



## EIGHTH GRADE COURSE CATALOG 2018-2019

All seventh grade students at Mannion Middle School are required to take the following course:

- English 8
- World Geography 8
- Pre-Algebra 8
- Health/PE
- Science 8
- Elective

Placement in all core subjects will be based on student need, academic readiness, and assessment scores.

### **ENGLISH LANGUAGE ARTS 8**

This one-year 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 is an integral part of this course. This course fulfills the eighth grade English requirement.

### **ENGLISH LANGUAGE ARTS 8 ACCELERATED**

This one-year 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 is an integral part of this course. This course fulfills the eighth grade English requirement.

### **PRE-ALGEBRA**

This one-year course is designed to focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 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 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**

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 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. (Course is also offered through Nevada Learning Academy at CCSD)

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### **GEOMETRY**

This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation. (Course is also offered through Nevada Learning Academy at CCSD)

### **SCIENCE 8**

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

### **SCIENCE 8 ACCELERATED**

This one-year 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.

### **WORLD GEOGRAPHY 8**

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

### **WORLD GEOGRAPHY 8 ACCELERATED**

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

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### **PHYSICAL EDUCATION**

This one-semester course provides students the opportunity to develop a health-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students develop motor skills, movement patterns, and safety within the course. Health-enhancing 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 eighth-grade students.

### **HEALTH**

This one-semester 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.

### **CCSD RETENTION POLICY**

The retention policy is based upon Clark County School District Regulation 5123. This policy is subject to change by the Nevada State Board of Education and the Clark County School District Board of School Trustees.

**EIGHTH GRADE:** A pupil who enters Grade 8 must complete three semesters with a passing grade in mathematics, three semesters with a passing grade in English or reading, two semesters with a passing grade in science, and two semesters with a passing grade in social studies during the seventh and eighth grade years for promotion to high school.

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### **8<sup>th</sup> GRADE ELECTIVE CHOICES**

**Electives are based upon student enrollment and staff availability.**

#### **BEGINNING BAND**

The Beginning Band (brass, woodwind, and percussion) is open to 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students without any previous musical experience. This course involves applying the basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Daily home practice and concert participation are required. This course is a preparatory course for progression into concert band and symphonic band.

#### **INTERMEDIATE BAND**

This one-year course is designed for students who have successfully completed the skills required in beginning band. Areas of emphasis include intermediate 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 is an elective course appropriate for grades six through eight and may be repeated.

#### **ADVANCED BAND**

This one-year course is designed for students who have successfully mastered intermediate band skills. Areas of emphasis include fundamentals of music reading, specific performance techniques of the instrument being studied, and advanced concepts of tone production and intonation. 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 is an elective course appropriate for grades six through eight and may be repeated.

#### **BEGINNING ORCHESTRA**

This one-year course is designed for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students with no previous orchestra experience. 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 is an elective course appropriate for grades six through eight and may be repeated.

#### **INTERMEDIATE ORCHESTRA**

This one-year course is designed for students who have successfully completed a middle school beginning orchestra course and/or demonstrated the required skills by audition. The course involves applying both basic and intermediate 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 is an elective course appropriate for grades six through eight and may be repeated.

#### **ADVANCED ORCHESTRA**

This one-year course is designed for students who have successfully completed a middle school intermediate orchestra course and/or demonstrated the required skills by audition. Areas of emphasis include advanced concepts in music reading, specific performance techniques of the instrument being studied, tone production, and intonation. 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 is an elective course appropriate for grades six through eight and may be repeated.

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### **BEGINNING CHORUS**

This one-year course is designed as an introductory study in basic vocal production and music fundamentals. 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 is an elective course appropriate for grades six through eight and may be repeated.

### **ADVANCED CHORUS**

This one-year course is designed for middle school students who have successfully completed an intermediate vocal music course, and/or have demonstrated competency by audition. Major topics include advanced vocal performance skills, live performance opportunities, and the study of advanced 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 is an elective course appropriate for grades six through eight and may be repeated.

### **CHAMBER CHORUS**

This one-year course is designed for middle school students who have successfully completed an advanced choir course and/or have demonstrated competency through audition and want to explore chamber ensemble performance techniques. Major topics include advanced small ensemble performance skills, live performance opportunities, and the study of vocal chamber music in 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 is an elective course appropriate for grades six through eight and may be repeated.

