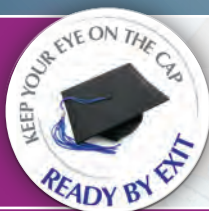


CURRICULUM OVERVIEW 2013-2014

6-8



CORE CURRICULUM

Ready by Exit: How to Support Your Middle School Student



Carolyn Edwards Lorraine Alderman Deanna Wright



Erin Cranor Chris Garvey Patrice Tew Dr. Linda Young

BOARD OF SCHOOL TRUSTEES

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MESSAGE FROM THE SUPERINTENDENT

Dear Parent/Guardian:

Thank you for taking the initiative to track your student’s academic progress. We know that students are more likely to succeed in school when their parents are engaged in their day-to-day educational activities. The curriculum overview provides a sample of the content that your child should master by the end of the school year. While this document is not inclusive of all content material required to be Ready by Exit, it does serve as a resource that can be used when supporting your child in his or her school year.

We are presently realigning our English language arts and mathematics curriculum to the new Common Core State Standards, as we prepare to fully implement the Common Core State Standards curriculum in Grades K-12 by the 2014-2015 school year. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students need for success in college and careers.

By utilizing our ParentLink information system, you will be able to effectively monitor the progress of your child. Also, I encourage you to speak with your child’s teachers and counselor. The school counselor plays an integral role in the academic, career, and personal social development of all students. Additionally, the school counseling program provides the foundation for personal social growth as students progress through school and into adulthood. Our District website, ccsd.net, “parent” section, also has various documents available to assist your child in his or her academic career.

I ask you to be actively involved in your child’s education by monitoring his or her academic progress and providing encouragement. Thank you for working with us to ensure that your child is Ready by Exit for success after graduation.

Sincerely,

Pat Skorkowsky
Superintendent of Schools

“Every student in every classroom, without exceptions, without excuses!”

TOGETHER – PREPARING OUR STUDENTS TO BE READY BY EXIT

NEVADA GROWTH MODEL

To more accurately determine the effectiveness of Nevada schools, the Nevada Growth Model was developed to measure how much a student improves in academic performance over time, rather than simply whether he or she passed a test. For more information, refer to http://doe.nv.gov/Growth_Model_Apac/.



NEVADA SCHOOL PERFORMANCE FRAMEWORK

The Nevada School Performance Framework (NSPF) provides an accountability system for schools. The primary purpose of the NSPF is to enable educators to learn from each other about how to improve practice in ways that contribute to the academic gains achieved by students. For resources and information on the NSPF, refer to <http://doe.nv.gov/>.

LEARNING EXPECTATIONS

This document presents learning expectations for students based on the Common Core State Standards for English Language Arts, the Common Core State Standards and Nevada Standards for Mathematics, and the Nevada Standards for Science and Social Studies. Also included are learning expectations in the areas of health, library, music, physical education, foreign language, and fine arts education. The learning expectations presented in this document can help you know how your child is doing in middle school.

Tips and activities are also provided to help your child learn at home. Contact your child's teacher to learn more and discuss how you can help your child meet these learning expectations.

NEVADA STATE ASSESSMENTS

The Criterion Referenced Test (CRT) is part of Nevada's system for assessing students in sixth through eighth grades in mathematics, reading, and science (eighth grade). The CRT is a standardized, standards-based test and is a "snapshot" of student performance at one point in time. Eighth-grade students also take the Nevada Writing Exam.

For more information, refer to the Nevada Department of Education assessment page at nde.doe.nv.gov/Assessment_CRT.htm.



PARENTLINK

To help you effectively monitor the progress of your child, CCSD provides a computer based system by which you can track your student's grades and attendance. Refer to ccsd.net/parents/parentlink and enter the login ID and password you have been provided from your child's school to review your student's information. If you do not have a login ID and password, please contact your child's school. Also available through a mobile app. For more information, refer to www.ccsd.net/parents/parentlink.

