HYDE PARK MIDDLE SCHOOL &
THE ACADEMY OF SCIENCE
AND MATHEMATICS
900 Hinson Street
Las Vegas, NV 89107
(702) 799-4260

Principal………………………………………Kimberly Bauman
Assistant Principal…………………………Anna Belknap
Assistant Principal…………………………Mauricio Molina
Dean………………………………………Lillian Bester
Dean………………………………………Yolanda Brown
Magnet Coordinator………………………Karen Waggoner
Counselor………………………………..Stacy Haynes
Counselor………………………………..Ken Michnal
Counselor………………………………..LaRon McGee
COUNSELING OFFICE

A counselor is assigned to each grade level and matriculates with their students. It is the counselor’s goal to assist each student in making a smooth transition from elementary school to middle school and on to high school. The counselor assists students with educational planning, tracking academic progress, interpretation of test scores, and career information. Counselors address home, school, or social concerns which may arise. Confidentiality is always maintained in the counselor’s office. Counselors are readily available to discuss questions and concerns.

MAGNET THEME COORDINATOR

The coordinator serves as an additional resource for students enrolled in the Hyde Park Academy of Science and Mathematics. In conjunction with monitoring student progress, the coordinator also provides assistance in curriculum integration across the content areas.
The Hyde Park Academy offers a curriculum that focuses on the development of higher level thinking skills, communications skills, and problem-solving skills. Pre-Advanced Placement strategies are incorporated into the instructional methodology throughout the Academy, thus providing accelerated instruction in all parts of the middle school curriculum. Performance-based learning enables students to apply newly acquired concepts and ideas to real-life situations. The Academy affords students the opportunity to combine subject-matter knowledge with necessary application skills. Students actively participate in learning new information, concepts, and skills; applying the knowledge in hands-on situations; and communicating the results of their investigations.

- Pre-AP curriculum
- Accelerated instruction
- Math/science blocks; 160 minutes per day
- Curriculum compacting and alternate assessment
- High school credit offered for selected classes
- Extended instructional day
- Participation in local, state, and national competitions
- Interdisciplinary study
- Differentiated instruction
6th GRADE CURRICULUM

All sixth grade students are required to take the following courses:

English
Reading
Math
Science
Physical Education (1 semester) /
Computer Literacy (1 semester)
Elective Class**

Student placement is based upon teacher recommendations, performance, and most recent student achievement test results. Specific course descriptions follow.

**Please note that the counselor will assign students who are at risk for retention and/or in need of remediation to an enrichment class. This class will take the place of their chosen elective class.
7th GRADE CURRICULUM

All seventh grade students are required to take the following courses:

- Math
- Science
- US/Nevada History
- Reading
- English
- Elective**

Student placement is based upon teacher recommendations, performance, and most recent student achievement test results. Specific course descriptions follow.

**Please note that the counselor will assign students who are at risk for retention and/or in need of remediation to an enrichment class. This class will take the place of their chosen elective class.
8th GRADE CURRICULUM

All eighth grade students are required to take the following courses:

English
World Geography
Math
Science
Physical Education / Health
Elective Class**

Student placement is based upon teacher recommendations, performance, and most recent student achievement test results. Specific course descriptions follow. Students must take one quarter of health and three quarters of PE; they may not “opt out.”

**Please note that the counselor will assign students who are at risk for retention to a remediation class. This class will take the place of their chosen elective class.
Math

Math 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.

Math 6 ACC: 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. Instructor/counselor approval required prior to registration.

Math 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.

Math 7 ACC: 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. Instructor/counselor approval required prior to registration.
Pre-Algebra: This one-year course is designed to focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructor/counselor approval required prior to registration.

Algebra I: This one-year high school credit 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. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation. Instructor/counselor approval required prior to registration.

Geometry H: This one-year high school credit course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructor/counselor approval required prior to registration.

English

English 6: This one-year course emphasizes the development of specific writing types; arguments, informative/explanatory texts, and narratives in which the development, organization, and style are appropriate to task, purpose, and audience. Students demonstrate increasing sophistication in all aspects of language use. A variety of literature and informational texts serve as models to improve writing skills. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use.
**English 6 ACC:** This one-year course includes the criteria of the English 6 curriculum, but is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced writing skills. Instructor/counselor approval required prior to registration.

