SPECIALIST

Scott Hensley

### DEPARTMENT CHAIRPERSONS

Art ..... Jen Seitz  
 Computer Literacy ..... Ann Hofner  
 English ..... Laura Ciaramitaro  
 Foreign Language ..... Erick Ekker  
 Mathematics ..... Cynthia Barker  
 Performing Arts ..... Jeff Williams  
 Physical Education ..... Karen Robertus  
 Reading ..... Debra Simonetti  
 Science ..... Jennifer Khachikian  
 Social Studies ..... Sherry Chase  
 Special Education ..... Marsha Lastwika

### MISSION

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

### CODE OF HONOR Nevada Department of Education

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize, and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing, or using information unethically in any way.

#### What is cheating?

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

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

#### What is plagiarism?

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

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

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing course work 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.

### ATTENDANCE POLICY

#### CLARK COUNTY SCHOOL DISTRICT • REGULATION 5113

Attendance enforcement is a shared responsibility between the Clark County School District and the parent or legal guardian. The parent, legal guardian, or other person in the state of Nevada having control or charge of any student is required to send the student to school during all times that the public school is in session (NRS 392.040).

*The Nevada Revised Statutes provide corrective steps and or sanctions to be taken or applied when a student does not attend school.*

1. Secondary students who exceed ten (10) unapproved absences in any course during the semester shall receive a failing semester grade for that course.
2. All prearranged absences in excess of ten (10) during a school year shall be considered unapproved. All prearranged absences for which the makeup work was not completed and submitted as specified by the teacher shall be considered unapproved.
3. Students who lose credits in three (3) or more classes may be referred to an alternative education program.

An unapproved absence for one or more class periods or the equivalent of one or more class periods during a school day shall be deemed a truancy (NRS 392.139 (2)). If a student has been declared truant three times for unapproved absences, the principal of the school shall report the student to a school police officer or the local law enforcement agency for investigation of habitual truancy and issuance of a citation, if warranted, in accordance with NRS 392.149 (NRS 392.144). The Nevada Revised Statutes do not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian.

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

### MIDDLE SCHOOL CURRICULUM SEQUENCE

#### Pupils enrolled in 6<sup>th</sup> grade:

Must complete 1 semester of mathematics, 1 semester of English or reading, 1 semester of science with passing grades for promotion to 7th grade.

#### Pupils enrolled in 7<sup>th</sup> grade:

Must complete 1 semester of mathematics, 1 semester of English or reading, 1 semester of science, and 1 semester of social studies with passing grades for promotion to 8th grade.

#### Pupils enrolled in 8<sup>th</sup> grade:

Must complete 3 semesters of mathematics, 3 semesters of English or reading, 2 semesters of science and 2 semesters of social studies with passing grades during the 7th and 8th grade years for promotion to high school.

Grade 6*	Grade 7*	Grade 8*
Mathematics	Mathematics	Mathematics
English	English	English
Reading	Reading	Science
Science	Science	Geography
PE 6 /Computer Literacy 6	US/NV History	PE / Health
Elective	Elective	Elective

\*Final curriculum and elective offerings will depend upon staffing and pupil enrollment at Bob Miller Middle School.

#### ENGLISH LANGUAGE LEARNER (ELL)

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

#### SPECIAL EDUCATION

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

#### Non-Discrimination Language

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or employment in, or participation in its programs and activities and provide equal access to the Boy Scouts of America and other designated youth groups.

#### GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM

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 in mid July to the Office of the State Treasurer. You will receive an award notification early August. A factsheet on policy guidelines and requirements for eligibility can be obtained by calling 1-888-477-2667 or at [www.nevadatreasurer.gov](http://www.nevadatreasurer.gov). Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

#### CCSD Guidance & Counseling Website

The Guidance and Counseling website which can be found at <http://ccsd.net/departments/guidance-counseling> is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions. Information on diploma requirements, scholarship opportunities and post-secondary opportunities are just a few of examples of what is available on the website.