COMPUTER ACCESS

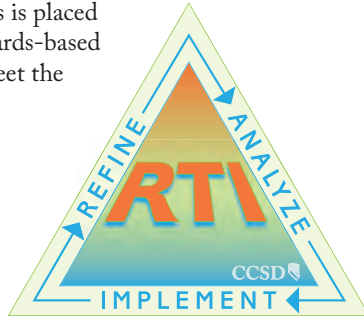
If you do not have a home computer, please remember computers may be available at your child's school, at public libraries, and at sites provided by the Nevada Public Computer Centers. For more information, refer to www.nvpcc.org.



RESPONSE TO INSTRUCTION

CCSD embraces Response to Instruction (RTI). The RTI Framework uses three levels or tiers of support for all students in pre-kindergarten through twelfth grade. Throughout the tiers of support, all students are provided access to grade-level curriculum and behavioral supports.

- Tier I supports all students. Emphasis is placed on the delivery of high-quality, standards-based instruction that is differentiated to meet the needs of students.
- Tier II supports students who are not responding adequately to Tier I instruction.
- Tier III supports students who demonstrate ongoing lack of sufficient progress or growth.



Within the RTI Framework, CCSD has established structures that schools use to provide additional classes that are paired with core courses if additional support is needed in English language arts, mathematics, and science.

For additional information on RTI, refer to ccsd.net/parents/response-instruction.



Within the RTI Framework, CCSD has established structures that schools use to provide additional classes that are paired with core courses if additional support is needed.

Throughout the middle school years, CCSD values and emphasizes a well-balanced educational program. The middle school course progression is provided in the table below.

Grade 6	
<ul style="list-style-type: none"> • MATHEMATICS • SCIENCE • PHYSICAL EDUCATION/ COMPUTER LITERACY <i>(Minimum of one semester of P.E. and one semester of Computer Literacy.)</i> 	<ul style="list-style-type: none"> • ENGLISH • READING } <i>or ELA Block</i> • ELECTIVE
Grade 7	
<ul style="list-style-type: none"> • MATHEMATICS • SCIENCE • U.S. HISTORY/NEVADA HISTORY <i>(Cultures will be taught as it relates to the development of U.S. History.)</i> • ELECTIVE 	<ul style="list-style-type: none"> • ENGLISH } <i>or ELA Block</i> • READING • PHYSICAL EDUCATION <i>(Minimum of one semester of P.E.)</i>
Grade 8	
<ul style="list-style-type: none"> • MATHEMATICS • SCIENCE • PHYSICAL EDUCATION/HEALTH <i>(Minimum of one semester of P.E. and nine weeks of Health. The required sex education/AIDS component will be taught by an appropriate certified teacher.)</i> 	<ul style="list-style-type: none"> • ENGLISH • WORLD GEOGRAPHY • ELECTIVE

For specific information on promotion, retention, and demotion of students, refer to District Regulation 5123. ccsd.net/district/policies-regulations/pdf/5123_R.pdf.

GUIDANCE and COUNSELING PROGRAM OVERVIEW

As part of the educational team, school counselors play an integral role in the academic, career, and personal social development of all students. School counselors implement strategies and activities to support and maximize each student's ability to learn and help prepare students to make informed choices regarding post-secondary options to complete future career goals. In addition, the school counseling program provides the foundation for personal social growth as students progress through school and into adulthood. Below are several planning documents available from the Guidance and Counseling webpage at ccsd.net/departments/guidance-counseling.

DOCUMENT LIBRARY

The Moving On To Middle School Transitional Planning Guide provides incoming sixth-grade students important information about their transition to middle school.

The Moving on to High School Transitional Planning Guide provides eighth-grade students important information about their transition to high school.

TIPS FOR PARENTS

The Parents Still Make a Difference! monthly newsletter provides information on topics such as encouraging reading, test success, and building self-esteem.

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

SAY NO TO BULLYING

CCSD has a zero tolerance policy for bullying. For more information on a safe and respectful learning environment, refer to ccsd.net/district/policies-regulations/pdf/5137_P.pdf. To report a bully, refer to ccsd.net/students/bully.

TALKING WITH YOUR CHILD'S TEACHER

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

- How can we support at home what you're doing in the classroom?



