

# • O'BRIEN MIDDLE SCHOOL •

**COURSE GUIDE 2025–2026**



**O'BRIEN LIONS**

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## **PRINCIPAL ' S WELCOME**

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## MISSION & VISION

### ***O'Brien Middle School Vision***

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### ***O'Brien Middle School Mission***

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### ***O'Brien Counseling Department Mission Statement:***

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# O' BRIEN COUNSELING AND SOCIAL WORK DEPARTMENT:

Our school Counseling and Social Work Department is excited to welcome you to the Prideland for the 2025-2026 school year! As we embark on this exciting chapter together, we want to take a moment to introduce our Counseling & Social Work Department and share a bit about our role in supporting your child's academic, social and emotional growth. Areas we provide support include:

1. **Academic Guidance**  
We help your child set academic goals, select courses, and develop study skills to succeed in school. Whether they need assistance with time management, organization, or subject specific challenges we are here to offer guidance and resources
2. **Social & Emotional Support**  
Middle school can be a time of intense emotions and social dynamics. We provide a safe and confidential space for your child to discuss their feelings, address conflicts, and build healthy relationships with peers
3. **Crisis Intervention**  
In the event of a crisis or emergency we are trained to provide immediate support and connect your child with appropriate resources. Your child's safety and well-being are our top priorities
4. **Group Counseling**  
We offer group sessions to explore common issues such as stress management, self-esteem, and conflict reduction
5. **Parent Partnership**  
We believe that collaboration between home and school is crucial for your child's success. We are here to facilitate communication between home and school and work together to support your child's growth and development
6. **Advocacy**  
We advocate for your child's needs within the school community, whether its ensuring they receive appropriate accommodations or accessing additional support services
7. **Community Referrals**  
If your child requires specialized support outside of school, we can provide referrals to community resources for mental health services, or basic needs
8. **College and Career Readiness**  
As your child progresses through middle school we assist with exploring career interests, setting educational goals, and planning for the future.

We are here to support both you and your child every step of the way. Please do not hesitate to reach out if you have any concerns.

**Your student's counselor is determined by your student's last name:**

**\*alpha breakdown is subject to change**

A-E	Ryan Howe	School Counselor
F-Le	Alejandra Reyes	School Counselor
Li-P	Kim Gray	School Counselor
Q-Z	Zach Lewis	School Counselor
All Students	Trina Hofbauer	School Social Worker

## PURPOSE OF THIS DOC

The goal of this course guide is to provide our Lions & their families the information about our academic offerings at O'Brien Middle School. Course guides in middle school play a crucial role in providing information, guiding academic planning, and supporting students in their educational journey.

This Course Guide has four purposes:

1. **Informational Resource:** a course guide provides detailed information about the courses offered at O'Brien Middle School, including their descriptions, prerequisites, and objectives. This helps students and parents understand what each course entails and make informed decisions about their academic path.
2. **Planning Tool:** Students can use the course guide to plan their course schedule for the upcoming school year. They can review the available courses, their schedules, and any potential conflicts to ensure they create a well-rounded and manageable academic plan.
3. **Goal Setting:** The course guide may include information about academic requirements for graduation or advancement to high school. By reviewing these requirements, students can set academic goals and track their progress throughout middle school.
4. **Parental Involvement:** Parents can also utilize the course guide to understand the academic offerings at O'Brien Middle School and support their child's academic journey. It provides parents with valuable information to engage in discussions with their child about course selection and academic goals.

Disclaimer: This document contains references to Board Policies and other documents pertaining to the rules and regulations of the Washoe County School District (WCSD). The District reserves the right to revise any of these documents during the school year. For the current version of any of these documents, please check the District's website at <https://www.wcsdpolicy.net/>.

# • O'BRIEN MIDDLE SCHOOL •

## 2025-2026 ACADEMIC CALENDAR

The 2025-2026 Academic Calendar is below.



