

SIG ROGICH MIDDLE SCHOOL

Course Catalog

2023-2024

HOME OF THE ROUGH RIDERS

Sig Rogich Middle School

Course Catalog
2023-2024



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Principal's Message

Dear Parent or Guardian:

As students complete the registration process at Sig Rogich Middle School, please take a few moments to familiarize yourself with the course catalog and the methods used for appropriate placement. With the increased rigor as we implement the Common Core State Standards, students must demonstrate mastery at each level as the standards scaffold to higher levels of learning. Students must be adequately prepared to progress to each level of the curriculum. It is imperative that we provide the opportunity for your child to be successful, ensuring appropriate placement for all students with challenges and opportunities consistent with ability levels. Teacher recommendations, standardized test scores, and individual growth scores are reviewed to determine the appropriate placement.

Students are asked to select elective courses with an alternate to be used in the event of a scheduling conflict. Discuss this with your child as once the master schedule is created and students are placed accordingly. Students may register for early-bird classes when pre-requisites are met. These classes fill up quickly and will not be available to all students.

The following is a list of courses that are offered for high school credit. Algebra I, Pre-AP Algebra I, Pre-AP Geometry H, Pre-AP English IH, Pre-AP Biology H, Pre-AP World History & Geography, Pre-AP Visual Art, Pre-AP Music-Band, Pre-AP Music-Choir, Italian I, Italian II H, Japanese I, Japanese II H, Spanish I, and Spanish II H. Students must meet all requirements prior to enrolling in courses for high school credit.

Students electing to take an Extended Day may do so by selecting the Extended Day option to include an early bird class.

During the month of August, the Rogich website will provide all necessary instructions for the first day of school, information regarding student orientation, and student fees. We look forward to a great year in Rough Rider Country.

-Susan Harrison-Rollins

Administration:

Suzie Harrison-Rollins, Principal

Laura Alford, Assistant Principal

David Kirkhart Assistant Principal

Christina Murakami, Assist. Principal

Tracy Wright, Assistant Principal

Counselors:

Amy Dolan, 7th Grade

Lori Jallow, 8th Grade

Useful Information:

Phone: 799-6040

Fax: 799-6094

Counseling Office: Ext. 4300

Health Office: Ext. 4022

Registrar: Ext. 4065

Special Ed Facilitator: Ext. 4032

Attendance: Ext 4035

Website: www.rogichms.info

District website: www.ccsd.net

Transportation: 799-8110

Zoning: 799-6435

Leisure Center: 229-1100

CC Health District: 383-1351

"Education in Action"

6th Grade Core Course Descriptions

All 6th grade students will have the following classes based on a 4 period daily block schedule to include ELA, Math, and Science daily:

- ⇒ ELA 6 Block or ELA 6 Block Acc
- ⇒ Math 6 or Math Acc 6 or Math 6 Double Accelerated
- ⇒ Science 6 or Science Accelerated 6
- ⇒ Fine Arts or Foreign Language Expo
- ⇒ Physical Education (1 semester)
- ⇒ Leadership (1 semester)

***All 6th grade students must take a Fine Arts Elective or Foreign Language Explorations elective.**

ELA 6 BLOCK

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build knowledge and critical-thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

ELA 6 BLOCK ACCELERATED*

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language.

This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course is designed to build knowledge and critical-thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in this class.**

MATH 6

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

atics requirement for sixth-grade students.

MATH ACCELERATED 6*

This one-year, two-period course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes the grade six curriculum as well as a portion of the currently adopted CCSS grade seven curriculum. This course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing understanding of statistical thinking; 5) developing understanding of and applying proportional relationships; and 6) developing understanding of operations with rational numbers and working with expressions and linear equations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for sixth-grade students.

***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in this class.**

MATH 6 DOUBLE ACCELERATED*

This one-year, two period course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Geometry H in middle school. This compacted course includes grade six and seven curriculum as well as a portion of the currently adopted CCSS grade eight curriculum. This course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) developing understanding of and applying proportional relationships; 3) extending the properties of operations and the relationships between addition and subtraction, and multiplication and division to the system of rational numbers, which includes negative numbers; 4) understanding and analyzing expressions and linear equations; 5) working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 6) developing understanding of statistical thinking. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for sixth-grade students.

SCIENCE 6

This one-year, two period 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. This course is required for sixth-grade students. Technology, history and nature of science and career information will be integral components of this course. 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 fulfills the science requirement for sixth-grade students.

SCIENCE ACCELERATED 6*

This one-year, two period course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content.

The topics covered in Science 6 Accelerated include Energy; Structure and Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential

to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth-grade science requirement.

***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in this class.**

PHYSICAL EDUCATION 6

This one-semester course focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings.

Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

This course fulfills the physical education requirement for sixth-, seventh-, and eighth-grade students.