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

TALKING WITH YOUR CHILD

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

- Praise your child for hard work at school. Take time to read and talk about papers and projects your child brings home from school. Ask what your child has done that makes him/her most proud.
- Ask your child to show you his/her work and talk about what he/she is learning in school. What does your child think is most interesting? What seems hard? Note any comments on work that are made by the teacher.
- Ask questions to learn more about your child's thinking: How do you know? What do you notice? Why did you do it this way?
- Check progress reports and report cards for grades, attendance, and behavior and ask your child about his or her thoughts on the report card.

EXTENDING LEARNING AT HOME

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

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

ENGLISH LANGUAGE ARTS

Below is a sample of content your child should know and be able to do by the end of sixth grade.

READING - Literature and Informational Text

- Read a variety of texts for a variety of audiences and purposes to examine how authors use evidence from the text to support their arguments, and analyze the strength of the author's argument. For example, students read speeches, such as Winston Churchill's *Blood, Toil, Sweat, and Tears*.
- Read to determine a theme or central idea of a literary text and how it is conveyed through specific details used by the author.

WRITING

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

LANGUAGE

- Recognize variations from Standard English in his/her own and others' writing and speaking, and apply that knowledge to his/her own writing and speaking.

To learn more about the Common Core State Standards for English Language Arts, refer to www.corestandards.org/the-standards.

SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

- Bring home books that interest your child from his/her school library. Librarians in CCSD schools are a great resource for connecting your child with books.
- Listen to a television reporter, politician, or other speaker. Ask your child to tell you the speaker's main points. Was the speaker trying to convince the audience of something? How?
- Participate in an adult gathering, such as a meal with friends, to practice listening skills and making conversation.

For additional online support, refer to www.pta.org/4446.htm.

FOR STUDENT WRITING SAMPLES, REFER TO
http://www.corestandards.org/assets/Appendix_C.pdf.



MATHEMATICS

Below is a sample of content your child should know and be able to do by the end of sixth grade.

EXPRESSIONS AND EQUATIONS

- Apply procedures learned in arithmetic to expressions with variables (e.g., $2 \times 3 = 6$. So, when $2x = 6$, then $x = 3$).

THE NUMBER SYSTEM

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

STATISTICS AND PROBABILITY

- Collect and interpret data (e.g., making graphs and finding averages).
- Summarize and describe distributions based on a variety of attributes such as measures of center (median and mean) and measures of variability (interquartile range and mean absolute deviation).

RATIOS AND PROPORTIONAL RELATIONSHIPS

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

GEOMETRY

- Construct angles, triangles, and circles based upon given measurements using a variety of methods and tools.

To learn more about the Common Core State Standards for Mathematics, refer to www.corestandards.org/the-standards.

Chart the number or fraction of each color of candies or similar item in different or same size bags and compare the results.



SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

- Determine the best value per ounce of various items at the store.
- Describe patterns in your surroundings and how the pattern would look if it continued. For example, tiles on the floor or petals on a flower.
- Chart the number or fraction of each color of candies or similar item in different or same size bags and compare the results.
- Create a chain of 12 paperclips. Make right, equilateral, and isosceles triangles using the chain. Repeat the activity using other numbers of paperclips such as 6, 24, and 30.

For additional online support, refer to www.brightstorm.com/math, www.mathforum.org/dr/math, or KahnAcademy.org.

SCIENCE

Below is a sample of content your child should know and be able to do by the end of sixth grade.

NATURE OF SCIENCE

- Identify and critically evaluate information in data, tables, and graphs.
- Design and conduct a controlled experiment.
- Use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.

LIFE SCIENCE

- Know heredity is the passage of genetic instructions from one generation to the next generation.
- Identify some characteristics of an organism that are the result of a combination of interaction with the environment and genetic information.
- Understand that cells grow, divide, and take in nutrients which they use to provide energy for cell functions.
- Know cells combine to form tissues that combine to form organs and organ systems that are specialized to perform life functions.
- Describe how matter and energy are transferred through food webs in an ecosystem.
- Understand that disease can result from defects in body systems or from damage caused by infection.
- Describe how species can be identified and classified based on their characteristics.
- Describe how an organism's behavior is based on both experience and on species' evolutionary history.