### 2025-2026 BALANCED CALENDAR

<b>July 2025</b>							<b>No School on Shaded Days</b>	<b>January 2026</b>							<b>No School on Shaded Days</b>
S	M	T	W	TH	F	S	# of School Days = 0	J	M	T	W	TH	F	S	# of School Days = 19
			1	2	3	4							1	2	3
6	7	8	9	10	11	12		4	5*	6	7	8	9	10	January 1 - 2 - Winter Break
13	14	15	16	17	18	19		11	12	13	14	15	16	17	January 5 - Teacher Professional Dev. Day
20	21	22	23	24	25	26		18	19	20	21	22	23	24	January 19 - Martin Luther King, Jr. Day
27	28	29	30	31				25	26	27	28	29	30	31	
<b>August 2025</b>							<b>No School on Shaded Days</b>	<b>February 2026</b>							<b>No School on Shaded Days</b>
S	M	T	W	TH	F	S	# of School Days = 15	S	M	T	W	TH	F	S	# of School Days = 19
					1	2									
3	4	5	6	7	8	9	August 5 - 7 Teacher Professional Dev. Days	1	2	3	4	5	6	7	
10	11	12	13	14	15	16	August 8 - Teacher Work Day	8	9	10	11	12	13	14	
17	18	19	20	21	22	23	August 11 - First Day of School for Students	15	16	17	18	19	20	21	February 16 - President's Day
24	25	26	27	28	29	30	August 11 - 15 - Kindergarten Testing Week	22	23	24	25	26	27	28	
							August 18 - First Day for Kindergarten Students								
<b>September 2025</b>							<b>No School on Shaded Days</b>	<b>March 2026</b>							<b>No School on Shaded Days</b>
S	M	T	W	TH	F	S	# of School Days = 21	S	M	T	W	TH	F	S	# of School Days = 15
	1	2	3	4	5	6	September 1 - Labor Day								
7	8	9	10	11	12	13		1	2	3	4	5	6	7	March 3 - College and Career Readiness Assessment for high schools only. Awaiting confirmation from NDE.
14	15	16	17	18	19	20		8	9	10	11	12	13	14	March 13 - End of Grading Period
21	22	23	24	25	26	27		15	16	17	18	19	20	21	
28	29	30						22	23	24	25	26	27	28	March 23 - April 3- Spring Break
								29	30	31					
<b>October 2025</b>							<b>No School on Shaded Days</b>	<b>April 2026</b>							<b>No School on Shaded Days</b>
S	M	T	W	TH	F	S	# of School Days = 17	S	M	T	W	TH	F	S	# of School Days = 19
			1	2	3	4	October 6 - 10 - Fall Break					1	2	3	4
5	6	7	8	9	10	11	October 13 - Teacher Professional Dev. Day	5	6	7	8	9	10	11	March 23 - April 3- Spring Break
12	13*	14	15	16	17	18	October 17 - End of Grading Period	12	13	14	15	16	17	18	
19	20	21	22	23	24	25	October 24, 27 - 30 - Conference Week	19	20	21	22	23	24	25	
26	27	28	29	30	31		October 31 - Nevada Day	26	27	28	29	30			
<b>November 2025</b>							<b>No School on Shaded Days</b>	<b>May 2026</b>							<b>No School on Shaded Days</b>
S	M	T	W	TH	F	S	# of School Days = 16	S	M	T	W	TH	F	S	# of School Days = 20
						1							1	2	
2	3	4	5	6	7	8		3	4	5	6	7	8	9	
9	10	11	12	13	14	15	November 11 - Veterans Day	10	11	12	13	14	15	16	
16	17	18	19	20	21	22		17	18	19	20	21	22	23	
23	24	25	26	27	28	29	November 26 - 28 - Thanksgiving Break	24	25	26	27	28	29	30	May 25 - Memorial Day
<b>December 2025</b>							<b>No School on Shaded Days</b>	<b>June 2026</b>							<b>No School on Shaded Days</b>
S	M	T	W	TH	F	S	# of School Days = 14	S	M	T	W	TH	F	S	# of School Days = 5
	1	2	3	4	5	6			1	2	3	4	5	6	June 5 - End of Grading Period
7	8	9	10	11	12	13		7	8	9	10	11	12	13	June 5 - Last Day of School
14	15	16	17	18	19	20	December 18 - End of Grading Period	14	15	16	17	18	19	20	June 9 - Primary Election Day
21	22	23	24	25	26	27	December 19 - Teacher Work Day	21	22	23	24	25	26	27	June 8, 9, 10 - Contingency Days
28	29	30	31				December 22 - January 2 - Winter Break	28	29	30					June 19 - Juneteenth
* October 13, 2025 & January 5, 2026 is a non-student day used for professional development but counted as a day in session per NAC 387.120 (4)							<b>Number of Days per Quarter</b>	44	39	48	49	180	<b>Teacher Work Days: August 5 - 8, December 19</b>		
							<b>Number of Days per Semester</b>	83	97	180	<b>Teacher Professional Dev Days: October 13, 2025 &amp; January 5, 2026</b>				
							<b>Contingency Days: June 8, 9, 10</b>								

For an electronic version visit: <https://www.washoeschools.net/Page/20025>

## ACADEMIC QUARTERS & SEMESTERS

Understanding how quarters and semesters fit together can help you follow along with your child's progress throughout the school year. If you ever have questions about what your child is learning or how they're doing in any quarter or semester, feel free to reach out to their teachers.

**Quarters:** Imagine the school year is divided into four parts, like four quarters of a basketball game or four seasons in a year. Each of these parts is called a quarter. Each quarter is like a mini-milestone in the school year. It helps students and teachers keep track of progress and stay on top of what needs to be done.

- **Time Frame:** Each quarter lasts for about 9 to 12 weeks. That's roughly a few months of the school year dedicated to learning specific things.
- **Progress Checks:** At the end of each quarter, students will receive a report card. If your child is struggling (earning a C or below) teachers will notify parents with an academic warning.
- **New Beginnings:** The start of each quarter is a fresh start for your child. The grade book resets at the beginning of each quarter. It's a chance to learn new things, meet new friends, and try new activities.
- **Planning Ahead:** Knowing about academic quarters can help you and your child plan for the school year. You can mark important dates on the calendar, set goals for each quarter, and track your child's progress along the way.

**Semesters:** Now, think of the school year as split into two big chunks, or semesters. Each semester is made up of two quarters. So, the first semester includes the first two quarters, and the second semester includes the last two quarters. The grades your child gets in the first two quarters (Quarter 1 and Quarter 2) are combined to make their grade for the first semester. Similarly, the grades from the last two quarters (Quarter 3 and Quarter 4) are combined to make their grade for the second semester.

**Average:** When we say the grades are "combined," what we mean is that we add up all the grades your child got in each quarter and then divide by the number of quarters. This gives us an average, which is their semester grade. It's like if you had two pieces of cake, and you wanted to know how sweet they were together, you'd take a little bit from each and taste the average sweetness!

