



Greenspun Junior High School

2026 - 2027

Course Catalog

Last Updated 6/10/2026



ADMINISTRATION

Principal	Jackie Carducci
Assistant Principal	Vince Bognot
Assistant Principal	Katja Hermes
Assistant Principal	Casandra Iglitz

COUNSELORS

6th Grade	Erin Hasley
7th Grade	Nathan Murdock
8th Grade	Brigitte Sison

STAFF

Special Education Instructional Facilitator	Rocio Salas-Beltran
Librarian	Andrew Slocum

DEPARTMENT CHAIRPERSONS

English Language Arts	TBD
Mathematics	TBD
Science	Kate Litzenberg
Social Studies	Stacey Reed
Physical Education/Health/Computers	Laura Wiesner
Electives	Heather Scobie
Special Education	Michelle Walter

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MESSAGE TO GREENSPUN FAMILIES

Dear Students and Parents,

We would like to welcome you to Barbara and Hank Greenspun Junior High School. Please review our outstanding curriculum offerings in this course catalog that ensure that every student in every classroom excels at his or her grade level. You will get an opportunity to see 6th - 8th-grade level course selections and view the instructional programs at Greenspun Junior High School. Our school guidance counselors are also available to assist you with your course selections; additionally, they will assist you with planning and can help you make wise decisions about courses to take in junior high school.

Our goal at Greenspun JHS is to ensure every student receives a high-quality education from highly qualified teachers. We want to expose our students to a rigorous curriculum and offer electives to help prepare them for their next step in life, whether that is attending a college, university, or training school or immediate entrance into the job market. We are proud to have dedicated staff to understand student differences and individuality to help them through this process. Again, we want to provide a course catalog to help students plan and be successful from the 6th grade into a high school program and welcome them to Greenspun Junior High School!

Sincerely,

Greenspun JHS Staff

DISTRICT CALENDAR

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

PATHWAY TO GRADUATION FOR STUDENTS

1. Participate in academic planning meetings with a school counselor.
2. Enroll in coursework that will help to achieve your educational goals.
3. Parents/Guardians must review and approve the Academic Plan.

DIPLOMA TYPES

Alternative Diploma (a)		Standard Diploma		Standard Diploma		Advanced Diploma and College and Career Ready Diploma (b)	
Cohorts 2026, 2027, 2028, 2029		Cohorts 2026, 2027, 2028		Cohort 2029 and beyond		Cohorts 2026, 2027, 2028, 2029	
Categories	Credits	Categories	Credits	Categories	Credits	Categories	Credits
English	4	English	4	English	4	English	4
Mathematics	3	Mathematics	3	Mathematics	3	Mathematics	4 (c)
Science	2	Science	2	Science	2	Science	3
Wrld Hist/Geo/Hum	1	Wrld Hist/Geo/Hum	-	Wrld Hist/Geo/Hum	1	Wrld Hist/Geo/Hum	1 (e)
US History	1	US History	1	US History	1	US History	1
American Govt	0.5	American Govt	0.5	American Govt	0.5	American Govt	0.5
Economics and Fin Lit	0.5	Economics and Fin Lit	0.5	Economics and Fin Lit	0.5	Economics and Fin Lit	0.5
Physical Education	2	Physical Education	2	Physical Education	2	Physical Education	2
Health Education	0.5	Health Education	0.5	Health Education	0.5	Health Education	0.5
Computer Ed & Tech	0.5	Computer Ed & Tech	0.5	Computer Ed & Tech	0.5	Computer Ed & Tech	0.5
Arts/Hum/CTE	1	Arts/Hum/CTE	1 (d)	Arts/Hum/CTE	1	Arts/Hum/CTE	1
Electives	5	Electives	6	Electives	5	Electives	6
Flex Credit	2 (e)	Flex Credit	2 (e)	Flex Credit	2 (e)	Flex Credit	-
Total	23	Total	23	Total	23	Total	24
GPA Requirement	-	GPA Requirement	-	GPA Requirement	-	GPA Requirement	3.25 weighted

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

(b) Additional College and Career Ready Diploma requirements:

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

(c) One of the four units of mathematics must be Algebra II or higher.

(d) District students must take World History or Geography to earn either the Arts/Humanities/CTE credit for the Standard Diploma through 2028 or the World History/Geography credit for the other diplomas.

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

A district-approved computer science course may count as either a 4th year of math or a 3rd year of science (one credit total) only after successful completion of the required math or science coursework. Please see your school counselor for details. Senate Bill 200, 2017.

The maximum weighted GPA that can be earned is 4.950; this is achieved by earning a 4.0 unweighted GPA and 0.950 bonus points.

*AP: Advanced Placement, IB: International Baccalaureate, CTE: Career and Technical Education, NAA: Nevada Alternate Assessment, IDEA: Individuals with Disabilities Education Act, GPA: Grade Point Average.

NAC 390, District Regulation 5127, High School Graduation Requirements, Nevada Board of Regents, Senate Bill 200, 2017.