***All students participating in physical education are required to wear a Rogich P.E. uniform consisting of a t-shirt and shorts with the school logo.**

7th Grade Core Course Descriptions

All 7th grade students will have the following classes based on a 4 period daily block schedule to include ELA and Math daily:

- ⇒ ELA 7 Block or ELA 7 Block Acc
- ⇒ Math 7 or Math 7 Acc or Algebra I
- ⇒ Science 7 or Science Accelerated 7
- ⇒ History and Geography 7 or History and Geography Accelerated 7
- ⇒ Half-year Electives or PE 7
- ⇒ Full year Elective

ELA 7 BLOCK

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

ELA 7 BLOCK ACCELERATED*

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the enhanced instructional pacing and depth

of content. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

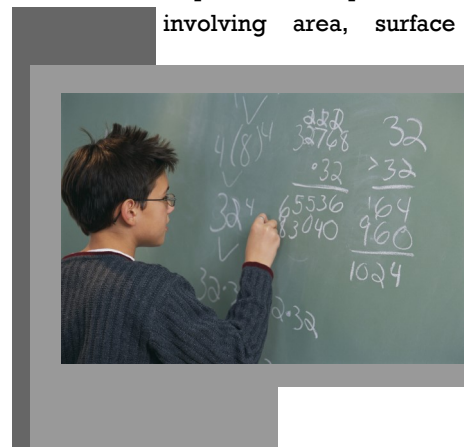
***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in this class.**

MATH 7

This one-year, two-period 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 involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. Instructional practices incorporate geometric constructions, and working with two- and three-dimensional shapes to solve problems integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, are an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

MATH 7 ACCELERATED*

This one-year, two-period course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes grade seven curriculum as well as a portion of the currently adopted CCSS grade eight curriculum. This course focuses on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface



area, and volume; and 4) drawing inferences about populations based on samples. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in this class.**

SCIENCE 7

This one-year, one period course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 7 include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement.

SCIENCE ACCELERATED 7*

This one-year, one period course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 7 Accelerated include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement. ***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in this class.**

HISTORY & GEOGRAPHY 7

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

are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course fulfills the seventh-grade social studies requirement.

***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in the accelerated class.**



HISTORY & GEOGRAPHY ACC 7*

This one-year, one period course examines the development of the Western Hemisphere with an emphasis on the Americas. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence

8th Grade Core Course Descriptions

All 8th grade students will have the following classes based on a 4 period daily block schedule to include English and Math daily:

- ⇒ English 8 or English Accelerated 8 or Pre-AP English I H*
- ⇒ Pre-Algebra 8 or Algebra I* or Pre-AP Algebra I *, or Pre-AP Geometry H*
- ⇒ Science 8 or Science Acc 8 or Pre-AP Biology H*
- ⇒ History & Geography 8 or History & Geography Acc 8 or Pre-AP World History & Geography
- ⇒ Physical Education 8 (1 quarter and Health 8 (1 quarter) and 1 semester Elective
- ⇒ Full year Elective or 2 semester Electives

(*Earns full credit on high school transcript.)

ENGLISH 8

This one-year, two period 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. This course fulfills the eighth-grade English requirement.

ENGLISH ACCELERATED 8*

This one-year, two period course emphasizes the development of critical reading and writing skills. This course is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced reading and/or writing skills. Students enrolled in this course read and write a variety of text independently and proficiently.

A variety of grade level and above grade level 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 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. This course fulfills the eighth-grade English requirement.

***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in the accelerated class.**

PRE-AP ENGLISH I H*

(Earns High School Credit)

This one-year, two period course (Foundations in Composition, Language, and the Elements of Text) provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, writing, speaking and listening, and language. This course can only be taught by instructors who have met the College Board requirements for the Pre-AP Program. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, grammar, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational discourse, both classic and contemporary; delivering more extensive oral presentations; and participating in a variety of conversations and collaborations with peers. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in the accelerated class.**

PRE-ALGEBRA 8

This one-year, two period course is designed to focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bi-variate 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. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to our society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for eighth-grade students.

ALGEBRA I*

(Earns High School Credit)

This one-year, two period course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

PRE-AP ALGEBRA I*

(Earns High School Credit)

This one-year, two period course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics.

Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation. ***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in the accelerated class.**

PRE-AP GEOMETRY H*

(Earns High School Credit)

This one-year, two period course provides students with the necessary knowledge and skills for further studies in mathematics. It is a rigorous, logical development of the deductive system of reasoning. Emphasis is on the development of logic, formal proofs, and algebraic applications to geometry. The prerequisite for this course is successful completion of Algebra I. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course.

SCIENCE 8

This one-year, one period 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.

SCIENCE ACCELERATED 8*

This one-year, one period course for eighth-grade students provides the physical science explanations that extend understandings developed in previous science courses. Students 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 are emphasized as students refine their scientific literacy. This course is distinguished from Science 8 by the instructional pacing and the addition of enrichment activities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the science requirement for eighth-grade students.