For information on the Nevada Standards for Science, refer to www.doe.nv.gov/APAC_science/.

SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

- Encourage your child to observe, ask questions, experiment, and seek their own understandings of natural and human-made phenomena around them.
- Explain how organisms within a desert ecosystem have adaptations that help them survive.
- Help with the recycling in your home (paper, plastic, metal).
- Challenge your child to classify objects based upon similar characteristics (e.g., rocks, shells, food items).
- Visit local science sites including Red Rock Canyon, the Wetlands Park, or the Springs Preserve.

For additional online support, refer to www.billnye.com.



ENGLISH LANGUAGE ARTS

Below is a sample of content your child should know and be able to do by the end of seventh grade.

READING - Literature and Informational Text

- Read to determine an author's point-of-view or purpose in a nonfiction work; analyze how the author takes a position different from other authors. For example, students may read *Narrative of the Life of Frederick Douglass an American Slave* and compare the author's purpose to another narrative from a different perspective on the same topic.
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

WRITING

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

LANGUAGE

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

To learn more about the Common Core State Standards for English Language Arts, refer to www.corestandards.org/the-standards.

SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

- Research a family day outing by using the Internet or library to explore the museums, parks, or special events in your community. Have your child plan a day of local exploration through his/her research for you and your family to enjoy.
- Share articles or current events from national news organizations online or in newspapers or magazines, and ask your child about his/her opinions. Ask your child to find facts from the articles to support his/her opinions.
- Find out what type of books your child likes to read. Does your child enjoy literary or nonfiction texts? If your child enjoys specific hobbies or genres, encourage him/her to read books or find Websites on the Internet that provide more information on specific interests. Encourage your child to find a book on a topic he/she enjoys, and schedule time for your child to tell you about what he/she learned from the text.

For additional online support, refer to www.pta.org/4446.htm.

FOR STUDENT WRITING SAMPLES, REFER TO
http://www.corestandards.org/assets/Appendix_C.pdf.



MATHEMATICS

Below is a sample of content your child should know and be able to do by the end of seventh grade.

EXPRESSIONS AND EQUATIONS

- Use properties of operations to generate equivalent expressions (e.g., Using the following, $3 \times 21 = 60 + 3$ we can write: $3(2x + 1) = 6x + 3$).

THE NUMBER SYSTEM

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

STATISTICS AND PROBABILITY

- Compute the theoretical probability of chance events and compare this with experimental results.

RATIOS AND PROPORTIONAL RELATIONSHIPS

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

GEOMETRY

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

To learn more about the Common Core State Standards for Mathematics, refer to www.corestandards.org/the-standards.



SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

- When looking at a grocery receipt, ask your child what percent of your total bill was tax? What percent was spent on certain types of goods?
- Make a scale drawing of a room. Compute the perimeter, area, and volume of the room, objects, etc.
- Use magazine illustrations to find objects that form angles of various degrees. Measure the angles with a protractor.
- Flip a penny 50 times and record the results. Then spin the penny on a hard surface 50 times and record the results. Compare the results of the experiments to each other and determine the number of times you would expect each result to occur.

For additional online support, refer to www.brightstorm.com/math, www.mathforum.org/dr/math, or KahnAcademy.org.

SCIENCE

Below is a sample of content your child should know and be able to do by the end of seventh grade.

NATURE OF SCIENCE

- Design and conduct a controlled experiment.
- Understand how different explanations can be given for the same evidence.
- Understand that scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists.

EARTH SCIENCE

- Understand that seasons are caused by variations in the amounts of the Sun's energy reaching Earth's surface due to the planet's axial tilt.
- Understand the processes involved in the water cycle and how they affect climate patterns.
- Describe the properties of water that make water an essential component of the Earth system.
- Identify topography and patterns of global and local atmospheric movement influencing local weather.
- Describe characteristics of the planets in our solar system.
- Describe regular and predictable motions of Earth around the Sun and the Moon around the Earth explaining such phenomena as the day, the year, phases of the Moon, and eclipses.
- Describe how the very slow movement of large crustal plates results in geological events.
- Differentiate between rocks and minerals.
- Know the characteristics, abundances, and location of renewable and nonrenewable resources found in Nevada.