SCHEDULE CHANGES

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

Courses may only be changed with the approval of the administration. Distance learning and online coursework allow students to earn credit through digital instruction and are excluded from these guidelines.

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

NAC 389.040

ENROLLMENT EXPECTATIONS

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

Grade 6

Reading
English
Mathematics
Science
Physical Education
Elective

Grade 7

Reading
English
Mathematics
Science
Social Studies
Elective

Grade 8

English
Mathematics
Science
Social Studies
Health / PE / Computers
Elective

REPEATING COURSES

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

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

PROMOTION AND RETENTION

Throughout middle school, a well-balanced educational program including mathematics, English, reading, science, social studies, career and technical education, fine arts or exploratory classes, health, and physical education is emphasized. Students who successfully complete all middle school coursework are prepared for the rigors of high school and the End-of-Course Exams. The Nevada State Board of Education and the Clark County School District have adopted promotion standards and regulations to ensure students are academically prepared.

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

A student in Grade 7 must complete one semester with a passing grade in mathematics, English or reading, science, and social studies for promotion to Grade 8. The principal has the authority to determine the course(s) that need to be repeated. No student may be retained more than once in Grade 7.

A student who enters Grade 8 must complete three semesters with a passing grade in mathematics, three semesters with a passing grade in English or reading, two semesters with a passing grade in science, and two semesters with a passing grade in social studies during the Grade 7 and Grade 8 years for promotion to high school. A Grade 8 student

who does not meet promotion requirements may be promoted to high school on academic probation provided the student meets the criteria for academic probation as defined in subsection III.B. A parent/guardian may elect not to place their student on academic probation but to remain in Grade 8.

A Grade 8 student not meeting the criteria for promotion to Grade 9 and not meeting the criteria for academic probation may be retained in Grade 8 for the following school year. A retained Grade 8 student may not be promoted midyear. A Grade 8 student may be retained for more than one year.

A Grade 8 student who has not met the promotion requirements may be promoted to Grade 9 on academic probation, provided at least one of the following criteria has been met:

- a. Criterion-Reference Test scores meet or exceed standards in the area(s) of credit deficiency; or
- b. Credits have been earned in the core area(s) (English or reading, mathematics, science, and social studies); however, the student is deficient in one semester of the five total credits required for promotion; or
- c. A student reaches 16 years of age before, on, or after the first day of school.

The principal of the sending middle school in agreement with the principal of the receiving high school, may determine if a student in Grade 8 is placed on academic probation. Academic probation will consist of the appropriate remediation in the subject area(s) in which the student failed to pass in middle school.

CCSD Regulation 5123 and NAC 389.445

THREE-YEAR COURSE PLANS

Each Grade 6 student must have an approved three-year academic Plan. The academic plan must set forth the specific educational goals the student intends to achieve before promotion to high school. The Grade 6 student and their parent/guardian are required to:

- Work in consultation with a school counselor to develop an academic plan; and
- Review the academic plan at least once each school year in consultation with a school counselor and revise the plan if necessary.

CCSD Regulation 5123

HIGH SCHOOL CREDIT TAKEN IN MIDDLE SCHOOL

Certain coursework taken in middle school (Grades 6–8) may be counted as credit required to graduate from high school.

SUMMER SCHOOL

Middle school students may earn middle school credit during the summer only as remediation for failed coursework. Students who have finished their Grade 8 year and are being promoted to high school may begin to take high school credit summer school coursework to accelerate their learning. Registration information is available from a school counselor in the second semester.

CAREER PLANS

Planning for life after high school is one of the most important decisions you will make. The right path is unique for every student, and there are many exciting options. Your journey should align with your interests, skills, and career goals. In this section, you'll find information on six primary postsecondary pathways.

COLLEGE

Going to college means continuing your education after high school, typically to earn a degree or certificate. This path can lead to a wide variety of careers and offers diverse learning experiences. Nevada has specific requirements for admission to its public institutions, but options exist for all students.

Public and Private

- Public colleges are funded by the state, so tuition is generally lower, especially for in-state residents.
- Private colleges rely on tuition and donations. Their tuition is often higher, but they may offer more financial aid.

College and University

- Colleges typically focus on undergraduate (bachelor's) and are often smaller, providing a more intimate learning environment. Many are private institutions, and most degrees take four years to complete.
- Universities are usually larger, offering a wider range of undergraduate and graduate programs (master's, doctoral). They often have a strong emphasis on research.

Two-Year Colleges

- Also known as community colleges or junior colleges, these schools offer associate degrees and certificates. They are a good option for those who want to save money, stay close to home, or improve their academic record before transferring to a four-year school.

Liberal Arts Colleges

- These four-year schools focus on a broad curriculum, including humanities, social sciences, and natural sciences, to provide a well-rounded education.

Specialized Institutions

- Some colleges have a specific focus, such as arts colleges, single-sex colleges, or religiously affiliated colleges. There are also institutions designated to support specific communities, like Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs).