***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in the accelerated class.**

PRE-AP BIOLOGY H*

(Earns High School Credit)

This one-year, one period course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas related to biology. This course can only be taught by instructors who have met the College Board requirements for the Pre-AP Program. This course is designated as honors level by the accelerated instructional pacing and depth of content. The topics covered in Biology Honors include Structures and Function, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits required for high school graduation and qualifies as a laboratory science for college entrance.

***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in the accelerated class.**

HISTORY AND GEOGRAPHY 8

This one-year, one period course examines the development of the Eastern Hemisphere with an emphasis on global studies. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts.

Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course fulfills the eighth-grade social studies requirement.

HISTORY AND GEOGRAPHY ACC 8*

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

***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in the accelerated class.**

PE-AP WORLD HISTORY & GEOGRAPHY*

(Earns High School Credit)

This one-year, one period course examines societal development from the Renaissance to the present with an emphasis on disciplinary apprenticeship by using the tools of the historian and geographer.

This course can only be taught by instructors who have met the College Board requirements for the Pre-AP Program. Students investigate world issues and relate them to geographical, historical, political, economic, and cultural contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography credit required for high school graduation.

PHYSICAL EDUCATION 8

This one-quarter course focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings.

Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time.

Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

This course fulfills the physical education requirement for sixth-, seventh-, and eighth-grade students.

***All students participating in physical education are required to wear a Rogich P.E. uniform consisting of a t-shirt and shorts with the school logo.**

HEALTH 8

This one-quarter course provides students an introduction to the mental, physical, social, emotional, and environmental aspects of human wellness. Goal setting and decision making processes are the foundation of this course. Topics include wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the health requirement for eighth-grade students.

Performing Arts Electives

Students need to think carefully about their elective choices as there will be **NO elective course changes once your schedule has been created.** Teacher recommendations are required for certain courses. Some courses may require a fee.

BEGINNING BAND

6th/7th Graders

This one year course is designed for any middle school student who desires to develop the ability to play a wind or percussion instrument. The course involves applying the basic fundamentals of music reading to the particular technique of the instrument being studied. This is a preparatory course for progression into Junior Varsity and Varsity Band. Rental of instruments from your local music store is recommended. Some instruments are provided by the school. Contact band instructor for availability of school instruments.

INTERMEDIATE BAND

7th/8th Grade Only

This one year course is designed for students who have achieved beyond the beginning band level. 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.

Teacher recommendation and/or audition is required.

ADVANCED BAND

7th/8th Graders

This one year course is designed for students who have achieved beyond the intermediate band level. It includes guidance and direction in solving psychomotor problems related to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles. Private lessons are highly recommended.

Teacher recommendation and/or audition is required.

JAZZ BAND

All Grades

This one year course is designed to introduce the instrumental music student to contemporary stage band literature and tech-

niques. A student will receive direction in solving interpretation problems and will be given an opportunity to experiment in the area of improvisation.

Audition required.

BEGINNING GIRLS' CHOIR

6th Grade Girls

This one year course is open to all 6th grade girls who enjoy singing. This choir focuses on the basics of music and vocal technique, as well as rehearsal and performance skills.

BEGINNING BOYS' CHOIR

6th Grade Boys

This one year course is open to all 6th grade boys who enjoy singing. This choir focuses on the basics of music and vocal technique, as well as rehearsal and performance skills.

WOMEN'S INTERMEDIATE CHOIR

7th Grade Girls

This one year course is similar to Advanced Women's Chorus...except there are no boys! The choir focuses on building upon musical knowledge and refining vocal technique, as well as perfecting rehearsal and performance skills.

Teacher recommendation and/or audition is required.



WOMEN'S ADVANCED CHOIR

8th Grade Girls

This one year course is a follow-up to Women's Intermediate Choir. The choir focuses on expanding musical knowledge and refining vocal technique, as well as perfecting rehearsal and performance skills.

Teacher recommendation and/or audition is required.

CONCERT CHOIR

7th/8th Graders

This one year course is similar to women's choir except it consists of both boys and girls. The choir focuses on building upon musical knowledge and refining vocal technique, as well as perfecting rehearsal and performance skills.

Teacher recommendation and/or audition is required.

VOCAL ENSEMBLE

Show Choir

This one year course will be a class that focuses on singing challenging music as well as performing pop, jazz and "show" music. The purpose of the choir is to PERFORM as much as possible outside of school. Students in this class must be enrolled in one of the above listed choirs and have an audition with the choir teacher.

Audition required.

BEGINNING ORCHESTRA

6th/7th Grades

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. Students are encouraged to rent or purchase their instrument.

INTERMEDIATE ORCHESTRA

7th/8th Grade Only

This one year course continues with advanced instruction of technical and performing skills. Placement will be determined by playing ability. Students will be expected to provide their own instruments.

Teacher recommendation and/or audition is required.