**English 7:** This one-year course emphasizes the development of specific writing types; arguments, informative/explanatory texts, and narratives in which the development, organization, and style are appropriate to task, purpose, and audience. Students demonstrate increasing sophistication in all aspects of language use. A variety of literature and informational texts serve as models to improve writing skills. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use.

**English 7 ACC:** This one-year course includes the criteria of the English 7 curriculum, but is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced writing skills. Instructor/counselor approval required prior to registration.

**English 8:** This one-year course emphasizes the development of critical reading and writing skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, careful writing, class discussions, and presentations, students deepen their ability to independently write, analyze, evaluate, and critique text. Students demonstrate increasing sophistication in all aspects of language use. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use.

**English 8 ACC:** This one-year course includes the criteria of the English 8 curriculum, but is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced writing skills. Instructor/counselor approval required prior to registration.
Reading

Reading 6: This one-year course emphasizes the development of critical reading skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text independently. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate reading, writing, speaking, listening, and language use.

Reading 6 ACC: This one-year course includes the criteria for the Reading 6 curriculum, but is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced reading skills. Students enrolled in this accelerated course read, comprehend, and interpret a variety of grade level and above grade level text independently and proficiently. Instructor/counselor approval required prior to registration.

Reading 7: This one-year course emphasizes the development of critical reading skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text independently. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate reading, writing, speaking, listening, and language use.

Reading 7 ACC: This one-year course includes the criteria for the Reading 7 curriculum, but is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced reading skills. Students enrolled in this accelerated course read, comprehend, and interpret a variety of grade level and above grade level text independently and proficiently. Instructor/counselor approval required prior to registration.
Science

Science 6: This one-year course for sixth grade students focuses on understanding the living systems on Earth. Students will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Critical thinking, collaboration, accuracy, and communication skills will be used as students develop a foundation for scientific literacy in life, earth, and physical science content. Technology, history and nature of science and career information will be integral components of this course. This course is required for sixth grade students and fulfills the science requirement for sixth grade students.

Science 6 ACC: This one-year course includes the criteria for the Science 6 curriculum, but it is distinguished from Science 6 by the advanced instructional pacing and the addition of enrichment activities. Students enrolled in this accelerated course read, comprehend, and interpret a variety of grade level and above grade level text independently and proficiently. Instructor/counselor approval required prior to registration.

Science Connections 6: This one-year course, specific to Hyde Park Academy students, is designed to introduce sixth-grade students to the basic principles of life science, related technologies, and career opportunities. All sixth grade Academy students are required to successfully complete this course to continue in the Academy program.

Science 7: This one-year course for seventh grade students focuses on understanding Earth and Space science systems. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth’s structure and place in the Solar System, atmospheric processes, and composition of matter. Critical thinking, collaboration, accuracy, and communication skills will be practiced as students extend their scientific literacy. This course is required for seventh grade students and fulfills the science requirement for seventh grade students.
Science 7 ACC: This one-year course includes the criteria for the Science 7 curriculum, but it is distinguished from Science 7 by the advanced instructional pacing and the addition of enrichment activities. Students enrolled in this accelerated course read, comprehend, and interpret a variety of grade level and above grade level text independently and proficiently. Instructor/counselor approval required prior to registration.

Science Connections 7: This one-year course, specific to Hyde Park Academy students, is designed to introduce seventh-grade students to the basic principles of earth and space sciences, related technologies, and career opportunities. All seventh grade Academy students are required to successfully complete this course to continue in the Academy program.

Science 8: This year-long course for eighth grade students provides the physical science explanations that extend understandings developed in previous science courses. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Critical thinking, collaboration, accuracy, and communication skills will be emphasized as students refine their scientific literacy. This course is required for eighth grade students and fulfills their science requirement.

Science 8 ACC: This one-year course includes the criteria for the Science 8 curriculum, but it is distinguished from Science 8 by the advanced instructional pacing and the addition of enrichment activities. Students enrolled in this accelerated course read, comprehend, and interpret a variety of grade level and above grade level text independently and proficiently. Instructor/counselor approval required prior to registration.

Science Connections 8: This one-year course, specific to Hyde Park Academy students, will enhance understanding and use of scientific method as a problem-solving strategy by completing an independent research project. Life, earth, and physical sciences in the context of issues meaningful to middle school students will be the focal point of this course. All eighth grade Academy students are required to successfully complete this course to continue in the Academy program.
**Social Studies**

**US/NV History 7:** This one-year course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Students explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. This is a required course for all seventh grade students.