### STUDENTS' CODE OF ETHICS

#### DISCIPLINE PHILOSOPHY

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

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

- **INTEGRITY** requires that students stand up for what is right instead of just trying to go along with the group.
- **RESPECT** requires that students treat themselves and others with honor and that they obey school rules and the laws of the country.
- **RESPONSIBILITY** requires that students are responsible for their own actions and the effects the actions have on themselves and on others.
- **JUSTICE** requires fairness to others as well as to oneself, balancing praise and blame in accord with one's actions.

#### General discipline rules established for students in most classrooms are:

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

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

#### ACADEMIC PLACEMENT POLICY

The administration of Bob Miller Middle School is committed to providing a rigorous course of study for our most academically gifted students. These courses include the Advanced Accelerated Math Program, Math Counts, Algebra I, Spanish I, and French I. Unfortunately, there are a limited number of seats available in these classes, and the selection process for enrollment is highly competitive. At Miller MS, the counselors use a process called Data Driven Academic Placement (DDAP) to determine the most qualified students for these advanced classes. Once students are recommended by teachers for advanced classes, they are entered into a pool of candidates. The counselors then review each candidate's current Grade Point Average and standardized test scores. After all criteria have been considered, the students are rank ordered and those with the highest overall GPA and test scores are selected for enrollment. Specific details are listed in each course description.

#### TRUANCY NRS 392.130

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

#### STATE LAW

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

#### PROMOTION /RETENTION POLICY AB376

Clark County School District Policy and Regulation 5123 - Promotion, Retention, and Demotion of Students - was revised on August 10, 2000. This policy and regulation sets the standard for promotion from sixth to seventh grade, from seventh to eighth grade, and from eighth grade to high school. Under the provisions of this policy and regulation, a sixth or seventh grade student may be retained at that grade for no more than one year, but an eighth grade student may be retained for more than one year. The following information is provided to illustrate how this regulation will affect current students within the educational system.



## FOUR YEAR ACADEMIC PLAN

An online four year Academic Plan will be implemented with sixth grade students and updated each year thereafter. This plan sets forth specific educational goals that students intend to achieve before graduation. Academic plans include the designation of a career pathway, a three-year middle school course of study, a four-year high school course of study, and post-secondary planning. The plan includes students and parents:

- Working in consultation with a school counselor to develop the academic plan
- Signing the academic plan with parent review and approval
- Reviewing the plan yearly and revising when necessary

The academic plan will be used as a guide to manage the student's educational development and course selection in alignment with an identified course of study. Starting this year, the plan will be accessible through Infinite Campus. Regular examination throughout high school will assist students in preparation for adulthood in the 21st century.

## 21<sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS

The Clark County School District expects all students to meet the requirements of the 21st Century Course of Study Expectations. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students will be scheduled into a fourth year of mathematics, which will include Algebra II, and a third year of science, which will include Biology. The school district expects its students to satisfy the 21st Century Course of Study expectations so that they may be competitive in higher education and the workforce and be prepared to take full advantage of what the world has to offer beyond high school.

The Clark County School District believes that all students must be prepared for the following post-secondary opportunities:

- University/Four-Year College
- Trade/Technical School
- Community/Two-Year College
- Workforce

21 <sup>ST</sup> CENTURY COURSE OF STUDY EXPECTATIONS	
Areas of Study	Units
English	4
Mathematics (Includes Algebra II)	4
Science (Includes Biology)	3
World History or Geography	1
U.S. History	1
U.S. Government	1
Physical Education	2
Health	½
Use of Computers	½
Electives (includes one Arts and Humanities or Career and Technical Education course)	5 ½
<b>Total Credits</b>	<b>22 ½</b>

The 21st Century Course of Study provides the following for students:

- Opens Doors to Post-Secondary Education and Workforce Opportunities
- Nevada System of Higher Education (NSHE) University Admissions Preparation
  - ◊ Grade Point Average (GPA) and Core Curriculum Requirements are:
    - 3.00 GPA (weighted or weighted with Bonus Points) **in the core curriculum**
    - Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra I or higher, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares Students for the Governor Guinn Millennium Scholarship
  - ◊ GPA and Core Curriculum Requirements are:
    - **3.25 cumulative GPA** (weighted or weighted with Bonus Points), **21 ACT Composite score, or 990 combined (reading and math) SAT score and the core curriculum**
    - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)
    - Students may not take coursework **after graduation** to meet Millennium Eligibility