For more information, visit: bigfuture.collegeboard.org.

NEVADA PUBLIC COLLEGE ADMISSION REQUIREMENTS

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

University of Nevada, Las Vegas (UNLV) and Reno (UNR)

- 3.0 GPA in 13 core units:
 - English - 4
 - Math - 3
 - Social Studies - 3
 - Natural Science - 3 , or
- ACT Composite of 22 or SAT of 1120, or
- Earned an Advanced Diploma or a College and Career Ready Diploma

Nevada State University (NSU)

- 2.5 unweighted GPA, and
- 12 core units:
 - English - 4
 - Math - 3
 - Social Students - 3
 - Natural Science - 2

For more information, visit: nshe.nevada.edu/nshe-institutions/.

CAREER TRAINING PROGRAMS

Career training programs, also known as vocational or trade schools, offer focused, hands-on education for a specific career field. This pathway is a great option for students looking for a cost-effective way to gain valuable skills to start well-paying careers without the time and financial commitment of a traditional college degree.

- Programs are typically much shorter than a four-year degree, often taking a few months to two years to complete.
- The curriculum is centered on real-world, job-specific skills with a strong emphasis on hands-on training.
- Instead of a degree, students earn a certificate, diploma, or industry-specific credential that demonstrates competency to employers.
- These programs are available for a wide range of industries, including:
 - Skilled Trades (e.g., electrician, plumber, HVAC technician)
 - Healthcare (e.g., medical assistant, dental hygienist, phlebotomist)
 - Technology (e.g., web developer, IT support, cybersecurity)
 - Culinary Arts, Cosmetology, Automotive, and more.

For more information, visit: gowinn.nv.gov/programming.

APPRENTICESHIP

An apprenticeship is a unique "earn-while-you-learn" pathway that combines paid on-the-job training with classroom instruction. It's an excellent option for students who learn best by doing and want to secure a high-paying, in-demand career without the burden of student debt.

- An apprenticeship is a full-time job. You are an employee from day one, earning a paycheck and often receiving benefits like healthcare and retirement plans. Wages typically increase with more skills and experience.
- You work alongside an experienced professional, a journeyman, who provides one-on-one mentorship and teaches the skills of the trade.
- In addition to working, you attend classes, which may be at a local community college, a trade school, or a union training center. This instruction complements the hands-on work.
- Upon completion, you earn a nationally recognized credential (often at no cost) that proves mastery, which can lead to high-paying jobs and long-term career stability.
- Apprenticeships are most common in the skilled trades like construction and electrical work, but they are expanding into new fields such as healthcare, IT, and advanced manufacturing.

For more information, visit: www.apprenticeship.gov.

EMPLOYMENT

For many students, entering the workforce directly after high school is an excellent and immediate path to financial independence and career growth. This option allows you to start earning a paycheck, gaining valuable real-world experience, and building your professional network without the cost or time commitment of further education.

- You can start earning money right away, which helps you become financially independent.
- You gain hands-on skills and work experience that are highly valued by employers.
- You can bypass the cost of tuition and avoid student loans, giving you a strong financial start.
- Working in different jobs can help you explore your interests and discover a career path you're passionate about before committing to long-term training or education.

Finding your first job is about more than just a high school diploma. You should create a resume that highlights your academic achievements, extracurricular activities, volunteer work, and any part-time jobs you've had. Many entry-level positions don't require previous experience but value skills like communication, a strong work ethic, and a willingness to learn. Job opportunities for high school graduates are available in many fields, including:

- Retail and Customer Service
- Hospitality and Food Service
- Administrative and Office Support

- Skilled Trades (often through entry-level roles that can lead to an apprenticeship)
- Logistics and Transportation
- Healthcare Support (e.g., medical assistant, with certification)

For more information, visit: employnv.gov.

MILITARY SERVICE

Choosing to serve in the military is a demanding but rewarding career path that provides immediate employment, valuable training, and a clear sense of purpose. It is a structured option for students who are ready to serve their country and want a clear path to professional and personal growth.

- Service members receive extensive training in a specific job, which can be applied to a civilian career later.
- The military offers significant educational benefits, including tuition assistance while you serve and the GI Bill, which can pay for college tuition, housing, and books for up to 36 months after your service ends.
- Servicemembers receive a steady paycheck, and may be eligible for bonuses, housing allowances, and a comprehensive benefits package that includes healthcare, dental, and life insurance.
- You may have the opportunity to travel the world, gain leadership experience, and develop discipline and a strong work ethic that will benefit you for life.

For more information, visit:

- Army: www.goarmy.com
- Navy: www.navy.com
- Air Force: www.airforce.com
- Coast Guard: www.gocoastguard.com
- Marines: www.marines.com
- National Guard: www.nationalguard.com
- Space Force: www.spaceforce.mil

GAP YEAR/SERVICE MISSION

A gap year or a service mission is an intentional period of time taken between high school and the next step in your life, such as college or the workforce. This pathway involves taking a deliberate break to explore, learn, and grow, often with the goal of gaining clarity and valuable life experiences.