**US/NV History 7 ACC:** This one-year course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. This course is distinguished from U.S./Nevada History 7 by instructional pacing and delivery of advanced content. Instructor/counselor approval required prior to registration.

**Geography 8:** This one-year course is the study of the world’s cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This is a required course for all eighth grade students.

**Geography 8 ACC:** This one-year course is the study of the world’s cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. This course is distinguished from World Geography 8 by instructional pacing and delivery of advanced content. Instructor/counselor approval required prior to registration.
ELECTIVES

Hyde Park Middle School students are provided with a variety of elective choices. Please note that due to staffing and/or low class enrollment, not all courses listed may be offered and additional courses may be added. Some courses are only open to certain grade levels and may have prerequisites in order to enroll. Please read selections carefully.

Counselors and administrators will make every attempt to accommodate the student’s first elective choice. However, when selecting an elective, students should make two choices, in order of preference, as it is not always possible to ensure that all students will receive their first choice. Students enrolled in year-long electives are expected to remain in the course for the entire school year. Some elective classes do require a fee to cover uniform costs, instrument rentals, and other supplies.

*Please note: Students who are at risk of retention and/or in need of remediation will be assigned an enrichment course in lieu of an elective.
PERFORMING ARTS

Placement in all performing arts classes will be according to performance level as determined by the individual music teacher. There are a limited number of instruments available from the school. Participation in a music class may require students to rent or purchase their own instruments from an outside source. All performing arts classes require students to participate in out-of-school and evening performances, which will be considered as a percentage of the student’s grade.

**Band**

**Beginning Band 6 and 7:** This year-long 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 to Junior Varsity and Varsity Band. Students are required to purchase a method book for their selected instrument. The cost will be between $8-$12. Two performances per year are required.

**Junior Varsity and Varsity Band:** This year-long year course is designed for students who have achieved beyond the beginning band level. It includes guidance and direction in solving psycho-motor 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. Any student who is selected for this level can either be placed in Junior Varsity or Varsity band. These students are expected to participate in extra activities like marching and pep band. Two to three performances are required per year. Students will be expected to purchase a tuxedo shirt for their performance uniform.
Symphonic (Advanced) Band: This year-long course is designed for students who have achieved beyond the Varsity Band. It 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. These students are expected to participate in extra activities like marching, jazz, and pep band. Two to three performances per year are required. Students will be expected to purchase a tuxedo shirt for their performance uniform.

Choir

Beginning Chorus: This year-long course is designed to give interested students an opportunity to sing in a non-auditioned, organized group. Students will develop vocal technique while learning basic sight-singing and music theory skills. Students will be given the opportunity to enjoy singing through active participation while developing the skill to work as a responsible member of a group. This course is a preparatory course for progression to concert choir. Students will be expected to participate in multiple performances throughout the year. The fee for a uniform shirt is $15-$20.

Vocal Ensemble: This year-long course is offered to students who have progressed beyond beginning chorus and are performing at a high level of skill. This course will offer instruction in singing technique, advanced musicianship, and performance poise and behavior. Students will experience in-depth opportunities to develop facility and skill in voice while exploring varied choral literature from many different time periods, composers, and cultures. Students will be expected to participate in multiple performances throughout the year. Auditions and instructor approval is required prior to registration in this course. Students will be expected to rent or purchase formal attire for performances.
Women’s Choir: This year-long course is offered to female students who have progressed beyond beginning chorus. This course will offer instruction in singing technique, advanced musicianship, and performance poise and behavior. Students will experience in-depth opportunities to develop techniques and skill in voice while exploring varied choral literature from many different time periods, composers, and cultures. Students will be expected to participate in multiple performances throughout the year. Auditions and instructor approval is required prior to registration in this course. Students will be expected to rent or purchase formal attire for performances.

Show Choir: This year-long course is a select performance group designed to give interested students an opportunity to explore both vocal and dance performance. Students will learn vocal technique, sight-singing, music theory, and basic dance. Students are encouraged to have completed beginning choir before auditioning for this group. Auditions will take place in the spring of the preceding school year. Students will be expected to participate in multiple performances throughout the year. Auditions and instructor approval is required prior to registration in this course. Students will be expected to rent or purchase formal attire for performances.