## REQUIRED COURSES GRADE 6

### MATHEMATICS 6

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

### MATHEMATICS ACCELERATED 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. **Pre-requisite: 5th grade teacher approval is required for this course. Consideration will be based on test scores, performance and teacher recommendation.**

### ADVANCED ACCELERATED MATH 6

This unique course is designed for the highly motivated, highly gifted sixth grade student. As a yearlong course, in addition to covering the increased rigor of the Common Core State Standards (CCSS) as Mathematics Accelerated 6 above, it will emphasize mathematical inquiry in problem solving, logical reasoning and mathematical communication. Technology will be integrated within the learning process. Homework will be assigned five nights per week. Successful completion of this course will enable the student to enroll into Advanced Accelerated Math 7 as a 7th grader. This course fulfills the mathematics requirement for sixth grade students. **Pre-requisite: Consideration**

To receive a diploma from a Nevada high school, students in the Classes of 2017 and 2018 must participate in each of the End of Course Exams and pass the aligned courses, take the College and Career Readiness Assessment- ACT with Writing, in addition to meeting course requirements. Students in the Class of 2019 must receive a passing score on each of the End of Course Exams, take the College and Career Readiness Assessment- ACT with Writing and meet course requirements. Passing scores for the End of Course Exams will be determined by the Nevada State Board of Education.

AB288 in the 2013 Legislature eliminated the Certificate of Attendance. Students must meet all of the graduation requirements to receive a diploma and participate in graduation ceremonies. Students receiving an adjusted diploma as prescribed by IEP requirements can also participate in graduation ceremonies.

## STANDARD DIPLOMA

The following subjects are needed to meet graduation requirements:

STANDARD DIPLOMA	
Required/Elective Areas of Study	Units
*English	4
**Mathematics	3
Science	2
World History or Geography	1
U.S. History	1
U.S. Government	1
***Physical Education	2
Health	½
****Use of Computers	½
Electives	7 ½
<b>Total Credits</b>	<b>22 ½</b>

\*English course units for the Class of 2017 and the Class of 2018 must include English 9 or English 1 (1.0 credit, semester 1 and 2) and English 10 or English 2 (1.0 credit, semester 1 and 2).

\*\*Mathematics course units for the following cohort years:

- Class of 2017 and Class of 2018- must include Algebra I or Principles of Algebra (1.0 credit, semester 1 and 2), and Geometry or Principles of Geometry, (1.0 credit, semester 1 and 2).
- Class of 2019 and beyond- must include Algebra I or higher.

\*\*\*A maximum of ONE credit may be earned for a P.E. II Waiver by participating in a school approved activity/athletic.

\*\*\*\*Satisfactory completion of a semester of a computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

## ADVANCED DIPLOMA

The following subjects are needed to meet the Advanced Diploma requirements:

ADVANCED DIPLOMA	
Required/Elective Areas of Study	Units
*English	4
**Mathematics	4
Science	3
World History or Geography	1
U.S. History	1
U.S. Government	1
***Physical Education	2
Health	½
****Use of Computers	½
Arts/Humanities or Career and Tech Ed Elective	1
Electives	6
<b>TOTAL (unweighted GPA 3.25)</b>	<b>24</b>

\*English course units for the Class of 2017 and the Class of 2018 must include English 9 or English 1 (1.0 credit, semester 1 and 2) and English 10 or English 2 (1.0 credit, semester 1 and 2).

\*\*Mathematics course units for the following cohort years:

- Class of 2017 and Class of 2018- must include Algebra I or Principles of Algebra (1.0 credit, semester 1 and 2), and Geometry or Principles of Geometry, (1.0 credit, semester 1 and 2).
- Class of 2019 and beyond- must include Algebra I or higher.

\*\*\*A maximum of ONE credit may be earned for a P.E. II Waiver by participating in a school approved activity/athletic.