- **Fall Semester**
  - **First Quarter:** This is the start of the school year. Just like the beginning of a race, students are getting ready to go. They're learning new routines, meeting their teachers, and starting to dive into their subjects.
  - **Second Quarter:** By the time the second quarter rolls around, students are really getting into the swing of things. They've settled into their classes, made new friends, and are working hard on their schoolwork.
- **Spring Semester**
  - **Third Quarter:** Now it's the middle of the school year. Students have been learning and growing for a while. They might start thinking about their goals for the rest of the year and what they want to achieve.
  - **Fourth Quarter:** This is the home stretch! The end of the school year is in sight. Students are finishing up their assignments, studying for tests, and getting ready for any final exams.



## ACADEMIC PLAN– MIDDLE SCHOOL

From NRS 388.165: Development of academic plan required.

1. The board of trustees of each school district shall adopt a policy for each middle school and junior high school in the school district to develop an academic plan for each pupil enrolled in the grade level at which the middle school or junior high school initially enrolls pupils. The academic plan must set forth:
  - a. The specific educational goals that the pupil intends to achieve before promotion to high school;
  - b. An identification of the courses required for promotion to high school;
  - c. An identification of all honors courses, career and technical education courses and other educational programs, courses and pathways available to the pupil which will assist in the advancement of the education of the pupil; and
  - d. A description of the expectations of the teachers of pupils who are enrolled in middle school or junior high school.
2. The policy must require each pupil enrolled in his or her initial year at the middle school or junior high school and the pupil's parent or legal guardian to:
  - a. Have sufficient opportunities to work in consultation with a school counselor to develop an academic plan for the pupil;
  - b. Review the academic plan; and
  - c. Review the academic plan at least once each school year until the pupil is promoted to high school in consultation with the school counselor and revise the plan as necessary.
3. If a pupil enrolls in a middle school or junior high school after the initial year of enrollment for that middle school or junior high school, an academic plan must be developed for that pupil with appropriate modifications for the grade level of the pupil.
4. An academic plan for a pupil must be used as a guide for the pupil and the pupil's parent or legal guardian to plan, monitor and manage the pupil's educational development and make determinations of the appropriate courses of study for the pupil. If the pupil does not satisfy all the educational goals set forth in the academic plan, the pupil is eligible for promotion to high school if the pupil otherwise satisfies the requirements for promotion to high school.

(Added to NRS by 2009, 1332; A 2011, 3504)

## REQUIRED COURSES

Pursuant to Nevada Revised Statutes (NRS 389.018) “the following subjects are designated as the core academic subjects that must be taught, as applicable, for all grade levels, in all public schools...

- a) English language arts;
- b) Mathematics;
- c) Science; and
- d) Social studies, which includes only the subjects of history, geography, economics, civics, financial literacy and multicultural education.”

<https://www.leg.state.nv.us/nrs/nrs-389.html#NRS389Sec018>

## CLASS STRUCTURES

All students at O'Brien Middle School will be enrolled in the following courses.

Core academic classes are assigned based on grade. Students in specialized programs may see individual exceptions to these pathways.

Grades	Course Name	Required
6, 7, 8	English Language Arts (ELA)	X
6, 7, 8	Math*	X
6, 7, 8	Science	X
6, 7, 8	Social Studies	X
6, 7, 8	Advisory	X
6, 7, 8	Enrichment	X
7, 8	Electives (2 per semester)	X
6	Electives (1 per quarter) 6 <sup>th</sup> grade students will have the opportunity to try all the 6 <sup>th</sup> grade electives (Art, Total Fitness, Drama & STEM). Students will take one elective per quarter. This allows them to try all of the electives instead of having to choose just 2.	X

\* Students may have the option to take accelerated math options. See page 12 for more information about Math Pathways

## PROMOTION TO HIGH SCHOOL

For information about promotion to high school please see:

Administrative Procedure 6235 RETENTION OF 8TH GRADE STUDENTS

<https://wcsdpolicy.net/>

# CORE ACADEMIC CLASS DESCRIPTION

Pulled from the WCSD Curriculum & Instruction Website: <https://www.washoeschools.net/domain/253>

CLASS	DESCRIPTION
<b>ELA</b>	WCSD Literacy instruction is grounded in the Nevada Academic Content Standards. The beliefs and practices underlying the teaching of literacy in WCSD are guided by educational research on best practices in literacy. Students will develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language. Students will engage with high-quality, complex text and participate in writing and discussions anchored in evidence from the text to promote comprehension. Students apply these skills while reading independently and see themselves as readers and writers who persevere in the face of challenging work.
<b>Math</b>	The Secondary Math Course Guides provide the standards aligned to topics and resources available in the currently adopted text. It is the teacher's professional responsibility to ensure that their students are prepared for the next course in the Pathway. This can only be accomplished when all grade level/course standards are taught with student engagement and an expectation of rigor in mathematics.
<b>Science</b>	The Washoe County School District science program is guided by the Nevada Academic Content Standards for Science and built around A Framework for K-12 Science Education. Meaningful learning experiences will integrate Scientific and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas to develop understanding along with a coherent learning progression at every grade level. Students will explore and reflect upon the interconnected nature of science as it is practiced and experienced in the real world to prepare students for their individual lives and for their roles as citizens in the technology-rich and scientifically complex world using WCSD 21st Century Competencies.
<b>Social Studies</b>	WCSD Social Studies instruction fosters the development of productive community members who have the knowledge and skills that prepare them to be informed, engaged, empathetic and active participants in civil society. Students will have a broad understanding of historical events that reflect diverse perspectives and analyze how those events impact contemporary society. Students will evaluate diverse historical and contemporary sources for credibility and reliability to make informed decisions about their communities. Students will think critically about historical and contemporary issues to form evidence-based arguments that can be communicated to a variety of audiences. Students will engage in informed, inclusive, and respectful discourse to foster student voice, advocacy, and agency. Students will understand the importance of democratic processes and can apply these processes in efforts to improve their communities.
<b>Electives</b>	An elective class is a course that students can choose to take based on their interests, career goals, or academic strengths. Elective classes offer students the opportunity to explore a diverse range of subjects and tailor their educational experience to align with their personal preferences and aspirations.