For information on the Nevada Standards for Science, refer to www.doe.nv.gov/APAC_Science/.

SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

- Find an article about a scientific discovery and summarize what it tells you.
- Visit local sites including Red Rock Canyon or Lake Mead National Recreation Area and identify geological features.
- Look at a weather map and predict the weather for tomorrow in a few different cities around the United States.
- Check out NASA's Astronomy Picture of the Day at apod.nasa.gov/apod/astropix.html.
- Ask questions to link material learned in science class to real-world scenarios: How are mountains formed? Why do eclipses occur? What materials are mined in Nevada?



Ask questions to link material learned in science class to real-world scenarios: How are mountains formed? Why do eclipses occur? What materials are mined in Nevada?

SOCIAL STUDIES

Below is a sample of content your child should know and be able to do by the end of seventh grade.

ESSENTIAL HISTORY SKILLS

- Analyze primary and secondary source documents, such as the *Declaration of Independence* or a newspaper article.
- Use argumentation and narrative writing to examine history.
- Discuss contemporary issues that may require public solutions.
- Understand the impact of interest groups, public opinion, the media, and political parties on the political process.

UNITED STATES/NEVADA HISTORY

- Describe the motivation for European explorations and colonization in the Americas and the impact this had on the Native Americans.
- Determine the causes and effects of the French and Indian War and the American Revolution by studying the Intolerable Acts, the Continental Congress, and other key events from 1763-1783.
- Describe the interactions among pioneers and Native American groups in the West as the country began to expand.
- Analyze the long-term consequences of the Civil War on America.
- Describe how the populist and progressive movements rose in American history, and explain how they reflected social change.
- Identify how American expansion impacted American influence.
- Examine how the United States was involved in World War I and the long-term consequences of post-war America.

To learn more about the Nevada Social Studies Standards, refer to www.doe.nv.gov/Standards_SocialStudies.html.

SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

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

For additional online support, refer to www.softschools.com/social_studies.



ENGLISH LANGUAGE ARTS

Below is a sample of content your child should know and be able to do by the end of eighth grade.

READING - Literature and Informational Text

- Cite evidence from text that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play. For example, students may read a text such as *Freedom Walkers: The Story of the Montgomery Bus Boycott*, create a claim about the purpose of the boycott, and support it with evidence from the book.
- Analyze how differences in the points-of-view of characters and the audience or reader create such effects as suspense or irony.

WRITING

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

LANGUAGE

- Form and use verbs in the active and passive voice by selecting verbs that best fit the purpose and mood of sentences that make up a written composition (e.g., Active voice: The students are reading the book. Passive voice: The book is being read by the students).

To learn more about the Common Core State Standards for English Language Arts, refer to www.corestandards.org/the-standards.

SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

- Use time in your family's schedule for discussions about events going on in the community, in our nation, or around the world. Encourage your child to research solutions to issues in school or the community in order to be informed about how to address common concerns.
- Visit the University of Nevada, Las Vegas; the Community College of Southern Nevada; or other local college campuses. Begin talking about college early. What does your child expect from college? What high school courses will your child need to pass to prepare for college?
- Keep books and magazines around the house that your child will both learn from and enjoy reading. For a list of book recommendations, refer to www.corestandards.org/assets/Appendix_B.pdf.

FOR STUDENT WRITING SAMPLES, REFER TO
http://www.corestandards.org/assets/Appendix_C.pdf.



Encourage your child to research solutions to issues in school or the community in order to be informed about how to address common concerns.

MATHEMATICS

Below is a sample of content your child should know and be able to do by the end of eighth grade.

EXPRESSIONS AND EQUATIONS

- Compute with square roots (e.g., $\sqrt{36} = 6$ and $\sqrt{20} = 2\sqrt{5}$) and compute powers of numbers (e.g., $4^3 = 64$).
- Solve equations and graph lines.

