

Mannion Middle School

6th GRADE COURSE CATALOG 2025-2026

All 6th Grade students at Mannion Middle School are required to take the following course:

English 6

Reading 6

Mathematics 6

Elective

Science 6

PE/6th Grade Studies

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

ENGLISH 6

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 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 is an integral part of this course. This course fulfills the sixth grade English requirement.

ENGLISH 6 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 faster 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 is an integral part of this course. This course fulfills the sixth grade English requirement.

READING 6

This one-year course emphasizes the development of critical reading skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text independently. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate reading, writing, speaking, listening, and language use. This course fulfills the sixth-grade reading requirement.

READING 6 ACCELERATED

This one-year course emphasizes the development of critical reading 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 skills. Students enrolled in this accelerated course read, comprehend, and interpret a variety of grade level and above grade level text independently and proficiently. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate their reading, writing, speaking, listening, and language use. This course fulfills the sixth-grade reading requirement.

MATH 6

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

MATH 6 ACCELERATED

This one-year 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.

MATH 6 DOUBLE ACCELERATED

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

SCIENCE 6

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. The topics covered in Science 6 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.

SCIENCE 6 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 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: (ROTATION SCHEDULE THROUGHOUT THE YEAR w/6th GRADE STUDIES)

This rotation 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 sixth-grade students.

6th GRADE STUDIES: (ROTATION SCHEDULE THROUGHOUT THE YEAR w/PHYSICAL EDUCATION)

This rotation course is designed to assist students with the transition to middle school. Everything students learn in this course can be applied to their other 6th grade subject areas. This course is designed to help students improve in a variety of areas, including: organization of their google drives; time management; planning; typing; studying for tests; critical thinking; self-advocacy; and goal-setting. This course will replace the traditional "Computer Applications" as this course is being moved to the 8th grade curriculum starting in 2024-2025.

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.

SIXTH GRADE: A pupil who enters grade six must complete one semester with a passing grade in mathematics, science, and English Language Arts for promotion to seventh grade. No student may be retained more than once in sixth grade.

6th GRADE ELECTIVE CHOICES

Electives are based upon student enrollment and staff availability.

BEGINNING BAND (Fee \$20)

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.

BEGINNING ORCHESTRA (Fee \$20)

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.

BEGINNING CHORUS (Fee \$20)

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.

<p>MUSICAL INSTRUMENTS: Please do not purchase or rent band or orchestra instruments until the instructor verifies instrument choices and sends information home.</p>
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EXPLORATIONS 6: (Fee \$20)

This one-year course is broken into 4, 9 week courses. Each quarter will have a different teacher and topic. The topics for next year include: introduction to Spanish, introduction to robotics, introduction to art, and introduction to music appreciation. These topics for Explorations may change due to staffing, student needs, enrollment, and this may be determined after pre-registration information is collected.

ROBOTICS (Documented Elementary Robotics Experience Required)

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to robotics. This course expands students' knowledge through the application of robotics principles and vocabulary. Students engage in kinesthetic project-based learning experiences, writing, and research projects. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six, seven, and eight.

ATTENTION PARENTS: To ensure student proficiency in core curriculum subjects, students that have scored a 1 on the math SBAC during the past year, and not enrolled in a music elective, may be placed in a math support class.

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. 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 is a repeatable elective course and does not fulfill the middle school mathematics requirement for promotion.

SCHOOL DISTRICT CALENDAR

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

PATHWAY TO GRADUATION FOR STUDENTS

1. Complete coursework designed around individual goals and Core Enrollment Expectations
2. Take the ACT with Writing in eleventh (11th) grade, at no cost (or take the NAA for Alternative Diploma students)
3. The following page contains information about the credit requirements for the high school diplomas available to you. You must meet all of the requirements for at least one diploma to graduate from high school

HIGH SCHOOL DIPLOMAS

High School Graduation Diploma Credit Requirements	Advanced Diploma	College and Career Ready Diploma ^a	Standard or Alternative ^b Diploma
Area of Study	Credit(s)	Credit(s)	Credit(s)
English	4	4	4
Mathematics	4	4	3
Science	3	3	2
World History/Geography	1 ^c	1 ^c	-
United States History	1	1	1
United States Government	1	1	1
Physical Education	2	2	2
Health	½	½	½
Use of Computers	½	½	½
College and Career Flex Credit	-	-	2 ^d
Arts/Humanities/Occupational Ed	1	1	1 ^c
Electives	6	6	6
Total	24	24	23
GPA Requirement	3.25 unweighted	3.25 weighted	-