For more information, visit: bigfuture.collegeboard.org and search: gap year.

NEVADA SCHOLARSHIPS

Millennium Scholarship

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. 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.

A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or visiting http://www.nevadatreasurer.gov/GGMS/GGMS_Home/.

Nevada Promise Scholarship

The Nevada Promise Scholarship aims to make a college education more accessible and affordable by providing last-dollar financial aid to Nevada students attending one of the state's four community colleges: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, or Western Nevada College. The scholarship helps

eligible students pay for up to three years of tuition and mandatory fees.

Please contact your school counselor with additional questions, or visit www.csn.edu/promise.

Public Education Foundation

The Public Education Foundation offers a variety of scholarships to help students pursue higher educational goals. In many cases, the scholarships make the college and university experience accessible to students who might not otherwise dream of a college education. The Public Education Foundation offers more than 260 different scholarship opportunities for Southern Nevada's high school seniors to attend both in-state and out-of-state schools.

Scholarship donors are corporations, associations, organizations, foundations and individuals who want to create a brighter future by encouraging education. Each donor has the opportunity to determine the criteria of their scholarship and plays an active role in selecting the scholarship recipients. The Foundation provides professional assistance in establishing the scholarship funds at no cost, including advertising and promotion, clerical support, and an awards recognition luncheon in May. The luncheon provides donors and scholarship recipients with the opportunity to meet, if they haven't already done so during the selection process.

To date, the Foundation has awarded over 6,100 scholarships, totaling nearly \$12 million.

For more details, please visit <https://thepef.org/scholarships/>.

POSTSECONDARY PLANNING FOR MIDDLE SCHOOL STUDENTS

Grade 6

- ☐ Learn your way around! Get to know your schedule, where your classes are, and who your teachers are.
- ☐ Start using a planner or calendar to record homework assignments and due dates. This helps you complete your work before the deadline.
- ☐ Find a new club, sport, or activity that sounds cool. Never played an instrument? Join the band! Never played soccer? Try it out!
- ☐ Learn how to check your grades using Infinite Campus. If you receive a low grade, ask your teacher for help right away.
- ☐ Think about what you really enjoy and what you're good at. Do you love animals? Are you awesome at drawing? Discuss with your school counselor.
- ☐ Talk to adults you know about their jobs. Ask, "What do you actually do all day?" and "Did you have to go to college for that?"
- ☐ Meet with your counselor to review promotion requirements and discuss your career plan.
- ☐ Complete a 3-year academic plan aligned with your career plan. Don't forget about electives!

Grade 7

- ☐ Learn how to study smarter. Try different ways to prepare for tests (flashcards, drawing pictures, quizzing a friend).
- ☐ If you love a subject (like math or science), ask your counselor if there are accelerated classes you can take.
- ☐ Pick one to two activities you love and stick with them. Look for small ways to be a leader, like organizing a team lunch or running a club fundraiser.
- ☐ Take an online quiz or consult with your counselor to discover careers that align with your favorite subjects and talents.
- ☐ Keep a simple list on your phone or computer of any awards, great grades, volunteer work, or activities you do.
- ☐ Start learning about the different high school classes, like CTE (Career and Technical Education) that teach you hands-on job skills (like coding or mechanics).

Grade 8

- ☐ Ensure you're passing all your classes and have all the necessary requirements to officially promote to high school.
- ☐ Do a formal Career Interest Inventory (your school may offer one) to help match your personality to career clusters (like Business, Health, or Arts).
- ☐ Look into any special programs your district offers, like magnet programs and Career and Technical Academies. Attend the recruiting events at your school to learn about them.
- ☐ Be ready when it's time to pick your high school classes! Be sure to check with your school counselor to determine the exact date and time this will occur.
- ☐ Visit the website of the high school you plan to attend. Research the sports, clubs, and extracurricular activities they offer and decide which ones you want to try out.

NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

The District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age, in admission or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boy Scouts of America Equal Access Act.

ATTENDANCE POLICY

CLARK COUNTY SCHOOL DISTRICT • REGULATION 5113

Attendance enforcement is a shared responsibility between the Clark County School District and the student's parent or legal guardian. The parent, legal guardian, or other person in the state of Nevada having control or charge of any student must send the student to school during all times that the public school is in session (NRS 392.040). The Clark County School District requires that students enrolled for school in the Clark County School District attend school regularly in accordance with the Nevada Revised Statutes. Each student is expected to attend school for the entire school day.

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. Referral to an alternative program may be initiated for any student who has been denied credit due to excessive absenteeism.

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 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.

Greenspun JHS 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.