# ACCELERATED MATH OPTIONS

ADVANCED / HONORS MATH OPTIONS		
CLASS	REQUIREMENTS	DESCRIPTION
<b>Math 7-8 220</b> Accelerated (HS Pathway)	<b>7th Grade Only</b>  Teacher recommendations  Score of 225+ on Math MAP Test  Level 3 or Higher on Math SBAC	An accelerated math class that combines 7th and 8th grade curriculum to prepare students for Algebra in 8th grade.  Students must maintain a C or higher for each quarter and have excellent work ethic with 95% homework completion in this class. Students must also have good attendance throughout the school year.
<b>Algebra 228</b> (HS Pathway)	<b>8th Grade Only</b>  Passed Math $\frac{7}{8}$ with a C or better  Score of 235+ on Math MAP  Level 3 or Higher on Math SBAC	This course is offered for High School placement, enabling students to begin their High School careers in Formal Geometry their freshman year.  Students must maintain a C or higher for each quarter and have excellent work ethic with 95% homework completion in this class. Students must also have good attendance throughout the school year. Students are required to retake tests that fall below a C. A district final is given at the end of each semester, which students must pass with a 70% or higher.

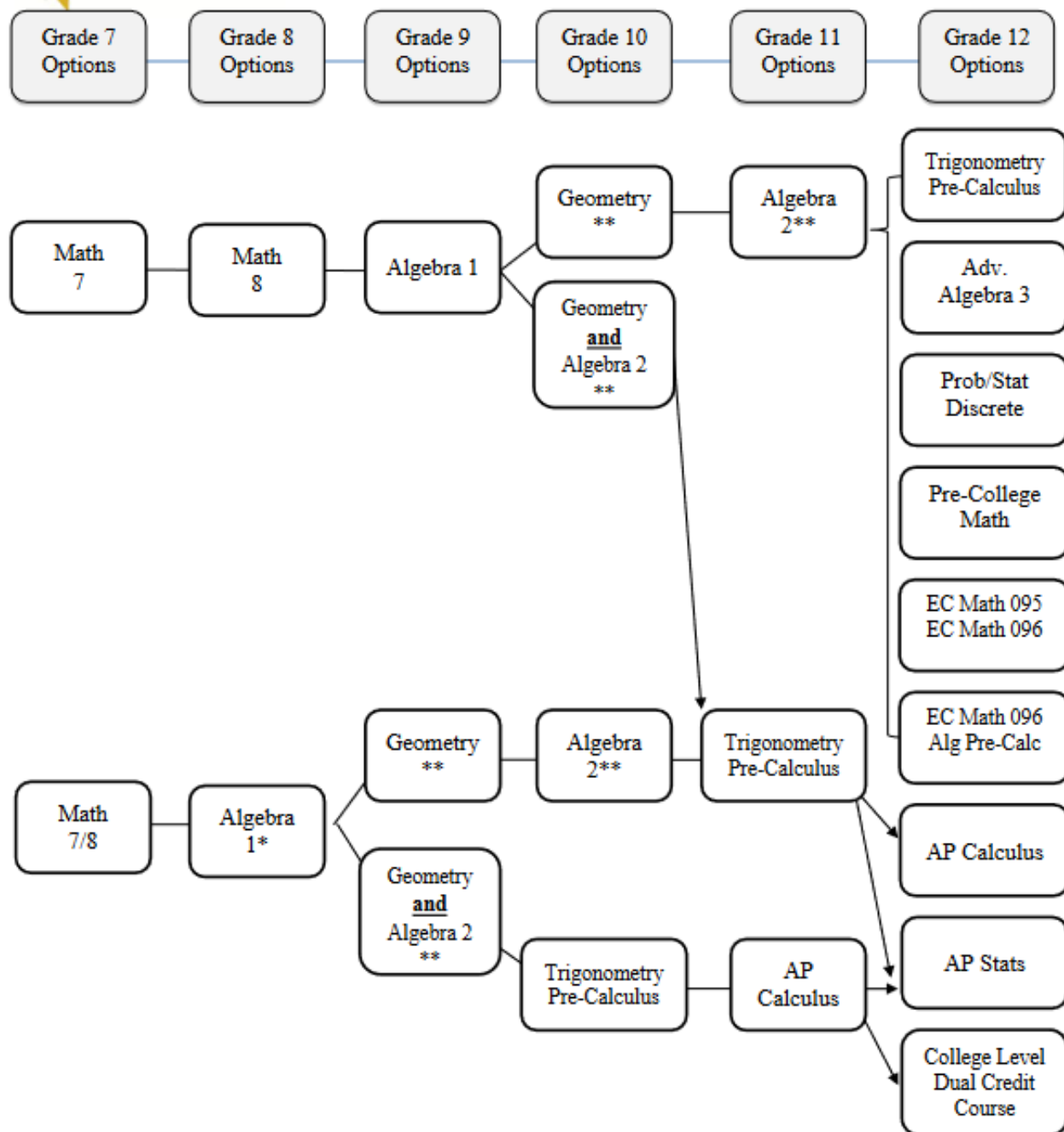
# MIDDLE AND HIGH SCHOOL MATH PATHWAYS



Washoe County School District  
Every Child, By Name And Face, To Graduation

## WCSD Recommended Pathways to Advanced Mathematics

PK-12 Mathematics in Washoe County School District consists of instruction and assessment aligned to the Common Core State Standards.