**MUSICAL INSTRUMENTS: Please do not purchase or rent band or orchestra instruments until the instructor verifies instrument choices and sends information home.**

### **EXPLORATIONS 7/8: FOUR (4) QUARTERS (MAY NOT BE TAKEN IF IT WAS TAKEN IN 7<sup>TH</sup> GRADE)**

This one-year course is broken into four, nine week quarters. Each quarter will have a different teacher and topic. Topics from the 2017-2018 school year have included: personal finance, art, environmental studies, and speech and debate. Specific topics for Explorations will depend on staffing, student needs, enrollment, and will be determined after pre-registrations information is collected.

### **SPANISH I**

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 either one of the elective credits or the Arts/Humanities credit required for high school graduation.

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### **SPANISH II HONORS**

This one-year course is designed for students who have successfully completed Spanish I or who demonstrate a proficiency level of novice-high as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. This course is designated as honors level by the accelerated instructional pacing and depth of content. The focus is communication in the target language incorporating 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 either one of the elective credits or the Arts/Humanities credit required for high school graduation.

### **MENTORSHIP: APPLICATION REQUIRED**

This one-year course is designed to allow students to work closely with other students on campus who have special needs. Mentors serve as role models for these students and have duties, such as assisting them in their elective classes and helping them complete projects. Students who choose to be mentors are expected to have a good heart and a strong desire to help others. There is not grade point average requirement to become a peer advocate. Once in the program, students are expected to maintain passing grades in all their classes.

### **STUDENT AIDE: APPLICATION REQUIRED**

This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned supervising teachers by a formal application process. This is an elective course for eighth grade students.

### **ROBOTICS/TV PRODUCTION**

This one-year course is designed to provide students with a general understanding and attainment of basic skills in the technical, directorial, written, and historical aspects of television production. The operation of television cameras, lighting, audio, video, and computer graphics equipment is stressed, as well as set design, script development, and the history of the television medium. Students will experience hands-on production tasks in a rotational system to become familiar with techniques used in the broadcast industry.

### **ADVANCED ROBOTICS**

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 gain 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. This is an elective course appropriate for grade eight.

### **CAFETERIA AIDE**

This one-semester course is designed to allow students to train in the school cafeteria. Under the direction of a food supervisor and a certified educator, students will gain experience in food service and handling, in handling money, in being responsible for customer service, and following directions. This is an elective course for eighth grade students.

**ATTENTION PARENTS: To ensure student proficiency in core curriculum subjects, it may be necessary to enroll students in an intensive remediation program in lieu of an elective. Placement in remediation programs will be based on relevant student assessment data and administrative selection.**

**FUNDAMENTALS OF READING AND WRITING**

This one-year intervention course is designed for students who need additional instruction and support to master grade-level reading and writing skills and concepts. This course provides additional instruction in conjunction with the student's required reading and English course(s) of study in grades 6, 7, and/or 8. The appropriate use of technology and digital media are integral parts of this course. This course is a repeatable elective and does not fulfill the middle school English or reading requirement for promotion.

**FUNDAMENTALS OF MATHEMATICS**

This one-year intervention course in mathematics is designed for students who need additional instruction and support to master necessary middle school mathematics concepts. This course provides additional instruction in conjunction with the student's required mathematics course of study in grades 6, 7, and/or 8. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course is a repeatable elective course and does not fulfill the middle school mathematics requirement for promotion.

**NON-DISCRIMINATION LANGUAGE**

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or employment in, or participation in its programs and activities and provide equal access to the Boy Scouts of America and other designated youth groups.

**FOUR-YEAR ACADEMIC PLAN**

Each ninth-grade student must have an approved four-year academic plan. The academic plan must set forth the specific educational goals that the student intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit, career and technical education, Advanced Placement (AP), International Baccalaureate (IB), and Honors courses.

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

For students enrolling in high school after ninth grade, an academic plan will be created with appropriate grade level modifications.

The academic plan must be used as a guide for the student and the parent or legal guardian to plan, monitor, and manage the student's educational development and make determinations of the appropriate course of study. If a student does not satisfy all of the goals set forth in the academic plan, he/she is eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied.

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### **21<sup>st</sup> CENTURY COURSE OF STUDY EXPECTATIONS**

The Clark County School District strives to prepare graduates for success in post-secondary education and in the workforce by providing a rigorous curriculum. All high school students will be enrolled in the 21<sup>st</sup> Century Course of Study Core Curriculum (see table below). Students will be scheduled into a fourth year of mathematics (which will include Algebra II or higher), and a third year of science. This is not a diploma. Students that do not successfully complete the 21<sup>st</sup> Century Course of Study Core Curriculum may still be eligible for a diploma.

AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (Including Algebra II or higher)	4
Natural Science	3
Social Studies and History	3
Total	14

The Clark County School District strives to prepare graduates for success in post-secondary education and in the workforce by providing a rigorous curriculum. All high school students will be enrolled in the 21<sup>st</sup> Century Course of Study Core Curriculum (see table). Students will be scheduled into a fourth year of mathematics (which will include Algebra II or higher), and a third year of science. This is not a diploma. Students that do not successfully complete the 21<sup>st</sup> Century Course of Study Core Curriculum may still be eligible for a diploma.

The 21<sup>st</sup> Century Course of Study Core Curriculum provides the following for students:

- Opens doors to postsecondary education and workforce opportunities
- Meets Nevada System of Higher Education (NSHE) University Admissions Expectations
  - 3.00 GPA (weighted or weighted with Bonus Points) in the core curriculum
  - Approved NSHE Core Curriculum (4 English, 3 Math, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares students for the Governor Guinn Millennium Scholarship
- 3.25 cumulative GPA (weighted or weighted with Bonus Points) or 21 ACT composite score, or 990 combined SAT (taken prior to March 2016, or 1070 combined SAT (taken on or after March 2016) and the core curriculum (see table)
- Students may not take course work after graduation to meet Millennium Eligibility.

The 21<sup>st</sup> Century Course of Study Core Curriculum requirements are aligned with the Governor Guinn Millennium Scholarship minimum core curriculum requirements as outlined in both the Nevada Revised Statutes (NRS) Chapter 396 and Nevada System of Higher Education (NSHE) Board of Regents Handbook Title 4 Chapter 18 Section 9. A student, including students accessing special education services, may be granted an enrollment exception to the 21<sup>st</sup> Century Course of Study Core Curriculum on a limited, individual basis. Please see a school counselor for details. Successful completion of this course of study will not impact a student's ability to earn a standard diploma.

### **STANDARD DIPLOMA**

To receive a standard high school diploma, each student must complete twenty-two and one half (22.5) units of approved course work.

\* World History or Geography taken in CCSD fulfills the Arts/Humanities or Career and Technical Education (CTE) state requirement. (PLEASE SEE CHART ON PAGE 10)

\*\* Successful completion of a one-semester computer literacy course offered in grades 6, 7, or 8 will satisfy the 21<sup>st</sup> Century Learning graduation requirement. (PLEASE SEE CHART ON PAGE 10)

### **Testing Requirements**

Students enrolled in Grade 11 of a Nevada school during an administration of the College and Career Readiness Assessment (ACT) must take the ACT to be eligible for a diploma. Students not enrolled in Grade 11 of a Nevada public school on either of the administration dates of the ACT are exempt from this assessment participation requirement for graduation (NRS 389.807).



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NOTE: End of Course (EOC) examinations have been transitioned from a graduation requirement to an End of Course final exam as required by AB7 of the 2017 legislative session.

### **ADVANCED DIPLOMA**

To receive an Advanced Diploma, each student must complete twenty-four (24) units of approved course work and achieve a minimum grade point average (GPA).

\* World History or Geography taken in CCSD fulfills the Arts/Humanities or Career and Technical Education (CTE) state requirement. (PLEASE SEE CHART ON PAGE 10)

\*\* Successful completion of a one-semester computer literacy course offered in grades 6, 7, or 8 will satisfy the 21st Century Learning graduation requirement. (PLEASE SEE CHART ON PAGE 10)

\*\*\* For students pursuing the Advanced Diploma or Advanced Honors Diploma, World History or Geography will satisfy either the student's third social studies credit or the student's Arts/Humanities or Career and Technical Education elective credit, but not both. (PLEASE SEE CHART ON PAGE 10)

### **Testing Requirements**

Students enrolled in Grade 11 of a Nevada school during an administration of the College and Career Readiness Assessment (ACT) must take the ACT to be eligible for a diploma. Students not enrolled in Grade 11 of a Nevada public school on either of the administration dates of the ACT are exempt from this assessment participation requirement for graduation (NRS 389.807).

NOTE: End of Course (EOC) examinations have been transitioned from a graduation requirement to an End of Course final exam as required by AB7 of the 2017 legislative session.

### **ADVANCED HONORS DIPLOMA**

To receive an Advanced Diploma, each student must earn the Advanced Diploma with at least twelve (12) Bonus Point Units consisting of Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses as outlined below.

\*\*\*\* First year foreign language courses do not earn Bonus Point Units in CCSD. (PLEASE SEE CHART ON PAGE 10)

### **Testing Requirements**

Students enrolled in Grade 11 of a Nevada school during an administration of the College and Career Readiness Assessment (ACT) must take the ACT to be eligible for a diploma. Students not enrolled in Grade 11 of a Nevada public school on either of the administration dates of the ACT are exempt from this assessment participation requirement for graduation (NRS 389.807).