ADVANCED ORCHESTRA

7th/8th Grade Only

This one-year course is designed for the student who has developed skills beyond those outlined in the Beginning Strings Orchestra Procedural Guide. It includes further development of those 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 style, articulation, dynamics, rhythmic ability, and tone inherent to string music performance. The importance of sustained group and individual effort is stressed. A progression of technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. Students will be expected to provide their own instruments.

Teacher recommendation and/or audition is required.

TECHNOSTRINGS

7th/8th Grade

This one year course is designed to introduce students to pop music and electric stringed instruments.

*Students are not required to have an electric instrument. **Audition required.**



BEGINNING ART

6th Grade Only

This one-year course develops basic knowledge and skills in visual art techniques through the introduction of a variety

of media and subject matter. Various styles and artists are considered within their historical context. Problem solving, creativity, and originality are developed through planning, art making, and reflection. Students learn principles and practices of aesthetics and critique. Through discussion and production, connections are made between visual art and disciplines outside of the arts. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course.

INTERMEDIATE ART

7th/8th Grade

This year long course is for students who have successfully completed beginning art, and will expand skills in visual art techniques through a variety of media and subject matter. Various styles, artists and historical periods will be investigated and demonstrated. Students will continue to develop problem solving skills, creativity and originality through art making and discussion. Students will apply knowledge of principles and practices of aesthetics and critique.

Through collaboration and production, connections will be made between visual art and disciplines outside of the arts. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course.

***Teacher recommendation and/or application required.**

ADVANCED ART

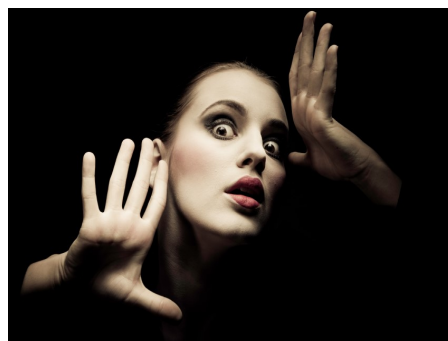
8th Grade

This one-year course is for students who have successfully completed beginning and intermediate art and will apply advanced skills in visual art techniques through an expanded variety of media and subject matter. Diverse styles, artists and historical periods will be analyzed and incorporated into production. Students will implement creativity, originality and innovation through problem solving and art making.

***Teacher recommendation and/or application required.**

EXPLORATIONS 6

Students have the opportunity to “sample” different types of language classes. Each explorations class will be a quarter (9 weeks) long. Possible course offerings may include: Intro to Robotics, Intro to Spanish, Intro to Japanese, and Music. **(These courses are subject to change.)**



INTRO TO THEATRE

7th/8th Grade

This semester course is designed to provide a basic study in the fundamentals of oral and dramatic communication. The course will emphasize the various types and techniques of public speaking as well as the vocal, physical, and emotional aspects of acting.

ADVANCED DRAMA

8th Grade

This one year course is designed to provide a more advanced knowledge of theatre through performance. This course is designed to give students practical experiences by being a part of actual theatrical productions. Instruction focuses primarily on the students' improvement and demonstration of acting skills.

***Teacher recommendation and/or application required.**

Additional Electives

All elective courses are offered based on student requests. If a course does not have enough student requests, the course will not be offered.

ITALIAN I/JAPANESE I/SPANISH I/ FRENCH I

7th/8th (Earns High School Credit)

This one-year course is designed to facilitate a student's acquisition of the target language at the novice-high level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, 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. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

***Teacher recommendation and/or application required.**

****FRENCH I will be taught at Pslo Verde High School at 7:00 AM**

ITALIAN II/JAPANESE II/SPANISH II

8th Grade (Earns High School Credit)

This second-year course continues the development of proficiency in the four basic skills of listening, speaking, reading and writing. Emphasis is on communication in Spanish at the intermediate level in real-life situations. Students will expand knowledge of vocabulary and continue to explore the cultural diversity of the Spanish Culture. This course will require daily study, drill, and written exercises as needed of more advanced grammar structures and concepts and their use.

***Teacher recommendation and/or application required.**

INTRO TO MEDIA TECHNOLOGY

7th/8th Grade

This one-year middle school course is designated to introduce 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 be introduced to graphics, audio, video, multimedia and desktop publishing software. Students will be in charge of creating a daily news broadcast.

***This elective course does not meet the computer competency requirement for high school graduation.**

MEDIA PRODUCTION

7th/8th Grade

This is a one year advanced middle school class incorporating digital art and MIDI into multimedia projects and presentations. Students will use a variety of graphic art techniques combined with MIDI to produce projects combining sound, music, video, and art. The course will provide a culminating experience for students who have been through the Graphic Arts or MIDI curriculum, or who have excelled in their computer classes. Students will also get practical experience preparing materials for the school.