\*\*\*\*Satisfactory completion of a semester of a computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

**will be based on prior math performance, DDAP score, teacher recommendation and performance on a placement exam; BY INVITATION ONLY.**

### SCIENCE 6

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

### ACCELERATED SCIENCE 6

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 6 Accelerated include Energy; Structure and Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth-grade science requirement. **Pre-requisite: 5th grade teacher approval is required for this course. Consideration will be based on test scores, performance, and teacher recommendation.**

### ADVANCED 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

## ADVANCED HONORS DIPLOMA

The following subjects are needed to meet the Advanced Honors Diploma requirements:

Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4 years of mathematics, 3 years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 without Bonus Points GPA and 3.85 GPA with Bonus Points. GPA calculations are exact and not rounded to meet diploma requirements.

### ADVANCED HONORS DIPLOMA

Required/Elective Areas of Study	Advanced Diploma Units	Honors Course Program Units
*English	4	3
**Mathematics	4	2
Science	3	2
Social Studies (Must earn all 3 credits) World History or Geography U.S. History U.S. Government	3	2
***Physical Education	2	
Health	½	
****Use of Computers	½	
Arts/Humanities or Career Tech Ed. Electives	1	
+Electives	6	3*
<b>TOTAL</b>	<b>24</b>	<b>12</b>

+Must include one Honors Foreign Language Course. First year foreign language classes will not receive Honors credit. Student must achieve a minimum 3.25 GPA without Bonus Points and a minimum 3.85 GPA with Bonus Points.

\*English course units for the Class of 2017 and the Class of 2018 must include English 9 or English 1 (1.0 credit, semester 1 and 2) and English 10 or English 2 (1.0 credit, semester 1 and 2).

\*\*Mathematics course units for the following cohort years:

- Class of 2017 and Class of 2018- must include Algebra I or Principles of Algebra (1.0 credit, semester 1 and 2), and Geometry or Principles of Geometry, (1.0 credit, semester 1 and 2).
- Class of 2019 and beyond- must include Algebra I or higher.

\*\*\*A maximum of ONE credit may be earned for a P.E. II Waiver by participating in a school approved activity/athletic.

\*\*\*\*Satisfactory completion of a semester of a computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

## HONORS COURSES (WITH BONUS POINTS)

Students will earn Bonus Points for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:

Honors	.025
Advanced Placement (AP)	.050
International Baccalaureate (IB)	.050

**The GPA cap with Bonus Points for the Honors Program for students will be added as follows:**

- The GPA with Bonus Points for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP/IB courses. The highest possible GPA under this system is 4.80.
- Students will receive Bonus Points of .050 for four semesters (2 classes) of AP and/or IB courses and will also receive Bonus Points of .025 for twenty-four semesters (12 classes) of Honors courses.
- Students who choose to enroll in only Honors level courses will receive Bonus Points of .025 for twenty-eight semesters (14 classes) of Honors courses.

## ADVANTAGES OF THE HONORS COURSE OFFERINGS

- Most competitive colleges and universities consider not only students' grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT I or ACT scores.
- Enrollment in the Honors Program will assist students in their preparation for college entrance exams.
- The GPA with Bonus Points is used when determining ranking in class.

**Students may take Honors/Advanced Placement courses even if they have not chosen to complete the requirements for the Advanced Honors.**

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. **Pre-requisite: Consideration will be based on prior science performance, DDAP score, teacher recommendation and performance on a placement exam; BY INVITATION ONLY.**

### ENGLISH 6

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

### ACCELERATED ENGLISH 6

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the faster instructional pacing and depth of content. This course is designed to build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth grade English requirement. **Pre-requisite: 5th grade teacher approval is required for this course. Consideration will be based on test scores, performance, and teacher recommendation.**

### READING 6

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

## GRADE 6 continued

### ACCELERATED READING 6

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

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

### PHYSICAL EDUCATION 6\*

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

**This is a required course for sixth grade students. A \$14.00 fee for a Miller MS PE uniform is required; an optional towel service is offered for \$10 per semester.**

### COMPUTER LITERACY 6\*

This one-semester course provides students with fundamental computing skills. Areas of emphasis include Internet use and safety, office productivity applications, and system fundamentals. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight. This course fulfills the one-half computer credit required for high school graduation.

\*PE 6 and Computer Literacy 6 rotate for one semester each.