FUNCTIONS

- Define, evaluate, and compare functions. Functions are simply the pairing of each number in a given set with exactly one number in another set.
- Use functions to model relationships between quantities.

THE NUMBER SYSTEM

- Know that there are numbers that cannot be written as fractions. These numbers are called irrational numbers (e.g., π and $\sqrt{2}$).

STATISTICS AND PROBABILITY

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

GEOMETRY

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

To learn more about the Common Core State Standards for Mathematics, refer to www.corestandards.org/the-standards.



SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

- Explain what the exponent (2 or 3) means in square centimeters (cm^2) or cubic centimeters (cm^3).
- Record the amount of time you watch television and the type of programs watched over a one-week period. Create as many graphs as possible depicting the data collected.
- Measure a round object such as a baseball. Determine the dimensions of boxes that could hold 3, 6, and 12 counts of the object. Arrange the objects in a variety of ways inside the boxes and then calculate the dimensions of the boxes that use the least amount of cardboard.
- Find the point equidistant from three other points on a map, such as the point equidistant from your home, a grocery store, and a movie theater.

For additional online support, refer to www.brightstorm.com/math, www.mathforum.org/dr/math, or KahnAcademy.org.

SCIENCE

Below is a sample of content your child should know and be able to do by the end of eighth grade.

NATURE OF SCIENCE

- Design and conduct a controlled experiment.
- Use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.
- Employ multiple methods for organizing data and information.

PHYSICAL SCIENCE

- Understand how particles are arranged differently in solids, liquids, and gases.
- Describe how elements are arranged in the periodic table.
- Describe how mass is conserved in physical and chemical changes.
- Describe the effects of balanced and unbalanced forces on an object's motion.
- Describe how electric currents can produce magnetic forces and that magnets can cause electric currents.
- Explain that every object exerts a gravitational force on every other object in relationship to magnitude and distance.
- Describe the electromagnetic spectrum.
- Describe energy transfer in physical, chemical, and nuclear changes.
- Explain that energy cannot be created or destroyed, in a chemical or physical reaction, but only changed from one form to another.
- Explain how electrical circuits provide a means of transferring electrical energy to produce light, heat, sound, and chemical changes.

For information on the Nevada Standards for Science, refer to www.doe.nv.gov/APAC_science/.

SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

- Encourage your child to observe and ask questions about the natural world.
- Practice chemistry in your kitchen by mixing baking soda with vinegar and observe the chemical reaction.
- Relate forces and motion to the movement of a car.
- Ask questions to link material learned in science class to real-world scenarios: Why does ice float? Why do astronauts weigh less on the moon? Why is asphalt hotter than concrete on a summer day?
- Read an article from a scientific journal.

For additional online support, refer to www.howstuffworks.com/ or www.smithsonianeducation.org/students/explore_by_topic/science_nature.html.



SOCIAL STUDIES

Below is a sample of content your child should know and be able to do by the end of eighth grade.

ESSENTIAL GEOGRAPHY SKILLS

- Analyze primary and secondary source documents, such as world maps or newspaper articles.
- Use argumentation and narrative writing to examine geography.
- Identify the five themes of geography.
- Describe the elements of culture.

WORLD GEOGRAPHY

- Describe and compare the physical and human features of the world.
- Identify cultural characteristics around the world.
- Study the foreign policy of the United States to understand their diplomatic interactions with other countries.
- Explain the traditions of Buddhism, Christianity, Hinduism, Islam, and Judaism.
- Analyze the role ancient civilizations played in the development of modern civilizations.
- Explain the impact of major world events up to the Middle Ages.
- Analyze political movements throughout history.
- Describe the multiple economic systems used in the world.
- Identify migration patterns throughout history.

To learn more about the Nevada Social Studies Standards, refer to www.doe.nv.gov/Standards_SocialStudies.html.



SUPPORTING YOUR CHILD'S LEARNING AT HOME

At home, you and your child can:

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

For additional online support, refer to www.softschools.com/social_studies/.