***Teacher recommendation and/or application required.**

COMPUTER SCIENCE DISCOVERIES

7th/8th Grade

This one-semester course provides students with introductory skills and knowledge in designing and implementing software. Students explore the use of personas and user stories, wireframes, story boards, and charts. Areas of emphasis include the elements of programming languages, logic, algorithms, abstraction, and the use of resources. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

COMPUTER DESIGN I

7th/8th Grade

This one-semester course is designed for students who have previously completed Computer Science and Applications. Areas of emphasis include graphic design layout, typography, elements of art and image manipulation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

ROBOTICS 7/8

This one-semester course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to robotics. This course expands students' knowledge through the application of robotics principles and vocabulary. Students engage in kinesthetic project-based learning experiences, writing, and research projects. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

ADVANCED ROBOTICS 8

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to robotics. This course is designed to extend and refine the skills students gained in Robotics 7-8. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

PUBLICATIONS 7/8

This one-year course is an introduction to journalism and layout design. Concepts of journalism are applied through publication of the school newspaper and yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

LEADERSHIP AND LIFE SKILLS

6th Grade

During this one-semester course, students develop a clear vision of their future and understand that high-risk behaviors interfere with their goals. Goals: Build lifelong leaders through the content of character education; strengthen students' knowledge and skills to reduce youth social media and substance abuse; empower youth to make meaningful choices so they can reach their full potential; work together to make the community safe, healthy and drug-free; build on existing parent/child relationships by providing opportunities for meaningful conversation.

LEADERSHIP AND LIFE SKILLS

7th/8th Grade

This one-semester course fosters a belief in a positive future; develop positive norms, strengthen personal commitments, encourage positive adult conversations. Goals: Build lifelong leaders through content of character education; develop skills for making good decisions; set and be persistent at working towards goals; make meaningful choices to reach full potential; develop strategies to resist peer pressure; work together to make the community safe, healthy, and drug free.

PERSONAL WELLNESS EXPO

7th/8th Grade

The Personal Wellness semester or year course offered at Rogich teaches students to take positive approach toward one's personal health, contributing to academic achievement, positive self esteem, and enhanced physical, mental and social health. Students will have the opportunity to learn basic weight lifting techniques appropriate for their individual body type and stage of physical development along with circuit training and cardio vascular activities that will enable students to achieve and maintain good physical health.

PHYSICAL EDUCATION 7

This one-semester course focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings.

Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

***All students participating in P.E. are required to wear a Rogich P.E. uniform.**

STUDENT STORE

7th/8th Grade

This one-year course is designed to allow students to work in the general store during 4th period lunches. Students will gain experience in operating a small business. Skills learned will be ordering, stocking, supply and demand, cash register operations and customer service.

***Teacher recommendation and/or application required.**

CAFETERIA AIDE

7th/8th Grade

This one-year course is designed to allow students to work in the school cafeteria to gain experience in food service handling, money handling, customer service, and following directions.

***Teacher recommendation and/or application required.**

STUDENT AIDE

8th Grade Only

This one-year course is designed to allow students to assist teachers in the classroom or office personnel in the office. Students will develop people skills, learn clerical skills, demonstrate independent work ethics, and learn how to run small office equipment.

***Teacher recommendation and/or application required.**



Attendance Regulation 5113

CCSD LIMITATION OF ABSENCES:

10 EACH SEMESTER

- Missing more than 30 minutes in any class period equals an absence.
- Students have 3 days after an absence to bring a written excuse to the Attendance Office.
- Unapproved absences may be declared trancies.

Pre-Arranged Absences:

- Student must complete a Pre-Arranged application through the Attendance Office.
- Up to 10 Pre-Arranged absences may be requested each school year.
- Make-up work must be completed for absence to be excused.

CONSEQUENCES FOR EXCESSIVE ABSENCES:

- Failing grade and denial of semester credit in any course in which a student has exceeded 10 unapproved absences during that semester.
- Failing semester grade and denial of semester credit for courses of which graduation credit may be earned (i.e.; Spanish I, Algebra I, etc.)
- Retention in the current grade for which denial of credit was received.



MIDDLE/JUNIOR HIGH SCHOOL PROMOTION REGULATION

Clark County District Policy and Regulation 5123 was revised on August 10, 2000. This policy and regulation sets the standard for promotion from sixth to seventh grade, from seventh to eighth grade, and from eighth grade to high school. Under the provisions of this policy and regulation, a sixth or seventh grade student may be retained at that grade for no more than one year and eighth grade students may be retained for more than one year. The following information is provided to illustrate how this regulation will affect current students within the educational system.

6 th Grade	7 th Grade	8 th Grade
Must complete 1 semester of math, 1 semester of English or reading, and 1 semester of science with passing grades for promotion to the 7 th grade.	Must complete 1 semester of math, 1 semester of English or reading, 1 semester of science, and 1 semester of social studies with passing grades for promotion to 8 th grade.	Must complete 3 semesters of math, 3 semesters of English or Reading, 2 semesters of science, and 2 semesters of social studies with passing grades for promotion to 9 th grade.