## REQUIRED COURSES GRADE 8

### PRE-ALGEBRA 8

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

### ALGEBRA I

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation. **Pre-requisite: Current math teacher recommendation required. It is expected that the student has successfully completed ("B" or better) Accelerated Mathematics 7 in 7th grade. Counselors will utilize students' overall DDAP scores before entering students in this class.**

### SCIENCE 8

This year-long course for eighth-grade students provides the physical science explanations that extend understandings developed in previous science courses. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Critical thinking, collaboration, accuracy, and communication skills will be emphasized as students refine their scientific literacy. This course is required for eighth-grade students.

### ACCELERATED SCIENCE 8

This year-long course for eighth-grade students provides the physical science explanations that extend understandings developed in previous science courses. Students use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Critical thinking, collaboration, accuracy, and communication skills are emphasized as students refine their scientific literacy. This course is distinguished from Science 8 by the instructional pacing and the addition of enrichment activities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the science requirement for eighth-grade students.

**Pre-requisite: 7th grade science teacher recommendation is required for this course. Consideration will be based on**

## GRADE 7 REQUIRED COURSES

### MATHEMATICS 7

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

### MATHEMATICS ACCELERATED 7

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

**Pre-requisite: current math teacher approval is required**

**standardized stanine scores, performance and teacher recommendation.**

### ENGLISH 8

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

### ACCELERATED ENGLISH 8

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

**Pre-requisite: 7th grade English teacher recommendation is required for this course. Consideration will be based on standardized stanine scores, performance and teacher recommendation.**

### JOURNALISM / ACCELERATED ENGLISH 8

This one-year course will expand students' writing abilities and strengthen critical thinking skills. All lessons will relate to the process of writing. Grammar and mechanics will be taught as essential elements of writing as a process. Literature will be used to generate and model writing and critical thinking skills. The scope of this course syllabus encompasses the state standards and performing standards. Students also participate in the application of their writing skills with the publishing of the student school newspaper. This course is classified as an accelerated 8th grade English course. Placement is based on current level of performance, teacher recommendation, completed written essay exam and students' DDAP scores. This course fulfills the English requirement for eighth grade students. **Pre-requisite: 7th grade English teacher recommendation is required for this course. Consideration will be based on test scores, performance, teacher recommendation, and an application process.**

### WORLD GEOGRAPHY 8

This one-year course is the study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. 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 a required course for all eighth grade students.

**for this course. Consideration will be based on test scores, performance and teacher recommendation.**

### ADVANCED ACCELERATED MATH 7

This unique, one-year course is designed for the highly motivated, highly gifted seventh grade student. In addition to covering the increased rigor of the Common Core State Standards (CCSS) as Mathematics Accelerated 7 above, emphasis will be placed on problem-solving strategies including working with equations and inequalities, using sets, graphing, sketching diagrams, patterns, interpreting data, modeling, analyzing numerical relationships and using estimation techniques. **Homework will be assigned five nights per week.** Successful completion of this course will enable the student to enroll into Algebra I, which would earn credits for high school graduation. This course fulfills the mathematics requirement for seventh grade students. **Pre-requisite: successful completion of Advanced Accelerated Math 6 (Grade of A or B), overall DDAP score, or by invitation only.**

### SCIENCE 7

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

### ACCELERATED SCIENCE 7

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 7 Accelerated include Structure

### ACCELERATED WORLD GEOGRAPHY 8

This one-year course is the study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This course is distinguished from World Geography 8 by instructional pacing and delivery of advanced content. 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 a required course for all eighth grade students. **Pre-requisite: 7th grade US History teacher recommendation is required for this course. Consideration will be based on standardized stanine scores, performance and teacher recommendation.**

### HEALTH 8\*

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

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

### PHYSICAL EDUCATION 8\*

This one-semester course focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the physical education requirement for eighth-grade students. **A \$14.00 fee for a Miller MS PE uniform is required (unless the student already owns an outfit). An optional towel service is available for \$10 per semester. This course is required for all eighth grade students. \*PE 8 and Health 8 meet for one semester each.**

and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement. **Pre-requisite: current science teacher approval is required for this course. Consideration will be based on test scores, performance, and teacher recommendation.**

### ENGLISH 7

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

### ACCELERATED ENGLISH 7

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

### READING 7

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

### ACCELERATED READING 7

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

### US/NV HISTORY 7

This one-year course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Students explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. 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 is a required course for all seventh grade students.