LEARNING BEYOND THE CORE

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

INFORMATION LITERACY

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

INDEPENDENT LEARNING

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

SOCIAL RESPONSIBILITY

Students organize information into formats for presentation, whether working individually or in groups. They help to organize and integrate the contributions of all the members of a group into an information product. Students use ethical behavior in regard to information and information technologies, plagiarism, and citation of sources.



Students explore a range of sources to find information of personal interest or well-being and apply the information to real-life purposes.

Other areas of learning beyond the core areas of reading and writing, mathematics, science, and social studies include:

COMPUTER LITERACY (6th Grade)

Students identify the major components of a computer system and use ergonomics to demonstrate proper keyboarding skills. They develop basic skills in word processing, spreadsheet applications, database applications, multi-media presentations, and electronic communications. They practice computer ethics and safe use of the Internet. They also explore computer-related career opportunities.

HEALTH (8th Grade)

Students focus on the mental, physical, social, emotional, and environmental aspects of human wellness. They learn life-long skills including communication, decision making, and goal setting to enhance overall health and well-being. Students examine the following health education topics: wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and environmental and consumer health. Students receive instruction on the human reproductive systems, related communicable diseases, HIV/AIDS, and sexual responsibility within established guidelines.

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

PHYSICAL EDUCATION (6th, 7th, and 8th Grades)

Students will focus on their physical, mental, social, and emotional development through cooperative and competitive settings. They will participate in team, individual, and dual sports; dance/rhythms; fitness; and lifetime recreational activities. Health- and skill-related fitness concepts will be explored through personal goal setting and self-evaluation.

Students will be moderately to vigorously physically active for fifty percent of the instructional time. One semester of physical education is required for sixth, seventh, and eighth grade students.



FOREIGN LANGUAGE

Students in grades 6-8 may take an exploratory course that provides an introduction to several of the different languages offered at high schools in the District. In addition, students may begin taking high school credit bearing foreign language courses beginning in the sixth grade.

The goals of the secondary foreign language program are to develop students' communicative skills in the target language and to lead students to intermediate and/or advanced-level proficiency. 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. At least 90% of the instructional time in class will be conducted in the target language.

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

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

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

FINE ARTS EDUCATION (6th, 7th, and 8th Grades)

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

Programs of study may include:

Dance: Beginning and Intermediate

Music: Band, Orchestra, Choir, Guitar, and Mariachi

Theatre: Beginning and Intermediate

Visual Arts: Beginning, Intermediate, and Advanced



Students develop basic skills in word processing, spreadsheet applications, database applications, multi-media presentations, and electronic communication.



ONLINE DATABASES



The following online databases are funded by the State of Nevada and the Curriculum and Professional Development Division of the Clark County School District. **Note: See your school librarian for guidance and access codes.**

ABC-CLIO is a publisher of educational and reference products. These databases focus on history and social studies resources for the scholar, student, teacher, and librarian in universities and secondary schools. Refer to databases.abc-clio.com.

CultureGrams fosters understanding and appreciation of the world's countries and people by creating and publishing excellent content. CultureGrams is a widely used cultural reference and curriculum product. Refer to online.culturegrams.com.

EBSCO provides access to newspapers, magazines, and professional periodicals, as well as, a wealth of other online resources. There are also professional resources for educators. Refer to search.ebscohost.com.

Gale Databases include General Reference Center Gold, Informe, Educator's Reference Complete, Discovering Collection, Junior Reference Collection, Junior Edition K–12, Student Edition K–12, Kids Infobits, Student Resources in Context, and Science in Context. These databases provide a wealth of resources across all levels and curriculum. Refer to galesites.com/menu/index.php?loc=nvk12.

Grolier's Online includes two encyclopedias including The New Book of Knowledge and Grolier's Multimedia Encyclopedia. Once within either resource, there are tabs across the top for elementary school, middle school, high school, and adults. Refer to go-kids.grolier.com/ and go-passport.grolier.com.

TeachingBooks.net is a collection of resources designed to generate enthusiasm for books and reading by bringing authors, illustrators, and engaging resources about books for children and teens to every school, library, and home. Refer to www.teachingbooks.net/home.