GRADING POLICY

CLARK COUNTY SCHOOL DISTRICT - Overview of Grading Expectations

The Clark County School District (District) is committed to student success by embodying the core values of equity, accountability, and high expectations for all students. The District is committed to ensuring grades are an equitable and accurate reflection of student learning through sound grading practices. The updated [grading regulation 5121](#) includes the utilization of a balanced grading scale, separation of academic achievement and learner behaviors, and guidance for providing students additional opportunities to demonstrate mastery through reassessment opportunities.

Mindset

A collective mindset is essential to ensure students' grades are accurate, meaningful, and consistent. This mindset is focused on the following principles:

- A. Grading practices will be equitable and supportive of student learning.
- B. Grades will be based on a body of evidence aligned to the Nevada Academic Content Standards/Nevada Academic Content Standard Connectors (NVACS/NVACS Connectors) and District curriculum.
- C. Grades will be a measure of achievement of the NVACS/NVACS Connectors and District curriculum, thus eliminating behaviors from grades.
- D. Students will have reassessment opportunities to demonstrate proficiency after new learning has occurred.

Quarter Grades will be imported into one of two categories: formative or summative. The percent of the two grading categories will total 100%. The use of a “no grade” category is allowed as it does not impact the grading category percentages.

Formative 20%, Summative 80%

Middle School semester grades will be based on the following criteria:

1st/3rd Quarter Grade 45%
 2nd/4th Quarter Grade 45%
 Semester Exam 10%

High School credit course semester grades will be based on the following criteria:

1st/3rd Quarter Grade 45%
 2nd/4th Quarter Grade 45%
 Semester Exam 10%

All High School credit - bearing courses are required to have semester exams that are comprehensive of the material covered during the semester.

<i>Formative: Assessment for Learning</i>	<i>Summative: Assessment of Learning</i>
- Used by educators and students during instruction to provide actionable feedback and inform ongoing teaching and learning strategies. - Low stakes; carries little to no weight in the Grade Book. - Includes informal classroom-based assessments (e.g., exit tickets, classwork, quizzes, observations, checklists). - Excludes universal screeners, diagnostics, or the District interim assessment (e.g., MAP Growth).	- Used to measure mastery of standards after learning has occurred. - High stakes; the majority of the student's grade is based on summative evidence. - Includes formal classroom-based assessments (e.g., quizzes, entrance/exit tickets, unit tests, projects, presentations, performance tasks, semester exams). - Excludes District and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).

Summative Assessments

Each department will develop a variety of multiple common summative assessments, as well as grading rubrics. To ensure students have equitable opportunities for success, teachers will use the same summative assessment to assess standards. Common assessments will also allow teachers to assess summative data at PLCs to guide instruction and revise teaching strategies when necessary. Formative assessments are at the teacher's discretion.

Retake Opportunities

Assignment retakes for formative assessments will be at the teacher's discretion, as outlined in the teacher's course expectations. Teachers will provide one (1) retake opportunity for each summative assignment for all students. Students have up to five (5) school days from receiving their grades to communicate with their teacher about utilizing the retake opportunity. Suppose a student does not have a proficient grade of 69% or lower after their initial retake. In that case, they will be allowed additional retake opportunities until they have reached a minimum mastery grade of 70%. A Retake Reflection Form is required for additional retakes on summative assignments and must be submitted before each

retake. Retake Reflection Forms must be linked to teacher homepages. Teachers may also require additional actions, such as completing missing assignments or attending a tutoring session, before allowing an assessment retake. These requirements will be outlined in their course expectations.

Homework

Homework expectations must be in accordance with [Policy 6143](#) and [Regulation 6143](#). Homework is intended as practice for specific skills and is not required for each subject or content area. When assigning homework, educators must consider relevancy and the actual time it takes for students to complete homework rather than their estimation of what can be completed. The completion status of homework will carry no weight in the Grade Book; progress will be reported as a learner behavior/habit of work under Citizenship, not as an academic grade. **Assignments started in class and completed at home are allowed to carry a grade in the Grade Book.**

Reporting Grades

Teachers will input assignment grades within seven (7) school days of the assignment due date so students and parents are aware of the grade, and students have an opportunity to retake the assignment.

Missing Work

Assignments that have not been turned in by the due date will be labeled “Missing” in Canvas and “M” in Infinite Campus. The mark “M” has a score of 0 in the gradebook. Once the missing work is submitted, the “M” is replaced with a score reflecting the student’s academic performance, and the “L” flag is added to the assignment to monitor the student’s behavior, separate from the academic grade.

Students will have five school days from when the assignment is due to submit the missing work. Teachers will use established means of communication (i.e., Infinite Campus, Canvas Inbox, etc.) to send messages to those who have not submitted their work. Students may submit late work without a penalty during the five-day grace period. Teachers will not grade work submitted after the five-day window. If the student does not submit the missing work within the five-day grace period, the teacher has no evidence of the student’s content mastery; therefore, the “M” will remain in the gradebook. The latest deadline for all graded work is three days prior to the end of each grade posting period (the Wednesday before Progress Reports and Quarter Grades are submitted).