### ACCELERATED US/NV HISTORY 7

This one-year course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Students explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. This course is distinguished from U.S./Nevada History 7 by instructional pacing and delivery of advanced content. 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 is a required course for all seventh grade students. **Pre-requisite: current reading teacher approval is required for this course. Consideration will be based on test scores, performance, and teacher recommendation.**



# ELECTIVES 2016-2017

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

## GENERAL ELECTIVES

General electives depend on registration needs, student choices and staffing projections. Courses may be added, canceled, or replaced due to student interest. On the registration forms for 6th, 7th, and 8th grade, students will be asked to designate first, second, third and fourth choices for electives. **Students are NOT guaranteed their first choice for their elective. In addition, students will be required to remain enrolled in their assigned elective for the entire school year.**

### ART 7 / DRAMA (semester rotation)

**Art 7** is a one-semester class where students will develop essential basic skills of expression and understanding of art. All art experiences are an extension of the elementary disciple-based art program and stress exploratory and experimental approaches to understanding, creating, and responding to art. Students will be exposed to art history, art criticism, aesthetics and art production as they continue to build the foundation of a quality art education. Students will work with a variety of artistic media that include colored pencils, paints, pastels and clay. Art 7 students will have their most successful artwork on display at the Art Show. **A \$10.00 fee for materials will be charged for this one-semester elective course.**

**Drama** is a one-semester course for 7th grade students designed to provide a basic study in the fundamentals of oral and dramatic communication. The course will emphasize the various types and techniques of public speaking as well as the vocal, physical, and emotional aspects of acting. This is an elective course for seventh grade students.

### ROBOTICS & PROGRAMMING 7-8

In this introductory year-long robotics course, students will explore how robotics and programming impact our society. Students will build mechanisms, learn programming languages which make robots move, and work collaboratively to prepare for and compete in local and state competitions. The final project includes students programming their robots to perform specific tasks, such as building a dragster. Fees associated with this course include a \$10 club fee. Students will be expected to fundraiser throughout the course to offset the cost of materials and competition fees. Parents should anticipate extra student transportation on 3 to 5 weekend days each semester for competitions.

### PHYSICAL EDUCATION 7

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

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

### ADVANCED ART (8<sup>th</sup> Grade Only)

This one-year course is for students who have successfully completed beginning and intermediate art and will apply advanced skills in visual art techniques through an expanded variety of media and subject matter. Diverse styles, artists and historical periods will be analyzed and incorporated into production. Students will implement creativity, originality and innovation through problem solving and art making. Students will demonstrate an extended knowledge of aesthetics and will effectively critique their own work and the artwork of others. Through collaboration and production, connections will be made between visual art and disciplines outside of the arts. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one elective credit. **Pre-requisite: Art teacher approval required. A \$20.00 fee for materials will be charged for this one-year elective course.**

### FUNDAMENTALS OF READING AND WRITING

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

### LEADERSHIP 6 (limited) 7- 8

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

### MATH COUNTS 6-7-8

This one-year elective will meet the academic needs of our exceptional mathematically talented students. The main focus of this class is to develop higher-level problem solving skills as they pertain to the challenging, accelerated curriculum presented. Students will both learn and train for mathematical competitions throughout the year. **Pre-requisite: must have been enrolled in Accelerated Math. Sixth grade students will be enrolled in Math Counts by invitation only.**

### PEER ADVOCATE 7-8

This course is designed to provide students the opportunity to work with individuals with special needs. Peer Advocates will help students who are challenged and require additional assistance in daily course work. While in the classroom, they will serve as role models for students in this special population, assist the teacher in providing more individualized attention, and accompany students, as necessary, when outside the classroom. Peer Advocates may work with students in the lunchroom and will be expected to assist students in learning pre-vocational skills and following directions. Peer Advocates who accompany students to elective classes will be expected to follow the direction of the teacher and assist with helping the students reach their goals through guided assistance, and when necessary, hand over hand support. **Pre-requisite: students need a 2.5 grade point average, good attendance and citizenship, and completed application process.**

