



EIGHTH GRADE COURSE CATALOG 2020-2021

All eighth 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)

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)

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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.

HISTORY & GEOGRAPHY 8

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

HISTORY & GEOGRAPHY 8 ACCELERATED

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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.

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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.

8th GRADE ELECTIVE CHOICES

Electives are based upon student enrollment and staff availability.

BEGINNING BAND

The Beginning Band (brass, woodwind, and percussion) is open to 6th, 7th, and 8th 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.

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BEGINNING ORCHESTRA

This one-year course is designed for 6th, 7th, and 8th 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.

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.

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ART

This one-year course 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 their academic studies, lives, and the world around them. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one elective credit. Revised May 2018.

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.

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.

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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.

CROSS TRAINING

This course is designed to provide students with an opportunity to develop a basic understanding of the principles of athletic strength and cardiovascular training. Students will receive instruction in a variety of bodyweight training activities that will enable them to develop athletic strength, endurance, flexibility, speed and power. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students will participate varied functional fitness movements at high intensity levels. Students will develop universal motor recruitment patterns by building functional movements, physical skills, and by adapting functional movements to their personal skill levels.

SCHOOL DISTRICT CALENDAR

This calendar is subject to change. Please review the current calendar online at: <https://ccsd.net/district/calendar/>

GRADUATION REQUIREMENTS

1. Complete coursework designed around individual goals and core enrollment expectations
2. Take the ACT with Writing in junior year, at no cost
3. Earn a diploma (see below)

HIGH SCHOOL DIPLOMAS

Diploma Type	English	Mathematics	Science	Social Studies	PE	Health	Computers	Arts/Hum/CTE	Flex Credit	Foreign Language	Electives	Total	GPA
Advanced	4	4	3	3 *	2	0.5	0.5	1	-	-	6	24	3.25 unweighted
Advanced Honors (Honors Units Total Units)	3 4	2 4	2 3	2 3	- 2	- 0.5	- 0.5	- 1	-	1 -	2 6	12 24	3.25 unweighted
College and Career Ready ***	4	4	3	3 *	2	0.5	0.5	1	-	-	6	24	3.25 weighted
Standard and Alternative^ (2019-2021)	4	3	2	2	2	0.5	0.5	1 *	-	-	7.5	22.5	-
Standard and Alternative^ (2022 and beyond)	4	3	2	2	2	0.5	0.5	1 *	2 **	-	6	23	-

The current GPA cap is 4.800. There will be no GPA cap beginning with the Cohort of 2021.

^ Students with significant cognitive disabilities are eligible to earn an Alternative Diploma through participation in the Nevada Alternate Assessment (NAA) and successful completion of the course credits required for a standard diploma.

* CCSD students are required to take semester 1 and 2 of World History or Geography to satisfy either the Arts/Humanities/CTE state requirement for the standard diplomas or the additional social studies requirement for the other diplomas. Students may combine different semesters of World History and Geography to meet this requirement.

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** Flex credits can be: a 2nd or 3rd year CTE concentrator course in one program of study, or a 4th year of math (including Algebra II or higher), or a 3rd year of science, or a 3rd year of social studies.

*** Students must complete the 24 credits indicated, including Algebra II or higher, and demonstrate the following:

1. Proficiency in two languages (Seal of Biliteracy), or 2 credits in AP, IB, Dual Credit, CTE, Work Based Learning, or world language courses.
2. Earn one or both of the following endorsements:
 - o College Ready: Students that complete a college readiness assessment and receive scores for placement into non-remedial college-level English and math courses as determined by NSHE Board of Regents. Students need to earn minimum assessment scores for both the College Readiness Language Arts (either a score 18 for the ACT English, 480 for SAT Reading, Level 3 English Smarter Balanced score or a Level 4 PARCC English score) and College Readiness Math areas (either a score of 22 for the ACT, 530 for SAT Math, Level 3 Math Smarter Balanced, or a Level 4 Math PARCC)."
 - o Career Ready: Students that complete the ACT NCRC - level Silver or above, or ASVAB - score 50 or above, or obtain a CTE Skills Attainment certificate, or obtain a Nevada Industry-Recognized Credential.

MIDDLE SCHOOL EXPECTATIONS

ENROLLMENT EXPECTATIONS

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

<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Reading	Reading	English
English	English	Mathematics
Mathematics	Mathematics	Science
Science	Science	Social Studies
Computers	Social Studies	Health
Physical Education	Physical Education	Physical Education
Elective	Elective	Elective

GRADE POINT AVERAGE (GPA)

The student's Unweighted GPA is calculated on a traditional 4-point scale (A=4, B=3, C=2, D=1, F=0).

PROMOTION/RETENTION

Throughout middle school, a well-balanced educational program including mathematics, English, reading, science, social studies, career and technical education, fine arts or exploratory classes, health, and physical education is emphasized. Students who successfully complete all middle school coursework are prepared for the rigors of high school and the End-of-Course Exams. The Nevada State Board of Education and the Clark County School District have adopted promotion standards and regulations to ensure students are academically prepared.

STATE OF NEVADA REGULATION FOR PROMOTION TO HIGH SCHOOL

Students enrolled in the 8th grade:

Students must complete 1½ (one and one-half) credits in mathematics, 1½ (one and one-half) credits in English or reading, 1 (one) credit in science, and 1 (one) credit in social studies with a passing grade during seventh and eighth grade for promotion to high school. One-half (½) credit is the equivalent of one semester.

CLARK COUNTY SCHOOL DISTRICT POLICY AND REGULATION 5123

Clark County School District Policy and Regulation 5123 – Promotion, Retention, and Demotion of Students – sets the standard for promotion from sixth to seventh grade, from seventh to eighth grade, and from eighth grade to ninth grade.

- Pupils enrolled in grade 6 must complete ½ (one-half) credit with a passing grade in mathematics, ½ (one-half) credit with a passing grade in English or reading, and ½ (one-half) credit with a passing grade in science for promotion to grade 7.
- Pupils enrolled in grade 7 must complete ½ (one-half) credit with a passing grade in mathematics, ½ (one-half) credit with a passing grade in English or reading, ½ (one-half) credit with a passing grade in science, and ½ (one-half) credit with a passing grade in social studies for promotion to grade 8.
- Pupils enrolled in grade 8 must complete 1½ (one and one-half) credits with a passing grade in mathematics, 1½ (one and one-half) credits with a passing grade in English or reading, 1 (one) credit with a passing grade in science, and 1 (one) credit with a passing grade in social studies during their seventh and eighth grade years for promotion to high school. An eighth grade student who does not meet promotion requirements may be promoted to high school on academic probation provided the student meets the criteria below. A parent or guardian may elect not to place his/her child on academic probation but to remain in grade 8.

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. Smarter Balanced Assessment Consortium (SBAC) scores 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 ½ (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 eighth grade student may not be promoted mid-year.

SOURCE: Nevada Administrative Code (NAC) 389.445, CCSD Regulation 5123

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EARNING CREDIT

Nevada law states that students may earn a unit of credit for successful completion of a course containing at least 120 hours of instruction or the equivalent. This means that a student must complete 60 hours of instruction, or the equivalent, to earn 0.5 credits 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 & Applications
- Algebra I, Geometry Honors
- Foreign Language

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 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

Students may earn credit during the summer. Registration information is available in the counseling office in the spring. Additional information is available at <http://ccsd.net/schools/summer-school/>.

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Duplicate Coursework – Repeating Courses

A student may repeat a course but shall not receive additional credit for the repeated course. For high school coursework, 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.

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.

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.

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:

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- 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.

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.