No Extra Credit

Extra credit is not permitted. Students can improve their grades by using retake opportunities and turning in late/missing assignments before school-wide deadlines.

Minimum ‘F’ Policy

Assignment and assessment grades, including semester exams, will be entered into Infinite Campus at the percent or score earned. At the end of the grading period, the grade will be adjusted if a student’s overall grade is below a 50% minimum ‘F’. (i.e., If a student earns 32% on their quarter grade, the report card grade will be adjusted to a 50% ‘F’).

Reporting Behaviors

Academic grades will not include learner behaviors/habits or work (e.g., homework completion, attendance, late or missing assignments, participation, responsibility).

Incidents of Cheating

Incidences of cheating/forgery/plagiarism will be addressed through the Students Code of Honor (see below). Students will be provided with an opportunity to demonstrate their learning to ensure accuracy in academic reporting while also receiving targeted support to improve their behavior. Students may receive a minimum grade on the assignment or task based on the severity of the incident.

Student/Family Communication

Weekly communication regarding student progress is vital to ensuring students receive the support needed to succeed. Teachers will update grades every week to allow students time to improve their grades before the end of the marking period. Teachers will include a parent/guardian phone call as a primary communication intervention.

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 five qualities of moral character fundamental to human conduct: **INTEGRITY, RESPECT, RESPONSIBILITY, JUSTICE, AND MANNERS.**

- **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 and oneself, balancing praise and blame in accord with one's actions.
- **MANNERS** requires that students follow the fundamental principles of good manners. Students should always be conscientious of and respectful to adults and each other.

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 should raise their hands 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 verbalize their thoughts, answers, or learning processes confidently.

ACADEMIC PLACEMENT POLICY

The administration of Greenspun Junior High School is committed to providing a rigorous course of study that will excel students into a post-secondary or workforce beyond their school years. These courses include the Algebra I, Geometry H, Spanish I and Spanish II H. Unfortunately, there are a limited number of seats available in these classes, and the selection process for enrollment is highly competitive. At Greenspun JHS, the counselors use a process called Data Driven Academic Placement (DDAP), which includes MAPs, semester grades, and teacher recommendations 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.

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 an initial language assessment by the English Language Learner liaison. Once the students are assessed, they are placed in classes according to their competency in the English language.

SPECIAL EDUCATION

The goals of Greenspun Junior High School are consistent with the standards set forth in the Individuals with Disabilities Education Act (IDEA). All special education services 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.

CCSD GUIDANCE AND COUNSELING WEBSITE

The [Guidance and Counseling website](#) provides students and parents/guardians with information on school 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 examples of information available on the website.

REQUIRED COURSES - GRADE 6

Grade 6 Schedule

English Language Arts Block (2 Periods)

Mathematics

Science

Physical Education

Elective

MATHEMATICS 6

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

ACCELERATED MATH 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.

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

6TH GRADE STEM PATHWAY: ACCELERATED MATH 6 and ACCELERATED MATH 7 (EACH COURSE MEETS ONE SEMESTER) TAKEN AS A BLOCK THROUGH EARLY BIRD PERIOD AND 1ST PERIOD

Students on the STEM Math pathway will cover five years of math in three years, including taking both accelerated math 6 and 7 during their 6th grade year. Students will complete Algebra I in 7th grade and Geometry in 8th grade. This pathway is designed to culminate in Calculus II (BC) in high school. This pathway is the most rigorous and is intended for students with exceptional mathematics abilities and a strong interest in STEM careers.

*See descriptions for Accelerated Math 6 above and Accelerated Math 7 in the 7th Grade section.

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.

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

ENGLISH LANGUAGE ARTS 6 BLOCK

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Nevada Academic Content 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 and digital media are integral parts of this course. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

ENGLISH LANGUAGE ARTS 6 BLOCK ACC

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Nevada Academic Content 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 and digital media are integral parts of this course. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

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 \$20.00 fee for a Greenspun JHS PE uniform is required.

REQUIRED COURSES - GRADE 7

Grade 7 Schedule

English Language Arts Block (2 Periods)

Mathematics

Science

Social Studies

Elective

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.

ACCELERATED MATH 7

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

Prerequisite: current math teacher approval is required for this course. Consideration will be based on test scores, performance and teacher recommendation.

ALGEBRA I (for 7th grade)

This one-year course is designed for the highly motivated, highly gifted seventh grade student who has demonstrated readiness for Algebra. It 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.**

Prerequisite: Current math teacher recommendation required. It is expected that the student has successfully completed ("B" or better) Accelerated Mathematics 6 in 6th grade. Counselors will utilize students' overall test scores before entering students in this class.

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 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.

Prerequisite: current science teacher approval is required for this course. Consideration will be based on test scores, performance, and teacher recommendation.

ENGLISH LANGUAGE ARTS 7 BLOCK

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Nevada Academic Content 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 and digital media are integral parts of this course. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

ENGLISH LANGUAGE ARTS 7 BLOCK ACC

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Nevada Academic Content 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 and digital media are integral parts of this course. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

HISTORY & GEOGRAPHY 7

This one-year course examines the development of the Western Hemisphere with an emphasis on the Americas. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course fulfills the seventh-grade social studies requirement.

