

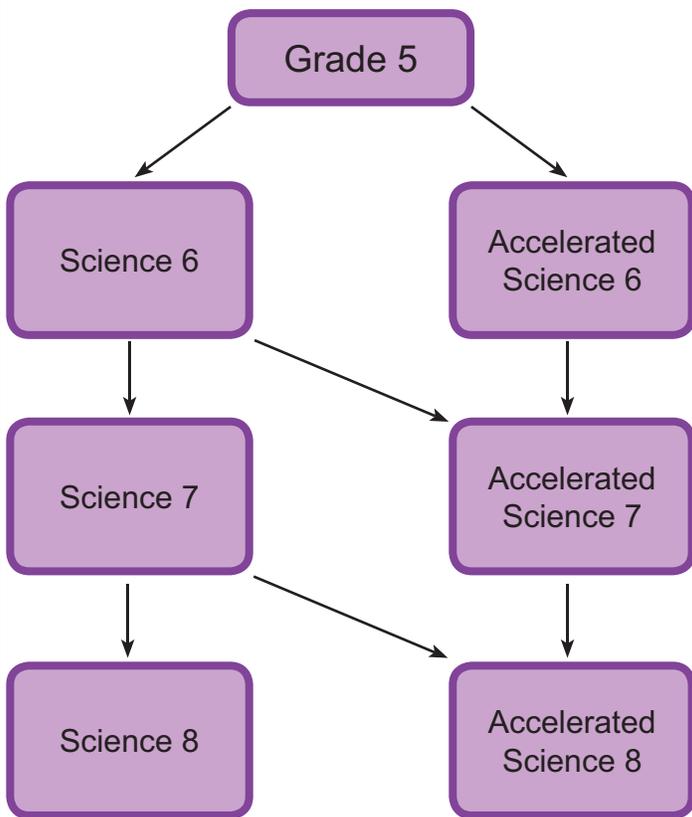
Middle School 2016-2017

In middle school, the NVACS for Science based on the Next Generation Science Standards (NGSS) provides opportunities for the students in the Clark County School District to excel in Science, Technology, Engineering, and Mathematics (STEM) fields of study; to become high school ready; and to improve on nationally-normed exams and District assessments.

The emphasis of the NGSS is a focused and coherent progression of concepts from grade to grade, allowing for a dynamic process of building knowledge throughout a student's entire K-12 science education.

For the 2016-2017 school year, the NVACS for Science are fully implemented in Science 6/Science 6 Accelerated and Science 7/Science 7 Accelerated.

Middle School Science Course Sequence



Placement in accelerated courses is determined by previous year grades, scores on State Assessments, and teacher and counselor recommendations.

For more information:

Literacy and Language Development Department
702-855-9770

Mathematics Department
702-799-5398

Science Department
702-799-2348

Your child's achievement is a partnership between you and your child's teacher. Below is information about the CCSD English Language Arts, Mathematics, and Science middle school curriculum resulting from the ongoing implementation of the Nevada Academic Content Standards (NVACS). The NVACS are the foundation for curriculum design; instructional practice; and formative, interim, and summative assessments used at the State and local levels.

Middle School Mathematics

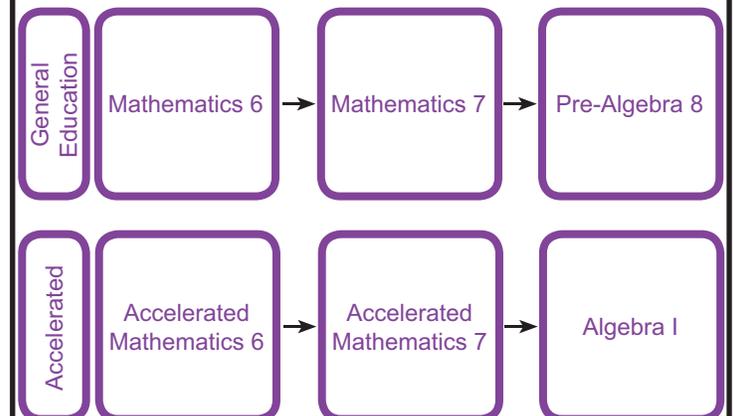
In middle school, the NVACS define the mathematics that all students should study in order to be college and career ready by the end of 12th grade.

In **Grade 6**, instructional time should 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 a 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.

In **Grade 7**, instructional time should 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.

In **Grade 8**, instructional time should 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.

Middle School Mathematics Course Sequence



Placement in accelerated courses is determined by previous year grades, scores on State Assessments, and teacher and counselor recommendations.