### INTRODUCTION TO MEDIA TECHNOLOGY 7-8 (Mornings at Miller)

This one-year course is designed to provide students with introductory skills and knowledge in media technology (MT). Students gain the fundamentals of graphics, animation, video, and the creation and manipulation of multimedia. The study of broadcasting will include hands-on activities in television including video production, technical training in equipment operation, reporting, and broadcasting on live television via the school network. 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 for grades seven and eight. **Pre-requisite: teacher recommendation and completed application.**

### PUBLICATIONS 7-8

This one-year course is an introduction to journalism and layout design. Concepts of journalism are applied through publication of the school 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 parts of this course. This is an elective course for seventh and eighth grade students. **Pre-requisite: teacher recommendation and completed application.**

### STUDENT CAFETERIA WORK EXPERIENCE 7-8

This one-year course is designed to allow 7th and 8th grade students to work in the school cafeteria. Under the direction of a food supervisor, students will gain experience in food service handling, money handling, customer service, and following directions. These students will also receive free lunch. **Pre-requisite: counselor recommendation.**

## STUDENT AIDE 8

Eighth grade students may apply to be a student aide for either a classroom teacher or a main office department. As a classroom aide, the student would be assisting teachers with various duties such as filing, creating bulletin boards, running errands, recording information, etc. As an office aide, the student would assist in a designated office by greeting adult visitors, conducting tours, working effectively with employees and learning proper office and telephone etiquette. **Pre-requisite: students need a 2.5 grade point average, good attendance and citizenship, and counselor approval.**

## EXPLORATIONS

### EXPLORATIONS 6

Explorations 6 will rotate each semester (18 weeks) within two of the four content areas described. The rotation will comprise a one-year study of basic exposure and exploration of various content areas, which can lead to further study in upper grades. The semester courses may include: Art, Spanish, Brainology, Government/Civics & Computer Animation. Depending on registration needs, courses may be canceled or replaced. Unfortunately, due to scheduling restraints, students will not be able to choose the individual courses offered within the Explorations curriculum. **A \$10.00 fee for materials will be charged for students enrolled in the art 6 explorations elective course.**

## FOREIGN LANGUAGE

### FRENCH I (8<sup>th</sup> Grade Only)

This one-year course is designed to facilitate a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **Pre-requisite: Counselor approval required and the students' DDAP scores. A \$10.00 fee for materials will be charged for this elective course.**

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

This one-year course is designed to facilitate a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **Pre-requisite: Counselor recommendation required and the students' DDAP scores. A \$10.00 fee for materials will be charged for this elective course.**

### Spanish II H

This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation. **A \$10.00 fee for materials will be charged for this elective course.**

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

This is the early bird offering of the Spanish I course as described above. It will open students' schedules to an additional elective slot which will be academically or arts based. Students are expected to be in class by 6:30 a.m. Space is limited. This course will fulfill either one Arts/Humanities credit or one of the elective credits required for high school graduation. **Pre-requisite: Counselor approval and the students' DDAP scores. A \$10.00 fee for materials will be charged for this elective course.** Because satisfactory completion of this one-year class will fulfill one elective high school credit, students will be required to commit to remaining enrolled in the Early Bird Spanish class for the entire year.

## PERFORMING ARTS

### BEGINNING BAND - BRASS 6-8

This one-year course is designed for students with no previous band experience. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. This course is designed for any middle school student who desires to develop the ability to play a brass instrument and it applies the basic fundamentals of music reading to the particular technique of brass instruments. These instruments include: trumpet, French horn, trombone, euphonium (baritone), and tuba. The course may be repeated and is considered a preparatory course for progression into more advanced levels of band. **(A limited number of the larger instruments are available for loan through the school. Students are responsible for providing those instruments not available through the school.) Students in band will be required to pay fees for uniforms and student workbooks. Students who use school-owned instruments must also pay a cleaning fee when checking the instrument out and pay for all repairs before turning the instrument in. Performances outside of the school day are mandatory.**