ACCELERATED HISTORY & GEOGRAPHY 7

This one-year course examines the development of the Western Hemisphere with an emphasis on the Americas. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course fulfills the seventh-grade social studies requirement.

REQUIRED COURSES – GRADE 8

Grade 8 Schedule

English
Mathematics
Science
Social Studies
Health / PE / Computers
Elective

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 ACC

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 manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

GEOMETRY ACC

This course is designed for students who have successfully completed Algebra I. This course provides students with a rigorous study of Euclidean geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

SCIENCE 8

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 8 include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; Space System; Growth, Development, and Reproduction of Organisms; Natural Selection and Adaptations; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the eighth-grade science requirement.

ACCELERATED SCIENCE 8

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 8 Accelerated include Forces and Interactions; Energy; Waves and Electromagnetic Radiation; Space System; Growth, Development, and Reproduction of Organisms; Natural Selection and Adaptations; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the eighth-grade science requirement.

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.

HISTORY & GEOGRAPHY 8

This one-year course examines the development of the Eastern Hemisphere with an emphasis on global studies. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course fulfills the eighth-grade social studies requirement.

ACCELERATED HISTORY & GEOGRAPHY 8

This one-year course examines the development of the Eastern Hemisphere with an emphasis on global studies. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course fulfills the eighth-grade social studies requirement.

COMPUTER APPLICATIONS

This one-semester course provides students with skills in computer science and applications. Areas of emphasis include computer science, computational thinking, productivity applications, digital citizenship, and integrated technology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course is appropriate for grades eight through twelve. This course fulfills the one-half computer science credit required for high school graduation.

HEALTH 8*/PHYSICAL EDUCATION 8

This one-quarter 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-quarter 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 \$20.00 fee for a Greenspun JHS PE uniform is required (unless the student already owns an outfit). This course is required for all eighth grade students.

***PE 8 and Health 8 meet for one quarter each.**

ELECTIVES 2025-2026

In addition to the required course 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.**

EXPLORATIONS 6: STEM/ROBOTICS (EACH COURSE MEETS ONE SEMESTER)

This one-semester course is designed for those students who have successfully completed STEM Beginning and are interested in continuing to integrate Science, Technology, Engineering and Math (STEM). Areas of emphasis include robotics, coding, cybersecurity and AutoCad. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for six grade students.

PHYSICAL EDUCATION 6-7

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 also fulfills the physical education requirement for sixth and seventh grade students.

A \$20.00 fee for a Greenspun JHS PE uniform is required (unless the student already owns an outfit).

PHYSICAL EDUCATION/FITNESS 7-8

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 eighth-grade students.

A \$20.00 fee for a Greenspun JHS PE uniform is required (unless the student already owns an outfit).

FUNDAMENTALS OF MATHEMATICS

This one-year intervention course in mathematics is designed for students who need additional instruction and support to master necessary middle school mathematics concepts. This course provides additional instruction in conjunction with the student's required mathematics course 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 use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course is a repeatable elective course and does not fulfill the middle school mathematics requirement for promotion. **This course is a repeatable elective and does not fulfill the middle school mathematics requirement for promotion.**

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/STUDENT COUNCIL 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.

EXPLORATIONS 7-8: TELEVISION PRODUCTION

This one-year course is designed to provide students with a general understanding and acquisition of basic skills in the technical, directorial, written, and historical aspects of television production. The operation of television cameras, lighting, audio, video, and computer graphics equipment is stressed, as well as set design, script development, and the history of the television medium. Students experience hands-on production tasks in a rotational system to become familiar with techniques used in the broadcast industry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades seven and eight and may be repeated.

PUBLICATIONS/YEARBOOK 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-grade students. .

INTERMEDIATE ROBOTICS 7

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to robotics. This course is designed to extend and refine the skills students gained in Robotics 7–8. 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 seventh-grade students.

ADVANCED ROBOTICS 7-8

This one-year course is to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to robotics. This course expands students' knowledge through the application of robotics principles and vocabulary. Students engage in kinesthetic project-based learning experiences, writing, and research projects. 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 seventh and eighth grade students.

STUDENT CAFETERIA WORK EXPERIENCE 7- 8

This one-year course is designed to allow seventh and eighth 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.

Prerequisite: counselor approval.

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.

Prerequisite: good attendance and citizenship, and counselor approval.

PERFORMING ARTS

MUSICAL INSTRUMENTS

Greenspun JHS has many musical instruments available for student use in Band and Orchestra. Please see the directors of each program for availability. (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

This one-year course is designed for any middle school student who desires to develop the ability to play a wind or percussion instrument. The course involves applying the basic fundamentals of music reading to the particular technique of the instrument being studied. The course may be repeated and is considered a preparatory course for progression into Intermediate and Advanced Band. We recommend that you provide your own instrument, as there are a limited number of school instruments available. When filling out the registration form, please make two instrument choices in case the first choice class has been filled. Percussion is not a beginning of the year option, as students must first prove they are able to dedicate themselves to learning to read music and demonstrate a hard work ethic. Percussion students are selected during the month of January by the band director.