\* High School credit is not awarded for high school level courses taken prior to 9<sup>th</sup> grade. Students must earn a C or better to progress on to the next course in sequence

\*\* Students choose from two class options to fulfill this requirement – Geometry or Formal Geometry (H) and Algebra 2 or Algebra 2 (H)

# ELECTIVE COURSE DESCRIPTIONS: YEAR LONG ELECTIVES

Year long classes are a full year commitment. Schedules will not be changed mid-year to accommodate elective change requests out of year long classes

<b>Grades</b>	<b>Course Name</b>	<b>Description</b>
6, 7, 8	<b>Beginning Band</b>	For all beginners, regardless of grade level. Students will learn to read music and perform in 2 concerts. Instrument choices: flu flute, oboe, clarinet, bass clarinet, trumpet, horn, trombone, euphonium, tuba. Students may learn saxophone if they provide their own
7, 8	<b>Intermediate Band</b>	Prerequisite: must have passed <u>Beginning Band</u> with a C or above and have Mrs. Fassbender's permission. Class performs at two school concerts, along with other events throughout the year, like the WCSD Band Festival and NVHS Football Game. Students play more challenging music than in Beginning Band. We learn additional notes and play exciting sheet music!
7, 8	<b>Advanced Band</b>	Prerequisite: Students must have passed <u>Intermediate Band</u> with a C or above and have Mrs. Fassbender's permission. Students may also audition in Beginning Band to skip Intermediate and take Advanced Band the next year. We perform at three school events, as well as other events throughout the year, such as NVHS Football game, Band Festivals and community events. Students learn the skills needed to be successful as a musician in high school.
6, 7, 8	<b>Beginning Choir</b>	Beginning choir is an introductory-level music class designed to teach students the fundamentals of choral singing and music theory.
7, 8	<b>Intermediate Choir</b>	Prerequisite: 7th & 8th graders who have completed beginning choir with a 70% and teacher approval. 6th graders upon audition and audition from teacher. Intermediate choir is a level above the beginning choir and is designed for students who have already gained some foundational skills in choral singing. In this level, students continue to build on their musical knowledge and abilities, preparing them for more advanced vocal challenges
7, 8	<b>Advanced Choir</b>	Prerequisite: 7th & 8th graders who have completed choir with a 70% and teacher approval. A middle school advanced choir represents a highly skilled ensemble of students who have progressed through beginning and intermediate levels of choral education. This level of choir is designed to provide a more challenging and enriching musical experience, fostering advanced vocal techniques, musical interpretation, and collaborative musicianship.

# · O'BRIEN MIDDLE SCHOOL ·

6, 7, 8	<b>Beginning Orchestra</b>	Beginning Orchestra is a musical community offering first year instruction on violin, viola, cello, and double bass. Students perform in concerts during and/or after school wearing the ensemble's designated attire. Rental instruments are available.
7, 8	<b>Intermediate Orchestra</b>	Prerequisite: Open to 7th and 8th grade students that have completed Beginning Orchestra with a C grade or better and RPAK students with teacher approval. Intermediate Orchestra is a musical community offering second year level instruction on violin, viola, cello, and double bass. Students perform in concerts during and/or after school wearing the ensemble's designated attire. Rental instruments are available.
7, 8	<b>Advanced Orchestra</b>	Prerequisite: Open to 7th and 8th grade students that have completed Orchestra with a C grade or better and RPAK students with teacher approval. Advanced Orchestra is a musical community offering third year instruction on violin, viola, cello, and double bass. Students perform in concerts during and/or after school wearing the ensemble's designated attire. Students will travel and perform at district festivals. Rental instruments are available. Open to 7th and 8th grade students that have completed Intermediate Orchestra with a C grade or better and instructor approval.
6, 7	<b>Music Exploration</b>	General music class in which students learn to appreciate music through performance, reading, writing and listening. There are no concerts in this class...it is more about learning about music and how it has had an impact on society.
7, 8	<b>Musical Theater</b>	Prerequisite: This class is available for 7th and 8th graders who have successfully taken either beginning choir, musical theater club in 6th grade/drama, or private vocal lessons. 6th graders upon approval of Mrs. Krentz by audition A musical theater class is an engaging and dynamic educational setting that focuses on developing various skills related to musical theater performance. The class typically integrates elements of singing, acting, and dancing to provide students with a well-rounded understanding of the genre.
7, 8	<b>Advanced Drama Drama II Drama III</b>	Prerequisite: Students must pass Beginning Drama with a C or better and have permission from the teacher. This is a full year class for 7th and 8th graders who loved beginning drama class and want to go more in depth to further explore theater arts.
7, 8	<b>Spanish 1</b>	Students will be able to start the foundation of learning a new language and applying it to their world. This is for first year learners of learning a NEW language (Spanish) Goal is to prepare students to take the Credit by Exam (CBE) at the end of their 8th grade year to earn a high school elective or world language credit
7, 8	<b>Spanish 2</b>	Prerequisite: this class is for students that have taken Spanish 1 OR are proficient in some way in the Spanish language through one form of communication like speaking, listening, writing, reading, or understanding. Students will be able to continue to build on their foundation of the Spanish language through different modes of communication. Goal is to prepare students to take the Credit by Exam (CBE) at the end of their 8th grade year to earn a high school elective or world language credit.