### BEGINNING BAND - WOODWINDS 6-8

This one-year course is designed for students with no previous band experience. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. This course is designed for any middle school student who desires to develop the ability to play a woodwind instrument. Woodwind instruments include: flute, clarinet, oboe, bassoon, and saxophone. The course involves applying the basic fundamentals of music reading to the particular technique of the woodwind instrument being studied. The course is considered a preparatory course for progression into more advanced levels of band. **(A limited number of the larger instruments are available for loan through the school. Students are responsible for providing those instruments not available through the school.) Students in band will be required to pay fees for uniforms and student workbooks. Students who use school-owned instruments must also pay a cleaning fee when checking the instrument out and pay for all repairs before turning the instrument in at the end of the year. Performances outside of the school day are mandatory.**

### BEGINNING BAND - PERCUSSION 6

This one-year course is designed for students with no previous band experience. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. This course is designed for any middle school student who desires to develop the ability to play a percussion instrument. The course involves applying the basic fundamentals of music reading to percussion instruments being studied, such as bells, xylophone, snare drum, and symbols (not drum

set). The course is considered a preparatory course for progression into more advanced levels of band. **All beginning percussion students must rent or purchase a beginning percussion kit. Students in percussion will be required to pay fees for uniforms and student workbooks. Performances outside of the school day are mandatory. Space is limited to 20 students per class.**

### INTERMEDIATE BAND 7-8

This one-year course is designed for students who have successfully completed the skills required in beginning band. Areas of emphasis include intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. This course includes guidance and direction in solving psychomotor problems relating to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles. The importance of sustained effort and practice is stressed for technical proficiency. This course may be repeated. **Students enrolled in band will be required to pay fees for uniforms and student workbooks. Students who use school-owned instruments must also pay a cleaning fee when checking the instrument out and pay for all repairs before turning in the instrument. Performances outside of the school day are mandatory.**

### ADVANCED BAND 7-8

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

### EARLY BIRD JAZZ ENSEMBLE 7-8

This one-year course is designed to introduce the instrumental music student to historical and contemporary jazz band literature and techniques. Students receive instruction in solving interpretation problems and are given an opportunity to experiment in the area of improvisation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated.

**The above-average, talented band student must pass an audition by the band director for placement into Jazz Ensemble. Performances in and outside of the school day are varied and mandatory. Students enrolled in band will be required to pay fees for uniforms and student workbooks. Students are expected to be in class by 6:30 a.m. Students will be required to remain enrolled in the Early Bird Jazz Ensemble class for the entire year.**

### BEGINNING CHOIR 6-8

This one-year course is designed as an introductory study in basic vocal production and music fundamentals. Major topics include beginning vocal performance skills, live performance opportunities, and the study of basic vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students will be required to pay fees for uniforms. No audition is required. Performances outside of the school day are mandatory.**

### INTERMEDIATE CHOIR 7-8

This one-year course is designed for middle school students who have successfully completed a beginning vocal music course, and/or have demonstrated competency by audition. Major topics include intermediate vocal performance skills, live performance opportunities, and the study of basic and advanced vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **This course is open to 7th and 8th grade girls & boys with at least one year of choral music experience and an audition with the teacher. Students will be required to pay fees for uniforms. Performances outside of the school day are mandatory.**

### ADVANCED CHOIR 7-8

This one-year course is designed for middle school students who have successfully completed an intermediate vocal music course, and/or have demonstrated competency by audition. Major topics include advanced vocal performance skills, live performance opportunities, and the study of advanced vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **This course is open to 7th and 8th grade students with at least one year of choral music experience and an audition with the teacher. Students will be required to pay fees for uniforms. Performances outside of the school day are mandatory.**

### BEGINNING ORCHESTRA 6-8

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

### INTERMEDIATE ORCHESTRA 7-8

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

### ADVANCED ORCHESTRA 7-8

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

### CHAMBER ORCHESTRA 7 - 8

This one-year course is designed for middle school students who have successfully completed an advanced orchestra course and/or have demonstrated competency through audition and want to explore chamber ensemble performance techniques. Major topics include advanced small ensemble performance skills, live performance opportunities, and the study of orchestral chamber music in a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **The student may be asked to pass an audition by the director. Students in chamber orchestra will be required to pay fees for uniforms. Performances outside of the school day are mandatory.**