Woodwind	Brass	Flute	Trumpet
Clarinet	French Horn	Alto Saxophone	Trombone
Tenor Saxophone	Baritone	Oboe	Tuba

Students will have the opportunity to perform throughout the school year. Students will be required to pay fees for uniforms. No audition is required. Performances outside of the school day are mandatory. Students with previous training may be placed in an advanced band with the director's approval.

INTERMEDIATE BAND (Concert)

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. **Band director recommendation is required for enrollment. 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 (Symphonic)

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. **Band director recommendation is required for enrollment. 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.**

EARLY BIRD JAZZ BAND (Advanced)

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 student must pass an audition by the band director for placement into this advanced 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. Students in Jazz Band must be simultaneously enrolled in a regular band ensemble. ***(Band director recommendation is required for enrollment.)***

BEGINNING WOMEN'S CHOIR 6-8

Beginning Women's Chorus is a one-year course designed as a study in vocal production of music fundamentals with opportunities to sing a variety of choral literature. Emphasis will be placed on providing each student with an array of performance experiences. This is an elective course for sixth, seventh and eighth grade students. Performances are required and are part of students' grades. This group may perform at school concerts and other school functions. **Students will be required to pay fees for uniforms. No audition is required. Performances outside of the school day are mandatory.**

BEGINNING MEN'S CHOIR 6-8

Men's Chorus is a one-year course is designed as a study in vocal production of music fundamentals with opportunities to sing a variety of choral literature. Emphasis will be placed on providing each student with an array of performance experiences. This is an elective course for sixth, seventh and eighth grade students. Performances are required and are part of students' grades. **Students will be required to pay fees for uniforms. No audition is required. Performances outside of the school day are mandatory.**

VOCAL ENSEMBLE (CONCERT)

Concert choir is a year-long course that will further develop the musical fundamentals necessary for successful choral performance. This is a select mixed choir and is an audition-only group for advanced singers. This group sings in a wide variety of performances, and this class stresses individual vocal performance as well. Opportunities to sing for personal enjoyment and to perform various choral productions outside of the school day are required throughout the school year. **Students will be required to pay fees for uniforms. Performances outside of the school day are mandatory.**
****Audition required for enrollment.***

ADVANCED CHORUS (WOMEN'S)

This year long course is an audition-only group for advanced women's voices. This group performs a wide variety of musical literature and is designed as a study in vocal production of music fundamentals with opportunities to sing for personal enjoyment and perform a variety of choral literature. Emphasis will be placed on providing each student with a variety of performing experiences. There will be required performances outside of the school day. **Students will be required to pay fees for uniforms. No audition is required. *Audition required for enrollment.**

ADVANCED CHOIR (MADRIGALS)

This is an early bird class that is made up of a select group of thirty-six to forty advanced seventh and eighth grade boys and girls. Admission to the group is by audition only. Music History, Advanced Music Fundamentals and Music Theory are explored, along with both advanced rhythmic and melodic sight reading. This class performs five concerts per year, extra caroling performances off campus, and sings four part advanced level music (SATB). This class explores foreign diction and performing in foreign languages. Performances are required and are part of students' grades. If interested, students in this class are encouraged to audition and participate in the Clark County School District Middle School Honor Choir, NMEA All-State Choir and Vocal Solo and Ensemble festival. **Students will be required to pay fees for uniforms. Performances outside of the school day are mandatory.*Audition required for enrollment.**

BEGINNING ORCHESTRA

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. **Orchestra director recommendation is required for enrollment. Students in advanced orchestra will be required to pay fees for uniforms. Performances outside of the school day are mandatory.**

ENGLISH LANGUAGE LEARNER

ACADEMIC CONTENT LANGUAGE EXPANSION (6-8)

This one year course is designed for English Language Learners and provides instruction in the Nevada Academic Content Standards in English Language Arts with the addition of linguistic support structures. This course addresses the needs of limited English proficient students by providing the additional time and linguistic support needed to meet grade level standards. Emphasis will be on acquisition of academic English through the use of purposefully planned discourse structures. Instructional practices incorporate integration of diversity awareness; including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grade 6 and may not be repeated.

FOCUS LANGUAGE STUDY (6-8)

This one-year course prepares English Language Learner newcomer students with limited English proficiency for successful participation in the general-education program and emphasizes the ability to listen, speak, read, and write English with reasonable comprehension. The course provides practice in correct usage of basic language structures. 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. Students use what has been previously learned while extending knowledge of vocabulary, grammar, and usage. 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 is a non repeatable elective and does not fulfill the middle school English or reading requirement for promotion.