Students enrolled in the 8th Grade

Students must complete $1\frac{1}{2}$ (one and one-half) credits in mathematics, $1\frac{1}{2}$ (one and one-half) credits in English or reading, 1 (one) credit in science, and 1 (one) credit in social studies with a passing grade during seventh and eighth grade for promotion to high school. One-half ($\frac{1}{2}$) credit is the equivalent of one semester.

High School Academic Probation

Although a student may be promoted to high school on academic probation, summer school credit retrieval is recommended to improve academic skills and to prepare for success in high school. Successful completion of required summer school courses may remove a student from academic probation.

An eighth grade student who has not met the promotion requirements may be promoted to the ninth grade on academic probation provided at least one of the following criteria has been met:

1. Student has earned Smarter Balanced Assessment Consortium (SBAC) scores or Criterion Referenced Test (CRT) scores that meet or exceed standards in ALL of the area(s) of credit deficiency; **OR**
2. Credits have been earned in ALL of the core area(s): English or reading, mathematics, science, and social studies; however, the student is deficient ONLY $\frac{1}{2}$ (one-half) credit of the five total credits required for promotion; **OR**
3. A student reaches the age of 16 (sixteen) on or before the final school day of the year in which the student would otherwise be retained.

High School Academic Probation will consist of the appropriate remediation in the subject area(s) in which the student failed to pass in middle school. Remediation may include, but is not limited to a minimum of one semester of remedial instruction in the deficient subject area(s) during the ninth grade year. The student must earn a passing grade in the remediation course(s) in order to be removed from academic probation. A student may be placed on academic probation for more than one semester.

An eighth grade student not meeting criteria for promotion to 9th grade and not meeting the criteria for academic probation may be retained in the eighth grade for the following school year without limitation.

A retained student may not be promoted mid-year.

GRADUATION REQUIREMENTS

1. Complete coursework designed around your individual goals and the Core Enrollment Expectations
2. Take the ACT with Writing in eleventh (11th) grade, at no cost (or take the NAA for Alternative Diploma students)
3. Earn a diploma

HIGH SCHOOL DIPLOMAS

Clark County School District Diploma Types (in alphabetical order)

Credit Category	Advanced Diploma	Advanced Honors Diploma		College and Career Ready Diploma ***	Standard Diploma and Alternative Diploma
		Honors Units	Total Units		
	English	4	3	4	4
	Mathematics	4	2	4	3
	Science	3	2	3	2
	Social Studies	3 *	2	3 *	2
	PE	2	-	2	2
	Health	0.5	-	0.5	0.5
	Computers	0.5	-	0.5	0.5
	Arts/Hum/CTE	1	-	1	1 *
	Flex Credit	-	-	-	2 **
	Foreign Language	-	1	-	-
	Electives	6	2	6	6
	Total	24	12	24	23
	GPA	3.25 unweighted	3.25 unweighted	3.25 weighted	-

* To satisfy either the Arts/Humanities/Career and Technical Education (CTE) state requirement for the standard diploma, or the additional social studies requirement for the other diplomas, CCSD students take World History or Geography.

** Flex Credits can be: a 2nd or 3rd year CTE course, or a 4th year of math (including Algebra II or higher), or a 3rd year of science, or an extra year of social studies (World History will only count as a Flex Credit if a student also takes Geography).

*** For the College and Career Ready Diploma, students must:

1. Complete requirements in the table above, including Algebra II or higher, and
2. Demonstrate proficiency in two languages, or two (2) units in: AP courses, IB courses, Dual Credit courses, CTE courses, Work-Based Learning courses, or a world language course, and
3. Earn at least one of the following endorsements: College-Ready endorsement, Career-Ready endorsement.

A computer science course may count as either a 4th year of math or a 3rd year of science (one credit total) only after successful completion of the required math or science coursework.

MIDDLE SCHOOL EXPECTATIONS

SCHEDULE CHANGES

To ensure students receive enough instruction to earn credit, schools may only allow schedule changes up to a specific deadline date each semester. The school will communicate with students and their families about deadline dates and how to request schedule changes. Please contact your school counselor with specific questions.

After the deadline date, schedules may only be changed with administrative approval. Exceptions to the above may only be made through administrative channels for unique and unusual circumstances. Distance learning and online coursework (e.g. Apex) allow students to earn credit through digital instruction and are excluded from these schedule change guidelines.

SOURCE: NAC 389.040

GRADE POINT AVERAGE (GPA)

The student's Unweighted GPA is calculated on a traditional 4-point scale (A=4, B=3, C=2, D=1, F=0). Bonus points are given to students who take and pass honors, AP, and IB classes. No bonus points are given for accelerated coursework taken in middle school. Although the weighted GPA used to be capped at 4.8, students may now continue to earn additional bonus points beyond the 4.8.