^a Additional College and Career Ready Diploma requirements:

- One (1) of the mathematics credits must be Algebra II or higher, and
- Proficiency in two languages, or two (2) credits in: AP* courses, IB* courses, Dual Enrollment/Dual Credit courses, a CTE* program of study, Work-Based Learning courses, or a world language course, and
- Earn a College-Ready endorsement or a Career-Ready endorsement, or earn both.

^b Students with significant cognitive disabilities may earn the Alternative Diploma through participation in the NAA* instead of the ACT. This diploma is included in a school's graduation rate, and students remain eligible for IDEA* services until their 22nd birthday.

^c CCSd students must take World History or Geography to earn either the Arts/Humanities/CTE credit for the Standard Diploma or the World History/Geography credit for the other diplomas.

^d Flex Credits are: a 2nd or 3rd year CTE* course, or a 4th year of mathematics (Algebra II or higher), or a 3rd year of science, or a 3rd year of social studies. World History will only be a Flex Credit if a student also takes Geography.

MIDDLE SCHOOL EXPECTATIONS

SCHEDULE CHANGES

To ensure students receive the required amount of instruction to earn credit, schools may only change courses until a predetermined specific date each semester, as determined by the school's schedule. The school will communicate with students and their families about these deadlines. Please contact your school counselor with questions.

Courses may only be changed with administrative approval. Distance learning and online coursework (e.g. Apex, Edgenuity) allow students to earn credit through digital instruction and are excluded from these guidelines.

A unit of credit is awarded for a course containing at least 120 hours of instruction or 60 hours per semester. Courses contain 120 hours of classroom instruction, excluding passing periods.

SOURCE: NAC 389.040

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 Grade 8:

Per CCSD Regulation 5123 and Nevada Administrative Code (NAC) 389.445:

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. 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 for academic probation as defined in Subsection F. 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

Per CCSD Regulation 5123 Subsection F:

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. CRT scores meet or exceed standards in the area(s) of credit deficiency; or
2. Credits have been earned in the core area(s): English or reading, mathematics, science, and social studies; however, the student is deficient in one semester of the five total credits required for promotion; or
3. A student reaches the age of sixteen before, on, or after the first day of school.

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.

Students enrolled in Grade 6 or Grade 7

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 Grade 6 to Grade 7 and from Grade 7 to Grade 8.

- A pupil in Grade 6 must complete one semester with a passing grade in mathematics, English or reading, and science for promotion to seventh grade. The principal has the authority to determine the course(s) which need to be repeated. No student may be retained more than once in the sixth grade.
- A pupil in Grade 7 must complete one semester with a passing grade in mathematics, English or reading, science, and social studies for promotion to eighth grade. The principal has the authority to determine the course(s) that need to be repeated. No student may be retained more than once in the seventh grade.

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

ENROLLMENT EXPECTATIONS

The 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
Physical Education	Social Studies	Health
Elective	Elective	Physical Education
Elective		*Computers
		Elective

*Students who have not previously taken and passed Computer Science and Applications prior to the 2024-2025 school year will be required to take the course in Grade 8 with Health (1 quarter) and PE (1 quarter).

ACADEMIC PLANNING

THREE-YEAR COURSE PLANS

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

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

SOURCES: CCSD Regulation 5123

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. The Clark County School District (CCSD) has a variety of ways for students to earn credit. Internal credits are taken at a CCSD school, and external credits are taken outside of the school district. External credits are limited to 6.0 total credits for high school course work, and must be pre-approved by the school of full-time enrollment.

SOURCE: NAC 389.040

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

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

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

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

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

SOURCE: CCSD Regulation 5127

High School Credit Taken in Middle School

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

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

Concurrent Credit

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

Nevada Learning Academy

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

Summer School

Middle school students may earn middle school credit during the summer only as remediation for failed coursework. Students who have finished their 8th grade year and are being promoted to high school may begin to take high school credit 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 where the student took a course for high school credit but shall not receive additional credit for the repeated course. When repeated, the higher grade for the course 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.

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:

- 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.