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<b>7, 8</b>	<b>Intro to Spanish Lit 1-2</b>	<p>Prerequisite: you must be in 8th grade and you must take a prescreen test with Mrs. Figueroa before you start the class.</p> <p>This class is for students that communicate in Spanish at home or with family/friends through different channels of communication like speaking, reading, writing, or listening. This class will guide you through multicultural literacies of the Spanish speaking world through the appreciation of the use of the heritage language.</p> <p>Goal is to prepare students to take the Credit by Exam (CBE) at the end of their 8th grade year to earn a high school elective or world language credit</p>
<b>6, 7, 8</b>	<b>Student Leadership</b>	<p>Prerequisite: application required. Only 30 students admitted. Grades/Behavior must be good to be eligible.</p> <p>Leadership students participate in: schoolwide activity planning, assemblies/dances, spirit weeks, community service projects, student store, leadership conferences/field trips</p>
<b>7,8</b>	<b>Hope Squad</b>	<p>Hope Squad is a group of students who help peers get connected to resources, community and support. They build community, practice hope and foster kindness in our school. Parent permission is required for the class.</p> <p>You must have good attendance, no bullying issues and practice confidentiality.</p>
<b>7,8</b>	<b>Yearbook</b>	<p>This full-year course is designed for the student who is interested in the development of the school yearbook. Students enrolled in this course will be required to learn and take an active part in design, photography, business management, advertisement sales, and computer techniques. Skills include planning, organizing, producing page layouts, writing copy, meeting deadlines, using the computer for yearbook design, and a willingness to work after school and some weekends in order to meet deadlines.</p>



# ELECTIVE COURSE DESCRIPTIONS: SEMESTER LONG ELECTIVES

<b>Grades</b>	<b>Course Name</b>	<b>Description</b>
6	<b>Art I</b>	Art 1 is designed to give students a broad exposure to the fine arts. Students will learn and apply the elements and principles of art as they create. Various media will be used to explore art making and its relationship to our history and various cultures. Art 1 is for 6th grade, and Art 2 is the same class, but for 7th and 8th graders.
7,8	<b>Art II</b>	Art 2 is designed to give students a broad exposure to the fine arts. Students will learn and apply the elements and principles of art as they create. Various media will be used to explore art making and its relationship to our history and various cultures. Art 1 is for 6th grade, and Art 2 is the same class, but for 7th and 8th graders.
7, 8	<b>Art III</b>	This course is for students that love art and want to learn advanced techniques. Students will demonstrate the use of the elements and principles of design, study the historical context of art, and develop their critiquing skills. Various drawing and painting materials and techniques will be used. Students must pass Art 1 or Art 2 with a C or above to take this course.
6	<b>Drama I</b>	6th grade students will have fun by learning the skills needed to perform in skits and plays on stage. Why you should consider taking Drama: explore the art of storytelling, learn to be an actor, become more comfortable speaking in front of a crowd, improve your overall confidence level, and HAVE FUN!
7,8	<b>Media Production</b>	In introduction to film and video students will use I-pads to learn the basics of Film and video production. This includes lessons in Film History, Script and Story basics, shot composition, acting for the camera, production, and basic editing techniques. The students will write and produce various projects including commercials and public service announcements for the school.
6	<b>STEM I</b>	A technology-based class that focuses on introducing 6 <sup>th</sup> grade students to: Science, Technology, Engineering, Art, and Math. Students will have the opportunity to learn: photoshop, architecture, digital design, digital artwork, coding, software, simulations, and tech design utilizing a variety of equipment, online programs, and software.
7,8	<b>STEM II</b>	A technology-based class that focuses on: Science, Technology, Engineering, Art, and Math. Students will have access to computer coding, run and code basic robot moves, build and design to learn about gears, motors and engineering, & use the computer to automate design.
7, 8	<b>Graphic Design (Digital Art)</b>	Explore the creative possibilities made possible by computers with a focus on pixel art and digital collage. Pixel art challenges students to create intricate images using a limited palette of pixels. Students hone their attention to detail, precision, and patience as they craft