ENROLLMENT EXPECTATIONS

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

6th Grade

Reading
English
Mathematics
Science
Physical Education (1 semester)
Required Course (1 semester)
Elective

7th Grade

Reading
English
Mathematics
Science
Social Studies
Physical Education
Elective

8th Grade

English
Mathematics
Science
Social Studies
PE / Health (1 semester)
Computers (1 semester)
Elective

ACADEMIC PLANNING

THREE-YEAR COURSE PLANS

Each sixth grade student must have an approved three-year academic plan. The academic plan must set forth the specific education goals the student intends to achieve before promotion to high school.

The sixth-grade student and his/her parent or legal guardian are required to work in consultation with a school counselor to develop an academic plan. In addition, students in seventh and eighth grade are required to review the academic plan at least once each school year in consultation with a school counselor and revise the plan, if necessary.

SOURCES: CCSD Regulation 5123

MY MIDDLE SCHOOL PLAN

6th Grade

- 1) Math 6 or Math Accelerated 6 or Math 6 Double Accelerated — 2 periods
- 2) ELA 6 Block or ELA 6 Block Accelerated — 2 periods
- 3) Science 6 or Science Accelerated 6 — 2 periods
- 4) Leadership Elective (1 semester) and Physical Education 6 (1 semester) - 1 period
- 5) Elective: (Must be a Performing Arts or Foreign Language Explorations 6) - 1 period

7th Grade

- 1) Math 7 or Math Accelerated 7 or Algebra I — 2 periods
- 2) ELA 7 Block or ELA 7 Block Accelerated — 2 periods
- 3) History & Geography 7 or History & Geography Accelerated 7 — 1 period
- 4) Science 7 or Science Accelerated 7 — 1 period
- 5) Elective: (1 Full-year Elective or 2 Half-year Electives) - 1 period
- 6) Half-year Elective - 1 period for 1 semester & Physical Education 7—1 period for 1 semester
- 7) Earlybird option: Study Hall

8th Grade

- 1) Pre-Algebra 8 or Algebra I or *Pre-AP Algebra I or *Pre-AP Geometry H — 2 periods
- 2) English 8 or English Accelerated 8 or *Pre-AP English I H — 2 periods
- 3) Science 8 or Accelerated Science 8 or *Pre-AP Biology H — 1 period
- 4) History & Geography 8 or History & Geography Accelerated 8 or *Pre-AP World History & Geography — 1 period
- 5) Health 8/Physical Education 8 (1 quarter each) and Half-year Elective (1 semester) - 1 period
- 6) Elective: (1 Full-year Elective or 2 Half-year Electives) - 1 period
- 7) Earlybird option: Study Hall

*8th Graders may take a maximum of 3 Pre-AP courses.

EARNING CREDIT

Nevada law states that students may earn a unit of credit for successful completion of a course containing at least 120 hours of instruction or the equivalent. This means that a student must complete 60 hours of instruction, or the equivalent, to earn 0.5 credit at the end of each semester. The Clark County School District (CCSD) has a variety of ways for students to earn credit. Internal credits are taken at a CCSD school, and external credits are taken outside of the school district. External credits are limited to 6.0 total credits for high school course work, and must be pre-approved by the school of full-time enrollment.

SOURCE: NAC 389.040

Accelerated, Honors, Advanced Placement (AP), and International Baccalaureate (IB)

In middle school, accelerated course work is available to students who demonstrate above average proficiency in core course work. Each middle school may offer a different set of accelerated courses to benefit their students.

The CCSD Honors, AP, and IB course offerings are designed to challenge students to enroll in more demanding and rigorous coursework and to improve advanced academic achievement of students demonstrating accelerated educational potential.

Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the AP or IB examinations for each course.

Parents or guardians may waive the testing requirement related to AP and IB by informing the school administration in writing.

SOURCE: CCSD Regulation 5127

High School Credit Taken in Middle School

Certain coursework taken in middle school (grades 6-8) may be counted as credit required to graduate from high school. Common courses include, but are not limited to:

- Computer Science and Applications
- Algebra I, Geometry Honors
- World Languages

Concurrent Credit

Concurrent credits are credits a student earns from another CCSD school while still attending the school of full-time enrollment. A student may not be enrolled in two or more instances of the same course concurrently. All concurrent course enrollments require prior approval from the student's school counselor. There is no limit on earning concurrent credits. See a school counselor for more information on the following concurrent programs:

Nevada Learning Academy

For specific information, including fees, call (702) 855-8435 or visit <http://nvlearningacademy.net/>

Summer School

Middle school students may earn credit during the summer as remediation for failed course work. Only students who have finished their 8th grade year and are being promoted to high school may begin to take summer school coursework to accelerate their learning. Registration information is available in the counseling office in the spring. Additional information is available at <http://ccsd.net/schools/summer-school/>.

Duplicate Coursework – Repeating Courses

A student may repeat a course but shall not receive additional credit for the repeated course. For high school course work ONLY, the higher grade shall be recorded on the permanent record and the lower grade replaced with a repeated course (RP) notation.