Keyboarding and Guitar

Introduction to Keyboarding: This one-semester course is designed for students with no previous experience playing piano who wish to build their skills. The course will include sight-reading, basic fingering, scale techniques, exercises in building skills, repertoire for beginning students, and beginning harmonization. The importance of consistent practice techniques will be emphasized. Students utilize the keyboard program software as they learn tunes and create musical pieces. This course is a preparatory course for progression to the advanced keyboarding course and is paired with beginning guitar. Performances throughout the year are required.
**Beginning Guitar:** This one-semester course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation, and performing experiences. This one-semester course is paired with beginning keyboarding. Performances throughout the year are required.

**Advanced Keyboarding:** This year-long course is designed for students with previous experience playing piano who wish to build their skills. This course is designed to promote the student’s awareness of music education utilizing teaching the basic skills of fingering and note reading. Students will use the electronic keyboard program as they learn tunes and create musical pieces. Completion of Introduction to Keyboarding or instructor approval is required. Performances throughout the year are also required.

**Intermediate Guitar:** This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation, and performing experiences. A progression of technical proficiency is expected. Completion of Beginning Guitar or instructor approval is required.
**Orchestra**

**Beginning Orchestra 6 and 7:** This one-year course is designed for the student who is interested in learning to play a string instrument. It includes the development of skills necessary to become independent as a musician. This course emphasizes the place of string music in the western musical heritage. It concentrates on the development of note-reading skills, aural skills, rhythmic patterns, intonation, and tonality inherent to western string music. The importance of sustained group and individual effort is stressed. A progression of fundamental and technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. This course is a preparatory course for progression to intermediate and advanced orchestra courses. Three performances per year are required. The fee for the uniform shirt is $15-$20.

**Intermediate Orchestra:** This course is designed for students who have developed skills beyond those outlined in Beginning Orchestra. The course emphasizes music of the western heritage. Concentration is on the development of style, articulation, pitch, dynamics, rhythmic patterns, and tonal development. A progression of technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. Three performances per year are required.

**Advanced Orchestra:** This course is designed for students who have developed musical skills beyond those outlined in Intermediate Orchestra. It includes further development of those skills necessary to become proficient musicians. The course emphasizes music of western composers. It concentrates on the development of style, articulation, technique, dynamics, advanced rhythmic patterns, and tone inherent to effort. A progression of technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. Three performances per year are required. The fee for the uniform shirt is $15-$20.
Emphasis will be placed on having a variety of performances throughout the school year. Students are required to purchase their own uniforms.

**Chamber Orchestra:** This course is designed for students who have developed music skills beyond those outlined in Advanced Orchestra. It includes further development of those skills necessary to become proficient musicians. The course emphasizes music and composers from all different eras. It concentrates on the development of style, articulation, technique, dynamics, more advanced rhythmic patterns, and tone inherent to effort. A progression of technical proficiency is expected.

**NOTES:**
VISUAL ARTS

Beginning Art: This one-year art course is designed to develop essential basic skills of expression in experiencing visual art. It offers opportunities to expand knowledge of historical and cultural developments as well as aesthetics and art criticism. A variety of media is used to foster visually literate and creative students. This is an elective course for middle school beginning art students.

Intermediate Art: This one-year art course is designed for the student who has developed skills beyond the beginning level and wants to further develop their personal visual expression. It offers continuing opportunities to expand knowledge of historical and cultural developments to provide a basis for aesthetic judgments. A variety of media is used to foster visually literate and creative students. This course is open to those students who have passed a full year of Beginning Art.

Advanced Art: This one-year art course is designed for those seventh and eighth grade students who have developed visual art skills beyond the intermediate level. It includes adding skills and concepts that are used to produce unique reflective and imaginative solutions to visual problems. A variety of media is used to foster visual, literate and creative students. Emphasis is placed on the development of a student portfolio. This class is designed for students who have passed Intermediate Art or by teacher approval.
EXPLORATIONS

College Ed: This is one-semester course is designed to empower sixth and seventh grade students with the skills and knowledge to envision their goals and achieve success in higher education through academic and career planning. Emphasis will be placed on self-exploration, test-taking and study skills, and goal determination. This course links with Conversational Spanish.

