

Partners for Achievement

Middle School English Language Arts

Your child's achievement depends on a partnership between you and your child's teacher. Below is information about the CCSD English Language Arts middle school curriculum resulting from the ongoing implementation of the Nevada Academic Content Standards (NVACS).

2015-2016

Middle School English Language Arts Course Sequence for the 21st Century

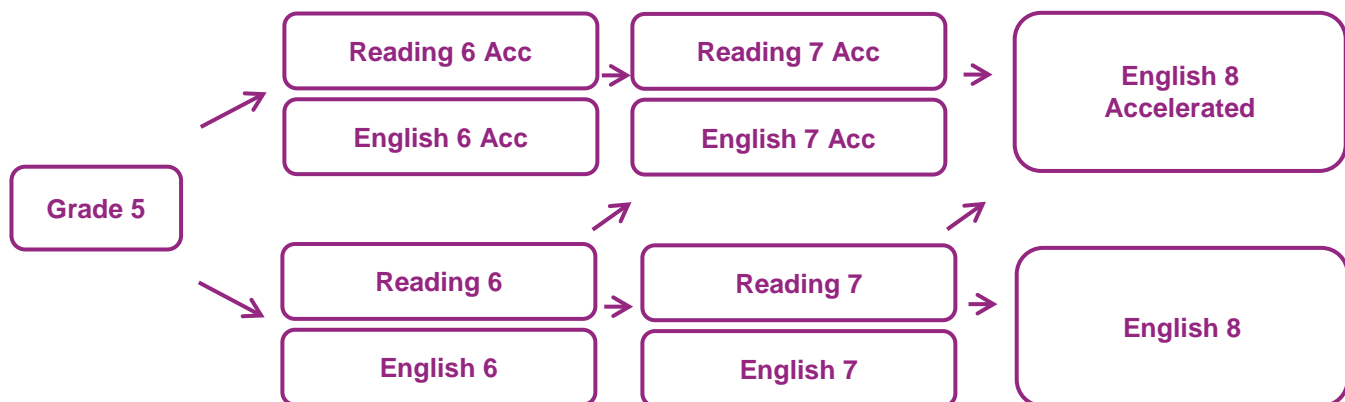
In middle school, the NVACS specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers in English Language Arts (ELA), history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and academic language used in their respective fields. The standards lay out a vision of what it means to be a literate person in the twenty-first century. The skills and understandings have wide applicability outside of the classroom and in the workplace. Students who meet the standards demonstrate reasoning and use evidence that is essential when engaging in private and public discourse, as well as develop literacy skills that are foundational to any creative and purposeful expression of language and communication.

The NVACS signaled a significant shift from the previous Nevada ELA Standards. In some instances, concepts once taught in one grade shifted to lower grades. To prepare students for the changing expectations, the District recommended revisions to the middle school course sequence and emphasized student-centered instruction in grades 6-8. In middle school, the NVACS emphasize the importance of reading both Literary and Informational passages with a ratio of 45% Literacy and 55% Informational by 8th grade. Because the NVACS for English emphasize greater attention on a specific kind of informational text - literary nonfiction - the reading of informational text must occur in other content areas (science, social studies, electives) to ensure that 55% of student reading across grade level is informational text.

Nevada Academic Content Standards (NVACS)

The Nevada Academic Content Standards (NVACS) are the foundation for curriculum design; instructional practice; and formative, interim, and summative assessments used at the State and local levels.

Middle School ELA Course Sequence



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



For more information,
please contact:

Literacy and Language Development Department at 702.799.8497



Partners for Achievement

Middle School Mathematics

Your child's achievement depends on a partnership between you and your child's teacher. Below is information about the CCSD mathematics middle school curriculum resulting from the ongoing implementation of the Nevada Academic Content Standards (NVACS).

2015-2016

Middle School Mathematics Course Sequence for the 21st Century

In middle school, the NVACS define the mathematics that all students should study in order to prepare them for high school mathematics. Since their adoption in October 2010, the NVACS signaled a significant shift from the previous Nevada State Mathematics Standards. In some instances, concepts once taught in one grade or course shifted to another. In other situations, concepts remained in the same grade or course but the depth of the learning expectations increased.

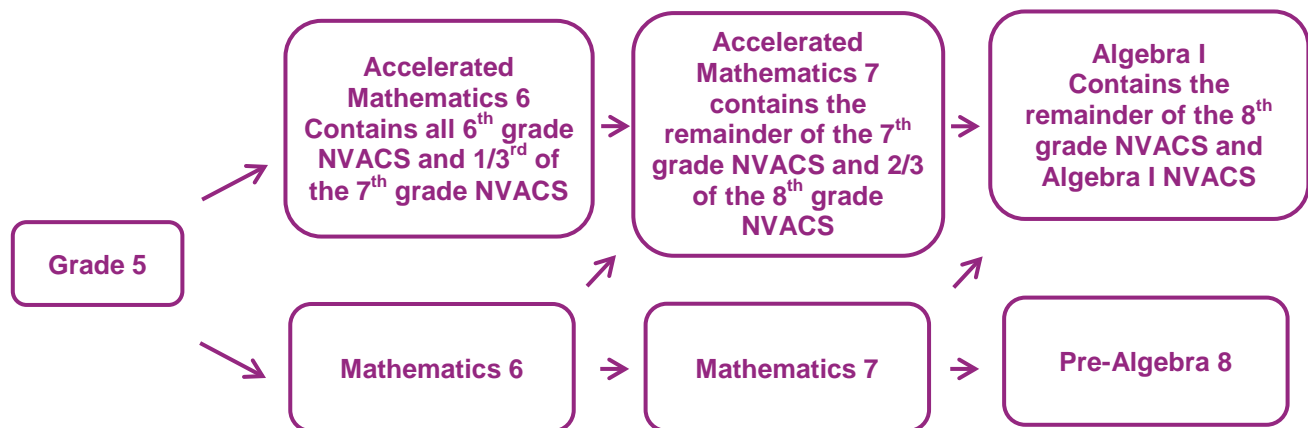
Students who successfully complete a sequence of courses through pre-algebra 8 will be ready for algebra I in high school. Students who successfully complete the accelerated sequence will be ready for geometry as they enter high school.

The graphic below illustrates the revised course sequence for middle school mathematics.

Nevada Academic Content Standards (NVACS)

The Nevada Academic Content Standards (NVACS) are the foundation for curriculum design; instructional practice; and formative, interim, and summative assessments used at the State and local levels.

Middle School Mathematics Course Sequence



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