NOTE: End of Course (EOC) examinations have been transitioned from a graduation requirement to an End of Course final exam as required by AB7 of the 2017 legislative session.

### **ADVANTAGES OF THE HONORS COURSE OFFERINGS**

1. Most competitive colleges and universities consider not only students' grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT or ACT Scores
2. Enrollment in the Advanced Honors Diploma course work will assist students in their preparation for college entrance exams.
3. The GPA weighted with Bonus Points is used when determining class rank.

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Standard Diploma	
Credit Type	Units
English	4
Mathematics	3
Science	2
World History or Geography*	1
US History	1
US Government	1
Physical Education	2
Health Education	0.5
21 <sup>st</sup> Century Learning**	0.5
Electives	7.5
<b>Total</b>	<b>22.5</b>

Advanced Diploma	
Students must earn a 3.250 Cumulative Grade Point Average (GPA) and complete the Units outlined below	
Credit Type	Bonus Point Units
English	3
Mathematics	2
Science	2
World History, Geography, US History, or US Government	2
Foreign Language****	1
Electives	2
<b>Total</b>	<b>12</b>

Advanced Honors Diploma	
Students must earn the Advanced Diploma and complete the Bonus Point Units outlined below	
Credit Type	Units
English	4
Mathematics	4
Science	3
World History or Geography*	1
US History	1
US Government	1
Physical Education	2
Health Education	0.5
21 <sup>st</sup> Century Learning**	0.5
Arts/Humanities/CTE***	1
Electives	6
<b>Total</b>	<b>24</b>

### **DUPLICATE COURSE WORK – REPEATING COURSES**

A student may repeat a course. A student shall not receive additional credit for the repeated course. The higher grade shall be recorded on the permanent record and the lower grade replaced with a repeated course notation.

A student may repeat a 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.

### **NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR**

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.

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### **What is cheating?**

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

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

### **What is plagiarism?**

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

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

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

*Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.*

### **CLARK COUNTY SCHOOL DISTRICT ATHLETIC ELIGIBILITY**

Initial Eligibility – General Requirements:

1. Must be enrolled in grades 9-12.
2. Must reside in the school of enrollment's attendance zone.
3. Must be enrolled in a minimum of two units of credit consisting of at least four classes per semester and regularly attend school.
4. Must have passed a minimum of two units of credit the immediate preceding semester with a minimum grade point average of 2.0. A student may earn a maximum of one unit of external credit (summer school, correspondence, etc.) to improve previous semester deficiency.
5. Transfer students are automatically presumed ineligible. Rebuttal of presumption of ineligibility guidelines are contained in Nevada Interscholastic Activities Association (NIAA) regulations (NAC 386.785 – 386.799).

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6. **Secondary Magnet School** students who enroll for less than a three (3) year program or enroll in individual classes are ineligible for athletics at the Magnet School for 180 school days. Students who drop from the Magnet program will become automatically ineligible for athletics at the Magnet School for 180 school days. If a student chooses to return to his/her school of residence, he/she would be ineligible for the remainder of that school year and for 180 school days in any sport in which his/her name appeared on a NIAA roster during his/her attendance at the Magnet School.
7. **Secondary Open Enrollment/Select Minority to Majority** students who are selected to attend this type of school are eligible to participate in athletics. Students who change schools will become automatically ineligible for the remainder of the current school year and for 180 school days in any sport his/her name appeared on an NIAA roster during his/her attendance at the Open Enrollment school.
8. **Career Technical Academy/Charter School/Home-Schooled** students are eligible to participate in athletics in the school that is located in the attendance zone of the residence of the parent or legal guardian.

### Maintenance of Eligibility:

1. Must maintain passing grades in all subjects during the current athletic season.
2. Must regularly attend school. Must be in school in order to participate in practice or games on any given day.
3. Must maintain positive citizenship. Students on RPC or suspension are not eligible to participate. Serious and/or chronic behavior infractions may result in suspension of athletic participation for up to one year, at the discretion of the principal. Additional specific eligibility guidelines are contained in Nevada Interscholastic Activities Association (NIAA) regulations (NAC 386.776 – 386.855) and Clark County School District regulation 5135.

### **GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM**

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who 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 at [www.nevadatreasurer.gov](http://www.nevadatreasurer.gov). Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

### **CCSD GUIDANCE & COUNSELING WEBSITE**

The Guidance and Counseling website, which can be found at <http://ccsd.net/departments/guidance-counseling>, is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions. Information on diploma requirements, scholarship opportunities and post- secondary opportunities are just a few of examples of information available on the website.