Conversational Spanish: This one-semester course will familiarize seventh and eighth grade students with the Spanish language. The focus is communication in Spanish. The emphasis is on listening and speaking with an introduction to reading and writing. The course is designed to develop an understanding of Hispanic cultures, to explore connections with other disciplines, to make comparisons to native language and cultural background, and to encourage participation in multicultural communities. This is an elective course for middle-level students and links with College Ed.

Enrichment: This is a one-semester course designed for students that require additional assistance with mathematics, writing, and/or reading skills. This course will also focus on test-taking strategies and study skills.

Explorations: This one-year course is designed to give students the opportunity to explore a variety of learning experiences. Possible course offerings may include: Art, Careers, Character Education, Current Events, Computers and Technology, Study Skills, and World Cultures.
Lego Robotics: The robotics elective class introduces students to basic engineering skills utilizing various robotics systems, including Lego Mindstorms NXT and VEX. Students will construct and program a functional robot using scientific and mathematical concepts learned in class. Collaboration in a manner similar to that of engineers will be emphasized. Students will utilize engineering notebooks, Mindstorms, Robolab and C Basic software. It is recommended that students purchase a minimum of 1 GB flash drive for saving programs and other documents. This semester-long course links with Music Technology and is only available to students enrolled in the Academy of Science and Mathematics.

Music Technology: The music technology elective class provides the students with an overview of the modern technology used today in top audio and video recording studios, as well as, on the concert stage. Students learn through hands-on recording projects, including planning, shooting, and editing a music video. This semester-long course links with Lego Robotics and is only available to students enrolled in the Academy of Science and Mathematics.

Math Counts: Math Counts is a semester-long elective mathematics course designed for the highly motivated mathematics student who is interested in joining Hyde Park’s Math Counts team that will compete against other Las Vegas area schools. The material covered in Math Counts is quite comprehensive and includes such topics as arithmetic, algebra, geometry, number theory, probability, and statistics. The use of technology, especially the graphing calculator, is an integral part of this class. This course is only available to students enrolled in the Academy of Science and Mathematics.
YEAR-LONG ELECTIVES
PRE-APPROVAL AND
APPLICATION REQUIRED

The following courses require an application to be completed, submitted, and approved prior to registration. Each class has its own specific prerequisites. Please see counselor for details. Applications must be picked up and returned to the office by the specified date on the application.

**Biology I Honors:** This one-year high school credit course is designed around introductory biological concepts designed for the academically-oriented student. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements. Instructional practices will 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 will fulfill one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. **This course is available only to eighth grade students enrolled in the Hyde Park Academy of Science and Mathematics with counselor and instructor approval. This course must be taken as an elective and cannot be used to substitute for the required Science Connections 8 course.**

**Leadership I or II:** These one-year courses will provide middle school 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. Classes focus on team building, leadership skills, self awareness, and empathy for others and their differences. These courses may consist of students from all grade levels. Successful completion of Leadership I is required for enrollment in Leadership II.
Publications 7 and 8: This course is designed to introduce seventh and eighth grade students to the use of technology as a creative tool. Students will gain a working knowledge of computers, as well as acquire a basic knowledge of graphic design to create attractive designs and layouts, multimedia presentations, and computerized publications. Students will create and publish the student newsletter throughout the school year. Creativity, responsibility, teamwork, and ethics are essential components. Students will also be introduced to graphics, audio, video, multimedia, desktop publishing, and web page software. This elective course will not meet the computer competency requirement for high school graduation. This course may be repeated.

Spanish I: This one-year high school credit course is designed to acquaint eighth grade students with the basic skills of listening, speaking, reading, and writing Spanish within a limited scope. The focus is communication in Spanish, incorporating understanding of Hispanic cultures, connecting with other disciplines, comparing native language to Spanish, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. This course will fulfill one of the elective credits required for graduation.

Website Technology: This one-year, hands-on course is designed to further develop students’ knowledge of web design and multimedia software. It provides students with advanced skills necessary to assist teachers with web- and non-web-based applications and with basic troubleshooting of software and hardware problems. Students will receive intensive instruction in web design applications, presentations, graphics, publications, and utility software. This elective course will not meet the computer competency requirement for high school graduation.
Cafeteria Aide 8: This course is designed to allow eighth grade students to work in the school cafeteria and on the school grounds. Under the direction of a food supervisor and a certified educator, students will gain experience in food service and handling, money handling, being responsible for customer service, clean-up of the cafeteria and school grounds, and in following directions. Students selected to work as a cafeteria aide must have a 2.0 grade point average for the prior semester with no D’s, F’s, or U’s allowed.