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

POSTSECONDARY OPTIONS

NEVADA UNIVERSITY ADMISSIONS

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

- 3.0 GPA (weighted or unweighted) in 13 High School Courses:
- 4 credits in English
- 3 credits in math
- 3 credits in social studies
- 3 credits in natural science
- SAT or ACT Test Scores:
 - The new SAT Critical Reading and Math combined score of 1120
 - The ACT Composite score of 22
- Nevada Advanced Diploma

FOUR-YEAR COLLEGE OR UNIVERSITY

- A public or private educational institution where you can earn a bachelor's degree
- Schools vary in size, admissions criteria, academic standards, course offerings, student population, location, and cost
- In most colleges or university programs, you are expected to sample a variety of courses during the first two years and then focus on your major in the last two years
- Requirements for graduation differ, although most colleges require a certain number of credits in English and foreign languages

PUBLIC COMMUNITY COLLEGE

- Ability to live at home while adjusting to college classes
- Simpler admissions requirements (High School Diploma or GED, Registration, Placement Test)
- Opportunity to sample college classes
- A chance to build a better academic record
- Lower tuition and other costs than at a typical four-year college

PRIVATE JUNIOR COLLEGE

- An opportunity to live away from home in a supportive environment
- Small classes with opportunities to improve academic skills
- Easier entrance requirements than a typical four-year college or university

CONTINUING EDUCATION CLASSES

- Provides a way to explore subject areas
- Opportunity to build academic study skills without worrying about grades
- Allows students to experience and explore college as an option

LIFE SKILLS TRAINING PROGRAMS

- Learn necessary daily living skills
- Practice independent living
- Be part of a college or university

APPRENTICESHIPS

- Begin working immediately
- Receive training on the job and take classes
- Earn money and benefits when you work
- Learn skills that will make you employable anywhere

CAREER, VOCATIONAL, OR TECHNICAL EDUCATION

- Minimal admissions requirement (high school graduation may or may not be required)
- All classes relate to skills needed for jobs in a particular occupational area
- Learn marketable skills

JOB CORPS

- Vocational, academic and social skills training
- Room, board, and stipend
- Job/college support after leaving Job Corps

CITY YEAR AND AMERICORPS

- Monthly stipend
- Educational Award for a complete year of service
- Opportunity to gain job skills and work experience
- <http://www.cityyear.org/>
- <http://www.americorps.gov/>

MILITARY

- Learn valuable job skills
- Earn money for future education
- Army: <http://www.goarmy.com>
- Navy: <http://www.navy.com>
- Air Force: <http://www.airforce.com>
- Coast Guard: <http://www.gocoastguard.com>
- Marines: <http://www.marines.com/>
- National Guard: <http://www.nationalguard.com/>

SOURCE: <https://www.heath.gwu.edu/awareness-postsecondary-options>

NEVADA SCHOLARSHIPS

MILLENNIUM SCHOLARSHIP

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or http://www.nevadatreasurer.gov/GGMS/GGMS_Home/. 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.

NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

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

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

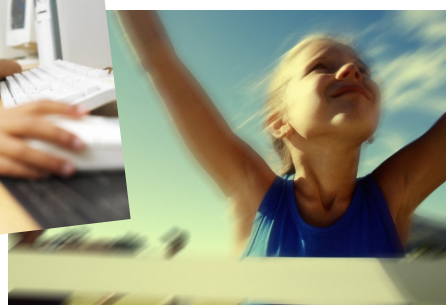
All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework 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.

CLUBS & ACTIVITY OFFERINGS

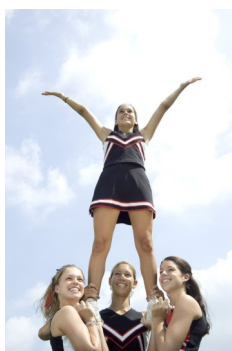
Sig Rogich Middle School offers a variety of before-school and after-school club activities. Students are encouraged to join and participate in these clubs and sports. The following list contains some of the current offerings. Club offerings are subject to teacher availability and may change from those listed below.

Badminton Club
 Bowling Club
 Ceramics/Art Club
 Computer Club
 Homework Club
 Intramural Basketball
 Intramural Tennis
 Intramural Volleyball
 Junior Varsity Quiz
 National Jr. Honor Society
 Recycling Club
 Robotics Club
 Running Club
 SAVE Club
 Scrapbooking Club
 Soccer Club
 Softball
 Student Council
 Study Hall
 Volleyball



The following teams are by tryout only; students who participate must maintain a 2.0 GPA and exemplary classroom behavior.

Basketball Teams (Girls/Boys)
 Cheerleading Team
 Dance Team
 Flag Football Teams (Girls/Boys)
 Soccer Teams (Girls/Boys)



SCHOOL MAP

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