Middle School English Language Arts

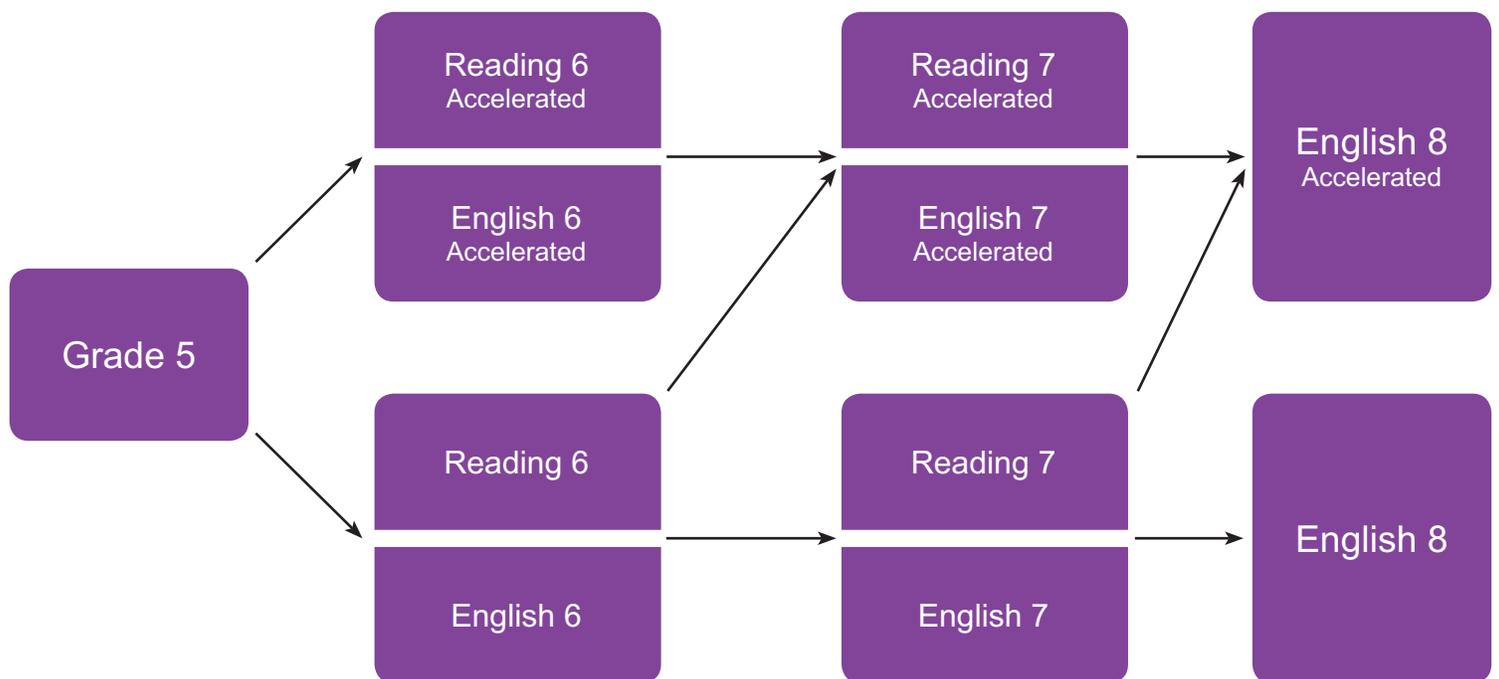
In middle school, the NVACS specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers in English language arts (ELA), history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and using academic language in their respective fields.

The standards lay out a vision of what it means to be literate in the twenty-first century. The skills and understandings have wide applicability outside of the classroom and in the workplace. Students who meet the standards demonstrate reasoning, use evidence that is essential when engaging in private and public discourse, and develop literacy skills that are foundational to the creative and purposeful expression of language and communication.

The NVACS signaled a significant shift from the previous Nevada ELA Standards. In some instances, concepts once taught in one grade shifted to lower grades. To prepare students for the changing expectations, the District recommended revisions to the middle school course sequence and emphasized student-centered instruction in grades 6 - 8.

In middle school, the NVACS emphasize the importance of reading both literary and informational texts, with a ratio of 45% literary and 55% informational by 8th grade. Because the NVACS for English emphasize greater attention on a specific kind of informational text - literary nonfiction - the reading of informational text must occur in other content areas (science, social studies, and electives) to ensure that 55% of student reading across grade level is informational text.

Middle School English Language Arts Course Sequence



Placement in accelerated courses is determined by previous year grades, scores on State Assessments, and teacher and counselor recommendations.