Library Aide 8: During this course, under the direction of the librarian, eighth grade students will be individually trained to become independent users of the library and to assist library patrons in location of library materials and in retrieval of information. Students will learn the procedures for searching for information using the electronic catalog and the available material online databases. Students selected to work as a library aide must maintain a 2.5 grade point average with no D’s, F’s, or U’s allowed.

Student Aide 7 and 8: Students selecting this course will be given an opportunity to gain experience in clerical and organizational skills. Development of personal qualities necessary for success in the business world will include a focus on positive relationships, self-motivation, working with the public, and producing high quality work. All experiences will be conducted in the school office setting or working closely with a teacher. Students selected to work as a student aide must maintain a 2.5 grade point average with no D’s, F’s, or U’s allowed.
21st CENTURY COURSE OF STUDY EXPECTATIONS

The Clark County School District expects all students to meet the requirements of the 21st Century Course of Study. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students will be scheduled into a fourth year of mathematics, which will include Algebra II, and a third year of science, which will include Biology. Although the graduation requirements for a standard diploma will not change, the school district expects its students to be competitive in higher education and the workforce, and to be prepared to take full advantage of what the world has to offer beyond high school.

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

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

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<tr>
<th>21st CENTURY COURSE OF STUDY EXPECTATIONS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
</tr>
<tr>
<td>MATHEMATICS (Includes Algebra II)</td>
<td>4</td>
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<tr>
<td>SCIENCE (Includes Biology)</td>
<td>3</td>
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<tr>
<td>WORLD HISTORY or GEOGRAPHY (2011)</td>
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<tr>
<td>U.S. HISTORY</td>
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<td>PHYSICAL EDUCATION</td>
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<td>HEALTH</td>
<td>½</td>
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<tr>
<td>USE OF COMPUTERS</td>
<td>½</td>
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<td>ELECTIVES (Includes one Arts/Humanities or Career &amp; Technical Education Course)</td>
<td>5½</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22½</td>
</tr>
</tbody>
</table>
The 21st Century Course of Study provides the following for students:

- Opens Doors to Post-Secondary Education and Workforce Opportunities

- Meets Nevada System of Higher Education (NSHE) University Admissions
  
  Grade Point Average (GPA) and Core Curriculum Requirements are:
  - 3.00 GPA (weighted or unweighted) *in the core curriculum*
  - Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)

- Prepares Students for the Governor Guinn Millennium Scholarship
  
  GPA and Core Curriculum Requirements are:
  - 3.25 *cumulative* GPA (weighted or unweighted) *and the core curriculum*
  - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)
STANDARD DIPLOMA

The following subjects are needed to meet graduation requirements:

<table>
<thead>
<tr>
<th>REQUIRED/ELECTIVE AREAS OF STUDY</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
</tr>
<tr>
<td>*MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>2</td>
</tr>
<tr>
<td>WORLD HISTORY or GEOGRAPHY (2011)</td>
<td>1</td>
</tr>
<tr>
<td>U.S. HISTORY</td>
<td>1</td>
</tr>
<tr>
<td>U.S. GOVERNMENT</td>
<td>1</td>
</tr>
<tr>
<td>**PHYSICAL EDUCATION</td>
<td>2</td>
</tr>
<tr>
<td>HEALTH</td>
<td>½</td>
</tr>
<tr>
<td>***USE OF COMPUTERS</td>
<td>½</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>7½</td>
</tr>
<tr>
<td>**TOTAL</td>
<td><strong>22½</strong></td>
</tr>
</tbody>
</table>

*Mathematics course units must include at least Algebra I or Algebra I H, or Applied Algebra I A and I B, or above.
**A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.
***Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

To receive a diploma from a Nevada high school, students must pass the Nevada High School Proficiency Examination in addition to meeting course requirements. Students must pass exams in reading, writing, math, and science. Any student who completes course requirements but does not pass the Nevada High School Proficiency Examinations will receive a Certificate of Attendance rather than a diploma.
**ADVANCED DIPLOMA**
The following subjects are needed to meet the Advanced Diploma requirements:

