



Course Catalog

2026-2027

HOME OF THE ROUGH RIDERS

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Dear Parent or Guardian:

Thank you for working together with your student to complete the registration process at Sig Rogich Middle School. As you become familiar with the course catalog, please note that students are placed in academic courses based on individual MAP and SBAC scores. Our goal is to ensure that students are appropriately challenged and on course to show academic growth aligned with individual projections and targets. Appropriately, placement is essential and provides opportunities for success at all levels. Students are asked to select elective courses with alternate selections to be used in the event of scheduling conflicts or over populated courses. Once the master schedule is created and students are placed in elective courses, they will not have the opportunity to change their selection. Please note that some electives have a prerequisite course.

The following classes will earn high school credit upon completion and a passing grade. Students must meet all requirements for Pre-AP and advanced level courses earning high school credit.

- Algebra I Accelerated
- Geometry 1 Accelerated
- Pre-AP English 1 H
- Pre-AP Visual Arts
- Pre-AP Music /Band
- Pre-AP Music / Choir

The Early Bird options in Performing Arts require an audition and selection. The Rogich website along with parent emails will provide all necessary instructions for the first day of school, grade-level orientations (where applicable), as well as information on student fees and required immunizations.

We look forward to a great year in Rough Rider Country.

-Suzie Harrison-Rollins

Administration:

Suzie Harrison-Rollins, Principal
Dr. Christina Murakami, Assist. Principal
Tracy Ott, Assistant Principal
Michelle Saitta, Assistant Principal

Counselors:

Amy Dolan
Natalie McLintock
Candice Meese

Useful Information

Phone: 702-799-6040

Fax: 702-799-6094

Health Office: Ext. 4022

Registrar: Ext. 4065

Special Ed Facilitator: Ext.4032

Attendance: Ext 4035

Transportation: 702-799-8110

Zoning: 702-799-6435

Leisure Center: 702-229-1100

Clark County Health District: 702-383-1351

Website: www.rogichms.info

District website: www.ccsd.net

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 Block or ELA 6 Block Acc or ELA Double Accelerated
- Math 6 or Math Acc 6 or Math 6 ACC/Math 7 ACC
- Science Accelerated 6 Block
- Fine Arts
- Leadership (1 semester)
- Physical Education (1 semester)

** All 6th grade students must take Leadership, PE, and a Fine Arts 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.**

ELA 6 DOUBLE ACCELERATED*

This one-year, two-period course is designed to prepare students for the increased rigor of the Pre-Ap English I H (Foundations in Composition, Language, and the Elements of Text). 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. Through close reading, careful writing, class discussions, and presentations, students deepen their ability to independently write, analyze, evaluate, and critique text. This course fulfills the sixth-grade English requirement.

***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 as: 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.

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 ACC/ MATH 7 ACCELERATED *

This one-year, compacted course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school by accelerating through grade-level curriculum. This integrated program encompasses essential standards from the grade six, seven focusing on critical areas including: connecting ratio and rate to solve problems; completing understanding of division of fractions and the system of rational numbers; and writing, interpreting, and using expressions and linear equations. Additionally, students will develop mastery in applying proportional relationships, solving problems involving scale drawings and geometric constructions, and working with two- and three-dimensional shapes to determine area, surface area, & volume. The curriculum also emphasizes statistical thinking and drawing inferences about populations based on samples. Instructional practices incorporate the integration of diversity awareness, fostering an appreciation for 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 middle school students on the accelerated pathway to Algebra I.

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

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.

PHYSICAL EDUCATION 6

This 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. ***All students participating in physical education are required to wear a Rogich PE 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 ACC
- Science Accelerated 7 Block
- History and Geography Accelerated 7
- Full year elective or 2 semester electives

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; 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 ACCELERATED 7

This one-year, one period course is designed to integrate science and engineering practices, cross-cutting 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.

HISTORY & GEOGRAPHY ACCELERATED 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 is designated as accelerated by the enhanced instructional pacing and depth of content. This course fulfills the seventh-grade social studies requirement.