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		characters, scenes, and even animations. Digital collage takes the traditional art of cutting and pasting to the next level. Students blend images, textures, and colors from various sources to construct visually striking compositions.
7, 8	<b>Computer Science</b>	Use block coding in Scratch to create and share animations, stories, and games. Make connections to real world computer science by seeing how the concepts we're learning are currently being used in industry. Become a "Scratcher". Connect and share code and art assets with students around the world.
7, 8	<b>Culinary Arts 1</b>	In this class you will learn about cooking terms, kitchen equipment, food safety and sanitation, cooking and prepping meals from scratch. You must pass a safety test before you can cook in class
7, 8	<b>Celebrate Foods Culinary Arts 2</b>	Prerequisite: must have passed Culinary Arts 1 with C or above In this class you will learn about: mise en place, meal management, the food industry, nutrition, cooking and prepping all meals from scratch. You must pass a safety test before you can cook in class
6	<b>Total Fitness</b>	This 6 <sup>th</sup> grade course emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity. Students will participate in health-related fitness activities, aerobic exercise, team sports, individual and dual sports, recreational games and will have ongoing assessments including both written and performance-based skills evaluations.
7, 8	<b>PE</b>	Play Games, Sports, and Improve your Fitness Some of the Units include, but are not limited to the following: Basketball, Volleyball, Badminton, Spike Ball, Pickle Ball, Fitness, Tennis, Scooter Games, Lacrosse, Kickball, Tumbling, Dodgeball Games, Ultimate Football, Recreational Games, Soccer, Track and Field, and Lifting Weights Changing Out and Participation are a requirement of the class
7,8	<b>Speech and Debate</b>	Students will explore and develop skills in interpretive areas as well as debate. Participation and oral presentation are required components of this class.
8	<b>Student Aide (office, library, counseling, or teacher)</b>	8TH GRADE ONLY Help in the office, library, counseling office, or teacher classroom Student must have good behavior & grades to be eligible

## Schedule Change Policy

At the beginning of the school year, students are assigned to specific classes based on factors such as grade level, academic performance, and course availability.

It is important to maintain a consistent schedule as it offers several benefits for students, educators, and the overall learning environment.

Benefits include:

- **Continuity of Learning:** Consistency in class schedules allows students to follow a structured curriculum without interruptions. They can progress through topics sequentially, building upon previous knowledge and skills over time.
- **Established Routine:** A fixed class schedule helps students establish a daily routine, which can promote time management skills and academic discipline. Knowing what to expect each day fosters a sense of predictability and stability.
- **Deepened Relationships:** Remaining in the same classes with the same group of peers and teachers fosters stronger relationships and a sense of community. Students can develop rapport with classmates and instructors, which can enhance collaboration, communication, and overall classroom dynamics.
- **Reduced Disruptions:** Changing class schedules frequently can lead to disruptions in instruction and learning. It takes time for students to adjust to new teachers, classmates, and classroom norms, potentially impacting their focus and academic progress.
- **Enhanced Support Systems:** Consistent class schedules facilitate the identification and provision of academic support services. Teachers and support staff can better monitor student progress and address individual needs when students remain in the same classes over an extended period.
- **Optimized Resources:** Schools can allocate resources more efficiently when class schedules remain stable. They can plan staffing, classroom assignments, and other logistical considerations with greater accuracy, maximizing the effectiveness of educational resources.
- **Improved Emotional Well-being:** Stability in class assignments can contribute to students' emotional well-being by reducing stress and anxiety associated with frequent changes. Students feel more secure and comfortable in their learning environments, which positively impacts their overall mental health.
- **Increased Accountability:** With consistent class schedules, students are held accountable for attendance, participation, and academic performance in each class. This accountability promotes responsibility and fosters a sense of ownership over their learning journey.

Overall, maintaining a consistent class schedule provides a conducive learning environment that supports academic growth, social development, and emotional well-being for students.

Your counselors want to support you. We will not make schedule changes to core classes (ELA, Math, Science, Social Studies). If you would like to discuss a change to an elective class you can sign up to see your counselor.

Keep in mind we have deadlines and will not change elective classes after the deadline.

### Deadline:

**Fall Semester:** 1<sup>st</sup> week of school (August 15<sup>th</sup>)

**Spring Semester:** 1<sup>st</sup> week of 2<sup>nd</sup> Semester (January 9<sup>th</sup>)



O'BRIEN LIONS

# Can I change my schedule?

## Yes

Be advised making a schedule change for one class may result in changing the rest of your schedule. Below are reasons for a change

Do not have a full schedule of 7 classes

Scheduled for two classes the same period

Did not receive a core academic class  
(ELA, Math, Science, Social Studies)

Enrolled in a class for the wrong grade level

Enrolled in the same class twice

## YOUR COUNSELORS ARE HERE TO HELP YOU!

A-E: Ryan Howe

F-Le: Alejandra Reyes

Li-P: Kim Gray

Q-Z: Zach Lewis

\*Alpha breakdown is subject to  
change

## No

We simply cannot make custom schedules for everyone; therefore, schedule changes for the following reasons cannot be honored

### Elective Change

Ex: "I don't like the elective class I am in"

\*\*\* Elective classes are scheduled based on availability. While we always try to put students in their preferred electives, often it simply isn't possible.

You have 1 week to see your counselor about switching an elective. We will not be making any changes after the deadline. (see below)

Requested a yearlong class and no longer interested in taking this class

Ex: "I changed my mind and don't want to do band anymore"

\*\*\* Year long classes are a full year commitment, schedules will not be changed to accommodate elective change requests out of these courses

### Teacher Preference

\*\*\*I want a different teacher

### Lunch Time Preference

\*\*\* I want to move lunches

### Period Preference

Ex: I want to move to a different period

\*\*\* I want to move to a different period

### Personal Convenience

\*\*\* I don't know anyone in class

\*\*\* I want to be in a class with my friend

\*\*\* I don't like people in my class

## Student Records

### Records Requests

ALL student records requests, special education records requests, background verifications, corporate verifications, corporate information requests, transcript requests, must be made online using our automated student record / information request system. Fax, phone calls, email and mail will no longer be accepted

Please visit Student Records Request for more information and to place your order.