<table>
<thead>
<tr>
<th>REQUIRED/ELECTIVE AREAS OF STUDY</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
</tr>
<tr>
<td>*MATHEMATICS</td>
<td>4</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>WORLD HISTORY or GEOGRAPHY (2011)</td>
<td>1</td>
</tr>
<tr>
<td>U.S. HISTORY</td>
<td>1</td>
</tr>
<tr>
<td>U.S. GOVERNMENT</td>
<td>1</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>2</td>
</tr>
<tr>
<td>HEALTH</td>
<td>½</td>
</tr>
<tr>
<td>***USE OF COMPUTERS</td>
<td>½</td>
</tr>
<tr>
<td>ARTS / HUMANITIES or CAREER AND TECH ED ELECTIVE</td>
<td>1</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL (unweighted GPA 3.25)</strong></td>
<td>24</td>
</tr>
</tbody>
</table>

*Mathematics course units must include at least Algebra I or Algebra I H, or Applied Algebra I A and I B, or above.

** A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

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

To receive a diploma from a Nevada high school, students must pass the Nevada High School Proficiency Examination in addition to meeting course requirements. Students must pass exams in reading, writing, math, and science. Any student who completes course requirements but does not pass the Nevada High School Proficiency Examinations will receive a Certificate of Attendance rather than a diploma.
ADVANCED HONORS DIPLOMA
The following subjects are required to meet the Advanced Diploma requirements:

Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 unweighted GPA and 3.85 weighted GPA.

<table>
<thead>
<tr>
<th>Required/Elective Areas of Study</th>
<th>Advanced Diploma Units</th>
<th>Honors Course Program Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SOCIAL STUDIES (must earn all 3 credits)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>World History or Geography (2011)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>HEALTH</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>USE OF COMPUTERS</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>ARTS/HUMANITIES or CAREER TECH ED ELECTIVE</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>6</td>
<td>3*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>12</td>
</tr>
</tbody>
</table>

* Must include one Honors Foreign Language Course. First year foreign language classes will not receive Honors credit. Student must achieve a minimum 3.25 unweighted GPA and a minimum 3.85 weighted GPA.
**Weighted Honors Courses**

Students will earn a weighted grade point factor for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:

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

**The weighted GPA cap for the Honors Program for students will be added as follows:**

- The weighted GPA cap for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP/IB courses.
- Students will receive a weighted grade point factor of .050 for four semesters (2 classes) of AP and/or IB courses and will also receive a weighted grade point factor of .025 for twenty-four semesters (12 classes) of Honors courses.
- Students who choose to enroll in only Honors level courses will receive a weighted grade point factor of .025 for twenty-eight semesters (14 classes) of Honors courses.

The highest possible GPA under this system is 4.80.

**Advantages of the Honors Course Offerings**

Most competitive colleges and universities consider not only students’ grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT I or ACT scores. Enrollment in the Honors Program will assist students in their preparation for college entrance exams.

The weighted GPA is used when determining ranking in class.

**Students may take Honors courses even if they have not chosen to complete the requirements for the Advanced Honors or Honors Diploma.**
FOUR YEAR ACADEMIC PLAN

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

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

The academic plan will be used as a guide to manage the student’s educational development and course selection in alignment with an identified course of study. The plan is easily accessible through the CCSD website at eduplan.ccsd.net for regular review and revision as necessary. Regular examination throughout high school will assist students in preparation for adulthood in the 21st century.

DISCRIMINATION LANGUAGE

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or employment in, or participation in its programs and activities.
CODE OF HONOR

Nevada Department of Education

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

What is cheating?

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

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

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

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

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing course work assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one’s life.

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child’s school administration and/or the school district.
GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who plan to 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 at the end of June to the Office of the State Treasurer. You will receive an award notification mid to late July. Policy guidelines and requirements for eligibility can be obtained by call 1-888-477-2667 or at www.nevadatreasurer.gov. Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

CCSD GUIDANCE & COUNSELING WEBSITE

The Guidance and Counseling Web site is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions regarding post secondary planning. Starting with elementary school, parents and students are able to review a checklist of activities on “How to Support your Child’s Education”. These activities will assist with school success and will also prepare your children for college, apprenticeships, trade and technical schools, military opportunities, or to go directly to work. For details visit: www.ccsd.net, select Guidance and Counseling from the student section for the information.