8th Grade Course Descriptions

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

- English 8 or English Accelerated 8 or Pre-AP English 1H*
- Pre-Algebra 8 or Algebra 1 ACC or Geometry 1 ACC
- Science Acc 8
- History & Geography Acc 8
- Physical Education 8 (1 quarter) and Health 8 (1 quarter) and 1 semester Computer Science & Applications
- Full year elective or 2 semester elective

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 8 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 ACCELERATED* **(Earns High School Credit)**

This course is designed for middle school students who have successfully completed Mathematics 6 Accelerated and Mathematics 7 Accelerated with a grade of “B” or higher. This accelerated course includes grade eight mathematics curriculum as well as high school Algebra I curriculum. This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. Approved Fall 2025

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

GEOMETRY I ACCELERATED **(Earns High School Credit)**

This course is designed for middle school students who have successfully completed Algebra I Accelerated with a grade of “B” or higher. This accelerated course includes grade eight mathematics curriculum as well as high school geometry curriculum. This course provides students with a rigorous study of Euclidean geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, technology, and the Standards of Mathematical Practice to connect mathematical processes to mathematical content are an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. Approved Fall 2025. ***Teacher recommendation, prior academic performance, and standardized test scores are reviewed for placement in the accelerated class.**

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.

HISTORY AND GEOGRAPHY ACCELERATED 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.

COMPUTER SCIENCE APPLICATIONS

8th Grade (Earns High School Credit)

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

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 eighth-grade students.

***All students participating in physical education are required to wear a Rogich PE 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 well-being, nutrition and physical activity, body systems, substance use and abuse, communicable and noncommunicable 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/8th Grade

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

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 Grade

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 MS ADVANCED*

7th/8th Grade

This one-year course is designed to introduce the instrumental music student to contemporary stage band literature and techniques. A student will receive direction in solving interpretation problems and will be given an opportunity to experiment in the area of improvisation.

***Audition required.**

PRE-AP MUSIC/BAND*

(Earns High School Credit)

This one-year course is designed for students with no previous band experience. This course can only be taught by instructors who have met the College Board requirements for the Pre-AP® Program. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the Arts/Humanities/CTE credit or one of the elective credits required for high school graduation and may be repeated.

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

BEGINNING GIRLS' CHOIR

6th/7th/8th 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/7th/8th 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 Grade

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.**

CHOIR MS CHAMBER

All Grades

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.**

PRE-AP MUSIC/CHOIR*

(Earns High School Credit)

This one-year course is designed as an introductory study in basic vocal production and music fundamentals. This course can only be taught by instructors who have met the College Board requirements for the Pre-AP® Program. Major topics include beginning vocal performance skills, live performance opportunities, and the study of basic vocal literature including a range of historical periods and cultures. 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 Arts/Humanities/CTE credit or one of the elective credits required for high school graduation and may be repeated.

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

BEGINNING ORCHESTRA

6th/7th Grade

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

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

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/7th/8th Grade

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.**

PRE-AP VISUAL ART*
(Earns High School Credit)

This one-year foundation course is designed for the College Board Pre-AP® Program and is designed to give entry-level students a solid overview of the processes and activities that artists engage in while producing their work. This course can only be taught by instructors who have met the College Board requirements for the Pre-AP® Program. A strong emphasis is placed on analysis, interpretation, dialogue, experimentation, and reflection. The importance of studio participation as an artist is stressed. Through collaboration and production, students make connections between visual art and their academic studies, lives, and the world around them. Instructional practices will incorporate integration of diversity awareness including the appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course fulfills the Arts/Humanities/CTE credit or one of the elective credits required for high school graduation and may be repeated.

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

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.

FOCUS/LANGUAGE STUDY MS I

This one-year course prepares English learner newcomer students with limited English proficiency for successful participation in the general-education program during the first year of instruction and emphasizes the ability to listen, speak, read, and write English with reasonable comprehension. The course provides practice in correct usage of basic language structures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and important contributions to society. The appropriate use of technology and digital media are integral parts of this course. Students use what has been previously learned while extending knowledge of vocabulary, grammar, and usage. This course is a non repeatable elective and does not fulfill the middle school English or reading requirement for promotion.

ACADEMIC LANGUAGE EXPANSION MS I

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

ACADEMIC LANGUAGE EXPANSION MS II

This one-year course is designed for English learners and provides instruction in the Nevada Academic Content Standards in English Language Arts with the addition of linguistic support structures. The course is appropriate for English learners who are not newcomers but are demonstrating intermediate to higher levels of proficiency on the English language proficiency assessment. This course addresses the needs of limited English proficient students by providing the additional time and linguistic support needed to meet grade level standards. Emphasis will be on acquisition of academic English through the use of purposefully planned discourse structures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and important contributions to society. The appropriate use of technology is an integral part of this course. This course is an elective appropriate for grades six through eight and may not be repeated.