<https://washoeschoolsnv.scriborder.com/>

### Grade Reporting

Reports notifying parents/guardians of their student's progress in school are issued quarterly (approximately every nine weeks). Grade reports issued at the conclusion of the first nine weeks of each semester are Progress Reports indicating the level of achievement of the student at that time. The academic grade issued at the end of each semester reflects the student's work for the entire semester and is an average of two nine-week grades. These semester academic grades, along with the credits earned at the end of each semester are posted to the student's permanent record. In addition to these reports which are issued to every student, students whose work has deteriorated significantly or whose performance puts them in jeopardy of failing will receive an Academic Warning Notice halfway between each official report (at both quarter & semester). Report Cards and Progress Reports are distributed to students after the close of the reporting period, except for the final reporting period when Report Cards are mailed home. Check the school calendar for specific dates.

### Infinite Campus

Infinite Campus is the District's online teacher, parent/guardian, and student communication program. Infinite Campus is an easy way to keep up to date by using a secure online system that allows parents/guardians and students to check grades, communicate directly with teachers via e-mail, check on homework assignments, and monitor attendance. Information on how to login can be obtained from the school. To login to the Infinite Campus portal: <https://washoenv.infinitecampus.org/campus/portal/washoe.jsp>. Additionally, there is a smart phone application for students and parents available through the iTunes App Store or Google Play for Android. Teachers are the best sources of information about student work in a particular class.

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## Alternate Ed Options

### Home Schooling

For information about home schooling your student please visit the Extended Studies Website:

<https://www.washoeschools.net/Page/1157>

The information on this page is intended to assist you in submitting the Notice of Intent to Homeschool for your students, ages 7 to 18. The purpose of the notice is to inform the school district that the student is exempt from compulsory attendance (NRS 392.040

<http://www.leg.state.nv.us/nrs/NRS-392.html#NRS392Sec040>).

### Online School

North Star Online School is an accredited, tuition-free, online school in the Washoe County School District. North Star serves students in Kindergarten through 12th grade. We embrace students who want options for their education, and provide an engaging curriculum platform that requires a higher level of responsibility, but in return allows the student to enjoy more freedom in their education.

Families who are interested in enrolling their child at North Star Online for the 2025-2026 school year can find more information on their website at <https://www.washoeschools.net/northstar>

### School of Choice

School of Choice is a system where Washoe County School District (WCSD) families can choose which school they want their children to attend. This process was formerly known as the variance process. WCSD has streamlined this process for our families, making it more accessible. The District will offer two windows when families can apply to a school other than their student's zoned school. The first window is in the fall semester. The second window is in the spring semester. For most up to date information please visit the school of choice website:

<https://www.washoeschools.net/schoolofchoice>

The School of Choice application is available through Online Registration. Online Registration must be completed in order to be considered for a School of Choice placement. Please see below for a list of frequently asked questions <https://www.washoeschools.net/schoolofchoice>

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## High School Application Process

### To attend your **Zone High School** or request a different school through **School of Choice**

All current students are automatically enrolled in their Zone school. Information needs verification.

1. Your family completes the IC registration verification this Fall and Winter.
2. You will have an option to request Signature Program placement at your Zone High School. Follow up with your high school. (To apply for Signature Program at schools that are not your zone school, use the process below.)
3. You have an option request a different school through School of Choice. The deadline is usually in October
4. Complete the course selection process when the counselors come in Jan/Feb. If you are enrolled at a school that doesn't visit your middle school, contact the counseling department at your high school.

### To attend **ACE High School**

Requirements: Application, Review of Transcript, Attendance, and Behavior.

1. Go to [www.acehighschool.org](http://www.acehighschool.org)
2. Select the [Apply Now] button or look for a description of the Enrollment Process
3. The application has been a paper app that needs to be printed out. Complete it and submit it to ACE with a copy of your middle school transcript. You can request your transcript (and your IEP or 504 if you have one) through: <https://washoeschoolsnv.scribder.com/>. Applications are usually accepted through the Spring.

### To attend **Innovations**

Requirements: Application, Interview, Review of Transcript, Attendance, and Behavior.

1. Go to <https://www.washoeschools.net/innovations>
2. Select [Admissions] from the menu and follow the application directions. The application has been an online form that opens in the Spring.

### To attend a **Signature Program** (including AACT; Debbie Smith; Wooster's IB Diploma Program/IB Career Program; Galena's Aerospace program; Hug's Culinary or Sports Medicine Academy; Reno High School's Red House Project; Sparks High School's Manufacturing Academy; etc.)

Requirements: Application; 2.0+GPA; Assessments that "Meet Standards"; Attendance 90% or better; no serious behavior events; Students may have an opportunity to explain circumstances.

1. Go to the website for the school. There is some info at [www.washoeschools.net/ctepprograms](http://www.washoeschools.net/ctepprograms).
2. Select the link for applications for the Signature Program.
3. Click on the application for the program you want to apply to
4. Submit the application by the deadline
5. Watch your email and post mail for the decision
6. If you miss the October deadline, you might be able to apply later for programs with openings.

If you want to apply to the Signature Program at your Zone High School, you do that with the first process. You can also apply to a Signature Program in the fall of your 9<sup>th</sup> grade year.

### To attend **TMCC High School (starting in 10<sup>th</sup> grade)**

Requirements: Application, 3.0+ high school GPA, Attendance and Behavior review.

1. Follow the process above to attend your Zone High School in 9<sup>th</sup> grade.
2. In winter of your 9<sup>th</sup> grade year, apply to TMCCHS

There are other options that are not on this list.