INTRO TO MEDIA TECHNOLOGY

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.

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

MEDIA PRODUCTION

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, multi-media and desktop publishing software. Students will be in charge of creating a daily news broadcast.

PHYSICAL EDUCATION 7

7th Grade

This one-semester/one year 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 physical education are required to wear a Rogich PE uniform consisting of a t-shirt and shorts with the school logo.**

EXPLORATIONS/CROSS-FIT

This one-semester course is an introduction to the CrossFit methodology, specifically scaled for the developing middle school student. The program focuses on "Functional Movement" actions that the body is naturally designed to perform, such as pushing, pulling, squatting, and jumping. This class emphasizes mechanics and consistency before intensity. Students will engage in "Workouts of the Day" (WODs) that combine cardiovascular endurance, bodyweight calisthenics, and light resistance training. The goal is to improve the ten recognized physical capacities: cardiovascular/respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, and accuracy.

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

SPEECH/DEBATE

This one-semester course offers students the opportunity to develop fundamental skills in oral communication, critical thinking, and evidentiary analysis. Students will explore various forms of public speaking. The curriculum emphasizes the mechanics of formal debate, focusing on the development of logical claims, the identification of fallacies, and the synthesis of complex research.

PUBLICATIONS 7 & 8

7th/8th Grade

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

This one-year course assists students to develop a clear vision of their future and understand that high-risk behaviors interfere with their goals. Goals: build life-long 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 - All Stars

7th/8th Grade

This one-semester course fosters a belief in a positive future; develops positive norms, strengthens personal commitments, and encourages 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.

STUDENT STORE AIDE

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. An academic review of grades will be conducted.**

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. An academic review of grades will be conducted.**

STUDENT AIDE

8th Grade

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. An academic review of grades will be conducted.**

CAMPUS BEAUTIFICATION AIDE

7th/8th Grade

This one-semester course gives students the opportunity to take pride in their school by working alongside custodians to help keep the campus clean, organized, and welcoming for everyone. Through hands-on activities, students will learn about the importance of responsibility, teamwork, and community service while developing an appreciation for the hard work that goes into maintaining a clean and safe school environment. Students will participate in daily and weekly tasks such as organizing shared spaces, promoting recycling efforts, reducing waste, and assisting with light maintenance projects. They will also collaborate on awareness campaigns to encourage their peers to take care of their school and respect the work of custodial staff.

***Teacher recommendation and/or application required. An academic review of grades will be conducted.**

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 OR submit a written note online.
- Unapproved absences may be designated as truancies. A failing grade and denial of semester credit may occur in any course where a student exceeds **10 unapproved absences** during the semester.

Pre-Arranged Absences:

- Students 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 receive

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 education- al system.

6th Grade	7th Grade	8th 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 ½ (one and one-half) credits in mathematics, 1½ (one and one-half) credits in English or read- ing, 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 (½) 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.

My Middle School Plan

6th Grade

- 1) Math 6 or Math Accelerated 6 or Math 6 Accelerated/Math 7 Accelerated - 2 periods
- 2) ELA 6 Block or ELA 6 Block Accelerated or ELA Double Accelerated — 2 periods
- 3) Science Accelerated 6 — 2 periods
- 4) Leadership Elective (semester) - .5 period
- 5) Physical Education 6 (semester) - .5 period
- 6) 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 Accelerated 7 — 1 period
- 4) Science Accelerated 7 — 2 period
- 5) Electives: (1 Full-year Elective or 2 Half-year Electives or an equivalent combination) - 1 period

8th Grade

- 1) Pre-Algebra 8 or Algebra I Accelerated or Geometry 1 Accelerated — 2 periods
- 2) English 8 or English Accelerated 8 or *Pre-AP English I H — 2 periods
- 3) Accelerated Science 8 - 1 period
- 4) History & Geography Accelerated 8 — 1 period

- 5) Health 8/Physical Education 8 (1 quarter each) and Half-year Elective - Computer Science Applications (1 semester) - 1 period
- 6) Elective: (1 Full-year Elective or 2 Half-year Electives) - 1 period

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

1.5 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
- PreAp Visual Art
- PreAp English 1
- Algebra 1 Accelerated
- Geometry 1 Accelerated

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.

SCHOOL MAP

